Pioneer High School

1400 Pioneer Ave • Woodland, CA 95776 • (530) 662-1148 • Grades 9-12
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Woodland Joint Unified School District
435 Sixth Street
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District Governing Board

Debbie Decker, President

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Vacant Position

District Administration

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Superintendent

Elodia Ortega-Lampkin
**Associate Superintendent
Educational Services**

Lewis Wiley, Jr.
**Assistant Superintendent
Business Services**

Danyel Conolley
**Senior Director
Human Resource Services**

Principal's Message
Our mission is to foster a dynamic educational environment that promotes knowledge and skills for life involving students, staff, and the community. 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 six 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 over 10,550 students in the 2016-2017 school year.

Pioneer High School offers a full, comprehensive high school curriculum. 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 2017-18 school year, 1,574 students are 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	385
Grade 10	416
Grade 11	386
Grade 12	353
Total Enrollment	1,540

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	7.7
Filipino	1.0
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	0.5
White	21.7
Socioeconomically Disadvantaged	59.7
English Learners	10.2
Students with Disabilities	8.6
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Pioneer High School	**16-17**	**17-18**	**18-19**
With Full Credential	65	73	67
Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	2	0	0
Woodland Joint Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	474
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Pioneer High School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

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

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

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

Woodland Joint Unified School District held a Public Hearing on September 27, 2018 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. 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 September 2018, regarding textbooks in use during the 2018-2019 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt, Rinehart, & Winston Literature & Language Arts Adopted 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Houghton Mifflin Big Ideas Integrated Math I, II, and III Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Benjamin Cimmings Adopted 2002 Glencoe Adopted 2004 Hotl, Rinehart & Winston Adopted 2001 Houghton Mifflin Adopted 2000 Prentice Hall Adopted 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Glencoe/McGraw Hill Adopted 2000 McDougall Littell Adopted 2000 Prentice Hall Adopted 2006 Pearson Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	Glencoe / McGraw Hill Adopted 2005 Heinle & Heinle Adopted 2005 Holt, Rinehart & Winston Adopted 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Health	Glencoe Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 October 12, 2018.

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.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 10/12/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Room C202: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Room C404: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Room D103: 4: (D) Walls have damage from cracks, tears, holes or water damage (D) Ceilings have damage from cracks, tears, holes, or water damage Room D204: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Cove base peeling from wall. Room D305: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Room D402: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Room D406: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Room H101: 4: vaneer on counters broken on the corners. Room H107: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Room S108: 4: (D) Walls have damage from cracks, tears, holes or water damage

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 10/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		5: (D) Horizontal surfaces are excessively dusty/dirty Room V01: 4: (D) Ceiling tiles missing, damaged or loose Maintenance & Operations Work Orders #32823, #32824, #32825, #32826, #32828, #32829, #32832, #32833, #32834, #32837, and #32838
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room S106: 5: (D) Horizontal surfaces are excessively dusty/dirty Room S108: 4: (D) Walls have damage from cracks, tears, holes or water damage 5: (D) Horizontal surfaces are excessively dusty/dirty Maintenance & Operations Work Orders #32836 and #32837
Electrical: Electrical	Good	Room D206: 7: (D) Electrical components are damaged or not functioning properly GFCI in the Panduit not functioning. First in line when you enter the room. Room S102: 7: (D) lighting fixture or bulbs are not working or missing Maintenance & Operations Work Orders #32835 and #32827
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Room V08: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Maintenance & Operations Work Order #32839
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	59.0	67.0	38.0	40.0	48.0	50.0
Math	25.0	27.0	27.0	29.0	37.0	38.0

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	24.4	22.9	25.5

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	355	335	94.37	67.37
Male	169	160	94.67	59.38
Female	186	175	94.09	74.71
Black or African American	--	--	--	--
Asian	30	29	96.67	68.97
Filipino	--	--	--	--
Hispanic or Latino	239	228	95.40	63.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	63	88.73	80.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	218	209	95.87	63.94
English Learners	62	56	90.32	26.79
Students with Disabilities	19	17	89.47	35.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	355	333	93.8	26.73
Male	169	161	95.27	27.33
Female	186	172	92.47	26.16
Black or African American	--	--	--	--
Asian	30	29	96.67	31.03
Filipino	--	--	--	--
Hispanic or Latino	239	225	94.14	21.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	64	90.14	37.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	218	207	94.95	22.22
English Learners	62	56	90.32	7.14
Students with Disabilities	19	15	78.95	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
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, fund raising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Agricultural Advisory, athletic boosters, Ad Hoc, 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.

Contact Information
Parents 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.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Safety of students is a priority of the school staff. Students are supervised throughout the day by administrators and campus supervisors. 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. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. This year, the school received new emergency protocol flip charts to be placed in each classroom. The Safety Plan now reflects what to do for each emergency situation.

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 November 2018.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	8.0	11.9	9.3
Expulsions Rate	0.0	0.1	0.1
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.8	6.3	6.0
Expulsions Rate	0.0	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.4
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	486

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	24.0	25.0	25.0	27	25	24	16	22	15	27	23	28
Mathematics	24.0	24.0	27.0	11	8	13	10	5	18	11	7	27
Science	25.0	25.0	24.0	10	9	11	4	7	9	16	16	14
Social Science	25.0	25.0	24.0	15	13	16	8	13	19	25	22	16

*   Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 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:

Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
UC Davis Math Project: Focus on Conceptual Understanding, TK-12
Ethnic Studies with the Acosta Group, Preschool-12
UC Davis History Project: Understanding the History/Social Science Framework, TK-12
Literacy for All Content Areas with Maria Losee, Grades 5-12
Restorative Practices, TK-12
Innovator Cohort: Google certification classes for teachers

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,910	$47,547
Mid-Range Teacher Salary	$62,933	$74,775
Highest Teacher Salary	$87,121	$93,651
Average Principal Salary (ES)	$106,757	$116,377
Average Principal Salary (MS)	$114,823	$122,978
Average Principal Salary (HS)	$121,527	$135,565
Superintendent Salary	$211,312	$222,853
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,030	$524	$4,507	$59,589
District	◆	◆	$4,126	$66,356
State	◆	◆	$7,125	$76,522
Percent Difference: School Site/District			9.2	-2.3
Percent Difference: School Site/ State			-15.7	-14.0

* Cells with ◆ do not require data.

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

Types of Services Funded

Woodland Joint Unified School District spent an average of $11,330 to educate each student (based on 2016-17 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2017-2018 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pioneer High School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	3.7	5.1	1.7
Graduation Rate	94.1	94.3	93.9
Woodland Joint Unified School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	5.8	6.5	5.7
Graduation Rate	90.4	90.9	88.3
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1117
% of pupils completing a CTE program and earning a high school diploma	3.9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	53.4

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	8	◆
Fine and Performing Arts	3	◆
Foreign Language	5	◆
Mathematics	3	◆
Science	3	◆
Social Science	9	◆
All courses	31	32.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.3	93.3	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	95.2	93.7	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	92.2	89.3	92.1
Two or More Races	100.0	90.9	91.2
Socioeconomically Disadvantaged	97.7	95.5	88.6
English Learners	44.8	52.7	56.7
Students with Disabilities	100.0	88.7	67.1
Foster Youth	0.0	75.0	74.1

Career Technical Education Programs

Pioneer High School offers six complete CTE pathways that integrate rigorous academics, technical skills, work-based learning and support to help students develop the skills they will need to be succeed in college and careers after high school. The pathways result in industry certifications, college credit, a-g credit or a combination of the three. Programs include culinary arts, computer networking, animal science, agriscience, floral design and agriculture mechanics. Students in these programs participate in the following leadership organizations: SkillsUSA and FFA. All CTE courses meet the model curriculum standards and aim to encourage critical thinking, communication skills and real-world contextualization of academic concepts.

DataQuest

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

Internet Access

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