

**Pioneer Continuation High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021**

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Pioneer Continuation High School
Street	2650 8th Street
City, State, Zip	Redding, CA 96001
Phone Number	530-243-1880
Principal	Timothy R. Calkins
Email Address	tcalkins@suhsd.net
Website	http://www.pioneerhs.net/
County-District-School (CDS) Code	45-70136-4530200

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Jim Cloney
Email Address	jcloney@suhsd.net
Website	www.suhsd.net

School Description and Mission Statement (School Year 2020-2021)

Pioneer High School has an enrollment of approximately 110 students who are at least sixteen years of age or older and are at risk of not graduating on time due to credit deficiency, discipline issues, or both. Pioneer High School, established in 1967, is the oldest continuation high school in the Redding area and is WASC Accredited. We offer a core curriculum that matches the comprehensive high schools and our students have the advantage of small class sizes as well as multiple support services. Students have an opportunity to earn accelerated credits as well as participate in CTE and other work experience opportunities. Students are enrolled for five periods daily and may also enroll in online courses as well as concurrent adult education courses to further accelerate the completion of 230 credits. The school calendar is divided into 6 grading sessions over the course of the year. The campus is closed, however, students can earn the privilege of going off-campus at lunchtime if they earn required credits, demonstrate good attendance, and do not acquire any referrals regarding behavior issues.

Approximately 90-95% of the students at Pioneer Continuation High School are credit deficient. Quite often students enroll as seniors with a significant lack of credits in the courses of Math, English, and Social Science. Sometimes the biggest barrier to student achievement is an attitude where students either believe they can't or aren't willing to succeed (for a variety of reasons). We focus on removing the obstacles that get in the way of student learning and develop Individual Graduation and Beyond Plans. The challenge is to prepare these students for the next phase of life. If they are not able to obtain a diploma at Pioneer (because it's mathematically impossible), we counsel them for the next step at Shasta Adult School or the GED process. The goals for all students are to prepare them for one of five next steps in life: (1) Post Graduate Education; (2) Trade School; (3) Certification or an Apprentice Program; (4) Military or (5) the WorkForce. The academic instructional focus is geared toward state standards and our Expected Schoolwide Learning Results (ESLR's). Pioneer students must meet all district and state standards in order to receive a diploma. Student performance is directly linked to teacher competency. As certificated openings occur in settings with low performing students, it's imperative to recruit the best teachers to work with the students with the greatest needs.

The campus has also been modernized with two new buildings and updated landscaping.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	7
Grade 10	13
Grade 11	41
Grade 12	123
Total Enrollment	184

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	7.6
Asian	2.7
Filipino	0.5
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	1.1
White	63.6
Two or More Races	6
Socioeconomically Disadvantaged	98.9
English Learners	1.1
Students with Disabilities	22.8
Foster Youth	6
Homeless	1.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	9	12	9	238
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 12-2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English I: Pearson Literature for California Grade 9 © 2010 English II: Pearson Literature for California Grade 10 © 2010 English III: Pearson Grade 11 Custom Literature © 2012 English IV: Prentice Hall Literature: Timeless Voices, Timeless Themes: The British Tradition © 2002; CSU Expository Reading & Writing Course © 2012	Yes	0%
Mathematics	Algebra 1: Holt Algebra 1 California Edition (Holt-McDougal) © 2007 Geometry: Geometry: Concepts & Skills (Holt-McDougal) © 2005 CP Geometry: Holt California Geometry (Holt-McDougal) © 2008 Algebra 2: Holt California Algebra 2 (Holt-McDougal) © 2008 Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall) © 2007 Statistics: Stats in Your World (Pearson) © 2012	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006 Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002 CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006	Yes	0%
History-Social Science	Intro to Social Science: Sociology – The Study of Human Relationships (Holt, Rinehart & Winston) © 2005 Personal Growth: Lifetime Health (Houghton-Mifflin) © 2009 World History: World History: Modern World (Prentice Hall) © 2007 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell) © 2006 Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill) © 2008 American Government: Magruder’s American Government (Prentice Hall) © 2009	Yes	0%
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops) French: Bien Dit! (Holt-McDougal) © 2008 American Sign Language: A Basic Course in ASL (TJ Publishers/Harris Communication) © 1994; Signing Naturally (DawnSign Press); Bravo ASL! (DawnSign Press) Chinese: Integrated Chinese (Cheng & Tsuzi Co.)	Yes	0%
Health	Lifetime Health (Houghton-Mifflin) © 2009	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	Yes	0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.		0%

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

School Facility Conditions and Planned Improvements

The Pioneer High School Campus was modernized in 2016. An entire new wing of classrooms were built along with a cafeteria, wood shop, conference room and main office. The campus also underwent extensive landscaping along with the creation of out door eating area for students and a beautiful quad area.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 6/25/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Water stains on ceiling tiles in some rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Student restrooms were refurbished at the beginning of the 2019-2020 School Year.
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	12	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	2	N/A	47	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	7	N/A	41	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The Shasta Union High School District offers CTE Career Pathways in the following Industry Sectors that are all aligned to the Model Curriculum Standards:

Agriculture and Natural Resources
 Arts, Media, and Entertainment
 Building and Construction Trades
 Business and Finance
 Education, Child Development, and Family Services
 Engineering and Architecture
 Health Science and Medical Technology
 Hospitality, Tourism, and Recreation
 Information and Communication Technologies
 Manufacturing and Product Development
 Public Services

Many of the CTE courses are Dual Enrolled or Articulated with Shasta College and offer students an opportunity to earn college credit and receive a strong experience and understanding of all aspects of the industry they may consider pursuing a future career. Most pathways also offer Industry Certifications and/or local Internship opportunities. A variety of CTE courses are also A-G approved. The District promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include guidance and counseling, assessment; transitional services; and modifications to and reasonable accommodations for curriculum, equipment, and facilities. These services ensure special needs students are recruited, enrolled, supported, and complete CTE courses and programs.

Program sequences are offered in 27 Career Pathways that lead to post-secondary educational opportunities, industry certifications, and employment placements:

INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES

CAREER PATHWAY: PLANT and SOIL SCIENCE Integrated AG Biology Plant & Soil Science

CAREER PATHWAY: ANIMAL SCIENCE Integrated AG Biology Animal Science

CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4

CAREER PATHWAY: PLANT and SOIL SCIENCE Viticulture

CAREER PATHWAY: AGRISCIENCE AG Physical Science Integrated AG Biology

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES

CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION Construction Technology Careers

CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING Construction Principles The Art of Fine Woodworking

INDUSTRY SECTOR: BUSINESS and FINANCE

CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES

CAREER PATHWAY: EDUCATION Early Childhood Education Careers

INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE

CAREER PATHWAY: ARCHITECTURAL DESIGN Exploring Engineering Computer Science Principles

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Robotics Applications

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Space Science and Engineering

CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech. Space Science and Engineering

CAREER PATHWAY: ENGINEERING DESIGN Exploring Engineering Computer Aided Drafting

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY

CAREER PATHWAY: PATIENT CARE Intro. to Medical Careers Medical Clinical

CAREER PATHWAY: PATIENT CARE Dental Careers

CAREER PATHWAY: PATIENT CARE Sports Medicine

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts Catering, Baking, & Contemporary Cuisine

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Chef Prep

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT Computer Literacy Computer Science Principles

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT Computer Literacy PC Graphics and Design

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES Exploring Engineering Advanced Manufacturing

CAREER PATHWAY: PRODUCT INNOVATION and DESIGN Computer-Aided Drafting Advanced Manufacturing

CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES Exploring Engineering PC Graphics and Design

INDUSTRY SECTOR: PUBLIC SERVICES

CAREER PATHWAY: EMERGENCY RESPONSE Fire Technology

CAREER PATHWAY: EMERGENCY RESPONSE Emergency Medical Technician

CAREER PATHWAY: PUBLIC SAFETY Administration of Justice

Programs are evaluated and updated each year with the CTE Director and program advisory committees. The District CTE Advisory is run by the CTE Director and includes industry representatives from all the CTE pathways in the District.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	71
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	48.91
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Pioneer High School has an open-door policy for parental involvement. Parents are required to be present during the intake process during registration. Parents and community members are invited to attend all site council meetings which are held monthly throughout the school year. Pioneer will also be transitioning from Targeted Assistance to a School-wide Program and that the school will be doing a needs assessment to determine how Title 1 resources will be utilized. Parents and school personnel jointly create a Parent Compact that details the responsibilities of parents, students, and school personnel in relation to Title 1 allocation of resources. Resources/programs are available for ELL students, in addition, there is a district ELL liaison. Community members, parents, and graduates are also invited frequently as guest speakers and evaluators for the annual Career Week Faire. Parents also participate in the Parent Survey sent out annually. Parents and students help develop and give input regarding goals for the district Local Control and Accountability Plan (LCAP). Additionally, parents and community members are invited to participate in our many social functions such as holiday dinners and open house barbecues. Parent letters and all call messages through our School Messenger system are utilized as well.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	20.5	18.4	13.9	3.6	4.4	3.5	9.1	9.6	9
Graduation Rate	66.1	57.1	59.3	90.2	89.4	92.3	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	16.0	12.7	5.1	5.7	3.5	3.5
Expulsions	0.0	0.3	0.1	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.5	2.9	
Expulsions	0.0	.02	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The School Safety Team at Pioneer High School meets for the annual review of the School Safety Emergency Action Plan. Parent, student, classified, certificated, School Site Council, and administrative representation constituted the makeup of the School Safety Team Review committee. This plan has been tailored to meet the specific needs of North State Independence High School. The safety plan includes the mandated components of Senate Bill 187 including:

Child Abuse reporting procedures

Routine and emergency disaster procedures including natural disasters, power outage, human-created disasters, CODE RED, and other emergency actions

Policies pursuant to Education Code 48915(c) and other school designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers of dangerous students Sexual Harassment Policy

Dress Code

Safe ingress and egress to and from school

A safe and orderly environment conducive to learning Rules and procedures on school discipline

Please note that this plan includes procedures for a variety of emergencies and situations, from an intruder on campus to a natural disaster. It has been designed to complement the District's Emergency Disaster Preparedness Plan and Manual, which provides more detail on procedures and preparedness. It is a general guideline to assist School Administrators, Emergency Services (first responders), and others in the event of an incident at North State Independence High School. The guidelines contained within this plan can vary based on the nature of the incident, structural integrity, water and power supplies, and most importantly the safety of the staff, students, and school community. Finally, this plan contains a variety of other information including but not limited to the following:

- Exposure control for bloodborne pathogens
- Hate motivated crimes
- School community alerts on sexual predators
- Safety Multi-Disciplinary Team/Crisis Response Team/After Care
- Suicide on campus
- Arrest of student

The District Safety Team meets monthly and consists of the principal at Pioneer and other staff members from the programs that share this site.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	6	22			7	23			7	18		
Mathematics	7	16			6	23			6	20		
Science	8	8			5	11			6	14		
Social Science	12	15			10	19			6	34		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	184

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10714	5882	4832	59799
District	N/A	N/A	6591	\$76,402
Percent Difference - School Site and District	N/A	N/A	-30.8	-24.4
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-46.4	-40.6

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

Types of Services Funded (Fiscal Year 2019-2020)

An administrator assists in monitoring discipline, testing, and assessment coordination. There is also a full-time academic counselor who assists students with their course schedule and their individual graduation plans. There is a full-time education specialist (special education) and a part-time school psychologist. There is a full-time Marriage and Family Therapist on campus funded by Title IV. There are also resources/programs available for English Language Learners (ELL) students, foster youth, and in addition, there is a district and site ELL liaison. All staff members are trained in a common discipline approach that emphasizes appropriate social and emotional behavior. All students complete Career Assessment inventories and participate in Career Week Faire activities.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,724	\$52,670
Mid-Range Teacher Salary	\$72,057	\$89,660
Highest Teacher Salary	\$93,658	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$139,134	\$158,074
Superintendent Salary	\$170,876	\$250,285
Percent of Budget for Teacher Salaries	30.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

Shasta Collegiate Academy Faculty have participated in and attended the following staff development and training events:

- The District algebra in-service week
- District-sponsored literacy workshops
- MAA training
- School Site Council training
- District Leadership Classes
- WASC training
- ACES training
- ERWC training
- CPR and First Aid training
- Capturing Kids Hearts training through the Flippen Group
- Foster Youth
- Google Suite training
- Weekly staff development meetings
- Alert, Lockdown, Inform, Counter, Evacuate (ALICE)
- Catapult emergency and crisis management

Administration and faculty attend professional conferences and in-services conducted by the District to ensure the program is compliant and that best teaching practices are utilized.