

Pioneer High School

1400 Pioneer Ave • Woodland, CA 95776 • (530) 662-1148 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Woodland Joint Unified School District

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District Governing Board

Michael Pyeatt, President
Tico Zendejas, Vice President
Tania Tafoya, Clerk
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District Administration

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Superintendent
Stacy Spector
**Assistant Superintendent
Educational Services**

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

Danyel Conolley
**Senior Director
Human Resource Services**

School Description

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 of 60,000 with a diverse range of incomes, educational skills, ethnicities, 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, ten 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.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	431
Grade 10	406
Grade 11	379
Grade 12	358
Total Enrollment	1,574

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	7.4
Filipino	1
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	0.4
White	23.3
Two or More Races	1.5
Socioeconomically Disadvantaged	58
English Learners	12.6
Students with Disabilities	8.1
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	15-16	16-17	17-18
With Full Credential	69	65	73
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	1	2	0
Woodland Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Pioneer High School	15-16	16-17	17-18
Teachers of English Learners	0	0	73
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	1	0	1

* "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 2017-18)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 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 2017, regarding textbooks in use during the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, Rinehart & Winston Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Big Ideas, Houghton Mifflin Adopted 2016 Thompson Adopted 2000 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 Holt, 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

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Health	<p>Glencoe Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>

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

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, 2017.

Cleaning Process

The principal works daily with the full-time custodial staff of five to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room S102: 1: Gas shut off blocked 4: Surfaces cluttered (D) Ceiling tiles are stained 5: (D) Cluttered classroom or storerooms Extremely dirty teaching staff left filthy 9: (D) Sink/fountain inaccessible Room V05: 3: (D) Sewer stoppage exists 9: (D) Sink/fountain is damaged (D) Sink/fountain is clogged
Interior: Interior Surfaces			X	Administration: 4: (D) Ceiling tiles are stained Attendance: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard (D) lighting fixture or bulbs are not working or missing Boys Locker Room: 4: (D) Ceiling tiles are stained Career Center: 4: (D) Ceiling tiles are stained (D) Walls have damage from cracks, tears, holes or water damage 12: (D) Damage to exterior paint, plaster, or finish 13: (D) Roof drains filled with leaves, debris Copy Room: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing Gymnasium: 4: Floor needs cleaning J104: 4: Dirty needs deep clean 8: (D) Restrooms are dirty and not maintained regularly J105: 4: Dirty needs deep clean 5: Refrigerator 7: (D) Improper usage of extension cords or extension cord trip hazard 9: (D) Sink/fountain is damaged Library: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained Room C103: 4: (D) Carpeting damaged or stained Gum all over 5: Refrigerator microwave

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room C104: 4: (D) Carpeting damaged or stained Gum 5: Refrigerator microwave (D) Unsecured items are stored too high Room C202: 4: (D) Ceiling tiles are stained 5: Refrigerator microwave 7: (D) Electrical panel blocked Room C203: 4: (D) Ceiling tiles are stained 5: Refrigerator microwave 7: (D) Electrical panel blocked Room C302: 4: (D) Ceiling tiles are stained 5: Refrigerator 7: (D) Electrical panel blocked Room C304: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard (D) Improper usage of surge protectors or daisy chain of surge protectors Room C402: 4: (D) Ceiling tiles are stained 5: (D) Unsecured items are stored too high Refrigerator Room D101: 4: (D) Carpeting damaged or stained Gum 5: (D) Unsecured items are stored too high Room D102: 4: (D) Carpeting damaged or stained Gum 5: Refrigerator microwave coffee pot Room D103: 4: (D) Ceiling tiles are stained (D) Carpeting damaged or stained gum Wall paper torn at entry 5: Refrigerator microwave Room D104: 4: (D) Carpeting damaged or stained Gum (D) Ceiling tiles are stained 5: Microwave 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room D105: 4: (D) Carpeting damaged or stained Gum 5: (D) Unsecured items are stored too high 7: (D) Electrical panel blocked Room D205: 4: (D) Ceiling tiles are stained (D) Carpeting damaged or stained 7: (D) lighting fixture or bulbs are not working or missing Room D206: 4: (D) Carpeting damaged or stained 5: (D) Flooring is excessively dirty/stained (D) Unsecured items are stored too high Refrigerator 7: (D) Electrical panel blocked Room D302: 4: (D) Ceiling tiles are stained 5: Refrigerator (D) Unsecured items are stored too high Room D303: 4: (D) Ceiling tiles are stained Dirty Floor carpet covered wit rubber? 5: Refrigerator 7: (D) lighting fixture or bulbs are not working or missing Room D403: 4: (D) Carpeting damaged or stained 5: Light lenses have not been cleaned 10: (D) Fire extinguisher is missing

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room D406: 4: (D) Carpeting damaged or stained 5: Refrigerator microwave 10: (D) Fire extinguisher is missing Room H101: 4: Needs strip and wax Room H106: 4: Needs strip and wax 5: (D) Cluttered classroom or storerooms Room H109: 4: (D) Ceiling tiles are stained (D) Carpeting damaged or stained Room H110: 4: (D) Carpeting damaged or stained 10: (D) Fire extinguisher is out of date or missing Room S101: 4: (D) Ceiling tiles are stained All science rooms need paper towels at each sink 15: (D) Locks and other security hardware (D) Doors are broken, damaged, or missing Room S102: 1: Gas shut off blocked 4: Surfaces cluttered (D) Ceiling tiles are stained 5: (D) Cluttered classroom or storerooms Extremely dirty teaching staff left filthy 9: (D) Sink/fountain inaccessible Room S103: 4: Painted ceiling tiles 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room S104: 4: (D) Ceiling tiles are stained 5: (D) Unsecured items are stored too high Refrigerator 7: (D) lighting fixture or bulbs are not working or missing Room S105: 4: Ceiling tiles painted 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high Room S106: 4: (D) Ceiling tiles are stained 5: (D) Unsecured items are stored too high Room S108: 4: (D) Plaster or paint is damaged wall paper is torn (D) Ceiling tiles are stained Room S109: 4: (D) Ceiling tiles missing, damaged or loose 9: (D) Sink/fountain missing knob or button Room V01: 4: (D) Ceiling tiles missing, damaged or loose Student Services: 4: (D) Ceiling tiles are stained Weight Room: 4: Floor. Mats damaged (D) Ceiling tiles missing, damaged or (D) Ceiling tiles missing, damaged or loose 5: (D) Flooring is excessively dirty/stained 7: (D) lighting fixture or bulbs are not working or missing Wrestling Room: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Boys Restroom: 5: (D) Areas have unabated graffiti J105: 4: Dirty needs deep clean 5: Refrigerator 7: (D) Improper usage of

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				extension cords or extension cord trip hazard 9: (D) Sink/fountain is damaged Room B01: 5: Refrigerator microwave Room B07: 5: (D) Cluttered classroom or storerooms 7: (D) lighting fixture or bulbs are not working or missing Room C101: 5: Refrigerator microwave (D) Unsecured items are stored too high Room C102: 5: (D) Areas have unabated graffiti Room C103: 4: (D) Carpeting damaged or stained Gum all over 5: Refrigerator microwave Room C104: 4: (D) Carpeting damaged or stained Gum 5: Refrigerator microwave (D) Unsecured items are stored too high Room C201: 5: Refrigerator Room C203: 4: (D) Ceiling tiles are stained 5: Refrigerator microwave 7: (D) Electrical panel blocked Room C204: 5: Microwave 7: (D) lighting fixture or bulbs are not working or missing (D) Electrical panel blocked Room C302: 4: (D) Ceiling tiles are stained 5: Refrigerator 7: (D) Electrical panel blocked Room C402: 4: (D) Ceiling tiles are stained 5: (D) Unsecured items are stored too high Refrigerator Room C403: 5: Microwave (D) Unsecured items are stored too high 7: (D) Electrical panel blocked Room C404: 5: Refrigerator microwave (D) Unsecured items are stored too high Room C502: 5: Cabinet drawers broken (D) Unsecured items are stored too high Refrigerator in classroom 10: (D) Fire extinguisher is missing Room C504: 5: Microwave 10: (D) Fire extinguisher sign is missing Room D101: 4: (D) Carpeting damaged or stained Gum 5: (D) Unsecured items are stored too high Room D102: 4: (D) Carpeting damaged or stained Gum 5: Refrigerator microwave coffee pot Room D103: 4: (D) Ceiling tiles are stained (D) Carpeting damaged or stained gum Wall paper torn at entry 5: Refrigerator microwave Room D104: 4: (D) Carpeting damaged or stained Gum (D) Ceiling tiles are stained 5: Microwave 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room D105: 4: (D) Carpeting damaged or stained Gum 5: (D) Unsecured items are stored too high 7: (D) Electrical panel blocked Room D106: 5: (D) Unsecured items are stored too high

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room D206: 4: (D) Carpeting damaged or stained 5: (D) Flooring is excessively dirty/stained (D) Unsecured items are stored too high Refrigerator 7: (D) Electrical panel blocked Room D301: 5: (D) Unsecured items are stored too high Refrigerator Room D302: 4: (D) Ceiling tiles are stained 5: Refrigerator (D) Unsecured items are stored too high Room D303: 4: (D) Ceiling tiles are stained Dirty Floor carpet covered with rubber? 5: Refrigerator 7: (D) lighting fixture or bulbs are not working or missing Room D304: 5: Refrigerator microwave Room D305: 5: Refrigerator Room D306: 5: (D) Unsecured items are stored too high Room D401: 5: Classroom has refrigerator and microwave Room D402: 5: Classroom has refrigerator and microwave 10: (D) Fire extinguisher is missing Room D403: 4: (D) Carpeting damaged or stained 5: Light lenses have not been cleaned 10: (D) Fire extinguisher is missing Room D404: 5: (D) Unsecured items are stored too high Microwave 7: (D) Electrical panel blocked 10: (D) Fire extinguisher is missing Room D405: 5: Microwave 10: (D) Fire extinguisher is missing Room D406: 4: (D) Carpeting damaged or stained 5: Refrigerator microwave 10: (D) Fire extinguisher is missing Room H106: 4: Needs strip and wax 5: (D) Cluttered classroom or storerooms Room S102: 1: Gas shut off blocked 4: Surfaces cluttered (D) Ceiling tiles are stained 5: (D) Cluttered classroom or storerooms Extremely dirty teaching staff left filthy 9: (D) Sink/fountain inaccessible Room S103: 4: Painted ceiling tiles 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room S104: 4: (D) Ceiling tiles are stained 5: (D) Unsecured items are stored too high Refrigerator 7: (D) lighting fixture or bulbs are not working or missing Room S105: 4: Ceiling tiles painted 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high Room S106: 4: (D) Ceiling tiles are stained 5: (D) Unsecured items are stored too high Weight Room: 4: Floor. Mats damaged (D) Ceiling tiles missing, damaged or (D) Ceiling tiles missing, damaged or loose 5: (D) Flooring is excessively dirty/stained 7:

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				(D) lighting fixture or bulbs are not working or missing
Electrical: Electrical			X	Attendance: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard (D) lighting fixture or bulbs are not working or missing Copy Room: 4: (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing J105: 4: Dirty needs deep clean 5: Refrigerator 7: (D) Improper usage of extension cords or extension cord trip hazard 9: (D) Sink/fountain is damaged Room B07: 5: (D) Cluttered classroom or storerooms 7: (D) lighting fixture or bulbs are not working or missing Room C202: 4: (D) Ceiling tiles are stained 5: Refrigerator microwave 7: (D) Electrical panel blocked Room C203: 4: (D) Ceiling tiles are stained 5: Refrigerator microwave 7: (D) Electrical panel blocked Room C204: 5: Microwave 7: (D) lighting fixture or bulbs are not working or missing (D) Electrical panel blocked Room C302: 4: (D) Ceiling tiles are stained 5: Refrigerator 7: (D) Electrical panel blocked Room C304: 4: (D) Ceiling tiles are stained 7: (D) Improper usage of extension cords or extension cord trip hazard (D) Improper usage of surge protectors or daisy chain of surge protectors Room C403: 5: Microwave (D) Unsecured items are stored too high 7: (D) Electrical panel blocked Room C503: 5: Refrigerator and microwave 7: (D) Electrical panel blocked 10: (D) Fire extinguisher is missing Room D104: 4: (D) Carpeting damaged or stained Gum (D) Ceiling tiles are stained 5: Microwave 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room D105: 4: (D) Carpeting damaged or stained Gum 5: (D) Unsecured items are stored too high 7: (D) Electrical panel blocked Room D201: 7: (D) lighting fixture or bulbs are not working or missing Room D204: 7: (D) Electrical panel blocked Room D205: 4: (D) Ceiling tiles are stained (D) Carpeting damaged or stained 7: (D) lighting fixture or bulbs are not working or missing

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room D206: 4: (D) Carpeting damaged or stained 5: (D) Flooring is excessively dirty/stained (D) Unsecured items are stored too high Refrigerator 7: (D) Electrical panel blocked Room D303: 4: (D) Ceiling tiles are stained Dirty Floor carpet covered with rubber? 5: Refrigerator 7: (D) lighting fixture or bulbs are not working or missing Room D404: 5: (D) Unsecured items are stored too high Microwave 7: (D) Electrical panel blocked 10: (D) Fire extinguisher is missing Room S103: 4: Painted ceiling tiles 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room S104: 4: (D) Ceiling tiles are stained 5: (D) Unsecured items are stored too high Refrigerator 7: (D) lighting fixture or bulbs are not working or missing Student Store: 7: (D) lighting fixture or bulbs are not working or missing Weight Room: 4: Floor. Mats damaged (D) Ceiling tiles missing, damaged or (D) Ceiling tiles missing, damaged or loose 5: (D) Flooring is excessively dirty/stained 7: (D) lighting fixture or bulbs are not working or missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys Restroom: 8: (D) Toilet/urinal/sink is damaged, broken, or clogged J104: 4: Dirty needs deep clean 8: (D) Restrooms are dirty and not maintained regularly J105: 4: Dirty needs deep clean 5: Refrigerator 7: (D) Improper usage of extension cords or extension cord trip hazard 9: (D) Sink/fountain is damaged Room S102: 1: Gas shut off blocked 4: Surfaces cluttered (D) Ceiling tiles are stained 5: (D) Cluttered classroom or storerooms Extremely dirty teaching staff left filthy 9: (D) Sink/fountain inaccessible Room S109: 4: (D) Ceiling tiles missing, damaged or loose 9: (D) Sink/fountain missing knob or button Room V05: 3: (D) Sewer stoppage exists 9: (D) Sink/fountain is damaged (D) Sink/fountain is clogged
Safety: Fire Safety, Hazardous Materials	X			Room C501: 10: (D) Fire extinguisher is missing Room C502: 5: Cabinet drawers broken (D) Unsecured items are stored too high Refrigerator in classroom 10: (D) Fire extinguisher is missing

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room C503: 5: Refrigerator and microwave 7: (D) Electrical panel blocked 10: (D) Fire extinguisher is missing Room C504: 5: Microwave 10: (D) Fire extinguisher sign is missing Room D402: 5: Classroom has refrigerator and microwave 10: (D) Fire extinguisher is missing Room D403: 4: (D) Carpeting damaged or stained 5: Light lenses have not been cleaned 10: (D) Fire extinguisher is missing Room D404: 5: (D) Unsecured items are stored too high Microwave 7: (D) Electrical panel blocked 10: (D) Fire extinguisher is missing Room D405: 5: Microwave 10: (D) Fire extinguisher is missing Room D406: 4: (D) Carpeting damaged or stained 5: Refrigerator microwave 10: (D) Fire extinguisher is missing Room H110: 4: (D) Carpeting damaged or stained 10: (D) Fire extinguisher is out of date or missing
Structural: Structural Damage, Roofs	X			Career Center: 4: (D) Ceiling tiles are stained (D) Walls have damage from cracks, tears, holes or water damage 12: (D) Damage to exterior paint, plaster, or finish 13: (D) Roof drains filled with leaves, debris
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room S101: 4: (D) Ceiling tiles are stained All science rooms need paper towels at each sink 15: (D) Locks and other security hardware (D) Doors are broken, damaged, or missing
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	70	59	40	38	48	48
Math	35	25	27	27	36	37

* 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	50	45	53	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.4	17.6	28.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	397	377	95.0	44.6
Male	191	180	94.2	44.4
Female	206	197	95.6	44.7
Asian	34	34	100.0	47.1
Hispanic or Latino	251	238	94.8	32.4
White	96	90	93.8	73.3
Socioeconomically Disadvantaged	268	253	94.4	33.6
English Learners	60	59	98.3	10.2
Students with Disabilities	32	27	84.4	37.0
Students Receiving Migrant Education Services	12	12	100.0	25.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	353	340	96.32	58.53
Male	162	154	95.06	48.05
Female	191	186	97.38	67.2
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	32	96.97	71.88
Filipino	--	--	--	--
Hispanic or Latino	213	208	97.65	52.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	84	92.31	67.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	193	97.97	51.81
English Learners	64	62	96.88	20.97
Students with Disabilities	26	23	88.46	13.04
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 2016-17 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	353	338	95.75	25.15
Male	162	154	95.06	26.62
Female	191	184	96.34	23.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	32	96.97	34.38
Filipino	--	--	--	--
Hispanic or Latino	213	206	96.71	17.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	84	92.31	36.9
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	192	97.46	21.35
English Learners	64	61	95.31	8.2
Students with Disabilities	26	23	88.46	4.35
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, 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.

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 staff in September 2015.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	13.6	8.0	11.9
Expulsions Rate	0.0	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		80

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	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)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	24	25	18	27	25	12	16	22	35	27	23
Mathematics	29	24	24	6	11	8	14	10	5	24	11	7
Science	25	25	25	8	10	9	14	4	7	9	16	16
Social Science	24	25	25	16	15	13	6	8	13	25	25	22

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

Professional Development provided for Teachers

The 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. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,475	\$46,511
Mid-Range Teacher Salary	\$62,310	\$73,293
Highest Teacher Salary	\$86,258	\$92,082
Average Principal Salary (ES)	\$106,757	\$113,263
Average Principal Salary (MS)	\$114,823	\$120,172
Average Principal Salary (HS)	\$121,527	\$131,203
Superintendent Salary	\$211,312	\$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

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 2016-2017 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	2013-14	2014-15	2015-16
Dropout Rate	3.4	3.7	5.1
Graduation Rate	94.89	94.14	94.29
Woodland Joint Unified School District	2013-14	2014-15	2015-16
Dropout Rate	7.7	5.8	6.5
Graduation Rate	88.86	90.42	90.92
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1162
% of pupils completing a CTE program and earning a high school diploma	4.1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	43

FY 2015-16 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	\$65,991
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			9.2	-2.3
Percent Difference: School Site/ State			-15.7	-14.0

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.81
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	42

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	4	♦
Foreign Language	3	♦
Mathematics	2	♦
Science	3	♦
Social Science	3	♦
All courses	17	33.1

Completion of High School Graduation Requirements

Group	Graduating Class of 2016		
	School	District	State
All Students	94.64	90.5	87.11
Black or African American	50	66.67	79.19
American Indian or Alaska Native	100	100	80.17
Asian	94.74	92.86	94.42
Filipino	100	100	93.76
Hispanic or Latino	94.03	89.76	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	96.43	91.75	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	95.83	85.45
English Learners	76	60.27	55.44
Students with Disabilities	77.78	73.47	63.9
Foster Youth	50	80	68.19

Career Technical Education Programs

It is the goal of Pioneer High School for students to understand the importance of academic subjects and to experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.