

Pioneer High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.



Mr. Herb Espiritu, Principal

Principal, Pioneer High

About Our School

It is with great pride and humility that I share the successes of Pioneer High School in my first year as the principal, in the 2016-2017 school year. Our students exceeded this year – in 2017, 99% of Pioneer seniors graduated and 70% of seniors were CSU / UC eligible. 53% of seniors enrolled in 4-year colleges, 46% enrolled in 2-year colleges, and 1% enlisted in the military or embarked on a mission trip. 494 students took a total of 876 AP tests in 19 subjects; 57% of all scores were three or above, and 9% of scores were fives. Our supportive and active set of parent organizations- Athletic Boosters, PTSA, and Education Foundation- initiated and carried out fundraising, supervision, and event planning to ensure that all students have access to sports, events, classroom resources, and visual and performing arts materials and productions. 190 juniors during the 2016-2017 school year took a free-of-charge SAT Preparation course taught by our teachers and we created a personalized recruitment process that resulted in at least 60% of students in all subgroups deciding to enroll in at least one AP course for the 2017-2018 school year. Many of our sports programs won the Blossom Valley Athletic League Championship in the 2016-2017 school year: Badminton, Golf, Boys' Soccer, Softball, Boys' Tennis, and Boys' Track and two teams won the CCS Scholastic Achievement Award: Girls' Volleyball and Girls' Water polo. These are just a few highlights from this past school year that demonstrate the various and strong programs and opportunities that our students have and take advantage of to become well-rounded and competent thinkers, leaders, and creators of tomorrow.

Contact

Pioneer High
1290 Blossom Hill Rd.
San Jose, CA 95118-3126

Phone: 408-535-6310
E-mail: hspiritu@sjsud.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2017-18)	
School Name	Pioneer High
Street	1290 Blossom Hill Rd.
City, State, Zip	San Jose, Ca, 95118-3126
Phone Number	408-535-6310
Principal	Mr. Herb Espiritu, Principal
E-mail Address	hespiritu@sjusd.org
Web Site	http://pioneerhigh.org
County-District-School (CDS) Code	43696664335949

Last updated: 1/3/2018

School Description and Mission Statement (School Year 2017-18)

Pioneer High School is located eight miles south of downtown San Jose and 55 miles south of San Francisco. Founded in 1960, Pioneer is a comprehensive, 4-year high school with an interdisciplinary focus on service learning. Pioneer is accredited by the Western Association of Schools and Colleges and is a member of the College Board. The Pioneer staff and community work to prepare our students, from the Blossom Hill and Almaden Valley neighborhoods, to be the leaders, thinkers, and creators of tomorrow.

Pioneer students have access to a rigorous curriculum that inspires all students to discover their own greatness.

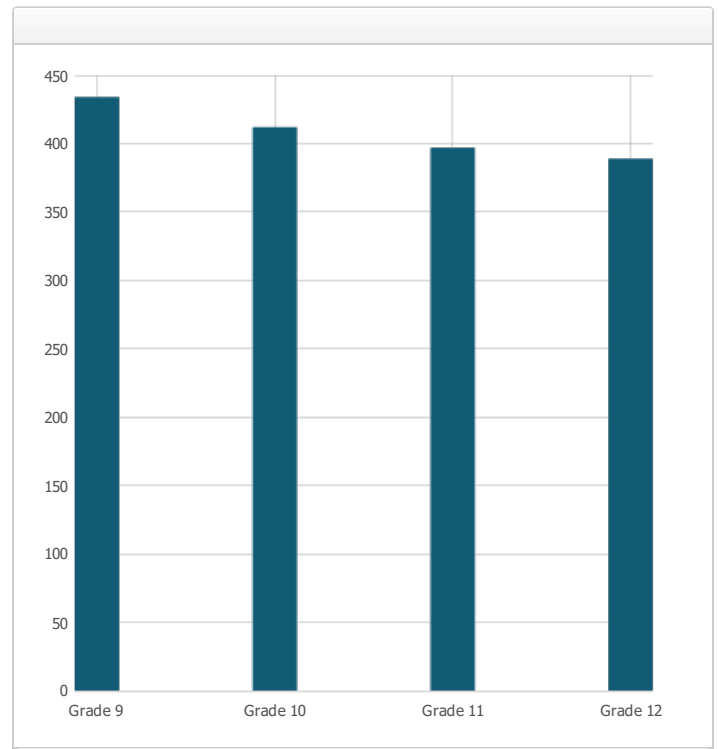
- Service learning is infused into our instructional program in two critical ways: through our Sophomore Project and the Service Learning leadership course. Every World History and 10th grade English course implement an interdisciplinary, year-long, portfolio-type project in which students take local action on a world problem. Our Sophomores complete 30 of the SJUSD 40 hour community service graduation requirement in this school year at a minimum.
- Our electives program provides a full range of visual and performing arts options, as well as career-technical education courses. Students may select amongst the following: band, choir, computer science, dance, draw/paint, drama, engineering, film studies, jazz band, leadership, multimedia production, orchestra, robotics, sculpture, and woodshop.
- Our Science department has fully implemented Next Generation Science Standards and systematized a Physics First core course pathway for all students. We have a wide range of science elective courses: Marine Science, Physiology, AP Environmental Science, and AP Physics and AP Chemistry. We are proud of our unique, service-oriented Man in the California Environment (BioSITE) course, wherein students teach field ecology in three local elementary schools and lead teams of 4th graders in weekly field expeditions through a local watershed preserve.
- All non-AP courses in English and Mathematics utilize the Collegeboard SpringBoard curriculum.

The Pioneer community is unified around elevating opportunities for all.

- Because by June 4, 2017, we want 85% of students will score 490 or above on the English section of the SAT and 70% of all students will score 510 or above on the Math section of the SAT, we prioritized the resources from our site funds and parent contributions to provide students with innovative, responsive interventions to open up doors during the college admissions process: SAT Preparation taught by trained and California-credentialed teachers.
- Because we earned an "orange" rating and not a "blue" or "green" rating on the California Dashboard for English Learner Progress, we are mobilizing our greatest assets- the knowledge and expertise of an interdisciplinary group of experienced teachers- to determine actionable strategies and interventions to be implemented to support English learners in all classrooms. We promote parent participation in our SELAC with a lucrative guest speaker program and the offering of food and child care.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	434
Grade 10	412
Grade 11	397
Grade 12	389
Total Enrollment	1632



Last updated: 1/8/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.5 %
American Indian or Alaska Native	0.2 %
Asian	14.2 %
Filipino	2.5 %
Hispanic or Latino	34.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	43.8 %
Two or More Races	1.4 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.4 %
English Learners	6.0 %
Students with Disabilities	8.1 %
Foster Youth	0.1 %

Last updated: 1/8/2018

A. Conditions of Learning

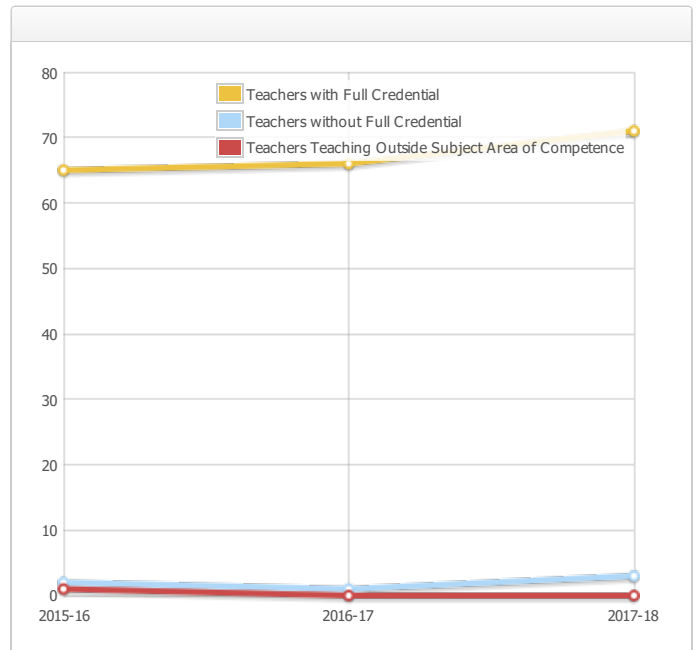
State Priority: Basic

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

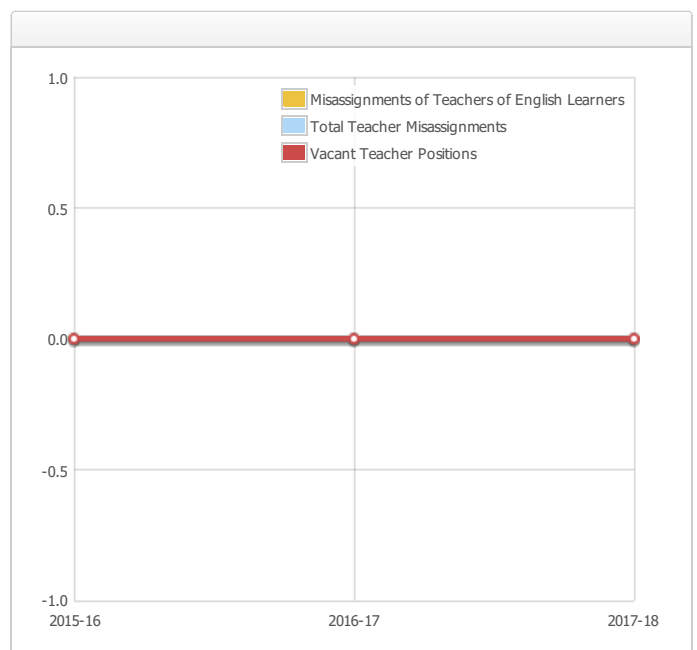
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	65	66	71	1427
Without Full Credential	2	1	3	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	11



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Last updated: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: https://sjusd.box.com/s/o0g6hno3vsqegmyorsjhucf3c52mvy3	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

During July, 2013, the Pioneer gym floor was completely refinished with all new paint and new graphics. Every year since, the floor was repolished.

More recently, a facilities bond measure was passed by San Jose citizens. These funds were used by Pioneer High School to provide every classroom with central air, to equip major areas of the campus with security cameras, to repaint and modernize the small gym, redesign the Robotics space to accommodate its large equipment needs, and provide additional shade structures and bistro tables for students. In 2015-2016, the Library / Media Center was modernized, with the layout of the Library / Media Center opened up. All Pioneer facilities were inspected on 9/5/16.

Two athletic improvements are currently planned. Pioneer is partnering with Almaden Valley Soccer League to develop the back fields to improve their safety conditions and provide additional fencing. In addition, the synthetic track and football field will be replaced over the summer of 2018.

Last updated: 1/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Exemplary
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Last updated: 1/5/2018

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	74%	60%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	52%	44%	42%	42%	36%	37%

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.

Last updated: 1/8/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	395	388	98.23%	59.79%
Male	207	205	99.03%	56.59%
Female	188	183	97.34%	63.39%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	70	70	100.00%	84.29%
Filipino			100.00%	54.55%
Hispanic or Latino	126	123	97.62%	40.65%
Native Hawaiian or Pacific Islander				
White	172	168	97.67%	62.50%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	122	121	99.18%	38.02%
English Learners	38	38	100.00%	13.16%
Students with Disabilities	32	28	87.50%	21.43%
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.

Last updated: 1/8/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	395	388	98.23%	44.07%
Male	207	205	99.03%	48.78%
Female	188	183	97.34%	38.80%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	70	70	100.00%	71.43%
Filipino			100.00%	45.45%
Hispanic or Latino	126	123	97.62%	22.76%
Native Hawaiian or Pacific Islander				
White	172	168	97.67%	46.43%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	122	121	99.18%	23.97%
English Learners	38	38	100.00%	13.16%
Students with Disabilities	32	28	87.50%	14.29%
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.

Last updated: 1/8/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	40.0%	30.0%	57.0%	55.0%	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.

Last updated: 1/8/2018

Career Technical Education Programs (School Year 2016-17)

Building and Construction Trades: Cabinetry/Woodworking
Engineering and Architecture: Engineering Technology, Engineering Design, and Biotechnology
Health Science and Medical Technology
Arts, Media, and Entertainment: Design, Visual and Media Arts

Last updated: 12/18/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	502
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	99.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 12/18/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.7%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	63.9%

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	16.0%	21.6%	44.5%

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.

Last updated: 1/8/2018

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)

Pioneer firmly believes that our parent community is vital to our well-being as a school and to the well-being of our students. We invite parents to participate in the functions of the school by participating in any of the following ways (the location to contact in parentheses):

- Help raise funds for the Mustang student general funds by participating in our Student Store as a Parent Volunteer (see the Associated Student Body (ASB) Clerk, zvalenzuela@sjusd.org) during brunch or lunch time on a school day: pick your best shift, one or two days a month.
- The parents at our Principal's Coffee have the opportunity to hear a principal's report and provide input on schoolwide initiatives. This group reviews the Single Plan for Student Achievement on an annual basis. Attend a monthly Principal's Coffee in the front office during a weekday (see the front office, mbacon@sjusd.org).
- Our Education Foundation allows our students to participate in extracurricular activities like the National Honor Society, Science Olympiad, and the Turn-Around Awards. Foundation funds support the service learning program, subsidizes the cost of producing the student run newspaper, *Pony Express*, and provides student scholarships and senior awards. Students went on field trips with their art class, attended a Journalism national conference and had equipment for labs and classrooms because of them. Join one of their meetings, after the PTSA meetings on the second Tuesday of the month in the Library / Media Center. (educationfoundationphs@gmail.com).
- The Pioneer Mustangs had a "Best Week Ever" with free snacks and activities because of the support and organization of the PTSA. Every on-site dance provides an opportunity to support the PTSA by volunteering for the coat check. No supervision necessary! Become a member and attend a meeting of the PTSA, held on the second Tuesday of the month in the library / Media Center (see the front office for a PTSA contact email, mbacon@sjusd.org).
- We want to hear from the parents of our students who are English learners! Please attend one of our Site English Learner Advisory Committee meetings: at least six meetings are held per year in the Conference Room of the front office on the third Tuesday of the month. The SELA Committee reviews and makes recommendations on the Site Single Plan for Student Achievement. (See the front office for a SELAC contact email, mbacon@sjusd.org).
- Meetings of our School Site Council are open to the public and occur on the second Thursday of the month after-school in the Conference Room in the front office. The School Site Council reviews and makes recommendations on the Site Single Plan for Student Achievement and submits it for approval to the SJUSD governing board. (See the front office for a School Site Council contact email, mbacon@sjusd.org).
- We are proud that all students have free transportation and uniforms for the sports they play where they bear the Mustang logo. This happens due to the non-stop organization of our Athletic Boosters organization. Every football game has an option of a tri-tip sandwich because of the enduring parental support of our Athletic Boosters. Funds that are raised are shared across all Pioneer sports. (See the front office for an Athletic Boosters contact email, mbacon@sjusd.org).
- Make copies for classrooms. Yes, it's as simple as that, and yet for a teacher, it's a dream come true. Sign up for a shift on a school day and process through copy requests for teachers: support is right by your side as well! (See Satu Sharman, Library / Media Center Technician ssharman@sjusd.org).
- Six times a year, the Academic Counseling staff hold parent information nights that are organized by student grade level and topic. (See the Academic Counseling tab on the pioneerhigh.org website for more information.)

For more information, please contact Pioneer High School at 408-535-6310

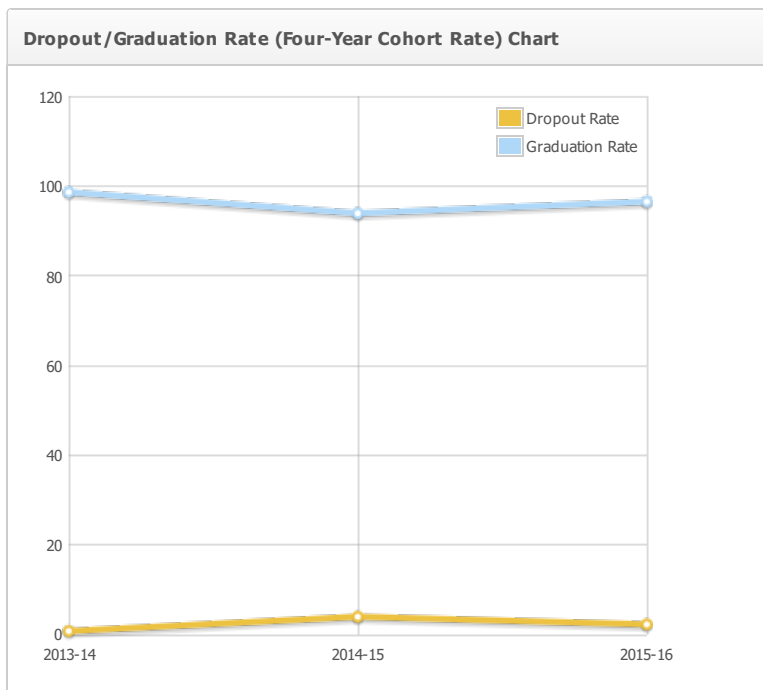
State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.8%	4.0%	2.3%	7.1%	7.7%	6.4%	11.5%	10.7%	9.7%
Graduation Rate	98.6%	93.9%	96.5%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/8/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	95.2%	88.4%	87.1%
Black or African American	100.0%	85.0%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	98.0%	97.9%	94.4%
Filipino	92.9%	90.6%	93.8%
Hispanic or Latino	92.9%	83.4%	84.6%
Native Hawaiian or Pacific Islander	100.0%	92.3%	86.6%
White	96.3%	93.8%	91.0%
Two or More Races	76.9%	91.3%	90.6%
Socioeconomically Disadvantaged	96.7%	90.5%	85.5%
English Learners	70.0%	52.6%	55.4%
Students with Disabilities	71.4%	57.1%	63.9%
Foster Youth	0.0%	37.5%	68.2%

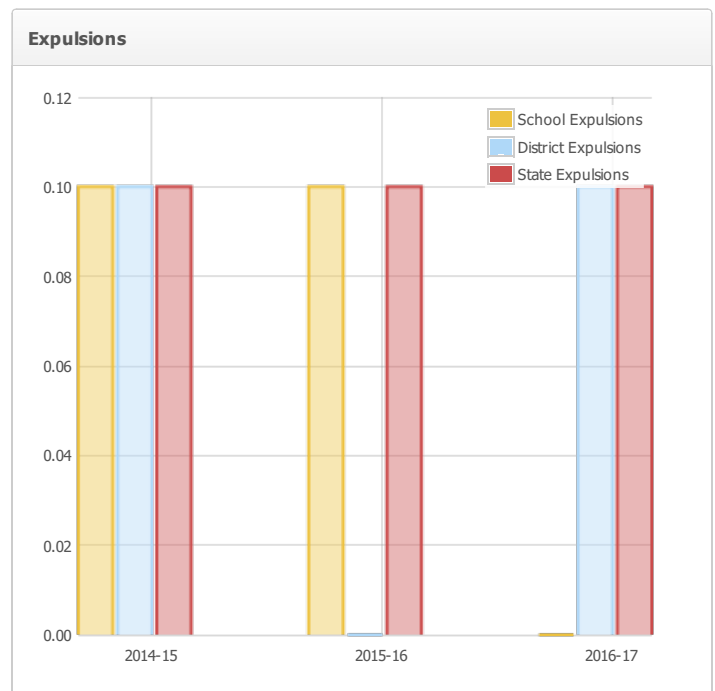
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.8%	5.0%	2.2%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.1%	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

School Safety Plan (School Year 2017-18)

Pioneer High School prioritizes student safety above all things. As such, Pioneer staff is flexible to respond to a range of possible disasters.

- The Assistant Principal of Discipline oversees an Emergency Preparedness Committee, called a Climate Committee, which meets every month. This group reviews current Emergency Site Plans and discusses procedures that can be effectively used in a sudden emergency. If needed, the Emergency Site Plan is revised on an annual basis.
- By the first day of school, 8/16/17, providing all adults on-site with a Site Emergency Plan handbook, including site information, emergency numbers, Emergency Response Plans, District Responsibility for Students, Site Organization During a Declared Emergency, Command Post Duties and Personnel, Organization of Instructional Staff During a Declared Emergency, and instructions on how to respond to specific emergencies.
- Every student at Pioneer is provided with the SJUSD Student Handbook, which includes information on Student Safety and Engagement and provides an acknowledgement form that every student submitted to the school by 9/15/2016.
- Teachers were trained in November, 2016 on emergency drills with the San Jose Police Department. All students engaged in a Run, Hide, Defend Drill and teachers explained site-specific strategies to students if a Run, Hide, or Defend situation were to happen at Pioneer.
- By September 2016 and October 2016, fire and earthquake, respectively, drills and training were provided to help all persons become familiar with their responsibilities if these events were to occur during the school day.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	16	35	18	27.0	12	26	23	26.0	13	36	16
Mathematics	28.0	7	37	9	28.0	8	27	18	26.0	15	29	18
Science	27.0	14	24	20	28.0	7	26	19	22.0	25	30	19
Social Science	28.0	8	16	22	29.0	8	13	24	25.0	14	24	17

* 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.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.3	502.0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	4.7	N/A
Other	0.2	N/A

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

*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.

Last updated: 1/25/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10450.5	\$2713.0	\$7737.5	\$70385.6
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	-3.5%	-3.3%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	16.3%	-11.8%

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

Last updated: 1/25/2018

Types of Services Funded (Fiscal Year 2016-17)

During the 2016-2017 school year, the following programs and services were available at Pioneer High School:

- As is the case with all students in SJUSD, 10th grade students at Pioneer all took the PSAT on a school day in October, free of cost to them. 11th grade students all took the SAT during a school day in March. Students whose families submitted a Free- and Reduced Pay-Meal Form, regardless of their eligibility, also were able to purchase AP exams for a charge of \$5.
- The Pioneer High School faculty consists of Resource Specialists, an Autism Resource Personnel and Counselor, a Speech and Language Pathologist, a School Psychologist, a Severely Handicapped and Special Day Class teachers. These individuals together provide services to students who have an Individualized Education Plan.
- Pioneer High School administration consists of one Assistant Principal of Guidance, who oversees services for students with IEPs and ensures accommodations are being met for students with Section 504 Plans.
- One to two socioemotional counselors are provided on-site during the school day. One day a week, a behavior specialist counsels a caseload of students.
- A Coordination of Services Team meeting is held every month to discuss students in need of additional interventions or services and includes the Assistant Principal of Discipline, an academic counselor, a socioemotional counselor, a Child, Welfare, and Attendance counselor, and the school nurse, amongst other support providers.
- After-school support in the Library/Media Center and various classrooms was provided by teachers and peer tutors in math, English, and Science. One day a week, a certificated and classified staff member hosted a homework support center for students designated as English learners.
- Two certificated staff members served the roles of mentor and case manager for 40 students who were juniors or seniors and taking an AP course for the first time and two staff members served these same roles for students who receive a free- or reduced pay-lunch. One staff member was a case manager and provided pull out support to students who had previously been in an intervention course.
- During the summer, a LEAP summer academy was held for students taking their first AP course wherein they worked with their soon-to-be AP teacher and received relevant school supplies.
- 11th graders could request to enroll in a 10 session SAT Preparation course taught by a Pioneer High English or Math teacher. In addition, all juniors had the option to attend a mock administration of the SATs on a Saturday wherein they received score reports on their performance. 190 students received this service in 2016-17.

Last updated: 1/10/2018

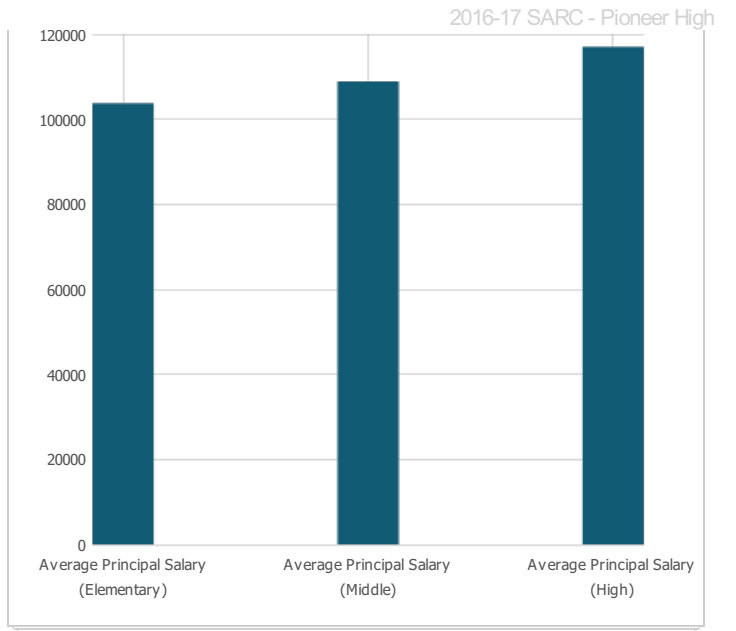
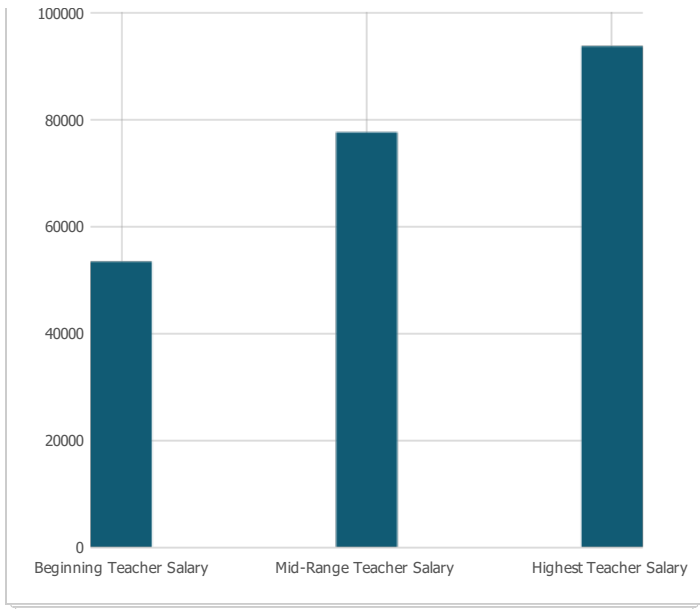
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/8/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	4	N/A
All Courses	16	33.7%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2018

Professional Development

Pioneer High School and the SJUSD know that one of our biggest investments in student outcomes lies in the knowledge and abilities of our staff. As a result, a great deal of professional development opportunities have been offered to teachers since 2015.

- All teachers and classified staff had two days of professional development training at the start of the 2015-16, 2016-17, and 2017-18 school years and again on the first day of the second semester of each of those years. For 2016-17, professional development sessions focused on the district standards for the teaching profession. For 2017-18, professional development sessions focused on building student resiliency and drafting SMART goals.
- English and Math teachers were provided one day of release time and two hours of paid after-school collaboration time each semester in the 2016-17 and 2017-18 school years to develop unit and lesson plans while adapting to the SpringBoard curriculum.
- Pioneer English and Math teachers were trained during and after school on best practices for supporting success on the SAT exam by Future Path Prep in the 2016-17 and 2017-18 school years.
- Teachers meet every Thursday morning for an hour in one of the following professional development formats: as a whole faculty, meeting in a department setting, and/or planning with a course-alike team.
- Coaching Cycles are available to all teachers, wherein they may work with an instructional coach on an instructional theme of their choosing.
- A group of volunteer teachers collaborated in the Fall of 2016 to draft and then finalize an explicit behavior matrix to address concerns that were presented by a WASC Visiting Committee that staff needed cultural responsiveness training. This group identified the areas of the behavior matrix that needed training and attention during faculty meetings. Teachers then trained each other on the elements of the behavior matrix and all teachers received professional development around Growth Mindset actions and activity.
- In the 2017-18 school year, a Needs Assessment was conducted in which over 25 classrooms were observed and student outcomes were measured. The analysis of the impact of instructional design on student learning resulting in the drafting of a Professional Development Plan for the school year in which 6 faculty meeting times would be devoted to the topics of closing lessons and differentiating for students. Teachers are supported in their progression on these topics through small-group collaboration opportunities with an instructional coach and in their receipt of feedback and continual monitoring of the school as a whole.
- In response to a Spring 2016 California School Dashboard rating of "red" for English Learner progress, the Assistant Principal of Instruction formulated an interdisciplinary group of teachers called the EL Executive Team to set forth an action plan to better meet the needs of English Learners. This group meets once a month in afterschool workshops.
- The SJUSD provides professional development opportunities that teachers may opt to take in afterschool workshops or with a release day in the following topics: Constructing Meaning, Classroom Management, Trauma-Informed Teaching, Collaborative Structures, and the Explicit Direct Instructional Framework.
- All teachers who join Pioneer High School since 2016, regardless of if they are a brand new teacher, have monthly Teacher Support Workshops that help to integrate them into the school community.
- History / Social-Sciences teachers participated in a three-year professional development program in collaboration with the UC Berkeley History Social Science Project. The focus of this professional development was on literacy strategies using technological resources and adapting to the newly-adopted CA framework for History / Social Sciences.
- The NGSS was implemented through a process that involved a district-level teacher advisory team, of which a Pioneer teacher was a part. Teachers were able to participate in whole-day collaboration opportunities to adapt their instruction and course materials to meet student needs under the NGSS.

