

Pioneer High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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

Pioneer High School is a thriving school community. It has a diverse population of students who interact and support each other. Our Service Learning Program is nationally recognized and continues to be a strong influence in our curriculum and the school community. The number of students who met UC/CSU eligibility has increased at a commendable rate. We are working hard to continue this excellent record by maintaining high standards in the classroom and providing continuous staff development opportunities for our teachers to provide learning supports for all Pioneer students. The science department Advanced Placement classes include AP Chemistry, AP Physics, and AP Environmental Science. These courses complement a program that offers a wide variety of science choices within the Pioneer Science focus. A special feature for our science students is the opportunity to work with the Children's Discovery Museum and local elementary schools to teach children through hands-on activities about their local ecology in the Bio-site program utilizing the percolation ponds at the rear of our campus. Pioneer hosts Project Lead The Way Engineering courses and a technology program gives opportunities for hands-on engineering computer programming skill development. Other Advanced Placement classes include AP Calculus AB and BC, AP Statistics, AP English Literature, AP U.S. History, AP European History, AP Government, AP Spanish, AP Studio Art, AP Language Arts, AP Seminar, AP Chemistry and AP Computer Science. Parent, student, and community volunteers are a vital part of the Pioneer High School Culture. Our various parent Booster Clubs including the PTSA and the Pioneer Education Foundation have raised in excess of \$100,000 and have clocked thousands of volunteer hours for campus beautification projects, music, drama, dance programs, athletics, technology and classroom teacher support. To realize our mission and vision, we expect the following from our stakeholders:

- Students take ownership of and accept responsibility for their education, while working collaboratively within our diverse community for the betterment of all.
- Staff provides a safe, supportive learning environment with curricula designed to foster ongoing educational growth, sound decision-making, and positive self-esteem.
- Parents are actively involved in their child's education by emphasizing the value of education, by being informed of and supporting school decisions, and by providing support for their child's endeavors.
- Community members work together in a spirit of partnership to ensure that the experiences and education of Pioneer's students are of the highest quality.

Contact

Pioneer High
1290 Blossom Hill Rd.

San Jose, CA 95118-3126

Phone: 408-535-6310

E-mail: hesspiritu@sjusd.org

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | San Jose Unified |
| Phone Number | (408) 535-6090 |
| Superintendent | Nancy Albarran |
| E-mail Address | nalbarran@sjusd.org |
| Web Site | http://www.sjusd.org |

| School Contact Information (School Year 2016-17) | |
|--|---|
| 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://www.sjusd.org/pioneer/ |
| County-District-School (CDS) Code | 43696664335949 |

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

Pioneer High School, A California Gold Ribbon School, is one of six comprehensive high schools in the San Jose Unified School District (www.sjusd.org). San Jose USD, the largest district in Santa Clara County, operates under an open-enrollment school choice plan. Because of its reputation for academic, athletic, and artistic excellence, Pioneer consistently operates at full capacity with a long waiting list. Eight miles south of downtown San Jose and 55 miles south of San Francisco, Pioneer's immediate community consists of the Blossom Hill and Almaden Valley neighborhoods. Much like the larger Silicon Valley region, the community is economically and culturally diverse, mixing single-family homes, high-density residential units, and low-income housing developments. 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.

VISION- Pioneer High School prepares and inspires all students to think creatively, work collaboratively and act responsibly in order to be successful in a global society.

MISSION- The Pioneer High School community will work to eliminate the opportunity gap and offer the finest 21st Century education by providing each student with:

- A rigorous and engaging academic curriculum
- A socially and emotionally healthy environment,
- Opportunities to become service-minded citizens.

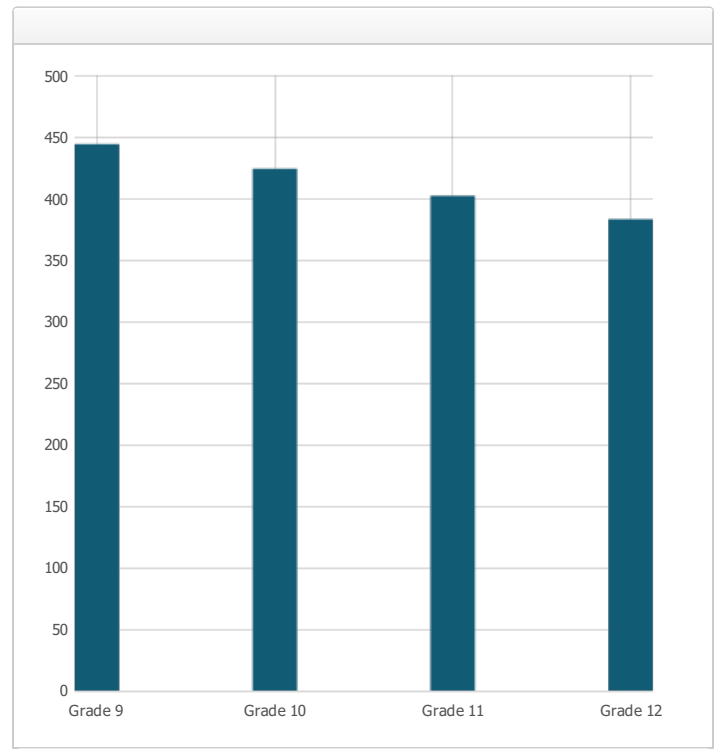
Pioneer High School is a thriving school community. It has a diverse population of students who interact and support each other. Our Service Learning Program is nationally recognized and continues to be a strong influence in our curriculum and the school community. The 2014- 2015 District Climate Survey indicated that a large majority of students, parents, and staff members believe Pioneer to be a safe and friendly campus. In 2015, 98% of Pioneer seniors graduated: 57% enrolled in 4-year colleges, 26% enrolled in 2-year colleges, 3% enlisted in the military, and 54% were UC/CSU-eligible. A total of 242 students in the Class of 2015 took the SAT. Their mean scores by section were: Total 1632 / Critical Reading 543 / Mathematics 550 / Writing 540. A total of 135 students in the Class of 2015 took the ACT. Their mean scores by section were: Composite 24.4 / English 24.3 / Mathematics 24.3 / Reading 24.8 / Science 23.7. All AP classes are open enrollment, and students are expected to take the exam. In May 2015, 476 students took a total of 906 AP tests in 20 subjects; 64% of all scores were three or above, and 12% of scores were fives. The mean score was a 2.93. We are working hard to continue this excellent record by maintaining high standards in the classroom and providing continuous staff development opportunities for our teachers to provide learning supports for all Pioneer students.

Stefani Garino became principal at Pioneer High School in July, 2012. Her background includes two years as Assistant SELPA Director, overseeing 15 school in the Watsonville area for all aspects of Special Education Services, two years as Assistant Principal of Pajaro Valley High School in Watsonville, and six years as Assistant Principal at Gilroy High School. She has been active on the Central Coast Section Board of Managers for athletics, the CCS Realignment Committee, and the CCS Sportsmanship Committee as well as the Blossom Valley Athletic League's Executive Board.

Last updated: 1/12/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 444 |
| Grade 10 | 424 |
| Grade 11 | 402 |
| Grade 12 | 383 |
| Total Enrollment | 1574 |



Last updated: 1/12/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.1 % |
| American Indian or Alaska Native | 0.4 % |
| Asian | 13.5 % |
| Filipino | 2.9 % |
| Hispanic or Latino | 33.6 % |
| Native Hawaiian or Pacific Islander | 0.5 % |
| White | 43.9 % |
| Two or More Races | 1.8 % |
| Other | 0.3 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 30.6 % |
| English Learners | 5.3 % |
| Students with Disabilities | 7.7 % |
| Foster Youth | 0.1 % |

Last updated: 1/12/2017

A. Conditions of Learning

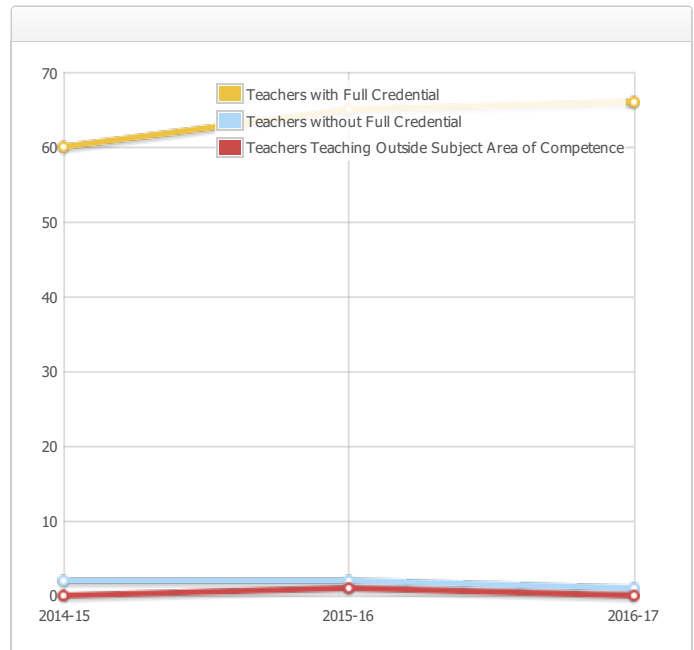
State Priority: Basic

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

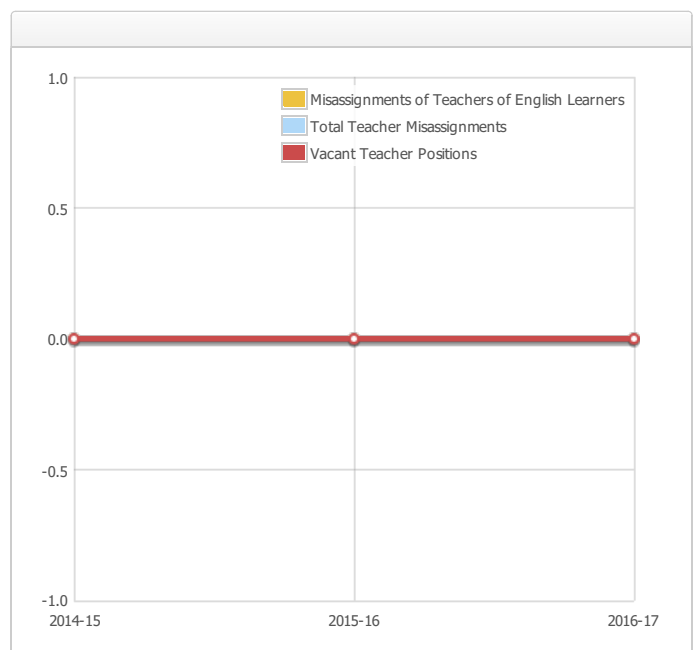
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 60 | 65 | 66 | 1460 |
| Without Full Credential | 2 | 2 | 1 | 35 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 1 | 0 | 23 |



Last updated: 1/12/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| 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: 1/12/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 89.0% | 11.0% |
| All Schools in District | 87.0% | 13.0% |
| High-Poverty Schools in District | 84.0% | 16.0% |
| Low-Poverty Schools in District | 89.0% | 11.0% |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/12/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

| 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/v/curriculum2016-2017 | 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: 1/12/2017

School Facility Conditions and Planned Improvements

Pioneer's 50-year-old buildings were completely refurbished through the Facilities Bond passed by citizens several years ago. The school has been painted inside and out, new roofs for all buildings were installed, rewiring of the plant was among the first work completed, air and heating units were installed in all classrooms and offices. Each classroom is wired for additional technology and is arranged in a manner that is conducive to the individual science labs that are taught in each classroom. Between 2004 and 2007, the sports facilities were modernized including an all weather track, a synthetic football/soccer field, new visitor bleachers, a new sound system, new scoreboards, and new fencing. During July, 2013, the Pioneer gym floor was completely refinished with all new paint and new graphics.

The facilities were inspected on 9/5/13.

Last updated: 1/12/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | Several areas need paint work. Several cracked floor tiles in some classrooms. Ceiling tiles need to be replaced due to water damage. Work orders placed with Maintenance for carpentry and painting. |
| 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 2016

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/12/2017

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 76.0% | 74.0% | 51.0% | 54.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 54.0% | 52.0% | 39.0% | 42.0% | 34.0% | 36.0% |

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.

Last updated: 1/12/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2017

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/12/2017

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/12/2017

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/12/2017

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/12/2017

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 375 | 369 | 98.4% | 74.0% |
| Male | 200 | 194 | 97.0% | 67.5% |
| Female | 175 | 175 | 100.0% | 81.1% |
| Black or African American | 12 | 12 | 100.0% | 58.3% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 46 | 46 | 100.0% | 87.0% |
| Filipino | 11 | 11 | 100.0% | 90.9% |
| Hispanic or Latino | 132 | 129 | 97.7% | 55.0% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 165 | 163 | 98.8% | 86.5% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 126 | 123 | 97.6% | 52.9% |
| English Learners | 12 | 11 | 91.7% | 9.1% |
| Students with Disabilities | 26 | 25 | 96.2% | 24.0% |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/12/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2017

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2017

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2017

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2017

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2017

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2017

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 377 | 372 | 98.7% | 52.4% |
| Male | 201 | 196 | 97.5% | 50.0% |
| Female | 176 | 176 | 100.0% | 55.1% |
| Black or African American | 12 | 12 | 100.0% | 41.7% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 46 | 46 | 100.0% | 76.1% |
| Filipino | 11 | 11 | 100.0% | 63.6% |
| Hispanic or Latino | 133 | 131 | 98.5% | 30.5% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 166 | 164 | 98.8% | 64.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 127 | 125 | 98.4% | 30.4% |
| English Learners | 12 | 11 | 91.7% | -- |
| Students with Disabilities | 27 | 26 | 96.3% | 7.7% |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 64.0% | 40.0% | 30.0% | 61.0% | 57.0% | 55.0% | 60.0% | 56.0% | 54.0% |

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.

Last updated: 1/12/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 416 | 407 | 97.8% | 30.5% |
| Male | 217 | 212 | 97.7% | 32.1% |
| Female | 199 | 195 | 98.0% | 28.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 71 | 71 | 100.0% | 38.0% |
| Filipino | 11 | 11 | 100.0% | 27.3% |
| Hispanic or Latino | 139 | 135 | 97.1% | 12.6% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 176 | 172 | 97.7% | 40.1% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 131 | 128 | 97.7% | 15.6% |
| English Learners | 22 | 21 | 95.5% | 4.8% |
| Students with Disabilities | 36 | 35 | 97.2% | 11.4% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: 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.

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.

Last updated: 1/12/2017

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Programs (School Year 2014-15)

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupational Center: Silicon Valley Career Technical Education Center. SVCTE is a consortium of six school districts offering exciting and effective job training classes in one unique facility. High school advisors recommend students for SVCTE placement. Students are bused to and from their home school daily, attending SVCTE for three hours in conjunction with their regular high school studies. SVCTE course offerings are primarily those that require special facilities and equipment normally not available or economically feasible at any one school. Each high school's sequence of courses varies and changes according to staff availability, student enrollment, and employment trends. Currently, the following CTE courses are offered at SJUSD high schools (these courses are subject to variation year-to-year):

Broadway High School: Child Development Multimedia, Design Level 1

Gunderson High School: Video Production, Digital Photo Level 1 and 2, Multimedia Design Level 1 and 2, Construction Technology Level 1 and 2, Animation Level 1 & 2

Leland High School: Animation, Photography Level 1 and 2, Intro to Engineering Design, Media Arts Level 1 and 2, Multimedia Design Level 1 and 2

Lincoln High School: Digital Photography Level 1 and 2, Multimedia Design Level 1 and 2, Technical Theater

Pioneer High School: Wood Shop Level 1 and 2, Multimedia Design Level 1 and 2, Robotics Technology, Drafting

San Jose High School: Multimedia Design Level 1 & 2, IB Engineering Design SL, Robotics

Willow Glen High School: Biomedical, Commercial Photography Level 1 and 2, Multimedia Design Level 1 and 2

SJUSD has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at Willow Glen High School, San Jose High Academy and Leland High School. This is a nationwide, highly respected curriculum introducing high school students to engineering. SJUSD has a Career/Vocational Counselor who presents CCOC opportunities to all sophomores and interested juniors and seniors in SJUSD. This is done through presentations at each comprehensive high school. In addition, the counselor is housed at CCOC and monitors the progress of each SJUSD student enrolled at CCOC. Each comprehensive high school offers extended counseling support to students for career and post-secondary planning.

Each school also has a College and Career Center which affords students the opportunity to explore college and careers by using district approved career guidance software. The software provides tools that assist students in exploring careers and education and training opportunities in order to make informed decisions about their futures. A Career Center Technician is available to train students in the use of the software and to assist them in their exploration and planning.

Housed in each College and Career Center is the SVCTE Advisors Handbook. This handbook lists all of the courses offered to SJUSD students at the SVCTE. The handbook also indicates career pathways for the classes offered at CCOC. Articulation agreements with local community colleges specifying college credits, which may be earned by successful completion of SVCTE courses, are available in the handbook also.

SVCTE currently offers these courses to SJUSD students:

Agriculture and Natural Resources: Veterinary Assistant

Arts Media and Entertainment: Animation, Graphic Design, Multimedia, Video Production

Building Trades and Construction: Air Conditioning/Refrigeration/Heating, Carpentry, Electrical Maintenance

Engineering and Design: Computer-Aided Drafting, Computer Technology Careers

Fashion and Interior Design: Interior Design

Finance and Business: Accounting and Financial Careers

Science and Medical Technology: Dental Assistant, Health Occupations, Medical Assistant, Medical Office Careers

Hospitality, Tourism and Recreation: Baking and Catering, Culinary Arts

Information Technology: Office Assistant

Manufacturing and Product Development: Metals Technology, Precision Machining

Marketing Sales and Services: Small Business Management

Public Services: Fire Science/First Responder, Forensic Investigation, Law Enforcement, Probation and Legal Careers

Transportation: Auto Body Repair and Refinishing, Automotive Careers, Truck Mechanics

For additional information, contact Learning Options in the District Office or speak with the school principal.

Last updated: 1/12/2017

Career Technical Education Participation (School Year 2015-16)

| 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: 1/12/2017

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.2% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 69.5% |

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 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 14.9% | 30.5% | 36.5% |

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: 8/18/2017

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 2016-17)

Parents are a very important part of the Pioneer community. They are active members of many booster organizations on campus representing music, drama, athletics, dance, and spirit. Parents support other extra curricular activities including Robotics and Mock Trial. Various clubs on campus depend on parent support to operate. The PTSA coordinates and funds academic awards assemblies and offers teacher support by volunteering hours in the duplicating center, the school bank, and assisting with student activities. The administrative contact for PTSA is the Principal at 535-6310.

The Athletic Boosters support all sports teams by raising funds to supply new uniforms, upgrade athletic equipment and facilities, and assist with team transportation. The Boosters sponsor the annual Crab Feed and the Mustang Stampede Golf Tournament. The Activities Director is the contact and can be reached at 535-6310.

The activities of the Drama and Music programs are primarily funded by the efforts of the Drama/Music Boosters. They support several plays, concerts and recruitment performances and they are also active members of many of the performances.

The Dance Boosters support the Pioneer Dance Program by building performance sets, fundraising, and transporting the dancers and equipment for the Dance Team. The contact for the Dance Boosters is the dance coach who can be contacted at 535-6310.

The formal parent organization meetings are well attended. Besides the strong presence of the PTSA, the School Site Council consisting of parents, teachers, students and administration, meet six times per year to review categorical funding decisions and ideas for school improvement. Parents are encouraged to be a part of the Pioneer family. The site English Learners Advisory Committee (SELAC) meets on a monthly basis and is a partner to the School Site Council. It is comprised of the parents of the English Language Learner students, and the Assistant Principal of Activities. The contact is the Assistant Principal of Activities who may be contacted at 535-6310.

The Pioneer Educational Foundation supports school-wide efforts in communication through the student run newspaper, the Pony Express and major school-wide technology improvements. They completed their efforts to provide LCD projectors in all classrooms as well as document cameras for all teachers during the 2012-2013 school year and are now focusing their efforts on funding professional development opportunities for teachers during the 2014-2015 year. They are also a major supporter of our award winning Service Learning program. The contact is the Principal at 535-6310.

State Priority: Pupil Engagement

Last updated: 1/12/2017

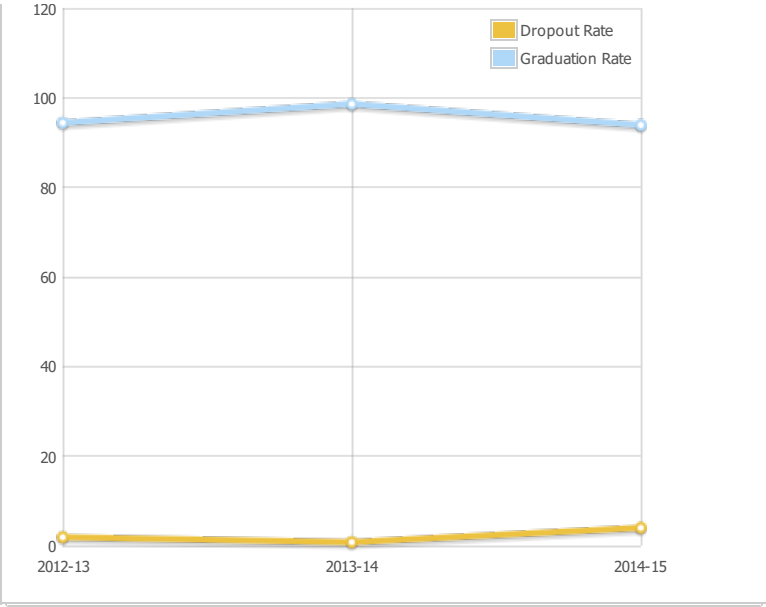
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 1.9% | 0.8% | 4.0% | 9.0% | 7.1% | 7.7% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 94.40 | 98.60 | 93.90 | | | | 80.44 | 80.95 | 82.27 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/12/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | -- | -- | -- |
| Black or African American | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| White | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- |
| English Learners | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |
| Foster Youth | -- | -- | -- |

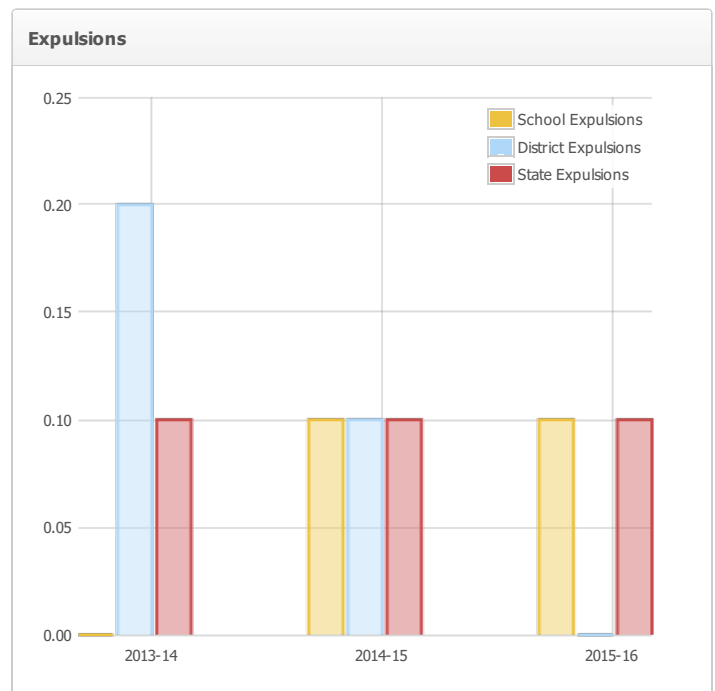
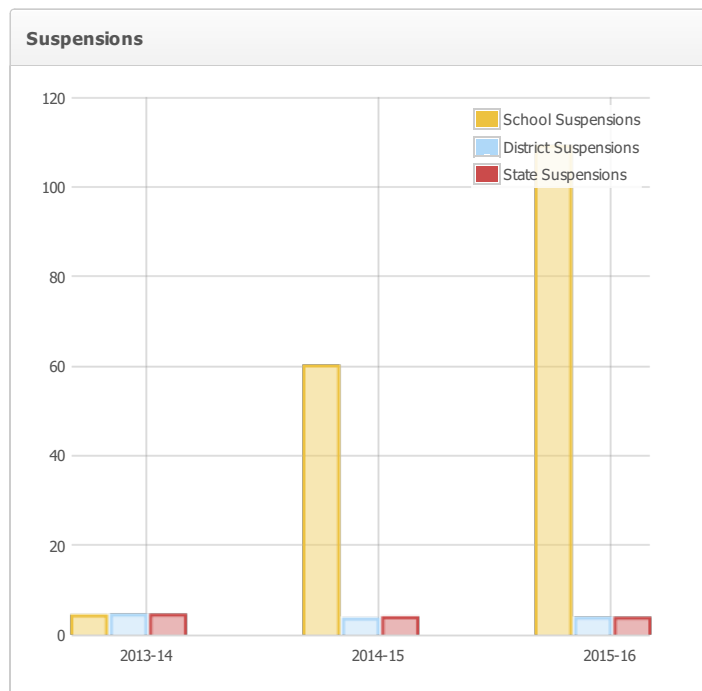
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 4.2 | 60.0 | 109.0 | 4.4 | 3.5 | 3.7 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.1 | 0.1 | 0.2 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/12/2017

School Safety Plan (School Year 2016-17)

The Pioneer High School Safety Plan is updated annually in August of each year, was presented to the entire staff in August 2014, and filed annually at the school site and district office. Every faculty member is aware of their role in case of disaster or potential Run Hide Defend situations. Evacuation routes are posted in every classroom and safety drills are held 3-4 times per school year. Four campus supervisors, two off duty San Jose Police officers and the entire Pioneer staff monitor the campus from 6:30 a.m. - 4:00 p.m. daily. Pioneer is a closed campus and all visitors must register with the office before entering the school. Pioneer has a complete and comprehensive emergency preparedness plan.

Last updated: 1/12/2017

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 2016-17)

| 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 | 17 |
| Percent of Schools Currently in Program Improvement | N/A | 94.4% |

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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: 1/12/2017

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | 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 | 31.0 | 3 | 27 | 17 | 29.0 | 6 | 30 | 14 | 30.0 | 4 | 25 | 20 |
| Mathematics | 30.0 | 5 | 27 | 20 | 29.0 | 6 | 41 | 9 | 29.0 | 6 | 29 | 20 |
| Science | 29.0 | 7 | 29 | 16 | 30.0 | 7 | 26 | 18 | 31.0 | 1 | 27 | 19 |
| Social Science | 30.0 | 1 | 29 | 10 | 32.0 | 0 | 18 | 20 | 32.0 | 3 | 13 | 24 |

* 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: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 2.0 | 787.0 |
| 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 | 0.5 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.3 | N/A |
| Speech/Language/Hearing Specialist | 0.7 | N/A |
| Resource Specialist (non-teaching) | 1.2 | 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: 1/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$9562.0 | \$2422.0 | \$7141.0 | \$68950.0 |
| District | N/A | N/A | \$11261.0 | \$70979.0 |
| Percent Difference – School Site and District | -- | -- | -16.4% | 0.2% |
| State | N/A | N/A | \$5677.0 | \$75837.0 |
| Percent Difference – School Site and State | -- | -- | 25.8% | -10.7% |

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

Last updated: 1/12/2017

Types of Services Funded (Fiscal Year 2015-16)

GATE

GATE students are identified and individually advised through the Pioneer guidance program. These students are encouraged to participate in accelerated, honors and Advanced Placement classes to create a complete portfolio for college entrance. Pioneer High School has had a large increase in the number of students enrolled in AP classes and taking AP Tests. GATE students are encouraged to take advantage of the many enrichment opportunities provided to students on campus i.e. Mock Trial, Robotics, Dance, and BioSite.

Special Ed

Special Education at Pioneer is offered at three levels RSP, SDC, and SH. Students are monitored regularly through the Individualized Education Plan (IEP) process with student, teachers, parents, administration, and program specialists.

At-Risk Students

At-Risk Students are supported in many ways:

- The Guidance Assistant Principal sends a Graduation Status letter to the parents of each senior in August, prior to the start of the school year. At-Risk senior students are requested to meet with the Guidance Administrator and assist in creating a plan for high school graduation. The administrator checks with each of these seniors through out the year.
- All At-Risk Students are given a menu of options to make up deficient classes, including but not limited to, Metropolitan Adult Education classes, Independent Studies, Pioneer Plus, online and college courses, E2020, and the PASS program.
- At-Risk Students with behavior, attendance, and/or academic issues may be referred to the Child Welfare Attendance worker for further assistance and possible referral to external support options.
- The COST team process coordinates school and community resources to help struggling students.
- 504 Plans are implemented to support students with disabilities.
- Limited psychological counseling is offered on campus through the Almaden Valley Counseling Service.
- Teachers offer individual students academic support during "S" period Mondays, the last hour of the day.
- The Homework Center is available "S" period and from 2:30 to 4:30 Monday through Thursday. Teachers and Peer-Tutors are available to work with students on a one to one basis or in small groups.
- Each Assistant Principal advises a grade level to monitor and support during the school year.
- Parenting classes for the parents of ninth grade Hispanic students are held each September to for primarily Spanish speaking parents to help them understand the needs of their high school age children.
- The Infinite Campus Grade view program provides parents a means of monitoring their student's grades and attendance on a daily basis from home.

English Language Learners

English Language Learner (ELL) students are provided with services based on the results of their CELDT test. This test assigns an English proficiency level that allows staff to counsel the student into beginning, intermediate or advanced ELL classes or any of the mainstream classes where they are provided sheltered teaching in the core subject areas. The students are tested each fall with the CELDT and are counseled accordingly. The Assistant Principal of Instruction monitors the students' progress throughout the year with grade reports and teacher input. Bi-lingual translators are used at meetings to facilitate communication. SELAC meetings are held regularly for informational and support purposes.

Students with Disabilities

Pioneer provides a complete range of services for students with disabilities. Pioneer provides Special Education: Severely Handicapped (SH), SH Transition, Self Contained classroom for Special Day classes (SDC) and Resources Specialist (RSP) classes, RSP immersion. Students are placed in the least restrictive environment based on their needs as defined in their IEP. The SST and 504 procedures are utilized to determined needed assistance for students with other non-special education disabilities. All of our facilities are wheel chair accessible. SH students participate with mainstreamed students in the "Best Buddies" program that pairs regular education students with Severely Handicapped students to promote a sense of community.

After-School Programs

A Homework Center staffed by teachers and peer tutors is available to assist students Tuesday through Thursday from 2:30 to 4:00 in the Library Media Center and "S" Period from 1:30 to 2:30 is held on Mondays. During "S" (Support) Period teachers are available in their classrooms to provide a wide range of assistance to our students. The athletic teams meet after the regular sixth period school day. Coaches schedule the start of practice to allow athletes time to work with their teachers prior to practice. Drama productions rehearse after school. An "S" Period (voluntary) Band meets to practice with Pioneer's Band Director and Choir meets to practice with Pioneer's Choir Director during "S" Period. Many clubs and co-curricular activities meet after school. College Application workshops, college financial aid workshops, and College "nights" are held after regular school hours. The College/Career Center is open after-school.

Tutoring

Teachers provide tutorial assistance during "S" Period. In addition, teachers make themselves available to assist students before, after school, and at lunchtime. Teachers also provide tutorial assistance in the Homework Center.

Peer Tutoring

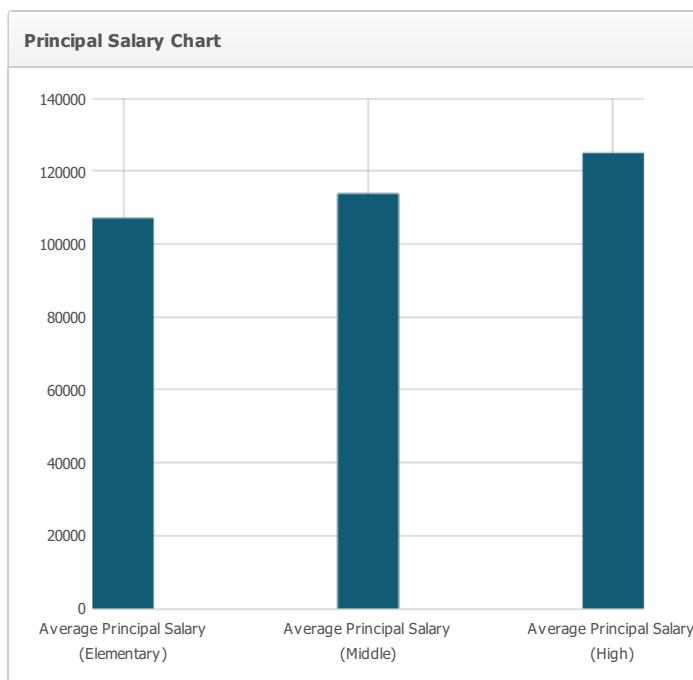
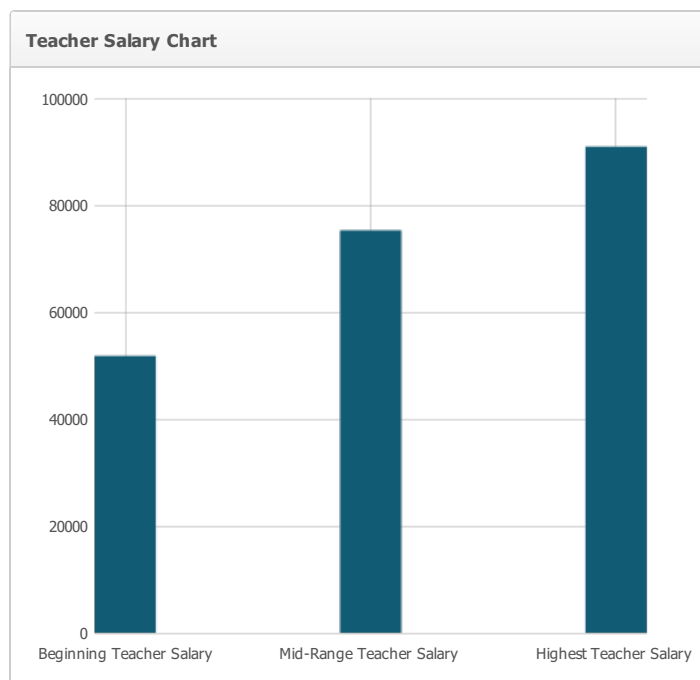
Peer Tutors assist students in the Homework Center. Peer assistance is also used in classroom settings.

Last updated: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$51,804 | \$45,092 |
| Mid-Range Teacher Salary | \$75,277 | \$71,627 |
| Highest Teacher Salary | \$90,927 | \$93,288 |
| Average Principal Salary (Elementary) | \$107,108 | \$115,631 |
| Average Principal Salary (Middle) | \$113,822 | \$120,915 |
| Average Principal Salary (High) | \$124,980 | \$132,029 |
| Superintendent Salary | \$243,000 | \$249,537 |
| Percent of Budget for Teacher Salaries | 35.0% | 37.0% |
| 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/cs/>.



Advanced Placement (AP) Courses (School Year 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|--------------------------------------|--|
| Computer Science | 2 | N/A |
| English | 5 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 1 | N/A |
| Mathematics | 4 | N/A |
| Science | 2 | N/A |
| Social Science | 10 | N/A |
| All Courses | 26 | 34.0% |

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

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

Last updated: 1/25/2017

Professional Development

In August 2011 the entire staff of SJUSD came together to begin the process of developing a new Strategic Plan. The commitment at Pioneer High School follows that of SJUSD and Opportunity 21 in the area of maintaining a high-quality and comprehensive instructional program. Objective 1, Goal 1.3.1 of Opportunity 21, states that we will develop and implement a staff development plan that is tailored to all content areas, and that will provide ongoing coaching support for all certificated staff.

Under the guide of SJUSD's Secondary Curriculum and Instruction department, Pioneer strives to achieve the mission and vision of the district through the core values of:

- Creating a culture where educators are respected, supported and empowered to own every child's learning
- Supporting the development of sustainable, collaborative site--based instructional leadership
- Ensuring a relevant and rigorous curriculum for all students
- Improving instructional outcomes by evaluating and refining our instructional practices through the use of student performance data. Students are the priority of the Curriculum, Instruction and EL Services Department. They are committed to meeting the individual needs of all students by engendering in all educators the habit of reflecting on best practices through the implementation of:
 - The Common Core State Standards
 - SJUSD Instructional Framework
 - Creating a college going culture for all students

Explicit Direct Instruction:

Over the last four years, Pioneer's teachers have been trained (English, Mathematics, Social Science, Science and Foreign Language), in Explicit Direct instruction (EDI). EDI is a step-by-step instructional sequence that can also be recursive, affording the teacher the opportunity to return to a previous phase based on need. There are 5 phases in the EDI framework, 1) Orientation Phase, 2) Presentation Phase, 3) Guided Practice Phase and 4) Closure Phase.

Curriculum:

SJUSD has adopted and is fully implementing the Common Core State Standards. Pioneer teachers have participated in the planning of units and writing lesson plans for both English and Mathematics for the last three school years. The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials. The New Generation Standards have been partially implemented at Pioneer in preparation for full implementation in two years. The Social Studies department has implemented Common Core Literacy Standards throughout their courses.

Additionally, during staff development days, leadership council meetings, faculty meetings and cohort meetings, teachers and administrators engage in discussion, training, and planning to implement enhancements to classroom instruction around the EDI framework and Common Core implementation.

Last updated: 1/12/2017