

San José Unified School District
PIONEER HIGH SCHOOL

Grades 9-12

School Accountability Report Card
For School Year 2003-2004
Published in 2004-2005

Principal's Comments

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 community. The 2003 - 2004 District Climate Survey indicated that a large majority of students, parents and staff members believe Pioneer to be a safe and friendly campus. Our enrollment continues to increase and we began 2004 - 2005 with a waiting list for the fifth consecutive year.

Pioneer's school wide API score is an impressive 726 and Pioneer met its AYP (Adequate yearly progress) in all areas.

The number of students who met UC/CSU eligibility increased at the 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 and learning supports for all Pioneer students.

The science department has increased their Advanced Placement offerings, including AP Chemistry, AP Physics and AP Environmental Science. We are currently preparing to add AP Biology to our list of classes. These courses complement a program that offers a wide variety of science choices within the Pioneer Science Magnet. Part of our magnet focus brings together our science students, the Children's Discovery Museum and the local elementary schools to teach children about their local ecology.

Parent, student and community volunteers are a vital part of the Pioneer High School Culture. Over the past year, we have received over \$20,000 in donations and our various parent Booster Clubs have raised in excess of \$100,000 and have clocked thousands of volunteer hours for campus beautification projects, music, drama, athletic and dance programs and classroom teacher support.

Barbara Lepiane, Principal
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Schedule/Hours

Office hours
7 a.m.—4 p.m.
Media Center
7 a.m.—4:30 p.m.
M—Th
7 a.m.—4 p.m. on Friday
Homework Center
2:30 p.m.—4:30 p.m.
M—Th
Students' schedule
7:27 a.m.—2:24 p.m.

2003-2004 Achievements

- Pioneer's nationally recognized Service Learning program continues to thrive and is used as a model by high schools through out the state.
- Pioneer's Advanced Placement enrollment increased by 47% in the 2003-2004 school year.
- Pioneer met its AYP targets in all areas.
- Pioneer has increased the number of students meeting the CSU/UC eligibility requirements.
- Pioneer has increased SAT scores at the commendable rate on both the Verbal and Math exams

Focus for Improvement for 2004-2005

Pioneer's major focus for improvement this year will be to increase the annual redesignation of English Language Learners to English Proficient to a commendable level. We will be offering expanded services to ELL students by adding bilingual Tutoring and counseling as well as an after school intensive English workshop.

San José Unified School District
Building on Success

Superintendent
Don Iglesias
Board of Education
Pam Foley
Richard Garcia
Jorge González
Veronica Grijalva Lewis
Leslie Reynolds
Susan Nguyen, Student

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Parental Involvement

Parents are a very important part of Pioneer. They are active members of the many booster organizations on campus representing music, drama, athletics, dance and spirit. Parents support other extra curricular activities as well Robotics and Mock Trial. Various clubs on campus depend on parents support to operate. The PTSA coordinates and funds all 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. 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 Assistant Principal of Activities is the contact and can be reached at 535-6310. Ext. 214

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 AP of Guidance is the contact and can be reached at 535-6310 ext. 218.

The Dance support the Pioneer Dance Program by building performance sets, fundraising and transporting the dancers and equipment for the Award Winning Dance Team. The parents work throughout the year to raise money to hire special choreographers and to assist with the payment of gymnastic coaches. The contact for the Dance Boosters is the dance coach and can be contacted at 535-6310 Ext. 371

The Spirit Boosters function in much the same way as the Dance Boosters by offering financial support, assisting with transportation and chaperoning competition travel. The Assistant Principal of Activities is the contact and can be reached at 535-6310 Ext. 214

The formal parent organization meetings are well attended. Besides the strong presence of the PTSA, The School Site Council meets monthly to review, with the principal and teachers, 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 the partner to School Site Council. It is comprised of the parents of the English Language Learner students, the ELL Coordinator and the Assistant Principal of Curriculum and Instruction. The contact is the AP of Curriculum who may be contacted at 535-6310. Ext. 211

Funding

Besides the numerous parent booster groups, mentioned in the Parent Involvement section, we also receive a substantial amount of money from the business community. This year Intel Corporation gave us a \$3000 gift that was tied to Pioneer parents who worked at Intel and volunteered at Pioneer. Hewlett Packard donated calculators to our math program, dozens of local merchants donate incentive prizes for our many fundraisers and each year Almaden Valley Women's Club raises money that they donate to Pioneer and other area schools. In past years they have donated as much as \$5200.

Categorical funds such as GATE and Desegregation/Voluntary Integration are used to fund support services for students. GATE funds assist with the counseling services for GATE students and are used to off set the cost of Advanced Placement Exams. These funds are also used to purchase special enrichment materials for accelerated courses.

Desegregation funds provide bilingual counseling and tutoring services for all Hispanic students, provide additional support classroom materials for ESL, SDAIE and English transition classes and provide additional hours for the bilingual classroom teacher assistant.

Carl Perkins money is used to provide vocational counseling for students and especially those students who are not choosing to pursue a college path immediately after high school.

The SB813 funding is state money designated to provide counseling for all 10th grade students. Each students meets one-on-one with a specially hired counselor to review the student's progress towards graduation and to offer interventions if necessary. The counselor also discusses the student's post-secondary plans and assists the student with creating a plan for success.

Demographics

Date reported are the number of students at each grade level as reported by the California Basic Education Data System (CBEDS)

Student Enrollment by Grade Level

Grade Level	Enrollment
Grade 9	403
Grade 10	363
Grade 11	345
Grade 12	285
Total Enrollment	1396

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	30	2.1
American Indian or Alaska Native	44	3.2
Asian	170	12.2
Filipino	31	2.2
Hispanic or Latino	366	26.2
Pacific Islander	11	0.8
White (Not Hispanic)	744	53.3
Multiple or No Response	0	0.0

School Safety and Climate for Learning

Safety and Safety Plan

The Pioneer High School Safety Plan is updated annually in September presented to the entire staff and filed at the school site and district office. Every faculty member is aware of their role in case of disaster or code red situation. Evacuation routes are posted in every classroom and drills for disaster and code red situations are held annually.

Four campus supervisors, two off duty San Jose Police officers and the entire Pioneer staff monitor the campus from 7:00 a.m. - 5:00 p.m. daily. We have a closed campus and all visitors must register with the office before entering the school. Pioneer has a complete and comprehensive emergency preparedness plan. This plan is updated yearly and drills are held on a regular basis to ensure preparedness.

Facilities

Pioneer's 40-year-old buildings were completely refurbished through the Facilities Bond passed by citizens four years ago. The school has been painted inside and out, new roofs for all buildings were laid, rewiring of the plant was among the first work completed, air and heating units were installed in all classrooms and offices.

The new bond initiative, Measure F, passed in the 2002 election will specifically address the Science Labs and sport fields as Pioneer continues its facilities update. In addition there will be extensive repair of the concrete work between buildings, surrounding the buildings and throughout the quad areas. Drainage will also be improved to alleviate the flooding that occurs when it rains. The cafeteria/multi-purpose room/performing arts center will also be enlarged and renovated. Due to the devastating fire that occurred in November of 2003 the cafeteria/multi-purpose room will be demolished in February of 2005 and rebuilt to meet the needs of the increased student population.

The first phase of the sports facility was completed in December of 2004 and included an all weather track, a synthetic football/soccer field, new visitor bleachers, a new sound system, new scoreboards and new fencing. Work will continue in the stadium area and additional landscaping and security measures will be completed in the months to come. The second phase of the field renovations is scheduled for 2006 and will include all playing fields and surrounding areas.

The renovations and upgrades of all science rooms are underway at this time. The plans have been drawn and approved and the work is scheduled to begin in the spring of 2005. Each classroom will be wired for additional technology and will be arranged in a manner that is conducive to the individual science labs that will be taught in the classroom. Additional sinks and workstations are being added. All safety issues are also being addressed.

Additional restrooms will be added if deemed necessary and doors and windows will be replaced in classrooms as needed.

Maintenance

San José Unified takes great efforts to make sure all of its schools are clean, safe, and functional. The District's maintenance staff works to ensure that all necessary repairs are made to keep schools in good condition and in working order. A work order process is used to make certain that repairs are done in a timely and efficient manner. Emergency repairs are given the highest priority and those requests are usually handled the day they are received. Restrooms at all schools are fully operational. Work order requests to repair restrooms are given a number one priority.

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules and to ensure a clean and safe school. **A copy of the cleaning standards is available upon request by calling the Maintenance Department at (408) 535-6200.**

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the 2004-05 school year, the district deposited \$1,322,354 into the deferred maintenance program. This is equivalent to 0.5% of the district's general fund budget. Expenditures in this fund are made according to the District's five year plan, which is developed in coordination with the Measure F bond program. It is anticipated that \$1,155,000 will be expended on deferred maintenance projects during the 2004-2005 school year.

Deferred Maintenance and Modernization Projects.

In 1997 voters in San José Unified passed Measure C – a \$165 million bond measure that began modernization projects in the district's 48 schools. To continue and expand these renovations, voters once again voted to approve a \$423 million bond measure in March of 2002 – Measure F. When Measure F is completed, San José Unified will have some of the finest facilities in the state of California. A Citizens' Bond Oversight Committee was appointed by the Board of Education to ensure that the bond funds are spent properly. School by school projects targeted to be funded by Measure F are available on the District's website, www.sjusd.k12.ca.us, and at each school site.

Homework

Pioneer teachers provide homework on a regular basis in all core content areas. Homework is expected to reflect state and district content standards and provide relevant practice of key concepts in the class.

The quantity of homework assigned varies according to the class level and intensity i.e. college level, accelerated, honors and Advanced Placement level classes. Parents support student learning at home with a positive attitudes toward the school and staff.

Discipline

The Pioneer discipline plan and the San Jose Unified School District Behavior Handbook are provided to each student and parent at the beginning of the school year. The district handbook and discipline plan are reviewed with all students during the first week of school. Parents and students are asked to sign an acknowledgment of receipt that is returned and filed with the Assistant Principal of Discipline. Pioneer has an On Campus Supervision program to attend to minor classroom disruptions. Major infractions are dealt with by the Assistant Principal of Discipline. An effort is made to contact parents each time a student is assigned a disciplinary action.

Students are rewarded through honors assemblies and raffles for positive contributions to the school and excellent attendance.

Suspensions and Expulsions

	2002	2003	2004
Number of Suspensions	65	144	143
Rate of Suspensions	5%	11%	10%
Number of Expulsions	2	2	3
Rate of Expulsions	0%	0%	0%

Data reported are the total number of incidents where a student was suspended or expelled from school and the school's rates of suspension or expulsion. A single student may be involved in more than one incident. The rate of suspension or expulsion are calculated by dividing the number of incidents during the school year by the school's total enrollment in October 2003. Rates for the district are computed separately for Elementary, Middle and High Schools.

Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	48	49	47	38	40	40	32	35	36
Mathematics	21	26	20	32	34	34	31	35	34
Science	44	32	30	34	26	25	30	27	25
History-Social Science	39	44	36	36	35	33	28	28	29

Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards).

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CST—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
English-Language Arts	36	41	64	46	26	54
Mathematics	9	15	46	4	8	22
Science	25	24	45	15	19	33
History-Social Science	42	35	52	31	22	39

CST—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	41	54	0	16	51	2	52	0
Mathematics	21	20	10	15	21	0	22	7
Science	31	29	2	16	32	1	33	7
History-Social Science	39	34	0	13	40	0	40	



Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted

NRT—All Students

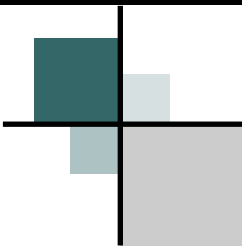
Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	61	59	---	47	47	---	43	43
Mathematics	---	65	65	---	53	53	---	50	51

in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students scoring at or above the 50th percentile.

NRT—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
Reading	57	56	75	56	38	66
Mathematics	43	59	86	64	47	70



NRT—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	52	66	6	29	63	7	64	13
Mathematics	65	65	22	40	69	3	71	21

Local Assessment

% Scoring Proficient or Higher			
Grade	2002	2003	2004
11	89	68	70

Data reported are the percent of students meeting or exceeding the district standards.



California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pfi/>.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	23.2	22.0	24.5	23.3	20.3	26.0	26.3	25.3	27.2

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to

API—Schoolwide

	API Base Data			API Growth Data			
	2001	2002	2003	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004	
Percent Tested	93	95	97	Percent Tested	95	97	96
API Base Score	743	722	731	API Growth Score	749	726	726
Growth Target	3	4	3	Actual Growth	6	4	-5
Statewide Rank	9	9	8				
Similar Schools Rank	10	10	8				

participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/>, or by speaking with the school principal.

API—Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Asian				Asian			
API Base Score		790	822	API Growth Score		799	831
Growth Target		3	A	Actual Growth		9	9
Hispanic or Latino				Hispanic or Latino			
API Base Score	620	611	643	API Growth Score	627	640	621
Growth Target	2	3	2	Actual Growth	7	29	-22
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	798	755	749	API Growth Score	788	746	751
Growth Target	2	3	2	Actual Growth	-10	-9	2

API—Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	589	532	606	API Growth Score	569	606	576
Growth Target	2	3	2	Actual Growth	-20	74	-30

State Awards and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Identified for Program Improvement	---	17.5

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Adequate Yearly Progress (AYP)

AYP Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	No	Yes
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	No	Yes	---	Yes	Yes
English Learners	---	Yes	n/a	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	Yes

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of

Education Web site at

<http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

NOTE: N/A means that this group was too small to receive summary scores.

School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully complete the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	1274	1345	1354	9291	9096	9396	1735576	1772417	1830664
Number of Dropouts	1	3	1	116	143	98	47899	48210	58493
Dropout Rate (1-year)	0.1	0.2	0.1	1.2	1.6	1.0	2.8	2.7	3.2
Graduation Rate	98.6	99.2	99.6	92.4	92.8	93.8	86.7	87.0	86.7

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

Average Teaching Load and Teaching Load Distribution

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.7	26	25	4	27.1	23	17	26	33.1	9	9	43
Mathematics	23.7	27	22	6	30.6	9	19	25	39.0	3	5	39
Science	30.0	3	26	8	31.2	9	5	36	40.1		2	40
Social Science	26.7	7	26	8	31.4	6	11	28	35.2	4	3	36

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Teacher and Staff information

Barbara Lepiane has been the principal at Pioneer for three years. Prior to that she was an assistant principal for thirteen years and a classroom teacher for fourteen years.

Core Academic Courses Not Taught by NCLB Compliant Teachers

	School	District
This School	78.8	---
All Schools in District	---	70.3
High-Poverty Schools in District	---	57.1
Low-Poverty Schools in District	---	75.7

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the

teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tg/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

		2002	2003	2004
Total Teachers		70	69	63
Teachers with Full Credential		48	42	47
Teachers Teaching Outside Subject Area	<i>(full credential but teaching outside subject area)</i>		6	0
Teachers in Alternative Routes to Certification	<i>(district and university internship)</i>	0	0	0
Pre-Internship		0	2	5
Teachers with Emergency Permits	<i>(not qualified for a credential or internship but meeting minimum requirements)</i>	19	26	11
Teachers with Waivers	<i>(does not have credential and does not qualify for an Emergency Permit)</i>	3	1	1

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise

	2004
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Teacher Education Level

	School	District
Doctorate	3.2	1.2
Master's Degree plus 30 or more semester hours	3.2	2.3
Master's Degree	27.0	25.8
Bachelor's Degree plus 30 or more semester hours	34.9	46.0
Bachelor's Degree	31.7	24.6
Less than Bachelor's Degree	0.0	0.1

Data reported are the percent of teachers by education level.

Vacant Teacher Positions

	2004
Vacant Teacher Positions	0

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

There are currently no teachers teaching outside of their area of emphasis at Pioneer High school.

Evaluating/Improving Teachers

Teachers are evaluated using a well thought out and comprehensive evaluation tool created by San Jose Unified School District in conjunction with the San Jose Teachers Association and in accordance with the California State Stull Bill. Teachers are observed and evaluated in the areas of:

- Creating and managing learning environments
- Engaging and supporting students
- Understanding and organizing standards based subject matter
- Planning and designing standards based instruction
- Assessing student learning
- Goals for developing as a professional

Permanent teachers are evaluated formally every two years. Temporary and probationary teachers are evaluated yearly. The school administrative staff regularly monitors all teachers. The results of the evaluation process are given to the teacher being evaluated and filed at the site and at the district Human Resources Department.

Staff Development

The San Jose Unified School District's Guiding Principles and Beliefs about Learning inspire Professional Development at Pioneer. The Guiding Principles fall into four categories, Attitudes and Mental habits, Knowledge and Learning, Curriculum and Instruction, and Assessment. The school's plan was developed in 2002 and is meant to provide focus and direction to curriculum, instruction and assessment and to reflect the best research about how students learn. School leadership teams made up of teachers and administration, the Continuous Improvement Review Team (CIR) and the Curriculum Council, develop Professional Development initiatives. **Teachers** and administrators attend three full staff development days. The training's specifically target issues and needs of Pioneers staff and address goals for that school year.

Teachers are also encouraged to attend the professional development activities offered by the school district and county whenever these workshops are relevant to their curriculum. Pioneer has a goal of continuous improvement and addresses this goal during all meetings and teacher related activities.

Staff attends three mandatory Staff Development days annually. In addition, there are four Inservice days when teachers spend two to three hours in staff development activities and three to four hours on individual classroom work. Teachers also receive support in individual and small group settings provided by the BTSA and Professional Development Coaches.

All new initiatives introduced to Pioneer are supported by three mandatory Staff Development days annually. In addition, there are four Inservice days when teachers spend two to three hours in staff development activities and three to four hours on individual classroom work. Teachers also receive support in individual and small group settings provided by the BTSA and Professional Development Coaches.

Teacher Assignment

Ten new teachers have joined Pioneer's staff this year representing all subject areas. We are very pleased with the work these teachers are doing in the classroom and welcome their energy and enthusiasm for their subject areas. All teachers at Pioneer are working within their subject matter credential.

Many of our teaching staff also act as club and class advisors, teach extra curricular activities, coach athletic teams or act as resource teachers and professional development coaches.

Substitute Teachers

Pioneer High School has not had a problem securing substitute teachers. We monitor substitute teachers very closely. We maintain a comprehensive list of substitutes who have taught well in the past and work to keep them at Pioneer. In the event that a substitute cannot be found Pioneer teachers act as "prep period" subs to provide the students with quality teaching.

Leadership Team

The Pioneer Leadership team is made of two administrators, the Principal and Assistant Principal of Instruction and four teachers from the core subject areas. Their role is to assist staff, School Site Council and al site advisory committees in the process and development of the school's annual Single Plan for Student Achievement. Their purpose is to annually:

- Review and organize data and prepare a data summary for the staff
- Select a problem or focus based on the data summary
- Develop a staff development plan to support the school focus
- Develop a timeline of responsibility to sustain the process

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Other Support Staff

Pioneer has three full-time resource specialists. Their counselors (6 hours/week), psychologist (2 days/week), social worker (1 day/week), nurse (1 day/week) and speech and language specialist (2 days/week) are part time.

Specialized Programs

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 had a 47% increase in the number of students enrolled in AP classes and taking AP Tests last spring. GATE students are encouraged to take advantage of the many enrichment opportunities provided to students on campus i.e. Mock Trial, Robotics, Dance, Bio-Site etc. In addition, underachieving GATE are counseled one on one to create a plan for improvement. Mr. Brian Gordon has served very effectively and made great contributions as the GATE Parent liaison

At-risk students

At-Risk students are supported in many ways as follows:

- 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.
- At-Risk Students in 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 Student Study Team (SST) and 504 processes are also used to support At-risk students.
- Limited psychological counseling is offered, on campus, through the Almaden Valley Counseling Service and by Healthy Start program.
- A bi-lingual counselor assists limited English students who are at risk.
- Teachers offer individual students academic support during "S" period Mondays when an hour of the day is set-aside for this purpose.
- The Homework Center is available 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.
- The Assistant Principal Attendance and Discipline, Nurse, Attendance Clerk and CWA Officer meet weekly to identify and to support At-Risk students.
- 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.
- A ninth grade parent night is held in October, after the first grading period, to support and inform the parents of At-Risk freshman students.
- The Parent Internet Gradeview program provides parents a means of monitoring their student's grades and attendance on a daily basis.

English language learners

English Language Learners (ELL) students are provided with services based on the results of their CELDT test. This test provides an English proficiency level that allows the ELL coordinator counsel the student into beginning, intermediate or advanced ELL classes or any of the SDAIE classes that provide sheltered teaching in the core subject areas. The students are tested each fall with the CELDT and are counseled accordingly. The ELL coordinator monitors the students' progress through out the year with grade reports and teacher input. A bilingual counseling and tutoring program supports ELL students with test prep and college goals. Bi-lingual translators are used in classes and 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, Special Day Classes (SDC) and Resources Specialist (RSP) classes. 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 mainstream students in the "Best Buddies" program.

After-school programs

A Homework Center staffed by teachers and peer tutors and is available to assist students Monday through Thursday from 2:30 to 4:30 in the Library Media Center. "S" Period from 1:31 to 2:20 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 six period school day. Coaches schedule the start of practice to allow athletes time to work with their teachers prior to practice. Senior Seminars are held during "S" Period. Senior attends at least 4 Senior Seminars per semester. Drama productions rehearse after school. An "S" Period (voluntary) Band meets to practice with Pioneer's Band 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.

Curriculum and Instruction

Reading and Writing

Pioneer follows a policy of reading and writing across the curriculum.

English classes teach the Schaffer method of writing and Cornell note taking. Students are asked to keep reading journals and each grade level is given a specific reading goal on a monthly basis.

Social Studies classes focus on reading and analysis using the textbooks and primary sources provided by the teachers and support the writing and note taking lessons of the English department.

Science emphasizes reading and writing as well using the same note taking techniques and requiring notebooks and journals for each student as part of their grade.

Math also uses the Cornell note taking style and requires journals as well as written proof for set problems beginning in the Algebra classes.

Math

Pioneer offers a full range of mathematics requirements and choices. All students must take Algebra, Geometry and Algebra 2. When these requirements have been satisfied, students may move to Math Analysis or Calculus A/B or B/C or A.P. Statistics. All classes are taught to the California state standards and framework. All students are challenged to do their best with the high expectations adopted by the entire math department.

Science

Pioneer offers a comprehensive physical and life science program. All classes are college preparatory, honors or Advanced Placement and taught to district standards. Class offerings are as follows:

Integrated Science	AP Chemistry*
Biology	Engineering Science Technology
Physiology	Conceptual Physics
Zoology	Physics
Honors Cell Biology*	Honors Physics*
AP Biology*	Honors Chemistry*
AP Environmental Science*	AP Physics*

* These classes will be offered in a two-year rotation

Social Studies

Pioneer Social Studies begins in the ninth grade with Geography/World Cultures that is part of a ninth grade core program with Science and English. Tenth grade social studies offers World History, college prep and accelerated, as well as European History Advanced Placement. Junior year requires United States History with the option of Advanced Placement. All senior students take American Government and Economics and can choose American Government Advanced Placement. All classes are taught to the California state standards and framework.

Textbooks

Pioneer’s textbook are all California State adopted texts. They align with the state curriculum and framework. Most classes have sets of books for the students to take home. Some classes use class sets at school and provide in which case homework packets are sent home to support homework. All of our students have access to textbooks and all instructional materials.

A complete list of textbooks and their date of adoption is available at

http://www.sjUSD.org/Staff/Instructional_Material/Textbook_Listing.pdf

Instructional Minutes

Grade		
Level	Offered	State Requirement
9	65,078	64,800
10	65,078	64,800
11	65,078	64,800
12	65,078	64,800

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade. The number of minutes shown here does not take into consideration pupil free days, minimum days or shortened days that are used for parent/teacher conferences or testing.

Four and a half hour days are scheduled three days each semester to accommodate final exams.

Pioneer students receive 65, 078 contact minutes per year. This is 278 minutes over the state requirement of 64, 800 minutes. We have 377 contact minutes per day on a regular basis. This allows us to offer 25 “S” period days that are 319 minutes long. The “s” periods are scheduled as an add on period at the end of the day and allow students time to make-up missed tests, get special tutoring from teachers, complete missed assignments or attend “Senior Seminar” presentations. There are also 6 final exam days that 240 minutes in length and 5 STAR test days that are each 275 minutes per day.

Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English	1	3	108
Foreign Language	2	6	77
Mathematics	2	2	46
Science	2	2	51
Social Science	2	5	157

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
4601	3936	83.9

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
249	176	70.7

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

SAT I Reasoning Test

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	266	265	285	1984	2056	2226	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	56.0	53.2	49.5	46.0	46.1	41.4	37.3	36.7	35.2
Average Verbal Score	499	520	528	512	522	521	490	494	496
Average Math Score	513	534	542	536	548	544	516	518	519

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

College Preparation

Students are made aware of college admission test preparation providers. SJUSD gives the PSAT free to all tenth graders. The AP of Guidance and the College/Career Center director visit classes to provide post secondary education counseling. College nights are held for parents and students. Workshops on college application procedures and on financial aid are held for parents and students. SB813 funds are used to meet with sophomore students regarding college plans. Students are released from class to meet with visiting college representatives. The College-Career Center is opened in the evening for parent and student information/counseling. Regular bulletins on college information and on scholarships are broadcast and distributed. Parents and students are strongly encouraged to utilize the services and the resources of the AP for Guidance and the College-Career Center Director.

Workforce Preparation

The AP of Guidance and the College/Career Center director visit classes to provide post secondary education counseling. A special evening meeting is held to provide information on the career programs offered by local community colleges. Each year the opportunities available at the Central County Occupation Center are explained to all students. Special Education teachers assist students in developing student's transition plans. Transaccess provides career information and services to Special Education students. College nights are held for parents and students. Workshops on college application procedures and on financial aid are held for parents and students. Students are released from class to meet with visiting college representatives. The College-Career Center is opened in the evening for parent and student information/counseling. Regular bulletins on college information and on scholarships are broadcasted and distributed. Parents and students are strongly encouraged to utilize the services and the resources of the AP for Guidance and the College-Career Center Director. Students are encouraged to research careers and students are encouraged to Job Shadow careers of interest. Carl Perkins funds are used to support career-technical courses and to provide career counseling.

Pioneer offers a Woods and Advanced Woods program. PHS also offers Multimedia and Multimedia Advanced course sequence. Both programs make up 11 class sections. PHS students participate in CCOC career preparation classes.

Students in Special Education receive career prep instruction. Severely Handicapped students participate in external career/independent living preparation. In addition, Pioneer offers a Woods and Advanced Woods program. PHS also offers Multimedia and Multimedia Advanced course sequence. Both programs make up 11 class sections. PHS students participate in CCOC career preparation classes.

These courses fully satisfy SJUSD graduation requirements. All courses promote higher thinking skills which carryover into all areas of academic achievement.

Life long learning skills are stressed in all classes. All students receive support in planning for post high school life. The Career Center supports students in researching and in planning for their post secondary goals. Career entry after high school and college admission goals are both supported. Students having unique needs and/or members of special student populations, receive transition-planning assistance in developing the students' individual transition plan as part of the student's IEP. Special Needs students can be accommodated in the CCOC career programs. Special education case carrying teachers provide information and accommodation information to CCOC to facilitate Special Education student participation in CCOC career preparation. Transaccess works directly with special populations to address their career/employment needs. Special needs population students have access to career prep services, which are external to the school. The SH and SH Transition classes focus on life skill preparation for their students. The SH and SH Transition classes utilize the community to provide real-life experiences for these students.

The measurable outcomes of these programs and classes and how they are evaluated for effectiveness in attaining those outcomes.

Student success in these programs is monitored. Data are collected on the students' post secondary decisions. CCOC only offers courses that lead to career opportunities. Parent and student feedback is evaluated.

Dropout Prevention

Pioneer has a variety of counseling available. Each assistant principal is a grade level advisor who monitors the students' progress and course selection. In addition, counselors from Almaden Valley Counseling, the YMCA and other agencies are on campus each week to meet with students. Our registrar, the APs of Guidance and Discipline, the alternative program director, our CWA (Child/Welfare/and Attendance) officer, and an attendance clerk meet regularly to address the needs of at risk students. Students may be referred to a wide range of alternative programs. These programs include: Pioneer Plus (school within a school), our continuation high school, independent studies, the young mother program and other programs. The CWA officer follows up on dropouts. The Student Services monitors student attendance and takes action to promote school attendance. PHS has very high attendance rates.

Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,477	\$36,856
Mid-Range Teacher Salary	\$61,930	\$58,263
Highest Teacher Salary	\$75,268	\$72,665
Average Principal Salary (Elementary)	\$88,972	\$94,774
Average Principal Salary (Middle)	\$93,586	\$98,934
Average Principal Salary (High)	\$98,794	\$106,858
Superintendent Salary	\$215,206	\$177,295
Percent of Budget for Teacher Salaries	37.7	41.6
Percent of Budget for Administrative Salaries	5.8	5.1

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and

<http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>

Expenditures (Fiscal Year 2002-2003)

District Total Dollars	District Dollars per Student (ADA)	State Average for Districts in the Same Category (ADA)	State Average All Districts (ADA)
\$251,113,629	\$7,855	\$6,882	\$6,822

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/>

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

San José Unified SARC's are prepared by the Office of Public Engagement. Questions — call Sheryl Stroh at 535-6108 or via e mail to Sheryl_Stroh@sjusd.org