Pioneer 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** | 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. |
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| **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 High School
Street	1400 Pioneer Avenue
City, State, Zip	Woodland, CA 95776
Phone Number	(530) 662-1148
Principal	Sandra M. Reese
Email Address	Sandra.Reese@wjusd.org
School Website	https://phs.wjusd.org/
County-District-School (CDS) Code	57727100000000

2022-23 District Contact Information

District Name	Woodland Joint Unified School District
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website Address	www.wjusd.org

2022-23 School Overview

Principal's Message
Our mission is to foster a dynamic, engaging and supportive educational environment that promotes knowledge and skills for college and career. Pioneer High School is one of two comprehensive high schools in the Woodland Joint Unified School District. Pioneer is located on the east side of Woodland, a community with a diverse range of incomes, educational skills, ethnicity, and socioeconomic backgrounds.

Community and District Profile
Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,307 students in the 2021-22 school year.

Pioneer High School offers a full, comprehensive high school curriculum including courses designed to meet our Ethnic Studies requirement and several CTE pathway opportunities. The school opened its doors for the first time during the 2003-04 school year. Pioneer High School operates on a traditional calendar, and during the 2021-22 school year, 1,628 students were enrolled in grades nine through twelve.

School Mission Statement
We ensure that all students develop and demonstrate the skills necessary for success during and beyond high school. This is achieved through building positive relationships, valuing diversity, maintaining high academic and behavior expectations. and providing relevant, engaging learning opportunities in a safe environment.

School Vision Statement
The collective staff at Pioneer High School is committed to creating and maintaining a collaborative school culture that encourages and supports the academic, social and emotional growth of all students.

School wide Learner Outcomes
Pioneer High School supports the district's Graduate profile by incorporating outcomes around student who are (1) Critical Thinkers & Problem Solvers; (2) Academically Literate Students; (3) Creative: (4) Communicators; (5) Civic-Minded & Culturally Aware; and (6) Responsible & Productive

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	415
Grade 10	473
Grade 11	393
Grade 12	372
Total Enrollment	1,653

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.5
Asian	6.4
Black or African American	1.4
Filipino	1.8
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.4
White	17.5
English Learners	11.5
Foster Youth	0.5
Homeless	0.4
Migrant	2.5
Socioeconomically Disadvantaged	70.1
Students with Disabilities	11.4

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)	66.50	90.45	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	3.30	4.61	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	0.82	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	1.02	8.70	1.80	12115.80	4.41
Unknown	2.20	3.08	29.10	5.99	18854.30	6.86
Total Teaching Positions	73.60	100.00	485.60	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)	70.40	88.99	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	2.50	3.16	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	1.74	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	2.05	8.20	1.68	11953.10	4.28
Unknown	3.10	4.02	18.00	3.70	15831.90	5.67
Total Teaching Positions	79.10	100.00	488.50	100.00	279044.80	100.00

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	0.00	0.20
Misassignments	0.60	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	1.30

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	0.00	0.50
Local Assignment Options	0.70	1.00
Total Out-of-Field Teachers	0.70	1.60

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)	0.90	1.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.40	0.00

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

Woodland Joint Unified School District held a Public Hearing on September 22, 2022 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2022, regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill (2017) Adopted 2020	Yes	0.0%
Mathematics	Houghton Mifflin Big Ideas Integrated Math I, II, and III Adopted 2016	Yes	0.0%
Science	Benjamin Cimmings Adopted 2002 Glencoe Adopted 2004 Hotl, Rinehart & Winston Adopted 2001 Houghton Mifflin Adopted 2000 Prentice Hall Adopted 2001	No	0.0%
History-Social Science	Glencoe/McGraw Hill Adopted 2000 McDougall Littell Adopted 2000 Prentice Hall Adopted 2006 Pearson Adopted 2008	No	0.0%
Foreign Language	Vista Higher Learning (Spanish) Senderos 1, Senderos2, Senderos 3, Senderos 4, Temas, Galeria 1, and Galeria 2 Adopted 2019 Vista Higher Learning (French) Daccord Adopted 2020	Yes	0.0%
Health	Health Connected: Teen Talk Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Pioneer High School, originally constructed in 2002, offers a safe and secure campus for students, staff, and visitors. With the completion of the new Career Technical Education (CTE) building in January, 2010, the school is now comprised of 72 classrooms (70 classrooms, one wet lab and one industrial workshop), one library, one computer lab, one multipurpose room, one gymnasium and one staff room. Facility information is current as of December 22, 2022.

Cleaning Process
The principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report	12/19/2022 - 12/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room D305: 2: Vent by door needs to be repaired/replaced Work order 52182
Interior: Interior Surfaces		X		Room C103: 4: Replace baseboard in East wall Work order 52161 Room C302: 4: (D) Ceiling tiles have holes or stains. 7: (1) light by door needs to be cleaned, (1) light by door does not function, (1) light by whiteboard does not function Work order 52164 Room C304: 4: Floors have excessive dirt 8: women's RR (4) toilet seats need to be replaced men's RR (1) faucet does not work Work order 52166 Room C401: 4: Work surface needs to have metal edge replaced/repaired 15: Door needs to be painted Work order 52167 Room D103: 4: Repair (2) locations where wallpaper has been removed Work order 52171 Room D205: 4: (D) Ceiling tiles have holes or stains. Work order 52175 Room H110: 4: (D) Ceiling tiles have holes or stains. Wallcovering needs to be repaired Work order 52190 Room S102: 4: Floor needs to be cleaned/waxed Work order 52193 Room S104: 4: (D) Ceiling tiles have holes or stains. 7: Outlet cover missing East most peninsula

			Work order 52195 Room S109: 4: (D) Ceiling tiles are missing. 7: (2) lights are not functioning 9: Faucet on N (center) wall drips Work order 52200 Room S110: 4: (D) Ceiling tiles are missing. 10: extinguisher missing Work order 52202 Weight Room: 4: (D) Ceiling tiles are missing. Work order 52212 Wrestling Room: 4: (D) Ceiling tiles are missing. Work order 52215
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Room D303: 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup. Site needs to work with staff to better organize room. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 52180
Electrical		X	Girls Restroom: 7: (D) Lighting is flickering. 8: Hand dryer does not work Toilet seat in "center stall" needs to be repaired/replaced (D) Restrooms are NOT fully operational. Work order 52157 Room B07: 7: (D) Lighting appears to be inadequate and is not working properly Work order 52159 Room C203: 7: light in middle of room is not functioning 15: Door needs to be painted Work order 52163 Room C302: 4: (D) Ceiling tiles have holes or stains. 7: (1) light by door needs to be cleaned, (1) light by door does not function, (1) light by whiteboard does not function Work order 52164 Room C303: 7: Light by whiteboard not working 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. Work order 52165 Room C504: 7: Install outlet cover plate on ceiling outlet (projector location) Work order 52168 Room D101: 7: Cover electrical floor box (trip hazard) Work order 52169 Room D102: 7: (D) Lighting is flickering by front of room

Work order 52170
Room D202:
7: Occupancy sensor may not be working properly. Adjust/repair/replace
(1) light is not functioning
Work order 52174
Room D206:
7: (1) light in corner not functioning
Work order 52176
Room D301:
7: Floor outlet buzzing
Work order 52177
Room D303:
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup. Site needs to work with staff to better organize room.
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights.
Work order 52180
Room D402:
7: (D) Lighting is flickering. Second from entrance (when first turned on)
Work order 52187
Room D404:
7: (D) Lighting is flickering and light are malfunctioning
10: Extinguisher needs to be mounted to wall
Work order 52189
Room H111:
7: (D) Lighting appears to be inadequate and is not working properly.
Inspect "electrical noise" in regards to lights
Work order 52191
Room S101:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. (3 lights out)
Receptacles on north peninsula need to be replaced/repaired (1 is painted)
Work order 52192
Room S103:
7: 1/3 of the lights are not working. (bad switch/circuit)
Work order 52194
Room S104:
4: (D) Ceiling tiles have holes or stains.
7: Outlet cover missing East most peninsula
Work order 52195
Room S105:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Several lights are not working
9: South most sink was no water
Work order 52196
Room S108:
7: SE peninsula needs outlet cover
Several lights not functioning
Work order 52198
Room S109:
4: (D) Ceiling tiles are missing.
7: (2) lights are not functioning
9: Faucet on N (center) wall drips
Work order 52200

School Facility Conditions and Planned Improvements

			Room V05: 7: Several lights out or flickering 9: both drinking fountains have low pressure Work order 52208
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Boys Restroom: 8: Toilet seat in left most stall needs to be replaced Work order 52153 Girls Restroom: 7: (D) Lighting is flickering. 8: Hand dryer does not work Toilet seat in "center stall" needs to be repaired/replaced (D) Restrooms are NOT fully operational. Work order 52157 Room C304: 4: Floors have excessive dirt 8: women's RR (4) toilet seats need to be replaced men's RR (1) faucet does not work Work order 52166 Room S105: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Several lights are not working 9: South most sink was no water Work order 52196 Room S109: 4: (D) Ceiling tiles are missing. 7: (2) lights are not functioning 9: Faucet on N (center) wall drips Work order 52200 Room V05: 7: Several lights out or flickering 9: both drinking fountains have low pressure Work order 52208 Room V08: 9: Both drinking fountains have low pressure Work order 52210
Safety: Fire Safety, Hazardous Materials	X		Girls Locker Room: 10: Smoke detector "cage" needs to be remounted Work order 52155 Room C303: 7: Light by whiteboard not working 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. Work order 52165 Room D201: 10: extinguisher needs to be mounted to wall 15: door needs to be painted Work order 52172 Room D401: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. Extinguisher needs to be mounted on wall Work order 52186 Room D404: 7: (D) Lighting is flickering and light are malfunctioning 10: Extinguisher needs to be mounted to wall Work order 52189

School Facility Conditions and Planned Improvements

			Room S110: 4: (D) Ceiling tiles are missing. 10: extinguisher missing Work order 52202
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room C101: 15: paint door Work order 54402 Room C203: 7: light in middle of room is not functioning 15: Door needs to be painted Work order 52163 Room C401: 4: Work surface needs to have metal edge replaced/repaired 15: Door needs to be painted Work order 52167 Room D201: 10: extinguisher needs to be mounted to wall 15: door needs to be painted Work order 52172

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	53	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	24	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	366	341	93.17	6.83	52.79
Female	170	161	94.71	5.29	62.11
Male	195	180	92.31	7.69	44.44
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	59.26
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	224	94.51	5.49	49.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	9	81.82	18.18	--

	78	70	89.74	10.26	55.71
White	78	70	89.74	10.26	55.71
English Learners	40	36	90.00	10.00	11.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	45	42	93.33	6.67	45.24
Socioeconomically Disadvantaged	231	217	93.94	6.06	45.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	37	92.50	7.50	8.11

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	366	338	92.35	7.65	24.56
Female	170	158	92.94	7.06	25.32
Male	195	180	92.31	7.69	23.89
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	22.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	222	93.67	6.33	19.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	8	72.73	27.27	--
White	78	70	89.74	10.26	32.86
English Learners	40	36	90.00	10.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	45	41	91.11	8.89	9.76
Socioeconomically Disadvantaged	231	215	93.07	6.93	16.74
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	40	36	90.00	10.00	0.00

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	24.66	NT	19.88	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	713	665	93.27	6.73	24.66
Female	361	334	92.52	7.48	20.66
Male	351	331	94.3	5.7	28.7
American Indian or Alaska Native	--	--	--	--	--
Asian	57	53	92.98	7.02	35.85
Black or African American	--	--	--	--	--
Filipino	19	19	100	0	57.89
Hispanic or Latino	476	448	94.12	5.88	19.2
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	18	85.71	14.29	22.22
White	128	117	91.41	8.59	35.9
English Learners	72	64	88.89	11.11	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	84	79	94.05	5.95	18.99
Socioeconomically Disadvantaged	465	438	94.19	5.81	18.04
Students Receiving Migrant Education Services	18	17	94.44	5.56	23.53
Students with Disabilities	64	57	89.06	10.94	5.26

2021-22 Career Technical Education Programs

Pioneer High School offers CTE pathways in five industry sectors (Agriculture & Natural Resources; Hospitality, Tourism & Recreation; Information & Communication Technologies; Arts, Media & Entertainment; and Health Science & Medical Technology) that are aligned to the California Career Technical Education model curriculum standards. Each pathway integrates academic and industry standards, technical job skills, work-based learning and support to help students develop the

2021-22 Career Technical Education Programs

skills they will need to be successful in college and careers after high school. The pathways result in industry certifications, college credit, a-g UC/CSU credit or a combination of the three. All programs have an integral leadership program through an official Career Technical Student Organization and are informed by a local advisory committee that provides guidance on curriculum, technical standards and industry needs.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	792
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.1
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	99.94
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	54.69

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 9	60.1%	64.4%	90.8%	48.80%	93.50%

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

Parent Involvement
The school district benefits from extensive support from parents and community members. Pioneer High School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Agricultural Advisory, athletic boosters, and School Site Council membership. Pioneer High School also benefits from partnerships with local businesses, Kiwanis, Lions, and Rotary. Parents also participate in the WASC (Western Association of Schools and Colleges) accreditation process. Pioneer was also represented in the Graduate Profile Committee during 2019-2020, and various district committees as the pandemic has permitted.

Student Involvement
Student voice is an important part of Pioneer High School's operation. Students have an important voice in decision-making. Site Council members are representative of the student body, closely involved with Student Government and other organizations and groups on campus. Students have extensive involvement in the development of the annual Site Plan and that input results in specific goals around increasing student social emotional support, reducing the amount of homework outside of school, and the increase/addition of supports for Newcomer students including both language and Social/Emotional/Trauma support. High School students were also involved in the Graduate Profile work for the district. In addition, students were involved in the development of the Action Plan development for our WASC Self-Study which also factored into and aligned with our Site Plan. Students identified connectedness to the school as an important part of student life in our student surveys. As a result of that identified need, students on the Site Council requested that we add support for clubs and sports as a part of the plan for this year. During the 2020-21 school year, we formed the Student Advisory Council and that body provided input into the Site Plan as well as the school's Discipline policies and Student Handbook.

Contact Information
Parents or students who wish to participate in Pioneer High School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 406-1148. The district's Web site (www.wjusd.org) provides a variety of resources for parents, students and community members. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE)

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		3.1	2.1		3.3	3.4		8.9	7.8
Graduation Rate		94.7	93.9		91.8	91.2		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	379	356	93.9
Female	211	199	94.3
Male	168	157	93.5
American Indian or Alaska Native	0	0	0.0
Asian	30	29	96.7
Black or African American	--	--	--
Filipino	12	12	100.0
Hispanic or Latino	258	239	92.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	61	58	95.1
English Learners	47	36	76.6
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	287	267	93.0
Students Receiving Migrant Education Services	18	17	94.4
Students with Disabilities	41	25	61.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1708	1684	569	33.8
Female	845	838	304	36.3
Male	859	842	264	31.4
American Indian or Alaska Native	7	7	4	57.1
Asian	111	110	27	24.5
Black or African American	26	26	12	46.2
Filipino	30	29	5	17.2
Hispanic or Latino	1181	1165	402	34.5
Native Hawaiian or Pacific Islander	5	4	2	50.0
Two or More Races	42	42	21	50.0
White	298	293	93	31.7
English Learners	207	202	73	36.1

Foster Youth	9	9	8	88.9
Homeless	11	10	6	60.0
Socioeconomically Disadvantaged	1199	1185	441	37.2
Students Receiving Migrant Education Services	45	44	15	34.1
Students with Disabilities	203	199	85	42.7

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	4.63	4.16	2.45
Expulsions	0.00	0.00	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	0.42	7.03	0.21	5.89	0.20	3.17
Expulsions	0.00	0.12	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.03	0.12
Female	4.73	0.00
Male	9.20	0.23
American Indian or Alaska Native	0.00	0.00
Asian	4.50	0.00
Black or African American	3.85	0.00

Filipino	0.00	0.00
Hispanic or Latino	8.72	0.17
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.76	0.00
White	2.68	0.00
English Learners	11.11	0.48
Foster Youth	0.00	0.00
Homeless	27.27	0.00
Socioeconomically Disadvantaged	8.59	0.08
Students Receiving Migrant Education Services	11.11	0.00
Students with Disabilities	13.30	0.49

2022-23 School Safety Plan

Safety of students is a priority of the school staff. Students are supervised throughout the day by administrators and campus supervisors as well as teachers who are committed to meeting students at the door each period. Visitors to the school must check in at the office and wear a visitor's badge while on campus.

Pioneer High School's Site Safety Plan is reviewed each year by our School Safety Team, Department Chairs and school staff; and revised each spring by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Students are included in the Safety Committee, and key elements of the Safety Plan include student safety, school climate, and emergency preparedness. Particular attention to student safety around r3estrooms and the student parking lot are in place in large part because of student input.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including biannual fire evacuations, disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan was last reviewed with Site Council in September 2022.

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	22	29	17	29
Mathematics	27	11	25	22
Science	23	12	9	16
Social Science	22	21	11	23

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	22	32	12	34
Mathematics	29	9	15	30
Science	30	5	7	23
Social Science	22	21	10	24

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	41	19	28
Mathematics	24	22	13	32
Science	25	13	7	21
Social Science	21	32	5	34

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	413.25

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)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

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	$6,457	$881	$5,576	$77,911
District	N/A	N/A	$5,707	$73,100
Percent Difference - School Site and District	N/A	N/A	-2.3	6.4
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	-16.7	-6.4

2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of $5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

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	$47,505	$52,478
Mid-Range Teacher Salary	$67,644	$80,810
Highest Teacher Salary	$96,876	$101,276
Average Principal Salary (Elementary)	$110,190	$127,080
Average Principal Salary (Middle)	$115,533	$134,264
Average Principal Salary (High)	$127,448	$147,200
Superintendent Salary	$246,598	$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

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	19.7

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	4
Fine and Performing Arts	2
Foreign Language	6
Mathematics	1
Science	2
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 professional development days take place annually prior to the school year commencing. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:
Universal Design for Learning, TK-12
Ethnic Studies, Preschool-12
English Learner Roadmap, TK-12
Social Emotional Learning TK-12
Early Literacy TK-3

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	0	0	0