Pioneer Valley High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.
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.

2022-23 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
County-District-School (CDS) Code	42-69310-0102285

2022-23 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 Address	www.smjuhsd.org

2022-23 School Overview

PVHS celebrates 18 years in 2022 and represents the largest comprehensive high school in the Santa Maria Joint Union High School District. Our population is currently 3,247 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. Various programs available to our students include Virtual Learning Academy, Independent Study, REACH, and On Track Credit Recovery. Pioneer Valley is the birthplace of the paid student district peer tutoring program, and we have over 50 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 prepare students to positively contribute to society by focusing on academic achievement, personal responsibility and college or career readiness.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	833
Grade 10	815
Grade 11	800
Grade 12	708
Total Enrollment	3,156

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.0
American Indian or Alaska Native	0.2
Asian	0.5
Black or African American	0.3
Filipino	2.2
Hispanic or Latino	93.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.2
White	2.5
English Learners	14.8
Foster Youth	0.2
Homeless	26.1
Migrant	4.6
Socioeconomically Disadvantaged	79.6
Students with Disabilities	10.6

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	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	1.00	
Misassignments	11.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	12.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.10	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	Jan 2019

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/Collections (2017)	Yes	0%
Mathematics	Thomson (2005) McGraw Hill (2008) Holt (2011) Amsco (2006) McDougal Littell (2003) Prentice Hall (2004) Houghton Mifflin (1992)	Yes	0%
Science	Holt Rinehart (2007) McGraw Hill (2003) Glencoe (2004) McGraw Hill (2007) Prentice Hall (2005)	Yes	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)	Yes	0%

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 125
Permanent Classrooms (10 computer labs) 94
Portable Classrooms 29
Restrooms 24

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

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 2021-22 fiscal year, the District spent $107,640 on deferred maintenance. In addition, for 2021-22 fiscal year the District spent $4.41 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.62% of the District's General Fund expenditures.

Planned Improvements (School Year 2022-23):
Replace carpet in 400 Building second floor classrooms and hallway
Replace two roofs on portable classrooms
Resurface outdoor tennis courts
Addition of three modular classrooms and a restroom

Year and month of the most recent FIT report	December 2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			203: Patch and paint east wall; 208: Replaced two ceiling tiles; 209: Replaced one ceiling tile; 213: Replaced one ceiling tile; 214: Replaced one ceiling tile; 303: Repaired cove base; 403: Repaired cove base; 606: Repaired north wall; 609: Replace one ceiling tile; 616: Replaced three ceiling tiles;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			205: Replaced light switches 208: Replaced multiple outlet covers; 210: Replaced one whiteboard light; 212: Replaced one outlet cover; 321: Changed one light switch; 353: Replaced one light switch; 355: Replaced one broken outlet cover; 602: Replaced two outlet covers; 603: Replaced two outlet covers; 605: Repaired light switch cover; 612: Replaced light switch and outlet covers; 623: Replaced one outlet cover;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			423: Replaced in sink; 425: Replace diaphragm in sink 3; WO generated;
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			615: Connected the rain gutter downspout at the ramp; 617: Connected the rain gutter downspout at the ramp;
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			201: Paint exterior doors; 204: Paint exterior door; 205: Painted south wall and exterior door; 206: Paint exterior door; 207: Paint exterior door; 214: Installed new door stop; 215: Installed new door stop; 612: Painted ramp partitions; Pool: Inspected entry gate to pool;

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	39	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	15	N/A	33

2021-22 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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	765	734	95.95	4.05	38.92
Female	386	374	96.89	3.11	44.14
Male	379	360	94.99	5.01	33.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	62.50
Hispanic or Latino	705	678	96.17	3.83	37.91
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	12	85.71	14.29	58.33
White	23	22	95.65	4.35	36.84
English Learners	105	94	89.52	10.48	5.32
Foster Youth	0	0	0.00	0.00	0.00
Homeless	212	200	94.34	5.66	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	619	592	95.64	4.36	37.11
Students Receiving Migrant Education Services	36	30	83.33	16.67	30.00
Students with Disabilities	72	64	88.89	11.11	1.61

2021-22 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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	766	733	95.69	4.31	18.03
Female	386	371	96.11	3.89	18.60
Male	380	362	95.26	4.74	17.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	47.06
Hispanic or Latino	706	678	96.03	3.97	17.13
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	12	85.71	14.29	41.67
White	23	21	91.30	8.70	9.52
English Learners	105	96	91.43	8.57	3.13
Foster Youth	--	--	--	--	--
Homeless	212	201	94.81	5.19	12.44
Military	--	--	--	--	--
Socioeconomically Disadvantaged	620	592	95.48	4.52	17.43
Students Receiving Migrant Education Services	36	32	88.89	11.11	9.38
Students with Disabilities	72	64	88.89	11.11	1.56

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	17.29	NT	14.72	28.5	29.47

2021-22 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	1416	1357	95.83	4.17	17.29
Female	698	672	96.28	3.72	15.07
Male	718	685	95.4	4.6	19.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	39	37	94.87	5.13	37.84
Hispanic or Latino	1319	1265	95.91	4.09	16.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	25
White	35	33	94.29	5.71	27.27
English Learners	167	153	91.62	8.38	0.66
Foster Youth	--	--	--	--	--
Homeless	330	315	95.45	4.55	9.84
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1147	1100	95.9	4.1	16.41
Students Receiving Migrant Education Services	70	67	95.71	4.29	17.91
Students with Disabilities	118	108	91.53	8.47	2.8

2021-22 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 and consist of a concentrator and completer course.. 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 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. 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. These two positions work closely together and coordinate various events on campus that focus on college going culture. 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 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 and Culinary 2
- Clothing and Fashion and Advanced Clothing and Fashion

- Industrial Technology: Publications and Digital Arts 2
- Mechanical Drawing
- 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 Kinesiology and Forensic Science
- Medical Health Careers

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

We currently share Advisory Committees and Advisory events, such as the District Advisory Committee and Student and Industry Advisory, as well as Hancock's, 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's website.

Starting 2021-2022 students have the ability to take classes at the District's Brand new CTE Facility, the Mark Richardson Career Technical Education Center & Agricultural Farm. 2021-2022 classes include Residential and Commercial Construction, Solidworks, MasterCam, and Survey of Machining. Future Classes include Culinary Arts, Diesel, and AG.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1874
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.5
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.58
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	49.72

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	60%	54%	53%	56%	56%

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.

2022-23 Opportunities for Parental Involvement

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 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 academic support.

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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.5	2.4		4.8	4.6		8.9	7.8
Graduation Rate		95.6	95.8		91	92.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	706	676	95.8
Female	334	326	97.6
Male	372	350	94.1
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	22	21	95.5
Hispanic or Latino	660	633	95.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	17	17	100.0
English Learners	113	93	82.3
Foster Youth	--	--	--
Homeless	135	126	93.3
Socioeconomically Disadvantaged	661	631	95.5
Students Receiving Migrant Education Services	45	42	93.3
Students with Disabilities	64	46	71.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3309	3242	673	20.8
Female	1623	1587	334	21.0
Male	1685	1654	339	20.5
American Indian or Alaska Native	5	5	2	40.0
Asian	15	15	2	13.3
Black or African American	9	9	1	11.1
Filipino	70	70	6	8.6
Hispanic or Latino	3104	3041	636	20.9
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	8	7	3	42.9
White	85	82	20	24.4
English Learners	536	515	124	24.1
Foster Youth	11	8	4	50.0
Homeless	904	880	192	21.8
Socioeconomically Disadvantaged	2790	2730	586	21.5
Students Receiving Migrant Education Services	169	161	31	19.3
Students with Disabilities	356	347	119	34.3

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.11	1.79	2.45
Expulsions	0.07	0.22	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.45	0.02	3.74	0.20	3.17
Expulsions	0.00	0.36	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.45	0.36
Female	1.66	0.31
Male	3.20	0.42
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.42	0.39
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.88	0.00
English Learners	4.29	0.56
Foster Youth	0.00	0.00
Homeless	3.10	0.33
Socioeconomically Disadvantaged	2.44	0.43
Students Receiving Migrant Education Services	3.55	0.00
Students with Disabilities	5.06	0.56

2022-23 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 am. to 5:00 pm and they attend all athletic contests for supervision. 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24	56	46	50
Mathematics	25	42	40	42
Science	24	22	10	32
Social Science	25	31	19	42

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	21	119	26	67
Mathematics	23	53	46	44
Science	17	72	13	36
Social Science	21	60	14	52

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

2021-22 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	350.67

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	8,662.45	1,590.58	7,071.87	90,389.60
District	N/A	N/A	8,473.16	$89,577
Percent Difference - School Site and District	N/A	N/A	-18.0	0.9
State	N/A	N/A	$6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	7.0	-4.0

2021-22 Types of Services Funded

Pioneer Valley High School receives funding from Title I and LCAP. 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.
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."

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$49,286	$55,947
Mid-Range Teacher Salary	$89,402	$90,080
Highest Teacher Salary	$107,040	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$146,364
Average Principal Salary (High)	$166,569	$164,633
Superintendent Salary	$260,000	$261,984
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	11

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	6
Fine and Performing Arts	0
Foreign Language	6
Mathematics	3
Science	0
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

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 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	4