

PIONEER VALLEY HIGH SCHOOL SELF-STUDY REPORT



**675 PANTHER DRIVE
SANTA MARIA, CA 93454**

MARCH 9 - 11, 2026

**WASC/CDE Focus on Learning Continuous Improvement
2025-2026 Pilot Edition**

Our Positive Behavior Intervention Support (PBIS) system is represented by the acronym [PRIDE](#).

- **POSITIVITY**
 - Be respectful
 - Encourage others
 - Be willing to learn
- **RESPECT**
 - Respect others and yourself
 - Be healthy
 - Take pride in your school
- **INTEGRITY**
 - Be honest
 - Be responsible
 - Be good
- **DEDICATION**
 - Give 100% effort
 - Follow through
 - Never give up
- **EXCELLENCE**
 - Follow directions
 - Plan and prioritize
 - Do your best

TRACK and PRIDE guide us as we strive to provide opportunities for all students to be successful in and out of the classroom. Our [guidance staff](#) works with students to prepare them for [college and/or career options](#) post high school. Students have access to a variety of [a-g course offerings](#) and [CTE pathway courses](#) throughout their 4-years of high school.

Chapter 1: School Developments and Action Plan Progress

Purpose

The purpose of this chapter is to evaluate the progress you have made on your school improvement plan including the areas for focus identified during the last accreditation visit, as well as any major or significant changes that have happened at your school and their impact on your programs. This will help both your school and the visiting committee understand your progress and the degree to which you regularly assess, implement, and monitor your improvement plans.

Directions

Review your schoolwide improvement plan, including the areas for focus integrated from the last accreditation visit, gather any relevant evidence to assess the degree to which you have addressed your improvement goals and write a short evaluative, narrative synthesis of your findings. Also, in your review, include an analysis of any internal or external major changes to the school that have impacted your school. Ensure your School Developments and Action Plan Progress Chapter answers each of the questions below. Hyperlink to any relevant evidence or data to support your introduction.

1. What significant internal and external changes have affected your organization, programs, and students, and how has your school responded to these changes?
2. What progress has been made in addressing identified growth areas for improvement, including WASC recommendations from your last visit and your self-identified school goals?
3. How have these changes and improvements influenced your school's overall effectiveness and contributed to student learning and well-being?
4. What processes does your school use to monitor progress on improvement priorities and plans?

The following items were identified as growth areas during the Mid-Cycle Visit in 2023:

- *Administration, leadership team, and teachers continue to increase college and career preparedness for all students in order that students are prepared for college and career opportunities after high school.*
- *Administration, leadership team, and teachers continue to increase rigor and engagement through student centered instructional practices in order that all teachers can maximize the learning process.*
- *Administration, leadership team, and teachers further the use of disaggregated data to inform student placement, curricular and instructional practices, and student support services.*
- *Administration, leadership team, teachers, staff, and district office continue increased communication with all educational partners in order to inform all.*

Progress toward identified growth areas:

1. We have focused on curriculum development and increased rigor post-Covid. We now offer 22 concurrent enrollment courses, one College Now course, and 67 CTE courses. The majority of our courses are a-g compliant. A 5-unit Ethnic Gender Studies course and 3 years of math courses are now

[required for graduation](#). Students have the option of recapturing credits in Extended Learning Opportunity (ELO) classes offered during the school day or during summer school. There is a renewed focus on the PLC process and Cycle Assessments in English, Math, Science, Ag Science and Social Science in preparation for state testing. PVHS also offers Winter Intersession (a four-day intensive intervention session in English and Math where students work toward improving their final grade), and Saturday Academy (4-hour standard review sessions) as intervention opportunities.

2. Math, English, Science, Ag Science and Social Studies departments are regularly meeting in PLCs to share best teaching practices and review data. Several elective departments meet as a district level PLC on a regular basis. Professional development opportunities are available for all teachers in order to strengthen the delivery of curriculum in all subject areas. English, Math, and English Learner Instructional Coaches from each site meet weekly at the district office to align best practices with other sites.
3. The district has contracted with an outside agency to assist departments in curricular alignment, standards based testing practices, and refined PLC practices. PVHS increased staffing to support student wellness including the addition of Marriage and Family Therapists (MFTs) and psychologists. The [Wellness Center](#) is available to support students through group and individual sessions.
4. Communication continues to be an area of growth for our site and district. The high administrative turnover rate comes with changes in communication norms and practices. Better communication practices are needed to keep all stakeholders informed.

Significant Developments since 2020 include:

Site Staff Changes

Our principal was put on administrative leave in September 2024. An Interim Acting Principal was put in place from September to April 2025. The Interim Acting Principal was officially hired as our new Principal in April 2025. The Dean of Students was reassigned in October 2024 to a district position. The District Director of Wellness temporarily filled this role from October 2024 through June 2025. Additionally, we have two new Assistant Principals, and one Assistant Principal who switched from AP of Student Services to AP of Curriculum and Instruction. None of our administrators were working in their current roles prior to the 2024-2025 school year. There are 162 certificated positions and 124 classified positions at PVHS. In the 2025-2026 school year, a new AP of Special Programs and a new Dean of Students joined the administrative team.

District Staff Changes

Numerous positions have been added at the [district level](#) since our last WASC visit. There have been several retirements or staff changes as well. This has created a sense of uncertainty across the district. With new leadership comes new expectations, procedures, and communication practices.

Focus on Wellness and Safety

Post Covid, we have increased our focus on wellness and safety across campus. The counseling staff added two intervention counselors, two Marriage Family Therapists (MFTs), and three psychologists. The [Wellness Center](#) opened in the fall of 2023. The center is staffed by an Intervention Counselor and a Crisis Intervention Consultant. Students can drop-in for support services or attend scheduled support group meetings on various topics. Teachers have access to a wellness website with confidential counseling, legal support, and other services. Santa Maria Police Department reinstated the School Resource Officer position in 2023. Security increased to 12 full-time and 1 part-time position. The school start time changed from 7:30am to 8:30am to comply with state law. The school day now ends at 3:55pm.

How have these changes and improvements influenced your school’s overall effectiveness and contributed to student learning and well-being?

The high turnover in staffing at the site and district level has been disruptive to student learning and staff morale. There is an uneasiness and lack of stability on campus. Consistent administrative leadership is needed. The staff at PVHS is strong and striving toward normalcy for students while adjusting to the changes in district and site leadership. Principal and Dean positions were filled by the end of the 2024-2025 school year and a renewed sense of calm can be felt across campus. Consistent discipline practices and tardy sweeps have assisted in this change as well.

Positive improvements on campus include increased rigor, new CTE and a-g course offerings, a Wellness Center, more robust College and Career Center, and an increase in counseling and security staff.

What processes does your school use to monitor progress on improvement priorities and plans?

We use a variety of tools to monitor progress including:

- a. Staff, student, and family surveys
- b. SSC Funding Allocation
- a. Test scores: CAASPP, CAST, ELPAC, AP
- b. District Strategic Plan Goals
- c. Cycle Assessments
- d. CTE Pathway Completers
- e. a-g rates
- f. IEP Goals
- g. Concurrent Enrollment Data

Chapter 2: Data Analysis

Purpose

This section of the report provides a synthesis of how your school examines, collects, analyzes, and uses data to understand student learning and guide improvement efforts. It helps you demonstrate your data-driven decision-making process, including how you gather meaningful information about student achievement, analyze trends and patterns, and use these insights to enhance your educational programs and support student success. It also culminates in your school identifying student-centered continuous improvement goals, implications, or needs that arise from your data analysis.

Our Student Community

Enrollment & Demographics:

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

- Total enrollment reached its peak in the 2022-2023 school year with 3,220 students.
- Following the peak, there has been a significant decline for two consecutive years:
 - A sharp drop of 108 students in 2023-2024.
 - A further, though smaller, decline of 32 students in 2024-2025.
- Net Change: Over the four-year period, the enrollment shows a net decrease from 3,156 in 2021-2022 to 3,080 in 2024-2025.

Analysis & Implications:

The group showing the most significant increase in count is the English Learners (EL) population.

- English Learners (EL): +13.0% gain (49 students). This is a dramatic increase in a single year, suggesting a growing need for English Language Development (ELD) programs, qualified ELD teachers, and bilingual support resources.

The most notable declines were seen across multiple race/ethnicity and socioeconomically vulnerable groups:

- White: -7.9% loss
- African-American: -7.1% loss
- Students Experiencing Homelessness: -6.3% loss
- Socioeconomically Disadvantaged (SED): -3.9% loss

Academic Data

SBA - ELA/Standards Met or Exceeded

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

- ELA shows a consistent upward trend, though there's a slight slip this year.
- Over 4 years +11 point growth

Analysis & Implications:

- Strong upward trend from 39% to 51% between 2021–2024, with a slight dip to 50% in 2024–2025.
- This suggests sustained improvement over time with some plateauing.
- Indicates possible successful implementation of literacy supports or curriculum, though the recent decline may signal a need to evaluate recent changes.

SBA - Math/Standards Met or Exceeded

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

- Math is showing minimal growth and suggesting the need for strategic focus.
- Over 4 years +3 point growth

Analysis & Implications:

- Very modest growth: From 18% in 2021–22 to 21% in 2024–25.
- Saw a slight improvement through 2023–24 (peak at 23%) before a drop of 2 percentage points in 2024–25.
- The math department adopted new Integrated Math 1 curriculum in 2023-2024 and are in process of building curriculum for Integrated Math 2 and 3.

CAST - Standards Met or Exceeded

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

- Science performance is improving steadily, especially in the most recent two years.
- Over 4 years +8 point growth

Analysis & Implications:

- Flat performance at 16% and 17% in the first two years.
- Steady gains in the last two years, culminating in 24% in 2024–25.
- The trend shows emerging growth, possibly from new programs or investments in science education starting around 2022–23.

ELPAC - Standards Met or Exceeded

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

- Highest Group (Level 4): This group has seen a positive trend, increasing from 10% to 14% of students over the four-year period.
- Lowest Group (Level 1): This group increased from 25% to 31% over a four-year period. There was a decrease from 35% to 31% from 2023-2024 to 2024-2025.

Analysis & Implications:

- Based on the achievement patterns, the priority must be on students at Level 1 and Level 2, as these groups are either growing (Level 1, +0.06) or showing the steepest decline in proportion (Level 2, -0.07).
- The increase in the Level 1 subgroup was impacted by an influx of Students with Limited or Interrupted Formal Education (SLIFE) students in 2024-2025.

Redesignation Rates

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

- Reclassification rate is fairly steady at 72-80 students per year with a one year dramatic increase to 155 students.
- PVHS is able to maintain a significant reclassification rate year to year.

Analysis & Implications:

- The most striking finding is the number of reclassifications in 2022-2023 (155 students), which is more than double the rate of any other year provided.
- This massive increase suggests a one-time event, policy change, or highly successful, temporary initiative took place. It is *not* a sustainable trend.

- Possible "Catch-up" Effect: A likely explanation is that a large cohort of students whose reclassification may have been delayed (e.g., due to pandemic-related disruptions to testing or instruction in previous years) all met the criteria in 2022-2023.
- The data suggests that the school's consistent, annual RFEP rate is approximately 72-80 students. The program performance has stabilized at its pre-surge level.

Graduation Rates

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

Increasing Trends:

- Long-Term English Learners increased from 89% (2022-2023) to 92% (2024-2025)
- Students with Disabilities increased from 72% (2021-2022) to 87% (2024-2025)
- Filipino students increased from 96% (2021-2022) to 100% (2024-2025)

Declining Trends:

- Socioeconomically Disadvantaged students declined from 96% (2021-2022) to 93% (2024-2025)
- Students Experiencing Homelessness declined from 93% (2021-2022) to 89% (2024-2025)
- Hispanic/Latino students declined from 96% (2021-2022) to 93% (2024-2025)
- White students declined from 100% (2021-2022) to 91% (2024-2025)

Analysis & Implications:

- English Learners rate of 83% is the lowest of all measured student groups. The rate fluctuated drastically (83%→91%→84%→83%), indicating instability in supports or achievement.
- The Students Experiencing Homelessness group has trended downward since 2022-2023 (95%→91%→89%). This suggests that current supports are insufficient to counteract the systemic barriers this group faces, resulting in a low 89% rate.
- Socioeconomically Disadvantaged and Hispanic/Latino students showed a small, consistent decline from 96% to 93%.

12th Grade Completion of a-g requirement w/ C or better:

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

These groups show a marked increase in a-g completion rate over the four-year period:

- Students with Disabilities: This group rose from 0% in 2021-2022 to 15% in 2024-2025.
- English Learners (EL): The rate increased from 13% to 17%, peaking at 21% in 2022-2023.
- Socioeconomically Disadvantaged: The rate increased from 43% to 48%, peaking at 51% in 2022-2023.
- Students Experiencing Homelessness: The rate increased from 33% to 44%.
- Filipino: This group increased from 71% to 81%.
- Hispanic/Latino: The rate increased from 43% to 50%, with a peak of 52% in 2022-2023.

This group showed a negative trend.

- White: Declined from a rate of 53% in 2021-2022 to 32% in 2024-2025.

Analysis & Implications:

- White (-21.0 percentage points): This is the largest decline observed, with the a-g rate falling from 53% in 2021-2022 to 32% in 2024-2025.
- Long-Term English Learners (LTEL): This group's rate declined from 21% to 17%. Coupled with the English Learners (EL) group's relatively small gain of +4.0 percentage points, the overall a-g achievement for these linguistic support groups remains very low (LTEL at 17% and EL at 17%) and warrants concentrated effort.
- Persistent Low Achievement: Despite the large gain for Students with Disabilities, they still have a low overall a-g rate of 15%, highlighting the massive ongoing achievement gap and the need for sustained support.

College and Career Indicator:

LINK to 3 years of disaggregated data: [Pioneer Valley High Data 2021-2025](#)

Current Trends:

The CCI saw an overall 5 percentage point increase, rising from 47% in 2022-2023 to 52% in 2024-2025.

Several groups achieved substantial gains over the three-year period:

Group	Change (Percentage Points)
Filipino	+18 (from 63% to 81%)
Students with Disabilities	+13 (from 3% to 16%)
Long-Term English Learners	+11 (from 10% to 21%)
Hispanic/Latino	+6 (from 47% to 53%)

The White student group had an overall change of 0 percentage points (starting and ending at 33%). The rate more than doubled to 64% in 2023–2024 before falling back to 33% in 2024–2025.

Analysis & Implications:

- No student group showed a net overall loss (i.e., a negative change) from 2022–2023 to 2024–2025.
- Despite showing high gains, the lowest performing groups remain significantly below the school average (52% in 2024–2025). Students with Disabilities (16%), English Learners (18%), and Long-Term English Learners (21%) are all less than half the average rate, indicating a continued need for targeted resources and intervention.

Behavioral Data

Chronic Absenteeism:

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

- Overall, the Chronic Absenteeism rates dropped from 21% to 17% over the last four years.
- Foster Youth (58.8%), Students with Disabilities (28.9%), and English Learners (22.5%) have consistently had the highest chronic absenteeism rate.
- African American and Asian subgroup rates have dropped to 0% over the last four years.

Analysis & Implications:

The data shows a positive overall trend of declining chronic absenteeism for most student groups and the total student population across the four-year period, suggesting an improvement in attendance post-pandemic peak.

- Total Student Rate: Decreased from 21% in 2022 to 17% in 2025, a notable drop of 4 percentage points.
- Most racial/ethnic groups showed a reduction in their chronic absence rates.
- The Asian group showed the most dramatic gain, decreasing their chronic absentee rate by 13.3 percentage points (from 13.3% to 0.0%).
- White group saw a strong gain, decreasing the rate by 6.6 percentage points (from 24.4% to 17.8%).
- Students with Disabilities experienced a significant improvement, decreasing the rate by 5.4 percentage points (from 34.3% to 28.9%).
- Foster Youth rates increased from 15.4% to 58.8%. This could indicate a loss in stability and achievement for this group.

- Groups like English Learners and Students Experiencing Homelessness showed a decrease in the 2022-2023 year, only to see their rates climb again in 2023-2024 and 2024-2025. This rebound of absenteeism in the latter years suggests that the initial positive momentum for these vulnerable groups was not sustained.

Drop-out Rates:

LINK to 3 years of disaggregated data: [Pioneer Valley High Data 2021-2025](#)

Current Trends:

Overall, the dropout count has increased from 10 to 41. This represents a major escalation in dropout incidents over the period, especially in the last two school years.

- Socioeconomically Disadvantaged and Hispanic/Latino groups experienced the largest absolute increase, rising from 10 to 40 dropouts. These two groups account for the vast majority of the total 41 dropouts in the 2024-2025 school year.
- Students Experiencing Homelessness saw the largest percentage increase, jumping from 2 to 27 dropouts.
- English Learner group increased from 8 to 21 dropouts.
- Students with Disabilities saw a substantial decrease from 10 to 4 dropouts, representing a 60% reduction in their dropout rate over the period.

Analysis & Implications:

- Socioeconomically Disadvantaged and Hispanic/Latino groups in 2024–2025 showed 40 dropouts each. Given the overall total was 41, this suggests an overlap between these two groups and indicates that nearly all dropouts in the final year are students who are both Hispanic/Latino and/or Socioeconomically Disadvantaged.
- The Students Experiencing Homelessness group saw a dramatic increase. This signals a need to retain students in this highly vulnerable group.
- Overall, five of the seven student groups with available data saw their dropout counts increase, highlighting a failure to retain students across multiple subgroups in the most recent years.

Suspension Rates:

LINK to 3 years of disaggregated data: [Pioneer Valley High Data 2021-2025](#)

Current Trends:

- The suspension rate started at 2.4% in 2021-2022 and saw two consecutive years of significant increase, peaking at 5.1% in 2023-2024.
- The rate showed a slight decline in the final year, dropping to 4.3% in 2024-2025.

- The overall trend is one of rising suspension rates that peaked in the 2023-2024 school year before slightly declining.

Analysis & Implications:

- White students showed the only significant overall gain, reducing their suspension rate by 3.2 percentage points (from 5.9% to 2.7%).
- Foster Youth had the largest loss, with their rate increasing from 0.0% to 16.7%.
- Asian students saw their rate increase by 4.8 percentage points (from 0.0% to 4.8%).
- Students with Disabilities also showed their rate increasing by 4.3 percentage points (from 5.1% to 9.4%).
- Foster Youth, Students with Disabilities, Long-Term English Learners and African-American student groups are experiencing suspension rates that are significantly higher than the overall school rate of 4.3% in 2024-2025.

Expulsion Rates:

LINK to 3 years of disaggregated data: [📄 Pioneer Valley High Data 2021-2025](#)

Current Trends:

- The total number of expulsions increased sharply for two consecutive years, rising from 13 in 2021-2022 to 18 in 2022-2023, and peaking at 33 in 2023-2024.
- The expulsion count then fell to 9 in the 2024-2025 school year. This final count is the lowest observed in the four-year period.
- English Learners experienced an increase from 3 in 2021-2022 to a peak of 13 in 2023-2024, followed by a decrease to 2 in 2024-2025.
- Students Experiencing Homelessness saw a steady increase from 3 in 2021-2022 to a peak of 15 in 2023-2024, also followed by a decrease to 6 in 2024-2025.

Analysis & Implications:

- Socioeconomically Disadvantaged and Hispanic/Latino students accounted for 100% of expulsions in the 2024-2025 school year (9 out of 9 total expulsions).
- During the peak year (2023-2024), these two groups accounted for 32 out of 33 expulsions, or 97% of the total.
- Students with Disabilities expulsion counts were 3 (2021-2022) → 4 (2023-2024 peak) → 4 (2024-2025). This group showed no reduction in expulsions from the peak year and ended the period with an overall increase, indicating a need for increased support services for these students.
- Students Experiencing Homelessness expulsion counts rose from 3 in 2021-2022 to 6 in 2024-2025. This group is the only one among the analyzed students to have doubled its expulsion count over the four years, suggesting a need for increased support services for these students.

Preliminary student-centered continuous improvement goals based on the current data trends, analysis, and implications:

Preliminary Goals:

- CAASPP Improvement for all students
- Increase CCI rates for all students
- Focus on at-risk students (including Foster Youth, Students Experiencing Homelessness, EL Students and Socio-economically Disadvantaged)

Chapter 3: WASC Accreditation Standards

Category A: Vision, Leadership, Resources and Professional Learning

Standard A1. Vision and Mission: The school demonstrates strong commitment to its vision, mission and goals with a focus on student achievement and family and community engagement.

1. How does the school's vision/mission reflect student needs, current research, and a focus on an inclusive, equity-centered learning environment?
2. How are all educational partners involved in maintaining the school's vision/mission for student achievement?
3. Is the school vision/mission student-centered and focused on academic achievement and student well-being?

Findings	Evidence
<p>A1.1 Our school's vision is both student-centered and deeply reflective of inclusive, supportive, and equity-based education through academic achievement, personal responsibility and college/career readiness. Programs, partnerships, and instructional practices are aligned to this vision, ensuring that students remain at the center of decision-making. We have on site TOSAs who use Data Reflective Sessions (DRS) to improve student achievement, align curriculum, and support student needs.</p> <p>A1.2 Community partners help address non-academic barriers to learning. Inclusive opportunities are embedded in our Multilingual & Migrant Education Programs, like the Seal of Biliteracy, AP Spanish, and heritage language placement, as well as SPED and ELD supports such as co-teaching, separate testing rooms, and targeted reclassification strategies.</p> <p>A broad and diverse network of educational partners and higher education institutions actively maintains the school's vision. Industry leaders and community organizations provide academic support, mentoring, career exploration, internships, and transition planning. Advisory committees and PLC/Curriculum Alignment Project (CAP) ensure equity, consistency, and real-world relevance across programs.</p> <p>We conducted a family and student survey to gather input regarding school culture, instruction, inclusion, safety, and academics.</p> <p>A1.3 Academic achievement is a core focus. This is evidenced by a 93% graduation rate with 50% a-g completion in 2024-2025. Diverse course offerings, including CTE pathways, 34 concurrent enrollment courses, 25 AP courses, and 4 honors courses. Intra and extra curricular activities provide opportunities for students to enrich their educational and career goals. Students have the opportunity to earn up to thirty-three different graduation cords, sashes, and medals as part of their graduation regalia.</p>	<p>Category A1 Evidence</p> <p>FOL Group Roster</p> <p>Multilingual & Migrant Education Programs</p> <p>Script from senior awards</p>

<p>We have expanded a-g offerings in our electives for the 25-26 school year which are student choice. Academic supports and technology tools provide differentiated, standards-aligned learning for all students.</p>	<p><i>Recognition programs</i> Panther of the quarter Athletic roundtables Pride Card Bulletin with Pride card winners announced on Friday's</p>
<p>The school integrates student well-being into its academic mission through a newly established Wellness Center, with two counselors offering mental health and socio-emotional services. We offer tier 1-3 counseling support on campus, a community liaison, interpretation services, grade level counselors, guidance techs, three school psychologists, and two contracted marriage and family therapists. Some teachers incorporate SEL strategies, and the school provides multiple avenues for celebrating student successes that further promote belonging and persistence.</p>	

Rubric and Rationale Directions for A1. Vision and Mission

Based on the evidence and findings from your responses to the questions above related to Standard A1: Vision and Mission, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<p align="center">Standard A1: Vision and Mission</p>			
<p align="center"><i>The school team demonstrates strong commitment to its vision, mission and goals with a focus on student achievement and family and community engagement.</i></p>			
<p align="center">Highly Effective</p>	<p align="center">Effective</p>	<p align="center">Somewhat Effective</p>	<p align="center">Ineffective</p>
<p>Clear Vision and Mission: The school team embraces and implements a research-based vision focused on every student's success.</p> <p>Collaborative Goal Setting: Systems are in place to involve all educational partners in shaping and improving the school's vision, purpose, and goals.</p> <p>Communication: Ongoing and regularly reviewed communication strategies ensure everyone understands and supports the school's focus on academic success and student well-being.</p>	<p>Focused Vision and Mission: The school team has a clear, research-based vision centered on supporting most students' success.</p> <p>Collaborative Goal Setting: Systems engage most educational partners in shaping and refining the school's vision, purpose, and goals.</p> <p>Clear Communication: Effective strategies ensure most of the school community understands the school's focus on student achievement and well-being.</p>	<p>Limited Vision: The school's vision partially addresses student needs and inconsistently applies research-based practices</p> <p>Limited Collaboration: Few processes involve educational partners in shaping and improving the school's vision, mission, and goals.</p> <p>Limited Communication: Limited communication focuses on the school's vision, with little emphasis on student achievement and well-being.</p>	<p>Lack of Vision: The school's vision does not reflect a belief in the success of all students.</p> <p>Minimal Collaboration: There are little to no processes for involving educational partners in shaping the vision, mission, and goals.</p> <p>Minimal Communication: Communication about the vision, purpose, and goals is minimal or absent.</p>

In 150 words or less, include a rationale statement explaining why you chose that rating:

A score of "Effective" is justified because the school demonstrates a strong, research-based vision centered on equity, inclusion, and student well-being, supported by programs such as DRS, student services, and the Wellness Center. Stakeholder engagement through surveys, committees, and community partnerships reinforces this vision, while PLCs and data-driven reflection guide instructional improvement. However, consistent measurement of communication impact, deeper inclusion of underrepresented groups like the Mixteco community, and stronger alignment between programs and real-world readiness are still developing. These areas indicate that while the school has a solid and

collaborative foundation, it has not yet reached the sustained, systemwide fidelity required for a “Highly Effective” rating.

Standard A2: Leadership and Governance: The organizational structure, leadership, and governance are clearly defined to support effective decision-making that enhances student learning and overall organizational success.

1. To help guide the work of the school, analyze how school leadership, district staff, and the governing board collaborate to focus the school’s efforts and provide support for improving student achievement and well-being?
2. To improve student outcomes and organizational effectiveness, analyze what processes are in place to promote data-informed, collaborative decision-making and ensure accountability among leadership and staff?
3. How does leadership and governance impact student success and well-being?

Findings	Evidence
<p>A2.1 The school leadership includes a Principal, three Assistant Principals, a Dean of Students, and 17 Department Chairs. These leaders collaborate regularly at the site level, but there is a need for more collaboration with district staff and the governing board to align goals and ensure student success. Site administration collaborates with district administration during regularly scheduled meetings. The governing board supports key initiatives through policy, funding, and oversight. Decisions are guided by data, stakeholder input, and alignment with district LCAP goals.</p> <p>A2.2 PVHS promotes a strong culture of data-driven and collaborative decision-making. Professional Learning Communities (PLCs) analyze student data to adjust instruction and implement interventions. The school has three Instructional Coaches and four TOSAs who disaggregate data to enhance teaching effectiveness. Site administration uses pathway completer data for Master Board planning, CTE course offerings. In the past, the leadership team regularly reviewed key data points such as test scores, graduation rates, and attendance to guide planning and resource allocation. With administrative turnover, this focus has shifted to other priorities. Collaboration between staff and administration continues to be an area of growth. Stakeholder groups, including the School Site Council, SDM, ELAC, and DELAC, provide input and feedback to ensure decisions reflect community needs and improve student outcomes. SPSA and LCAP also provide a structured accountability framework.</p> <p>A2.3 PVHS prioritizes achievement and student well-being. Programs such as AVID, dual enrollment, and CTE are supported by both school and district leadership to promote college and career readiness. Governance supports equity through investment in the Wellness Center, mental health resources, POR Vida, Fighting Back Santa Maria Valley, and academic interventions, such as Math Development courses, summer school offerings, Winter Intersession, and Extended Learning Opportunities. Student voice is also incorporated through leadership groups and surveys. The superintendent holds a Student Advisory Committee in which he meets with students to receive feedback regarding student needs.</p>	<p>Category A2 Evidence</p> <p>FOL Group Roster</p> <p>LCAP Taskforce Meeting Presentation</p> <p>All Staff meeting</p> <p>Board of Education minutes</p> <p>Board policy manual</p> <p>Sample PLC and DRS Minutes</p> <p>School Plan for Student Achievement</p> <p>SMJUHSD CTE website</p>

Together, leadership and governance create a school environment that supports both academic growth and the overall well-being of students.

Rubric and Rationale Directions for A2. Leadership and Governance

Based on the evidence and findings from your responses to the questions above related to Standard A2: Leadership and Governance, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

Standard A2: Leadership and Governance			
<i>The organizational structure, leadership, and governance are clearly defined to support effective decision-making that enhances student learning and overall organizational success.</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective
<p>Aligned Purpose: The school’s purpose aligns with and supports the governing board’s goals, prioritizing student success and well-being through data-driven decisions.</p> <p>Leadership: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementation of goals.</p> <p>Impact and Results: The school’s leadership, faculty, staff and parent/community analyze data to determine student needs, select and implement aligned strategies and monitor results and impact on student learning to support continuous improvement.</p> <p>Shared Understanding: The entire school community understands the roles of the governing board and leadership in improving student outcomes and success.</p>	<p>Aligned Purpose: The school’s purpose aligns with governing board goals, emphasizing student achievement and well-being through data-driven decisions.</p> <p>Leadership: The school leadership and staff demonstrate shared decision-making and responsibility for actions and accountability for implementation of goals.</p> <p>Impact and Results: The school’s leadership, many faculty, staff and parent/community analyze data to determine student needs, and implement aligned strategies and monitor results and impact on student learning.</p> <p>Partial Understanding: Most of the school community understands leadership and governing board’s roles in guiding the school’s work.</p>	<p>Unaligned Purpose and Limited Data Use: The school’s purpose lacks full alignment with governing board goals and has limited focus on data-informed decision-making for student achievement and well-being.</p> <p>Leadership: The school leadership and staff demonstrate shared decision-making and responsibility for actions and implementation of goals.</p> <p>Results: The school’s leadership, some faculty, and staff analyze data to determine student needs, select and implement aligned strategies and monitor results.</p> <p>Limited Community Understanding: The school community has a limited understanding of leadership and the governing board’s roles in guiding the school’s work.</p>	<p>Inconsistent Purpose and Lack of Data Use: The school’s purpose is not aligned with governing board goals, and data-informed decision-making is minimal or nonexistent.</p> <p>Leadership: The school leadership and staff demonstrate shared decision-making but there is little evidence of responsibility for actions and implementation of goals.</p> <p>Limited Results: The school’s leadership, faculty, and staff analyze data to determine student needs. Few strategies are aligned to needs with little monitoring of results.</p> <p>Little or No Community Awareness: The school community has little understanding of leadership and the governing board’s roles in guiding the school’s work.</p>

In 150 words or less, include a rationale statement explaining why you chose that rating:

A score of “Effective” is justified because PVHS demonstrates strong alignment with governing board goals, and leadership and staff engage in shared decision-making and accountability through PLCs, pathway data reviews, and committees. Instructional Coaches and TOSAs support teachers in analyzing data to guide instruction, interventions,

colleagues, to deepen their understanding and refine new techniques. The site and district also supports on- and off-site workshops. The district holds professional development days twice per year on-site and [offers many workshops](#) to support teacher interests. Many of these workshops are presented by our district teachers. Also supported are off-site trainings, such as co-teach training for content specialists and accommodation specialist teams, and Crisis Prevention Intervention training for counselors and security personnel. The district supports dedicated technology coaches at each site to help teachers with all platforms. These coaches also offer [various trainings throughout the year](#). For example, our [PVHS coach offered drop-in training](#) for teachers to learn more about Formative and Magic School (AI). She also sends out weekly updates on platform learning opportunities. The district recently developed a new instructional coaching program at each site in the areas of math, English, and English Learners. These coaches are undergoing [training in Instructional Coaching techniques](#). We also have professional development opportunities through the [Santa Barbara County Office of Education](#). Professional development extends to all members of our school team including counselors, security, and other support personnel. The counseling program, guided by the [ASCA National Model](#), effectively supports and drives student progress in all three critical areas: academic achievement, career/college development, and social-emotional well-being. Site administration has been very open to supporting teachers who express a desire to attend professional development opportunities.

Some groups, such as our support personnel, felt less supported in the professional development area, including classroom aides who are critical to the learning process. This is an area of need.

A3.3 Professional development has a tangible impact on classroom instruction, with teachers enthusiastically implementing new strategies they have learned. The positive effects were a recurring theme in comments shared during the WASC process, such as:

“I recently attended a special education conference out of state and learned many strategies to help with students being successful in the classroom and de-escalating techniques and new innovative instructional materials with AI.”

“I’m not a teacher but our CPI and CPR training helps and has helped to save students’ lives and keep SPED students safe from self-harming and harming others.”

“I integrated new teaching techniques into my classroom to enhance student engagement and learning outcomes. The training emphasized active learning methods, such as group discussions, peer teaching, and cooperative problem-solving tasks, designed to foster critical thinking and communication skills.”

Staff feedback and reflection surveys are used to refine future PD cycles, ensuring a continuous loop of improvement. Team meetings serve as a forum for counselors to integrate and evaluate new strategies. Teachers can share new strategies within PLCs, and these methods can then be evaluated through the CAP process. The effectiveness of PD is further evaluated through student achievement data, both before and after instructional changes, to identify trends linked to teacher growth.

[Additional Quotes](#)

DRS meetings serve as the mechanism for identifying and quantifying the success of teaching methodologies used by the PLC.	
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Rubric and Rationale Directions for A3. Professional Learning and Capacity Building

Based on the evidence and findings from your responses to the questions above related to Standard A3: Professional Learning and Capacity Building, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

Standard A3: Professional Learning and Capacity Building			
<i>School leaders hire qualified staff and provide ongoing professional development to ensure high-quality leadership, teaching, and learning for students and educators.</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective
<p>Supervision and Growth: The school team prioritizes and supports staff growth and monitors how professional development enhances teaching and impacts student learning.</p> <p>Data-Driven Professional Development: Professional development is systematically planned and implemented using student performance data, needs, and research to promote continuous improvement.</p>	<p>Supervision and Growth: The school team supports staff development and is developing ways to monitor the impact of professional development on teaching and learning.</p> <p>Professional Development: The school team is building a data-driven approach to improve student learning through aligned professional development goals.</p>	<p>Limited Supervision and Growth: The school team has inadequate processes to support staff growth and rarely tracks the impact of professional development on teaching and learning.</p> <p>Unstructured Professional Development: The school team lacks a systematic, data-driven approach to planning and implementing professional development.</p>	<p>Inconsistent Supervision and Growth: The school team implements few procedures to determine professional learning goals with little monitoring of their impact on teaching practices and student learning.</p> <p>Unstructured Professional Development: The school team has little or no focus on data-driven professional development to support continuous improvement goals.</p>

In 150 words or less, include a rationale statement explaining why you chose that rating:
 A rating of “Effective” is justified because the school team is committed to supporting staff Professional Development (PD). The district’s current emphasis is on in-house training initiatives and the development of Instructional Coaches. However, staff feedback indicates a need for increased communication and accessibility regarding external PD opportunities. Furthermore, clearer metrics are needed to effectively monitor and measure the impact and effectiveness of all professional development activities.

Standard A4: Fiscal and Human Resources: Fiscal and human resources are strategically allocated to maintain financial stability and enhance the development, implementation, and improvement of programs and services.

- 1.How does the school decide where to focus its resources and staff to support its goals and strengthen programs?
- 2.How does the school manage its budget while improving student programs and services?

Findings	Evidence
<p>A4.1 At PVHS, there are many different sources for funding departments, programs, and school needs. Site level funds include departmental budgets, Perkins funding, CTEIG funds, Proposition 28 funding, and ASB funds. Each funding source has its own rules for implementation - usually department or program</p>	<p>Category A4 Evidence</p> <p>FOL Group Roster</p>

specific. [District level LCAP funds](#) are available for field trips, [club](#) and [athletic support](#), equipment purchases, curriculum, educational resources, and professional development. [The School Site Council](#) works with administration to focus Title I resources in the areas where they are most needed. These funds are reviewed annually by district and site staff, as the focus for spending changes with test scores, surveys, parental input, district changes, and student needs.

The school strategically allocates resources and staff to align with its goals, strengthen programs, and address identified needs. Investments in campus safety include hiring additional security staff, purchasing new Verkada cameras, security uniforms, and specialized training such as CPI and Dr. Victor Rios' programs during [professional development](#) days. 79.8% of [parents](#) feel that their children are safe at PVHS, while 61% of [students](#) report feeling safe at school. Since 2021, a full-time technology staff member has been dedicated to repairing student tablets, ensuring quicker turnaround times and minimizing interruptions to students' educational experiences. 73.7% of [parents](#) say that the school provides strong support for students who have special needs, such as special education services, English Learner services, or wellness services.

Academic programs benefit from targeted funding tailored to their specific needs. AVID supports 11 classes, college field trips, and professional development for teachers. All departments are supported for collaboration on [Mondays](#), as the day ends earlier to allow for PLC meetings within departments. The Special Education department has expanded by hiring additional aides to support mainstreamed students.. There have also been trainings to support teachers and aides in collaboration classes. The Foreign Language department acquired Virtual Reality headsets, authentic materials, and supplemental reading resources to enhance curriculum delivery and assessment. Social Science gained access to paid programs like Next Gen Personal Finance, the Smithsonian Foundation resources, and AI tools to increase student engagement in history, government, and economics. The Ethnic Gender Studies (EGS) classes have been added in compliance with new state laws. [Counseling](#) receives funding for a-g recognition initiatives and professional development, while Science departments obtain lab materials and support for educational field trips to promote hands-on learning. The Culinary Arts program students are able to gain real world experience and improve culinary skills through the [Scratch Cafe](#), a bakery/coffee shop that serves the staff of PVHS. The Student Store allows business students the chance to learn how to be an entrepreneur through ordering, designing, taking inventory, selling, and reconciling bank statements. This year, PV has added a Robotics Club, to encourage student learning in engineering, math, and industrial technology. Classes have been added to meet the requirements of our [CTE pathways](#): Our VPA department has added classes in photography, advanced photography, and digital arts. The department has also added Stagecraft I and II classes to teach real world skills in planning and building sets for drama productions. [Concurrent classes](#) with AHC have been expanded, in order to make it easier for our students to gain college credit while still attending high school classes.

Funding sources such as department budgets, [LCAP](#), Title I, Perkins, [CTEIG](#), [Proposition 28](#) and SSC grants are carefully aligned with school priorities. For instance, [Proposition 28](#) supports classroom technology purchases, and Special Education teachers receive annual funds to procure classroom resources. SSC also

allocates funds to help support parents through Parent Square (absence alerts, daily bulletin and event reminders). [ELAC](#) meets with parents in order to give them a voice in their child's education. LCAP funds facilitate workdays and collaboration for new teachers and [co-teaching teams](#). ASB site funds and student fundraising provide materials, travel expenses, and various needs of [60 clubs](#) spanning interests from culture, community service, academic advancement, and religion. Additional LCAP supports clubs' travel and participation in key conferences, district-sponsored choir travel, [drama productions](#), and Ballet Folklórico performances. Notably, in summer 2025, students participated in a [national drama competition](#), and [ECCLA students](#) competed at the national conference, where PVHS celebrated its first-ever state officer. In 2025, a Robotics club has been added, with the plan to incorporate it into the class schedule in the future. The Robotics club has been funded through community donations, as well as by site ASB and district LCAP funds. The Robotics club is supporting students in learning new robotics technology that will support them in a future career. The club will participate in 7-8 competitions during the 2025-2026 school year. PV has also added the [PV Cadets Corps](#), which will allow students to develop military leadership skills for a future career in the US military. The PVHS band receives funding through district LCAP, Proposition 28 and department funds to support travel to competitions. The band will compete in 8 competitions during the 2025-2026 school year. Proposition 28 will fund these competitions, transportation costs and also purchase new instruments for this school year. Proposition 28 funds, while funded statewide at an 80/20% split between staffing and materials, is being funded on a waiver at 50/50% because of overcrowding within the district. This has freed up more funds to subsidize new staffing for the Ballet Folklórico class, art classes, and added drama production classes.

A4.2 The school's leadership regularly evaluates the students' needs to ensure resources, promote program growth, staff readiness, and student success. PVHS's yearly budget allocates funds to targeted programs that serve the needs of students, with particular focus on special needs, foster youth, and EL students, college and career readiness, wellness, and pathway programs. SSC is made up of students, teachers, classified employees, administration and teachers. This committee meets at a minimum of 4 times per year, and offers [grants](#) to teachers for classroom projects, supports mainstreaming Special Education students, and provides materials needed for special projects. Parent groups, such as [ELAC and Panther Forum for Parents](#), give parents a voice in how budgets are managed. [Parent, student](#), and staff surveys have targeted questions to help in planning budgets. The district is now working to create surveys that obtain more specific information regarding student, parent, and staff needs, and how well the schools are meeting those objectives. Budget management focuses on fostering a safe campus, expanding educational opportunities, providing professional development, supporting College and Career Readiness, and enriching students' experiences through extracurricular and co-curricular activities.

To promote a college-going culture, the school invests in 11 AVID classes, with each grade level taking college trips each year. 77.8 % of [parents](#) and 71% of [students](#) feel that PVHS prepares them for college. A-g recognition is celebrated twice a year, with progress for students recognized across all grade levels. [Celebrating student achievements](#) fosters a positive academic climate, motivating students and showcasing success to the wider community. Professional

<p>development enhances teacher collaboration and instructional strategies, directly improving student outcomes. Engagement initiatives support multi-lingual and newcomer students, promoting inclusion and well-being.</p> <p>Link Crew is a strong part of the school’s outreach to incoming freshmen. Advisors are funded through ASB LCAP funding to attend a yearly training. Link Crew student leaders attend trainings, led by their advisors, to help them in supporting the younger students. The program is funded by administrative, LCAP, and ASB budgets, and Link Crew hosts several events for freshmen through the school year. Link Crew prepares our freshmen students for their high school experience, and helps them to make friends and find support among their peers.</p> <p>Funds were allocated for co-teach classes in the math department. However, through evaluation of the program, it was decided that the funding would be more effective in other areas. Saturday School, for supporting students struggling with math and English instruction, was phased out and replaced with an expanded intersession during Winter Break. With the district’s decision to discontinue health classes, the Physical Education department has been supported in adding a health unit to the PE curriculum, field trips to contribute to exercise and healthy choices, and equipment such as bicycles and treadmills for class use. Collaboration in Special Education classes supports mainstreaming, with additional aides and training for the collaborating teachers. PLCs in every department are funded through the district collaboration schedule, to allow for an hour of collaboration time every Monday. Departments are given release time for identifying student academic needs within their departments to plan curriculum and instruction.</p> <p>Ongoing evaluations of the budget are completed by SSC, the Administrative Council, the Athletic Director, the Activities Director, and Department Chairs. If a need arises that is identified through one of these groups, the budget can be realigned to support the change in focus. One example of this is the evaluation of Saturday School, and the reallocation of funds to support a more robust Winter Intersession.</p>	
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Rubric and Rationale Directions for A4. Fiscal and Human Resources

Based on the evidence and findings from your responses to the questions above related to Standard A4: Fiscal and Human Resources, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

Standard A4: Fiscal and Human Resources			
<i>Fiscal and human resources are strategically allocated to maintain financial stability and enhance the development, implementation, and improvement of programs and services.</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective
Resource Use: Human, material, and financial resources are sufficient and effectively support student success. Focused Collaborative Resource Planning: School	Resource Use: Most human, material, and financial resources are sufficient and appropriately support student success. Collaborative Resource Planning: Leadership and	Resource Use: Resources are available but not consistently utilized to support student success. Some Collaborative Planning: Leadership, teachers, and staff provide input, but resources are	Inadequate Resource Management: Resources are insufficient or poorly managed, with minimal focus on student success. Limited Collaborative Planning: Leaders, teachers, and staff have little involvement in planning,

<p>leaders, teachers, and staff allocate resources based on student needs and school goals.</p> <p>Transparent Financial Practices: Clear processes ensure timely budgeting, audits, and financial management.</p> <p>Consistent Policy Implementation: Policies and procedures for adopting and maintaining instructional materials and equipment are clear and consistently followed.</p>	<p>many staff members allocate resources based on student needs and school goals.</p> <p>Transparent Financial Management: Most processes ensure proper budgeting, audits, and financial practices.</p> <p>Efficient Policy Adherence: Policies and procedures for instructional materials and equipment are clear and followed efficiently by most staff.</p>	<p>insufficiently aligned with school goals or student needs.</p> <p>Inconsistent Financial Practices: Budgeting and accounting procedures exist but lack clarity, transparency, and consistency.</p> <p>Unclear Policy Implementation: Policies and procedures for instructional materials and equipment are in place but not well understood or consistently applied.</p>	<p>leading to decisions that overlook school goals and student needs.</p> <p>Limited Financial Practices: Budgeting and accounting practices are unclear.</p> <p>Inefficient Policy Implementation: Policies and procedures for instructional materials and equipment are unclear, poorly applied, or missing, causing inefficiencies and shortages.</p>
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In 150 words or less, include a rationale statement explaining why you chose that rating:
A rating of “Effective” is justified because resources are sufficient and demonstrate alignment of diverse funding sources—including site funds, district LCAP funds, and specific grants—with overarching school goals. The allocation strategically focuses on three areas of student need: campus safety, student wellness, and academic program enhancement. Most teachers provide input in the use of resources to support student needs. Processes for budgeting and adopting instructional materials and equipment could be clarified for consistency across all programs.

Standard B: Curriculum, Teaching and Learning, and Assessment

Standard B1: Rigorous and Relevant Curriculum: School leadership, in collaboration with the district, develops and implements a rigorous, relevant and research-based curriculum that helps all students prepare for college and career choices..

1. How does the school team design and implement curriculum, instruction, and assessment in ways that minimize barriers to learning while providing multiple pathways for all learners to succeed?
2. Analyze how the school ensures that all students, regardless of background or ability, have equal access to curriculum resources that engage them in meaningful academic tasks, discussions, and opportunities to demonstrate their knowledge and skills?
3. Looking at your responses to questions 1 and 2, what is the impact on student achievement and well-being?

Findings	Evidence
<p>B1.1 To minimize barriers to learning and promote deeper understanding, our school community intentionally employs a range of pedagogical strategies. We differentiate instruction by designing lessons with multiple modalities, such as utilizing hands-on labs in science, online programs for math problems, visual aids in history, and online platforms for flexible practice, all to ensure students have various "entry points" to engage with the material beyond traditional lecture or text. Furthermore, we implement scaffolding techniques to support student success, which involves breaking down complex topics into smaller steps and providing guided notes during lessons. We also offer opportunities for test retakes and revision of assignments to prioritize mastery over one-time performance. Finally, we actively encourage collaboration and peer-to-peer learning through structures like group projects, Think-Pair-Share discussions, and vertical whiteboard problem-solving sessions, which allows students to learn from one another, build confidence, and deepen their understanding in a supportive environment.</p> <p>We actively provide multiple pathways to learning and success by emphasizing flexible demonstration of mastery, differentiated instruction, and a supportive learning environment. Students are given choice through flexible assignments and assessments, such as using visual interpretations, audio responses, or projects in lieu of traditional tests. Again, this flexibility extends to grading, allowing for revisions and exam retakes to ensure students achieve mastery. These academic supports are reinforced by building a personalized and supportive learning environment through regular one-on-one check-ins, personalized feedback, and easily accessible extra support, thereby empowering students to find their own successful path and take ownership of their education.</p> <p>B1.2 To ensure equitable access to curriculum resources, our school implements a three-pronged strategy involving universal material access, differentiated instruction, and student flexibility. We provide digital and physical access by posting assignments, notes, and resources on a central online Learning Management System (Canvas), while simultaneously providing physical copies of notes, making</p>	<p>Category B1 Evidence</p> <p>FOL group roster</p>

classrooms available during breaks, and ensuring students have necessary school supplies and technology to overcome any potential limitations. Instruction is further supported through comprehensive scaffolding and differentiation. Teachers utilize [visual](#), auditory, and kinesthetic methods to present material, provide translations, and [implement IEP accommodations](#) to meet the needs of all learners. Finally, we minimize barriers by allowing for flexibility and student choice, granting extended time, offering test retakes and resubmissions, and designing projects that allow students to incorporate their personal interests, ultimately giving students agency and multiple pathways to demonstrate their learning and achieve success.

To provide access to the curriculum and ensure students can demonstrate mastery, we focus on three key areas: flexible demonstration of learning, collaborative environments, and comprehensive [learning supports](#). We minimize traditional barriers by offering [diverse](#) and flexible ways to demonstrate learning, allowing students to use their individual strengths through options like [oral presentations](#), [hands-on projects](#), or [digital lab experiments](#) instead of solely relying on traditional written tests. This is supported by creating a safe and collaborative environment through [group work](#), peer-to-peer learning, and structures like "Think-Pair-Share," which ensures students have an opportunity to contribute. We provide multiple language and learning supports by offering [written materials in a student's native language](#), [utilizing verbal translations](#), and providing a [range of resources](#), thereby ensuring students, including ELLs and those with diverse learning needs, have the necessary tools for success.

B1.3 A rigorous and relevant curriculum significantly impacts student achievement and [well-being](#) by acting as a powerful motivator and preparation tool. Primarily, relevance increases student engagement and a love for learning by clearly demonstrating the real-world connection and "why" behind their studies, moving students from simply completing assignments to taking ownership of projects, such as a design project for a local business or [designing a resume](#). Secondly, the challenge of a rigorous curriculum builds confidence and critical thinking skills. By working through complex material, students develop essential transferable skills like [problem-solving](#) and resilience, leading to a boost in self-esteem as they realize "I can do this." Finally, the curriculum prepares students for future success by ensuring they meet [college and career-readiness standards](#) and gain a competitive edge through exposure to [real-world projects](#), thereby instilling a sense of purpose and direction that contributes to their long-term well-being.

Rubric and Rationale Directions for B1. Rigorous and Relevant Curriculum

Based on the evidence and findings from your responses to the questions above related to Standard B1: Rigorous and Relevant Curriculum, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

Standard B1: Rigorous and Relevant Curriculum:

School leadership, in collaboration with the district, develops and implements a rigorous, relevant and research-based curriculum that helps all students achieve schoolwide goals/graduate profile.

Highly Effective	Effective	Somewhat Effective	Ineffective
<p>Flexible and Accessible Learning: The school team applies learning principles (such as Universal Design for Learning) to ensure curriculum, instruction, and assessments are adaptable and accessible for all students.</p> <p>Differentiated Curriculum: All teachers use diverse strategies and curriculum to meet the unique needs of students, providing multiple resources to learn and succeed.</p> <p>Inclusive and Responsive Practices: The entire school fosters an inclusive environment, using responsive teaching to support the academic and social success of all students.</p>	<p>Flexible and Accessible Learning: Many educators use learning principles to reduce barriers and make learning accessible for all students.</p> <p>Differentiated Curriculum: Many teachers apply varied strategies and curriculum to meet diverse student needs and promote success.</p> <p>Inclusive Support: Responsive and inclusive practices help most students thrive academically and socially.</p>	<p>Limited Access: Some teachers use some learning principles to design flexible and accessible learning experiences.</p> <p>Inconsistent Differentiation: Some teachers implement limited strategies and curriculum to address diverse student needs, restricting engagement and understanding.</p> <p>Inconsistent Inclusivity: Curriculum and teaching practices are not responsive or inclusive, limiting support for students.</p>	<p>Rigid Learning Design: Limited if any use of learning principles leads to a rigid curriculum and barriers to learning for many students.</p> <p>Undifferentiated Curriculum: Few teachers address diverse student needs, limiting pathways for success.</p> <p>Lack of Inclusivity: Curriculum and teaching practices fail to support students from diverse backgrounds and abilities.</p>

In 150 words or less, include a rationale statement explaining why you chose that rating:

The evidence justifies a rating of “Effective” because teachers are actively applying and employing a variety of strategies to enhance their curriculum. Their efforts are focused on reducing barriers to learning and promoting an inclusive environment for students regardless of their background. The ultimate goal is to help students achieve significant academic and social improvement through these thoughtful and varied instructional approaches. Further training in UDL and EL strategies are needed for all staff.

Standard B2: Effective Instruction and Student Engagement: Instructional approaches support differentiated learning opportunities, ensuring success and inclusivity for all students.

1. Analyze how the school team provides flexible learning environments and multiple pathways for student success?
2. How effectively does the school team increase student engagement and encourage students to be active, responsible participants in their own learning?
3. In what ways are instructional practices innovative, include the use of technology, extend beyond the classroom and help students succeed?

Findings	Evidence
<p>B2.1 The learning environment at PVHS is intentionally designed to accommodate and engage students with a wide range of learning styles, abilities, and interests. Teachers employ varied instructional strategies to incorporate multiple modalities and appeal to multiple intelligences. This includes considerations such as individual, partner, group work, hands-on projects, visual and auditory stimuli, and kinesthetic activities delivered via a variety of digital platforms and analog resources. Learning is assessed using a variety of performance tasks including</p>	<p>Category B2 Evidence</p> <p>FOL Group Roster</p>

presentations, essays, games, labs, and interactive notebooks. Elective offerings and career pathways, ranging from the visual and performing arts to agriculture, culinary arts, and diesel mechanics, to name just a few, allow students to explore content in practical, engaging ways. Students with disabilities benefit from individualized instruction, co-taught classes, and community-based learning experiences, with accommodations outlined and reassessed annually through IEPs. English Learners are supported through Newcomer Pathways, multilingual support classes, and Bilingual Instructional Aides (BIAs). Advanced learners have access to AP, honors, dual or concurrent enrollment, and accelerated course options. Physical Education, science labs, and art programs integrate outdoor and movement-based learning, and students have access to resources like tutoring, Independent Study, and Home Hospital instruction. [Department collaboration](#), instructional coaching, and access to diverse instructional tools ensure that teaching at PVHS remains inclusive, differentiated, and responsive to student needs.

At PVHS, students are provided with multiple avenues to achieve success that align with their academic, personal, and post-secondary goals. The school offers a variety of pathways including the traditional a-g university track, extensive [CTE programs](#) at both the PVHS campus and the [Mark Richardson CTE Center](#), and concurrent enrollment opportunities with [Allan Hancock College](#). These pathways allow students to earn diplomas, [certificates of completion, or industry certifications](#), and in many cases, college credits while still in high school. Students with IEPs or 504 plans have individualized options to meet their needs, including access to general education electives, Community-Based Instruction, job training, and multiple graduation routes determined by their IEP team.

Teachers routinely provide opportunities for retesting, make-up work, and mastery-based grading practices, such as [“Mastery Over Time” \(MOT\)](#) quizzes in the Math Department, and midterm/final grade replacements. Engagement in [Winter Intersession](#) presents students with an opportunity to access re-teaching and gain grade modifications. Additionally, students have access to [before and after school peer tutoring](#), credit recovery programs (Extended Learning Opportunity and [summer school](#)).

Beyond the classroom, students are recognized and encouraged to succeed through participation in [clubs](#), [athletics](#), [performing arts](#), [AVID](#), [FFA](#), and school-wide recognitions such as [Panther of the Quarter](#). Programs like the [Wellness Center](#) offer behavioral and emotional support through counseling groups.

B2.2 PVHS fosters student engagement through a wide range of instructional strategies, positive reinforcement, extracurricular opportunities, and inclusive practices. Teachers use dynamic classroom techniques such as group work, station rotations, [vertical whiteboards](#), student choice in projects, interactive technology (e.g., Desmos, Formative, shared screens), and creative approaches. We recognize students through [PRIDE cards](#), Panther of the Quarter, a-g completion, other

[academic awards](#), and graduation regalia to celebrate students' academic and personal achievements. Classroom environments are often designed for collaboration, flexibility, and responsiveness to students' needs, with accommodations for Students with Disabilities and English Learners. Outside the classroom, student engagement is encouraged through [clubs](#), [sports](#), field trips, [Unified Track and Field](#), rallies, and spirit events. Teachers connect curriculum to real-world applications, cross-curricular themes, and students' personal interests, making learning more relevant and engaging. Elective and club fairs, one-on-one academic support, and inclusive events promote community involvement, while activities such as [dress-up days](#) and the Panther Olympics foster school spirit. Family engagement is supported through [parent nights](#), [ELAC](#), positive communication, and events that bridge home and school life. By cultivating strong relationships and offering diverse opportunities to participate and succeed, PVHS creates a welcoming and stimulating environment that actively supports student engagement.

At PVHS, staff members actively encourage students to take ownership of their learning through goal-setting, self-advocacy, reflection, and personalized support. Teachers foster critical thinking by promoting individual reasoning, allowing for open-ended responses, and encouraging students to ask questions and seek help. Tools like planners, Canvas, Aeries, and digital reminders are used to develop self-management skills and keep students informed about their progress. Staff emphasize a growth mindset, provide opportunities for retakes and revisions, and use positive reinforcement to build confidence and accountability. Programs like [AVID](#), [Link Crew](#), and [peer tutoring](#) promote collaboration and self-directed learning. Students are supported in [choosing classes and career pathways](#) that align with their interests and future goals, with counselors guiding them through course selection and pathway planning. Real-world applications, such as budgeting simulations and project-based learning, help students see the relevance of academics to their lives. Teachers frequently check in with students, use [formative assessments](#), and update grades regularly to provide timely feedback and support. Special Education staff focus on fostering independence and self-agency through IEP participation and tailored communication strategies. Overall, PVHS cultivates a learning environment where students are empowered to take initiative, track their own progress, and make informed decisions about their academic journey.

PVHS students engage in a wide variety of learning experiences and achieve success beyond the classroom through extracurricular activities, community involvement, and real-world skill-building opportunities. Programs such as FFA, AVID, athletics, Center Stage performing arts, and numerous student-led clubs allow students to explore their interests, develop leadership skills, and gain practical experience. [FFA students compete at local, state, and national levels](#) in speaking and judging competitions, raise livestock, and earn agriculture degrees. AVID students participate in community service, take college field trips, and host service events. Many students also hold jobs, volunteer, or take dual-enrollment college

courses at Allan Hancock College. Community-Based Instruction helps students with disabilities build life skills through bus riding, pedestrian safety, and job readiness. Students in CTE pathways use medical equipment, practice demonstrations, and prepare for careers in healthcare. Opportunities like tutoring, mock interviews, [Seal of Biliteracy](#), and programs such as [EAOP](#) and the California College Guidance Initiative further support student development. Involvement in school clubs, leadership organizations, and sports teams foster teamwork, resilience, and a strong sense of school pride. Through all of these avenues, PVHS students develop academic, social, and emotional competencies that contribute to their success both now and in the future.

B2.3 A wide range of technology tools and innovative instructional practices further promote student engagement and agency. All students are equipped with district-issued laptops or tablets, and teachers utilize district-supported [digital platforms](#) such as Canvas, Edpuzzle, Kahoot, Quizlet, Formative, Newsela, Desmos, and Canva to deliver content, assess learning, and design interactive experiences. Instructional methods include collaborative learning, real-world problem solving, project-based assessments, and simulations like mock interviews, short film production, and CTE training with medical equipment. Vertical whiteboards, Smartboards, and Virtual Reality tools enrich classroom engagement and critical thinking. The [California College Guidance Initiative \(CCGI\)](#) supports students in exploring careers and planning their educational paths. In classrooms and support programs, technology is also used to differentiate instruction and support students with special needs, including the use of speech-generating devices and interactive platforms. Teachers also incorporate innovative practices like [co-teaching](#) models, formative assessments, [instructional coaching](#), and curriculum alignment through [PLC collaboration](#). Across all departments, there is a shared focus on preparing students with the digital literacy, research skills, and critical thinking needed to be successful and responsible learners in today’s world. Students involved in Career and Technical Student Organizations are involved in projects and events that extend learning beyond the classroom. [Student experiences at the Mark Richardson Center](#) correlate with skill development and projects with real-world application. PVHS hosts a variety of student-run organizations in which students lead meetings, devise and carry out initiatives, and communicate with peers and community.

Rubric and Rationale Directions for B2. Effective Instruction and Student Engagement

Based on the evidence and findings from your responses to the questions above related to Standard B2: Effective Instruction and Student Engagement, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

Standard B2: Effective Instruction and Student Engagement:

Instructional approaches support differentiated learning opportunities, ensuring success and inclusivity for all students of differing backgrounds and abilities.

Highly Effective	Effective	Somewhat Effective	Ineffective
<p>Equitable and Engaging Learning: All teachers use diverse strategies, resources, and technology to create engaging and equitable environments that support real-world problem-solving.</p> <p>Active and Real-World Engagement: All students participate in meaningful learning experiences inside and outside the classroom, preparing for college and careers.</p> <p>Student-Centered Learning: All teachers prioritize student voice, encouraging agency, ownership, strategic thinking, and problem-solving.</p> <p>Inclusive and Growth-Oriented Teaching: All teachers focus teaching on equity, inclusivity, and use of digital tools to support academic and personal growth for all students so they are more resourceful, strategic, and reflective.</p>	<p>Equitable Learning Strategies: Many teachers use diverse strategies, resources, and technology to create engaging and equitable environments that promote real-world problem-solving.</p> <p>Active and Real-World Engagement: Many students are actively involved in learning, with some opportunities extending beyond the classroom to prepare for college and careers.</p> <p>Student – Centered Learning: Many teachers encourage student participation, fostering ownership, decision-making, and problem-solving skills.</p> <p>Inclusive Teaching Practices: Many teachers focus on equity, inclusivity, and use of digital tools to support the academic and personal growth and resourcefulness of students.</p>	<p>Limited Learning Strategies: Some teachers use a narrow range of methods and resources, resulting in inconsistent student engagement and minimal real-world problem-solving.</p> <p>Variable Student Engagement: Engagement varies, with some opportunities for learning beyond the classroom or preparation for college and careers.</p> <p>Minimal Student Involvement: Teachers encourage student participation in limited contexts, leading to few students actively participating in their learning.</p> <p>Inconsistent Inclusivity: Teaching methods sporadically emphasize inclusivity, equity, and digital tools, providing uneven support for academic and personal growth.</p>	<p>Few Equity-Centered Strategies: Few teachers use differentiation, technology, or real-world problem-solving to create equitable learning environments.</p> <p>Inconsistent Student Engagement: Engagement varies, with few opportunities for learning beyond the classroom.</p> <p>Lack of Student Voice: Students have little involvement in their learning or decision-making, as teachers rarely prioritize student agency.</p> <p>Limited Focus on Inclusivity: Instructional methods lack emphasis on inclusivity and equity, limiting supportive learning experiences.</p>

In 150 words or less, include a rationale statement explaining why you chose that rating:

PVHS earns an "Effective" rating by excelling in equitable learning strategies and fostering active, student-centered engagement. The school intentionally designs an environment to meet diverse needs, offering highly differentiated instruction through various modalities, advanced pathways, and extensive support services. Engagement is fueled by connecting learning to real-world applications and giving students ownership of their success through flexible assessment, retesting options, and goal-setting. Multiple pathways allow students to achieve success aligned with personal and post-secondary goals. PVHS's comprehensive support and focus on multiple success avenues solidify its commitment to inclusive teaching practices and real world experiences. A goal for improvement is for PVHS to continue to emphasize highly-engaging and effective instruction among *all* teachers and for *all* students.

Standard B3: Assessment and Continuous Improvement: Comprehensive and diverse assessments measure student progress, guide instructional adjustments, and inform organizational planning and continuous school improvement efforts.

1. Analyze how qualitative and quantitative student performance data are collected, what methods are used to analyze them, and how the results are applied to drive meaningful improvement.
2. Evaluate how teachers utilize measurable and observable assessments to monitor student progress, identify trends or gaps, and adjust their instructional strategies accordingly.

3. Examine how the school team designs and implements opportunities for students to develop and showcase deeper learning competencies, such as communication and presentation skills, confidence in college and career readiness, and social-emotional growth in areas like perseverance, creative problem-solving, and maintaining a growth mindset to increase achievement and success.

Findings	Evidence
<p>B3.1 The school demonstrates a commitment to continuous improvement through a comprehensive approach to assessment and data-driven decision-making. This commitment is evident in the systematic collection and analysis of both quantitative and qualitative data, informing instructional adjustments, school-wide planning, and targeted interventions.</p> <p>Within our academic departments, quantitative data is collected to inform the work of both individual teachers and PLCs. For the past three years, the English and Mathematics Departments across the district have collaborated with an external consultant to develop CCSS-based assessments, which we refer to as Cycle Assessments. These assessments, designed by our teachers, are administered to all ninth, tenth, and eleventh-grade students in both English and Mathematics five times per year. The assessments measure student progress toward specific CCSS standards and learning targets, providing consistent, district-wide data for analysis and instructional planning. After the PLCs analyze the assessment data, they examine the teaching strategies used to teach the standards. This process aims to identify the most successful teaching practices, which are then either adopted by teachers in PLC groups or modified to fit their specific needs. Building on this success, the district expanded this work to include Science, Agriculture Science, and Social Science departments during the 2024-2025 school year.</p> <p>Quantitative data is collected to provide a comprehensive view of student performance. In Mathematics, data includes test scores from Cycle Assessments, end-of-unit assessments and quizzes (implemented district-wide for IM1 and IM2 courses), performance tasks, and both individual and group projects. The Science department uses tests, quizzes, lab questions, and Common Formative Assessments (CFAs), with teachers leveraging tools like Canvas and Formative to break down scores by question and demographic. International Languages tracks grades, benchmark assessments, language proficiency scores, and transcripts to evaluate placement and class effectiveness, particularly for freshmen and heritage speakers. For Students with Disabilities, data is extensive and includes ULS benchmark assessments, state test scores, ELPAC scores, IEP goal progress, and various reports (e.g., psychoeducational, speech, OT, PT), alongside tracking of Mastery Over Time (MOT) quizzes. In VPA, teachers use unit tests and quizzes, live performance, presentations, and projects. In Agricultural Science, test scores, lab reports, and online record books are used. The Social Science department relies on CFAs, quizzes, tests, oral assessments, CAASPP ELA results, and AP scores, while also using Aeries for grades and transcripts. Finally, Physical Education collects a wide range of data from FitnessGram assessments, including pre- and post-scores for cardiovascular fitness, muscular strength, flexibility, and body composition.</p> <p>B3.2/B3.3 Departments use similar methods to gather qualitative data, which provides rich insights into student understanding beyond what quantitative scores can offer. Common across multiple subjects are student reflections, class</p>	<p>Category B3 Evidence</p> <p>FOL Group Roster</p> <p>IM1 Cycle Assessment Log</p> <p>English 3 Cycle Assessment Log</p> <p>IM2 Learning Matrix</p> <p>ELA 1 Learning Matrix</p> <p>ELA 2 Learning Matrix</p> <p>ELA 3 Learning Matrix</p>

discussions, observations, and one-on-one sessions with students. These methods help teachers assess engagement, monitor skill acquisition, and get a clearer picture of how students are processing information.

[English teachers](#) use student reflections to evaluate students' self-reported strategies, textual analysis processes, and their conceptual understanding of the main ideas and the techniques and strategies used in writing. They also facilitate and analyze class discussions to assess students' ability to construct complex arguments, draw conclusions from evidence, and engage in critical, text-based reasoning. Teachers use structured observations to document student engagement, participation in collaborative tasks, and the application of newly acquired reading or writing skills in real-time. They conduct one-on-one instructional sessions to provide differentiated feedback and diagnose specific challenges in reading comprehension or writing mechanics.

[Math teachers](#) use one-on-one instructional conversations to understand reasoning, identify specific misconceptions, and assess procedural fluency in real-time. They analyze student responses during the use of individual whiteboards and through closing questions to evaluate the clarity of their mathematical explanations, justifications, and problem-solving strategies. Discovery activities are used to document student approaches to problem-solving, their ability to generate conjectures, and their collaborative engagement with new mathematical concepts. Teachers also use performance tasks to evaluate students' ability to combine multiple mathematical skills and communicate their solutions effectively.

[Physical Education](#) teachers use closing prompts to gauge student perspectives, observations of participation and behavior, and monitor group discussions to assess leadership and social dynamics. They use closing questions which give students an opportunity at the end of class to voice their perspectives, they also use follow up questions, check for understanding, and verbal quizzes. They observe students while participating in skill acquisition, interactions, and behaviors. Groups are formed to discuss rules and skill/game strategy. Students are placed in leadership roles and create a social dynamic through groups.

[Science](#) teachers gather information from lab practicums by observing and describing how students interact and work together. They evaluate lab performance grades (based on observations of student participation and performance during labs), lab practicums (lab tests designed to assess adherence to lab safety, the ability to follow lab protocols, and the demonstrated ability to investigate a problem, collaborate with peers, and find or design a solution), warm-ups and student reflections, class discussions, tiered discussions, paired discussion, and gallery walks with discussions and student peer feedback. They examine and discuss PLC Cycle Assessments, common agreement assignments, IEP accommodations, Aeries grades, and transcripts.

International Languages teachers include student reflections to elicit and document students' self-reported strategies and challenges. Teachers implement peer and self-assessments that require students to apply established rubrics or criteria to provide feedback on their own work and that of their peers. They keep track of grades in IL classes, especially for freshmen, newcomers, and heritage speakers, to

see if their placement process and class options are working well.

[VPA](#) teachers utilize self reflection, peer critique and conferencing with students. They analyze student data through presentations, live performances, and competitions and the outcome of these events inform them on the success of their teaching. During a run of a production, they assess what is working and what can be executed differently the next day, they give feedback and adjust instruction in order to support students with the changes being made.

[Special Education \(SWD\)](#) teachers use personalized qualitative methods to adjust instruction and manage cases. This involves structured classroom observations to track engagement and behavior, one-on-one sessions to assess a student's processing ability, identify barriers to learning, and gauge their emotional state. They also analyze work samples to evaluate specific skill use and track patterns of mastery or error. Teachers gather holistic feedback through discussions with case managers and parents. Finally, they use a structured review process to translate all data into narrative reports that document progress toward the student's IEP goals.

[Agricultural Science](#) uses class discussions to assess student command of scientific terminology, evaluate reasoning processes, and gauge conceptual understanding related to agricultural principles. They conduct one-on-one instructional sessions to identify specific misconceptions. Teachers evaluate group projects for evidence of effective teamwork, task delegation, and understanding of content knowledge. They gather observational data through hands-on activities to assess practical skill acquisition, safe use of equipment, and the ability to apply theoretical knowledge to real-world agricultural tasks. Students are also assessed on their leadership development through their involvement in FFA, included but not limited to, public speaking, leadership development events, local/national competitions, and career development events.

[Social Science](#) teachers use student reflections to document and analyze students' critical thought processes, personal connections to historical or social concepts, and self-assessment of learning strategies. They facilitate class discussions to evaluate student argumentation, the clarity of their historical or social reasoning, and their ability to integrate complex evidence. Observations are used to document student participation levels, engagement with complex topics, and collaborative dynamics during class activities.

The [Counseling Department](#) employs a proactive, data-driven approach to support student well-being, academics, and future planning. They use a mix of quantitative data (transcript evaluation, AP testing, and grades) and qualitative data (surveys, one-on-one sessions, and teacher feedback) to ensure interventions are effective and responsive to student needs. Student surveys taken after classroom presentations are used to immediately update content and address knowledge gaps. Grade reports are analyzed to measure the impact of academic interventions. Counselors use teacher feedback to create tailored plans and utilize one-on-one sessions to work on goal setting (like guiding 10th graders in creating SMART goals), overcoming obstacles, and celebrating progress. The department participates in PLCs to discuss data and strategies. They align all classroom presentations and practices with the ASCA model standards. They also use specialized software and an outside consultant for deeper data analysis to encourage student achievement. The overall commitment is

to systematically collect and analyze data, adjust programs based on needs, and collaborate extensively to ensure comprehensive support for student academic progress and college/career readiness.

Teachers collaborate in PLCs to look for themes, patterns, and meanings in an effort to identify areas for improvement. They synthesize and interpret the quantitative and qualitative data to inform instructional decisions regarding pacing, sequencing, and the necessity of teaching strategy adjustments.

Rubric and Rationale Directions for B3. Assessment and Continuous Improvement

Based on the evidence and findings from your responses to the questions above related to Standard B3: Assessment and Continuous Improvement, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

Standard B3: Assessment and Continuous Improvement <i>Comprehensive and diverse assessments measure student progress, guide instructional adjustments, and inform organizational planning and continuous school improvement efforts.</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective
<p>Equitable Assessments: School leaders and teachers use fair assessments to gather, analyze, and share both qualitative and quantitative student performance data with educational partners.</p> <p>Progress Monitoring: All teachers track every student’s progress toward academic standards, readiness for college and careers, and school goals.</p> <p>Timely Feedback: All teachers provide specific, prompt feedback to guide students in achieving their learning goals.</p> <p>Data-Driven Improvement: All teachers use qualitative and quantitative assessment results to refine teaching and adjust curriculum, ensuring equitable opportunities for growth.</p> <p>Holistic Student Development: Students build strong communication, readiness for college and careers, and social-emotional skills to succeed in life.</p>	<p>Equitable Assessments: Most school leaders and teachers use fair assessments to collect, analyze, and share student performance data.</p> <p>Progress Monitoring: Most teachers monitor student progress toward academic standards, readiness for college and careers and school goals.</p> <p>Timely Feedback: Most teachers provide specific and prompt feedback to support students in achieving their goals.</p> <p>Data-Driven Refinements: Most teachers use assessment results to refine teaching methods and curriculum, to better ensure equitable opportunities for growth.</p> <p>Holistic Skill Development: Many students cultivate strong communication, career readiness, and social-emotional skills, such as perseverance and problem-solving, to prepare for future success.</p>	<p>Limited Assessment Practices: School leaders and teachers use a narrow range of assessments with some fairness and minimal involvement of educational partners.</p> <p>Inconsistent Progress Monitoring: Teachers monitor student progress toward standards and goals, but their efforts are uneven and incomplete.</p> <p>Consistent Feedback: Feedback to students is sometimes timely and helpful but does not consistently support learning goals.</p> <p>Inconsistent Data Use: Assessment data is used inconsistently to inform teaching and curriculum adjustments.</p> <p>Basic Skill Development: Some students develop fundamental communication, career readiness, and social-emotional skills, but limited opportunities for deeper learning..</p>	<p>Little Use of Assessments: Few instructional staff consistently use assessment measures to collect, analyze, and report student performance data..</p> <p>Limited Progress Monitoring: Few teachers monitor student growth and progress toward standards, college and career readiness and school goals.</p> <p>Infrequent Feedback: Few teachers provide timely, specific, and descriptive feedback to support student learning.</p> <p>Inconsistent Data-Driven Adjustments: Few teachers use assessment analysis to inform and adapt instructional strategies and curriculum.</p> <p>Basic Skill Development: Few students develop key communication, career readiness, and social-emotional skills, with few if any opportunities for deeper learning.</p>

In 150 words or less, include a rationale statement explaining why you chose that rating:
 A rating of “Effective” is appropriate because the school utilizes a comprehensive, equitable assessment system, anchored by district-wide Cycle Assessments administered five times yearly (in core departments) to measure progress toward CCSS standards

and learning targets. Diverse quantitative and qualitative data—including IEP progress, state scores, transcripts, and AP results are analyzed by most teachers.

Data-driven decision-making is executed primarily within core department PLCs, where teams analyze Cycle Assessment results to interpret student needs, refine teaching strategies, and make necessary adjustments to instructional pacing and sequencing.

The Counseling Department uses data to measure the impact of academic interventions, track student progress, and create tailored plans to foster college and career readiness. Furthermore, timely, specific feedback is delivered through methods like one-on-one instructional sessions. Ag Science and PE utilize qualitative data to intentionally develop and assess essential leadership, communication, and social-emotional skills, supporting holistic student growth.

Standard C: School Culture and Student Support

Standard C1: Inclusive School Culture: The entire school community demonstrates a collaborative culture in an atmosphere of trust, belonging, respect, inclusivity, and equity to support student achievement and well-being.

1. How does the school foster a culture of trust, belonging, respect, and high expectations for all?
2. What strategies are employed to encourage family and community involvement?
3. How does the school develop a collaborative, equity-centered learning environment to support the needs of all students?
4. How does the collaborative and inclusive school culture impact student success and well-being?

Findings	Evidence
<p>C1.1 PV cultivates a welcoming environment through strong student-teacher relationships, inclusive policies, and a commitment to equity. The school sets high academic and behavioral expectations while offering numerous opportunities for students to join clubs, and athletics, fostering a sense of belonging. Events such as ELAC and Panther Forum for Parents, IEP and 504 meetings, VPA concerts, drama productions, Panther Forum for Parents, athletic events, and Awards Night involve parents, helping to build trust in the school staff and support for their children. Future Panther Night welcomes 8th graders and their parents in order to give them a chance to meet club advisors and team coaches while Link Crew provides campus tours for new students, and the CASA club offers mentoring for newcomers. Club Rush gives all students the opportunity to learn more about clubs and join one that interests them. Our Wellness Center supports individual and group meetings, and gives students a place to decompress, while SLIFE sections cater to students with limited education.</p> <p>We maintain an open-door policy for parents and recognize students with a-g track achievements. To create a culture of trust and respect, we implement consistent practices like tardy sweeps and clear restroom passes. Our school prioritizes language access for families by employing three on-campus interpreters (Spanish and Mixteco) ensuring everyone feels supported. We promote AP classes through our counselors and departments. PVHS offers concurrent classes through a partnership with Allan Hancock College, and students have the opportunity to graduate high school with an associate’s degree. School rallies unite students as proud PVHS Panthers. 59.6% of parents report that the school actively fosters an environment in which students are respectful toward one another. 70.7% of parents believe that their child has a good relationship with their teachers and 77% of students report having a good relationship with their teachers. PV fosters a climate of educational achievement and peer tutoring in the library, the AVID program, and AP/co-curricular classes challenge students. 70.7% of parents believe that PVHS teachers set high expectations for their child’s education (71.9% of students), while 68.8% (76.8% of students) believe that teachers are highly knowledgeable in their subject matter.</p> <p>C1.2 PV actively engages families through workshops, bilingual communication, and regular progress updates. 80.8% of parents report that they receive daily information from PVHS that keeps them informed about attendance and grades. 81.8% say that they can easily email their child’s teachers and will get a prompt</p>	<p>Category C1 Evidence</p> <p>FOL Group Roster</p> <p>Student Comments about PVHS culture</p>

response. Parent organizations like PTSA and ELAC provide channels for input, while partnerships with local businesses and colleges offer internships, [mentorships](#), and guest speakers, enhancing the school-community connection. We host events such as [Back-to-School Night](#), college fairs, and cultural celebrations to encourage family participation. [The Booster Club](#) supports student athletics and clubs. To promote involvement, we use communication tools like ParentSquare for updates and messages, including voice messages in Mixteco for those who may struggle with text. [ELAC meetings](#) support families of English Learners, and athletic parent meetings set expectations for each season. Additionally, we offer education classes on Aeries, ParentSquare, and Canvas to help parents stay connected and support their students academically. Parents are encouraged to be involved through SSC, Booster Club, and other advisory boards.

C1.3 The school develops a collaborative, equity-centered learning environment to support the needs of all students through teacher support, student and parent input, and a culture of inclusion through all demographics. PV implements Professional Learning Communities (PLCs) where teachers analyze student data and adapt instruction. Special education and general education teachers collaborate for inclusivity in collaboration classes, while culturally responsive teaching and differentiated instruction address diverse learning needs. Each Spring, Student Council hosts a [Special Prom](#) for the moderate to severe special education students within our district. Teachers attend IEP meetings and give feedback in person and through Parent Square. Programs like AVID and the [Newcomer](#) program support historically underserved students, and the Wellness Center addresses social-emotional wellbeing. This year, we are adding a team of trained peer counselors to work with students. PLC groups meet weekly to discuss best practices, and co-taught classes help students thrive. Bilingual Instructional Aides (BIAs) support EL students. The school promotes equal opportunities and collaboration, with resources like a Wellness Center for social-emotional needs, and [tutoring services](#) available before and after school. By fostering a collaborative and equity-centered learning environment, the school ensures continuous improvement and inclusive instruction. Expanded course offerings include Ethnic Gender Studies, Social Justice, and personal finance within Economics, along with Allan Hancock College courses that grant early college credit, supporting academic advancement for all students. All students complete a course request based on their needs and interest.

C1.4 There is increased student engagement, academic growth, and overall well-being when students feel they belong. This sense of belonging fosters resilience and confidence, leading to improved graduation rates with targeted support and [social-emotional learning](#) initiatives that develop strong interpersonal skills. PVHS provides this sense of belonging through the services, supports, and resources listed above. School climate surveys and [student feedback](#) reveal a positive and inclusive atmosphere which prepares students for post-secondary success. The school promotes academic achievement through [academic awards nights](#), CSF memberships, college signing, Seal of Biliteracy, ELPAC celebrations, [PRIDE cards](#), and departmental scholarships. A collaborative and inclusive school culture enhances student success by creating a safe and supportive environment. The maintenance staff at PVHS keep the buildings in good repair and the campus clean and safe for our students. By building relationships and encouraging open

<p>communication, staff and students foster a sense of belonging. All school rallies are held three times per year, where students and staff celebrate Panther Pride.</p> <p>There are 66 clubs to support diverse populations of students and their academic and socioemotional needs. Clubs meet once per week, during lunch, unless there is a special event or competition. Fundraising, along with LCAP funding allows clubs to hold special events and attend competitions. This year, we added Robotics Club, Society for Engineering Women Club, Little Explorers Club, PV Military Careers Club, Nursing Careers Club, and PV Floral Club. Our United Club fosters collaboration between our general education population and our moderate to severe Special Education students. There is also a Unified Track and Field team, in which our students with disabilities compete alongside our general education athletes. Within our athletics department, there are 22 different sports teams. Student athletes are supported within academics, with grade checks each grading period and tutoring for those student athletes who need it.</p>	
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Rubric and Rationale Directions for C1 Inclusive School Culture

Based on the evidence and findings from your responses to the questions above related to Standard C1: Inclusive School Culture, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<p align="center">Standard C1: Inclusive School Culture <i>The entire school community demonstrates a collaborative culture in an atmosphere of trust, belonging, respect, inclusivity, and equity to support student achievement and well-being.</i></p>			
Highly Effective	Effective	Somewhat Effective	Ineffective
<p>Supportive School Culture: All students experience a school environment with high expectations for success, respect for differences, and attention to social-emotional needs.</p> <p>Family and Community Engagement: Many parents, families and community partners contribute to school improvement efforts, supported by strategies that promote involvement.</p> <p>Collaborative and Inclusive Environment: The entire school community fosters an environment where all students feel valued, supported, and actively participate in learning, promoting mutual respect, collaboration, and equal opportunities for growth.</p>	<p>Supportive School Culture: Many students benefit from a school environment with high expectations for success, respect for differences, and social-emotional support.</p> <p>Family and Community Engagement: Some parents, families and community partners participate in school improvement, with ongoing school team efforts to increase involvement.</p> <p>Collaborative and Inclusive Environment: Most of the school community fosters an environment where students feel valued, supported, and actively participate in learning, promoting mutual respect, collaboration, and equal opportunities for growth for most students.</p>	<p>Limited School Culture: Some students experience limited expectations and inconsistent support for their academic growth.</p> <p>Minimal Family and Community Engagement: Few parents, families and partners participate in school improvement planning, with some efforts to boost involvement.</p> <p>Uneven Collaboration: While the value of collaboration is recognized, inclusion, respect, and fair access to support are not consistently implemented.</p>	<p>Inconsistent Supportive Culture: Few students feel the school team acknowledges individual learning differences and social-emotional needs.</p> <p>Minimal Engagement: Few parents, families or partners participate in school improvement planning, with little effort to enhance involvement.</p> <p>Inequitable Environment: Few students experience an inclusive, equitable environment with adequate access to support.</p>

In 150 words or less, include a rationale statement explaining why you chose that rating:

PVHS earns an “Effective” rating by successfully fostering a welcoming and equity-centered environment to drive student success and well-being, evidenced by 77% of students reporting good teacher relationships. This culture is built on high academic expectations and collaborative practices, including weekly PLCs where teachers analyze data and adapt instruction. Equity is advanced through inclusive policies, such as co-taught special education classes, support for SLIFE and Newcomer students, and the use of BIAs. Social-emotional needs are addressed by the Wellness Center and new peer counselors. The school promotes belonging via over 60 extracurriculars, including the United Club and Unified Track Team. Parental trust is built through numerous meetings and bilingual communication, including three on-campus interpreters. This holistic approach, promoting academic rigor alongside strong relational and emotional support, ensures an inclusive climate that enhances student engagement, confidence, and preparedness for post-secondary success. An area for growth would be to have more parental involvement and an increase in student participation in extacurriculars and organizations.

Standard C2: Multi-tiered Support Systems: Multi-tiered systems of support meet the needs of all students and help ensure a supportive learning environment focused on student access, progress, learning, and success.

1. How does the school team implement multi-tiered systems of support (MTSS) to address the diverse needs of students and ensure access to a supportive learning environment?
2. How does the school team analyze the effectiveness of its MTSS in promoting student progress, learning, and overall success?
3. How does the implementation of MTSS impact the school’s goals to meet the diverse needs of students while fostering a supportive learning environment that promotes equitable access, academic progress, and overall student success?

Findings	Evidence
<p>C2.1 Pioneer Valley High School uses a Multi-Tiered System of Supports to address diverse student needs and create a supportive learning environment. This framework provides a comprehensive system of layered support.</p> <p>The foundational level focuses on universal supports and a positive learning environment. This includes high-quality, differentiated instruction using UDL principles, which incorporates varied teaching methods. All students have access to open-ended classes and resources like tutoring and computer labs. In math, guided note packets help students focus on concepts. Integrated courses, such as Integrated Math 1, ensure all freshmen are on track for college requirements, and special support for English Learners is provided through integrated ELD classes. The school fosters a welcoming climate with activities like dances, rallies, clubs and athletics, and a readily available Wellness Center for crisis support. A discipline policy encourages teachers to handle initial behavioral issues within the classroom.</p> <p>For students needing more support than Tier 1 provides, the school offers targeted intervention, often in small groups, to address specific needs and skill gaps in the</p>	<p>Category C2 Evidence</p> <p>FOL Group Roster</p>

second tier of the MTSS. This includes [Academic Support Classes](#) in subjects like math and for specific groups, such as English Learners and newcomers. [Co-Taught Classes and site and district training](#) provide opportunities for two teachers to work together for additional one-on-one instruction. Targeted interventions, such as [Winter Intersession](#), help students gain mastery and improve grades. Counselors hold [small group sessions](#) on topics like grief and mental illness. The school also partners with [community organizations](#) to provide resources like hygiene products and clothing. Teachers can refer students to counselors to connect them with appropriate on-campus or community support.

Tier 3 supports are for students with significant academic, behavioral, or social-emotional challenges who require intensive, individualized support. The school offers [specialized courses](#) for Students with Limited or Interrupted Formal Education (SLIFE). Individualized plans like the Coordination of Student Services Team, 504 plans, and IEP plans are used to create personalized plans with one-on-one instruction and specialized resources. [The school employs](#) three psychologists, a crisis counselor, and a behavior specialist, as well as three contracted Marriage and Family Therapists onsite. Support includes individualized counseling through the Wellness Center and customized Behavior Intervention Plans. The school also helps students and families access [community-based mental health services](#).

C2.2 The school analyzes the effectiveness of its MTSS framework through a comprehensive, data-driven approach. The goal is to ensure interventions are implemented effectively and lead to measurable improvements. The school tracks the effectiveness of its MTSS through a variety of data points.

Counselors and teachers monitor grades, progress reports, and academic data in platforms like Aeries. They look for improvements in homework, quizzes, and test scores. For ELs, effectiveness is also measured through annual [ELPAC scores](#). The team tracks attendance, truancy, discipline issues, and participation in on-campus activities. In addition to grades, the school uses [formative and benchmark assessments](#) to [identify and close learning gaps](#). For students with extensive needs, IEP goals are reviewed at annual and tri-annual meetings and specialized testing is used to assess progress toward goals.

The school team actively monitors the outcomes of its plans through structured follow-up procedures. The team holds scheduled follow-up meetings for students who have gone through the [COST process](#) to review their progress and adjust plans. Counselors and teachers regularly check in with students to gauge how they feel about the support they are receiving. The team analyzes whether an intervention is effective enough for a student to move from a higher tier of support (Tier 2 or 3) back to a lower one.

C2.3 The implementation of a Multi-Tiered System of Supports is central to the school's goal of promoting equitable access, academic progress, and overall student success.

MTSS promotes equitable access by providing varied pathways and differentiated support so all students can engage with the curriculum. MTSS ensures students can pursue different paths, from a-g courses for college to alternative diplomas options. For example, the new opportunity for students with extensive needs to earn a high school diploma promotes equity for a population that historically lacked this option. By providing co-taught classes with two instructors, the school offers additional support without singling students out. This tiered approach, including strategies like UDL, benefits a wide range of students, including high risk populations. MTSS is designed to meet students at their current level of need. This is crucial for populations like newcomer students, for whom the school provides specially designed courses that allow them to transition at a more manageable pace.

The MTSS framework systematically supports student academic progress through a proactive and responsive approach. The system uses data to identify struggling students early and provide targeted interventions at the right time. Placing all freshmen in Integrated Math 1 ensures every student is on an equitable a-g academic track from the start. By addressing social-emotional needs through counseling and the Wellness Center, MTSS removes non-academic barriers to learning.

MTSS fosters overall student success by focusing on a student's well-being beyond just academic achievement. The tiered system acts as a safety net, ensuring students do not fall through the cracks. The entire school team is responsible for identifying and referring students to the appropriate level of support for academic, attendance, or personal needs. When students feel they can reach out for help and receive it without judgment, it empowers them to navigate challenges. The availability of support programs creates a sense of belonging and shows students they are an essential part of the campus community.

Rubric and Rationale Directions for C2. Multi-tiered Support Systems

Based on the evidence and findings from your responses to the questions above related to Standard C2: Multi-tiered Support Systems, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

Standard C2: Multi-tiered Systems of Support <i>Multi-tiered systems of support meet the needs of all students and help ensure a supportive learning environment focused on student access, progress, learning, and success.</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective
Comprehensive Student Support: The school team provides academic, social-emotional, and	Early Student Support Implementation: Many school team members understand academic and	Limited Understanding of Support: Some school team members have an understanding of the need for academic and	Inconsistent Understanding of Support: Few school team members understand how to consistently deliver academic,

<p>multi-tiered support to help all students succeed and prepare for college and careers.</p> <p>Equitable Access: All students with special talents or needs have fair access to support services, activities, and opportunities both at school and in the community.</p> <p>Effective Support Strategies: School leaders and all staff use and evaluate personalized supports and alternative teaching methods to meet diverse student needs.</p> <p>Student Voice and Agency: All students have opportunities to build confidence, achieve academic success, form connections, and advocate for their learning needs.</p>	<p>social-emotional supports, consistent follow-through is still in progress.</p> <p>Access for Diverse Needs: Many students with special talents or needs have access to support services, activities, and community opportunities.</p> <p>Evaluating Support: School leaders and most staff use personalized supports and teaching methods and are working on assessing their effectiveness.</p> <p>Student Voice and Advocacy: Many students have some opportunities to build confidence, forming connections, and learning to advocate for their own learning needs.</p>	<p>social-emotional supports, but inconsistent application reduces their effectiveness.</p> <p>Unequal Access to Services: Students with special talents or needs have limited access to support services due to incomplete implementation.</p> <p>Minimal Assessment of Strategies: Personalized supports and alternative teaching methods are used by some but rarely evaluated for impact.</p> <p>Inconsistent Student Advocacy: Some students have opportunities to build confidence and connections, but opportunities for self-advocacy are limited.</p>	<p>social-emotional, and multi-tiered supports.</p> <p>Inadequate Access for Diverse Needs: Few students with special talents or needs have access to support services and opportunities beyond students with IEPs.</p> <p>Unassessed Personalized Strategies: School leaders and staff offer limited personalized support and teaching methods without evaluating their effectiveness.</p> <p>Minimal Student Advocacy: Few students have opportunities to build confidence or connect their learning to other personal and community needs.</p>
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In 150 words or less, include a rationale statement explaining why you chose that rating:

A score of “Effective” is justified because PVHS demonstrates a strong framework where most staff are implementing academic and social-emotional supports, but consistent follow-through is still in progress. The MTSS model, while comprehensive, is still being designed at the district level, as evidenced by the introduction of new inclusive pathways for students with extensive needs as well as the COST referral process. PVHS has established access for many students with diverse needs, but its success relies on this recent implementation achieving consistent fidelity across all tiers and departments, meaning it has not yet reached the sustained, data-validated success required for “Highly Effective.”

Standard C3: College and Career Readiness: The school prepares high school students for success after graduation with an emphasis on college and career readiness, integrating experiential and community-engaged learning opportunities to strengthen student agency, engagement, and readiness.

1. How does the school design and implement college and career pathways, experiential learning opportunities, and community-engaged programs to prepare students for success after graduation?
2. Analyze how the school measures and monitors student preparedness for college and career success, including the effectiveness of programs, co-curricular activities, and strategies to enhance student agency and engagement.

Findings	Evidence
<p>The school prepares students for post-graduation success through a three-pronged strategy: rigorous curriculum, direct guidance, and experiential engagement.</p> <p>C3.1 A rigorous curriculum includes a staff focus on implementing a curriculum that meets college entry requirements (like a-g standards) and prepares students for college-level work by emphasizing higher-order thinking, critical analysis, and real-world application.</p>	<p>Category C3 Evidence</p> <p>FOL Group Roster</p>

Staff provide direct guidance for students with essential information on a-g requirements, [college/career pathways](#), and the financial aid and college application process. Key resources include the [College & Career Center](#) and specialists like EAOP Coordinator.

Staff actively encourage and motivate students to pursue higher education, [perform well academically](#), and make informed post-high school choices, often providing [letters of recommendation](#).

Staff provide hands-on learning opportunities through [field trips](#) and college visits, Project-Based Learning, and career and academic advising. Staff organize trips to colleges, career facilities, and cultural institutions to provide firsthand exposure. Teachers use [real-world projects](#) to allow students to apply skills practically. Finally, teachers guide students through post-graduation planning, including college/[financial aid](#) applications and reviewing of resumes/portfolios.

PVHS connects with professionals, collaborates with local colleges, and encourages community service. Bringing in guest speakers and working with local businesses on real-world projects allow students to begin to build professional networks. Teachers also hold [CTE advisory meetings](#) with other [CTE pathway](#) teachers and industry partners to provide support for their programs.

Teachers are partnering with institutions like Allan Hancock College for field trips, workshops, and [information on college resources](#). They are promoting programs where students perform community service (e.g., playing music at senior homes) or [participate in clubs](#) to foster civic engagement. Examples include the [SPED Prom](#), [Pumpkin Patch](#), Community Based Instruction, and Key Club.

C3.2 The school uses a blend of performance data, practical outcomes, and direct feedback to monitor student preparedness and evaluate the effectiveness of its programs.

Effectiveness is measured through three core areas: academic performance, post-high school success, and real-world applications. Teachers track CAASPP scores, district Cycle Assessments, and class passing rates to monitor readiness in core subjects. PV staff also monitor College and Career Indicator (CCI) data, the number of scholarships awarded, and rates of college acceptance/enrollment. Finally, teachers evaluate the successful completion of required college/program applications and assess student work in client-based projects (e.g., [Farm Day](#), [SAE Ag experiences](#)).

The school measures student agency and engagement through observation and input behavioral indicators, student input, and ownership. School staff monitor attendance, classroom participation, and on-time assignment completion as measures of accountability and active engagement. Staff are also using surveys and informal check-ins to gather direct student feedback on course effectiveness and engagement. Teachers evaluate projects where students demonstrate creative choice and ownership, with the quality of the work indicating a [high level of agency](#).

Effectiveness is gauged by student participation, student outcomes, and reflection. Staff currently track attendance and the level of student involvement in [clubs](#) and leadership roles. Staff assess the quality of student work through portfolio reviews and performance in competitions or [real-world scenarios](#) like the [speeches competitions in Agriculture](#). Staff encourage student self-reflection and gather staff/family feedback to measure personal skill development. Examples include end of class surveys, PIQs, and ERWC Final Portfolios.

Rubric and Rationale Directions for C3. College and Career Readiness

Based on the evidence and findings from your responses to the questions above related to Standard C3: College and Career Readiness, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<p align="center">Standard C3. College and Career Readiness <i>The school prepares high school students for success after graduation with an emphasis on post-secondary options and career pathway, integrating experiential and community-engaged learning opportunities to strengthen student agency, engagement, and readiness.</i></p>			
Highly Effective	Effective	Somewhat Effective	Ineffective
<p>Integrated Goals: The school team aligns academic standards, areas of study, and college and career goals in ways that are clear and accessible to all.</p> <p>Community Partnerships: The school collaborates with local businesses, industries, and colleges to offer Career Pathways and real-world skill development.</p> <p>Real-World Learning: Students engage in problem-solving, community-focused projects, and experiences that connect classroom learning to community interests or needs.</p> <p>Data-Driven Outcomes: The school monitors student participation, performance, and outcomes, using data to adjust and refine programs and priorities.</p>	<p>Partial Integration: Some alignment exists between areas of study, academic standards, and college and career goals, with moderate understanding in the school community.</p> <p>Community Partnerships: The school collaborates with local businesses, industries, and colleges to provide career options, helping most students explore readiness and gain practical skills.</p> <p>Real-World Engagement: Many students participate in problem-solving and real-world experiences, connecting classroom learning to community needs.</p> <p>Data-Driven Outcomes: The school monitors some student participation, performance, and outcomes, analyzing data like college acceptance and skill development.</p>	<p>Inconsistent Integration: Connections between subjects, standards, and college and career goals exist but are not clearly communicated or widely understood.</p> <p>Limited Partnerships: The school partners with some local organizations, but few students consistently engage in career readiness or real-world skill development.</p> <p>Limited Real-World Learning: Some students participate in problem-solving and community activities, but opportunities to connect classroom learning to community needs are limited.</p> <p>Incomplete Data Use: The school tracks some participation and outcomes, but data on key metrics is incomplete and not consistently used for improvement.</p>	<p>Little Integration: Few if any connections between subjects, academic standards, and college and career goals are evident.</p> <p>Few Partnerships: Few collaborations exist, and only a small number of students explore career options or develop real-world skills.</p> <p>Little Engagement in Real-World Learning: Few students participate in problem-solving or connect classroom learning to community needs.</p> <p>Few Data Strategies: The school has few or no systems to collect and analyze data on student activities, outcomes, and skill development.</p>

In 150 words or less, include a rationale statement explaining why you chose that rating:

A rating of “Effective” is justified as evidenced through the school's emphasis on College and Career Readiness (CCR) through real-world engagement and data-driven development to prepare students for post-secondary success. The curriculum is heavily supported by community partnerships, particularly in agriculture, which provides students with

vocational context and networking opportunities. This is reinforced through real world engagement activities, including field trips and extensive hands-on laboratories in many classes, ensuring learning is practical and applicable.

A core strength of the program is its standards-based approach, featuring standards integration which align academic requirements with university expectations. This ensures most students are academically prepared. Furthermore, the school uses data-driven outcomes to monitor and enhance student skill development. This process involves Professional Learning Communities, Instructional Coaches, and dedicated departmental analysis of data to continuously refine instruction and boost student achievement.

Chapter 4: Action Plan

Purpose

Based on your analysis from the self-study process, review findings and identify the school's primary improvement goals and growth areas to include in the Action Plan. These improvement goals will be the basis of your plan with an emphasis on identified growth areas to strengthen your school's program and better support student learning needs and success.

Once you have identified these goals, develop an action plan of how you will address them over the next three years, or integrate them into your current SPSA or LCAP.

Part One Directions

Review your responses and analysis from the previous sections and work with your team to identify trends that emerge that focus on organizational improvement. Look for ways to strengthen your organization to better serve your students and advance your mission. Identify, develop and document key improvement goals that emerged from completing this self-study process. Document them below in bullet or list form.

Improvement Goal One: Increase Academic Achievement for all Students

Improvement Goal Two: Increase College and Career Readiness for all Students

Improvement Goal Three: Increase Student Support Services to improve overall student well-being

Update Action Plan

Part Two Directions

1. To what extent is the schoolwide action plan effective in enhancing student learning, addressing major student learner needs, and aligning with the Local Control and Accountability Plan (LCAP)?
 2. How strong is the commitment at the schoolwide and systemwide levels to implement the action plan, and how effective is the follow-up process for monitoring and achieving its goals?
-

1. The Action Plan is effective in enhancing student learning with a relentless focus on student achievement and well-being. It addresses the learning and social emotional needs of all students. The Action Plan goals are aligned to the LCAP goals to ensure district initiatives and funding allocations are in harmony.
 2. PVHS is committed to implementing the Action Plan to the best of our ability. We have effective structures in place to assist with monitoring our progress toward achieving our goals, including School Site Council, Shared Decision Making, Site and District Leadership Teams, Instructional Coaches, and Teachers on Special Assignment.
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Chapter IV: Pioneer Valley High School - Schoolwide Action Plan

Goal #1 - Increase Academic Achievement for all Students

SLOs:

Analysis – All students will analyze, process, and apply information.

Communication - All students will communicate and collaborate effectively.

Knowledge - All students will access and apply knowledge.

LCAP Goals:

Goal #1 - Provide opportunities for every student to be involved and achieve College & Career Readiness through a-g & CTE completion, industry and academic certifications, and concurrent enrollment for all.

Goal #2 - Ensure every student has equitable access to high quality educational programs and support services to meet their academic, social, and emotional needs.

Goal #4 - Students will show progress toward meeting or surpassing academic standards in core subjects, including English Language Arts and Mathematics. Additionally, English learners will demonstrate advancement in acquiring English language skills.

Tasks	Responsible Person(s)	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
a. Increase a-g completion rates	<ul style="list-style-type: none"> • Department Chairs • Site Admin • Counselors • Teachers • Students 	<ul style="list-style-type: none"> • Data queries • Master Board Schedule • Transcripts • a-g compliance 	<ul style="list-style-type: none"> • Transcripts • Dashboard indicators 	<ul style="list-style-type: none"> • Increase a-g completers by 2% annually 	<ul style="list-style-type: none"> • Site Admin

<p>b. Use CAASPP results to drive curricular choices and instruction</p>	<ul style="list-style-type: none"> • District Admin • Site Admin • Teachers • Students 	<ul style="list-style-type: none"> • CCSS Prof Development • PLC Training • Curriculum Alignment • Project Trainings • Cycle Assessments • CAASPP Website 	<ul style="list-style-type: none"> • Establish baseline data from assessment results • Use proactive CAASPP results to focus on instruction 	<ul style="list-style-type: none"> • Continue to refine curricular choices based on CAASPP results • Update curriculum in all core subjects by 2030 	<ul style="list-style-type: none"> • Department Chairs • Principal • Instructional Coaches • Teachers
<p>c. Continue Curriculum Alignment Project in English, Math, Science, Ag Science, and Social Science</p>	<ul style="list-style-type: none"> • District Admin • Site Admin • Teachers • Parents • Students 	<ul style="list-style-type: none"> • CCSS Prof Development • PLC Training • Curriculum Alignment • Project • Cycle Assessments • CAASPP Website 	<ul style="list-style-type: none"> • CAASPP, CAST results • Cycle Assessment results • Progress monitoring • Graduation rate 	<ul style="list-style-type: none"> • Continue to refine implementation of CCSS and NGSS • All core subject areas participating in CAP by 2030 	<ul style="list-style-type: none"> • Department Chairs • Site Admin • Instructional Coaches • Teachers
<p>d. Improve graduation rates</p>	<ul style="list-style-type: none"> • Students • Teachers • Site Admin • Counselors • SPED • Coordinator • Directors of MMEP/SPED Services • Parents 	<ul style="list-style-type: none"> • Graduation Requirements • Release Time • Professional Development • Extended Learning Opportunity Classes • College/Career Center 	<ul style="list-style-type: none"> • Graduation rate • Dashboard indicators 	<ul style="list-style-type: none"> • Increase graduation rate by 2% annually 	<ul style="list-style-type: none"> • District Admin • Site Admin • Directors of MMEP/SPED Services
<p>e. Increase reclassification rates by implementing new ELD curriculum and refining placement</p>	<ul style="list-style-type: none"> • Site Admin • MMEP Director • Teachers • Instructional Coaches 	<ul style="list-style-type: none"> • CCSS • ELD Standards • Professional Development 	<ul style="list-style-type: none"> • ELPAC results • Reclassification data • Master Board Schedule 	<ul style="list-style-type: none"> • Increase reclassification rates by 2% annually 	<ul style="list-style-type: none"> • Site Admin • MMEP Director • Instructional Coaches • Teachers

f. Increase AP pass rate	<ul style="list-style-type: none"> • Students • Teachers • Site Admin • Counselors 	<ul style="list-style-type: none"> • AP Trainings • Professional Development • Release Time • PLC Meetings 	<ul style="list-style-type: none"> • AP Test Results 	<ul style="list-style-type: none"> • Increase AP pass rate by 2% annually 	<ul style="list-style-type: none"> • Teachers • Site Admin
g. Increase graduation rate for SWD students	<ul style="list-style-type: none"> • Site Admin • Director of SPED Services • Teachers • Program Specialist • Counselors • Instructional Coaches 	<ul style="list-style-type: none"> • Graduation requirement • Release time • Professional Development • Extended Learning Opportunity Classes • Universally Designed Lessons 	<ul style="list-style-type: none"> • Progress monitoring • Transcripts • Graduation rate reports • Dashboard indicators 	<ul style="list-style-type: none"> • Increase graduation rate for SWD students by 2% annually 	<ul style="list-style-type: none"> • Site Admin • Teachers • Instructional Coaches

Goal #2 - Increase College and Career Readiness for all Students

SLOs:

Technology – All students will apply the appropriate technological skills.

Responsibility – All students will be responsible for their actions.

Analysis – All students will analyze, process, and apply information.

Communication – All students will communicate and collaborate effectively.

Knowledge - All students will access and apply knowledge.

LCAP Goals:

Goal #1 - Provide opportunities for every student to be involved and achieve College & Career Readiness through a-g & CTE completion, industry and academic certifications, and concurrent enrollment for all.

Goal #2 - Ensure every student has equitable access to high quality educational programs and support services to meet their academic, social, and emotional needs.

Goal #4 - Students will show progress toward meeting or surpassing academic standards in core subjects, including English Language Arts and Mathematics. Additionally, English learners will demonstrate advancement in acquiring English language skills.

Tasks	Responsible Person(s)	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
a. Increase CTE Pathway Completers	<ul style="list-style-type: none"> • Students • Teachers • Site Admin • Counselors • Parents 	<ul style="list-style-type: none"> • College and Career Center • CTE Trainings • Community Partners 	<ul style="list-style-type: none"> • Dashboard indicators • Master Board Schedule • Graduation Sash earners 	<ul style="list-style-type: none"> • Increase CTE completers by 2% annually 	<ul style="list-style-type: none"> • Counselors • Site Admin • Director of CTE

	<ul style="list-style-type: none"> College and Career Center Staff 				
b. Increase concurrent enrollment offerings	<ul style="list-style-type: none"> Students Teachers Site Admin Counselors Parents 	<ul style="list-style-type: none"> AHC Liaison AHC Trainings PLC Meetings Counselors 	<ul style="list-style-type: none"> Master Board Schedule Transcripts Graduation Sash earners 	<ul style="list-style-type: none"> Increase concurrent enrollment offerings by 2% annually 	<ul style="list-style-type: none"> Counselors Site Admin
c. Increase Seal of Biliteracy earners	<ul style="list-style-type: none"> Site Admin Teachers MMEP Director Counselors Students Parents 	<ul style="list-style-type: none"> AP Trainings Professional Development Release Time PLC Meetings 	<ul style="list-style-type: none"> AP Test Results Completion of four years of a foreign language Avant test results Spanish Placement Test 	<ul style="list-style-type: none"> Increase Seal of Biliteracy earners by 2% annually 	<ul style="list-style-type: none"> Site Admin Staff MMEP Director Counselors
d. Improve Digital Literacy Skills	<ul style="list-style-type: none"> Students Teachers Site Admin Counselors Parents Tech TOSA 	<ul style="list-style-type: none"> Tech TOSA Technology trainings for students and staff 	<ul style="list-style-type: none"> Staff/student surveys Curriculum guides with technology components Increase CAASPP scores Canvas/Aeries data Tablet repair log 	<ul style="list-style-type: none"> 2027-2028 Incorporate Digital Literacy Curriculum in all departments 	<ul style="list-style-type: none"> Teachers Students Parents Site Admin Tech TOSA IT Staff

Goal #3 - Increase Student Support Services to improve overall student well-being

SLOs:

Responsibility – All students will be responsible for their actions.

Communication – All students will communicate and collaborate effectively.

Knowledge – All students will access and apply knowledge.

LCAP Goals:

Goal #3 - Establish environments that are supportive, secure, and promote well-being. These environments will encourage strong connections, a feeling of belonging, and a positive atmosphere for everyone involved, including staff, educational partners, parents, and students.

Tasks	Responsible Person(s)	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
a. Refine the culture of teacher support for student behavioral issues	<ul style="list-style-type: none"> • Students • Teachers • Site Admin • Counselors • Parents 	<ul style="list-style-type: none"> • MTSS Training (including Restorative Justice and PBIS) 	<ul style="list-style-type: none"> • Referral data • In School Intervention (ISI) outcomes • Intervention Through Success (ITS) program outcomes 	<ul style="list-style-type: none"> • 2026-2027 develop a behavioral focus for the year • In the following years, build off the prior year's behavioral focus 	<ul style="list-style-type: none"> • Counselors • Site admin • Staff • SRO/Security • Staff
b. Training for and retention of Instructional Aides	<ul style="list-style-type: none"> • Teachers • Site Admin • Aides • Program Specialist • MMEP Director 	<ul style="list-style-type: none"> • Collaboration Training • Translation training • Classroom management training 	<ul style="list-style-type: none"> • Training attendance • Pre/Post collaboration surveys for teachers and aides 	<ul style="list-style-type: none"> • 2026-2027 Work with District Office to develop a collaboration plan for both aides and teachers • 2028-2030 Refine 	<ul style="list-style-type: none"> • Site Admin • Staff • SPED Coordinator • MMEP Director • Aides

<p>c. Continue to provide services for mental health and drug related issues</p>	<ul style="list-style-type: none"> • Health Office Staff • School Nurse • Wellness Center Staff • Counselors • MFTs • Psychologists • Site Admin • Staff • Students 	<ul style="list-style-type: none"> • LCAP Funds • NAMI Club • Counselors • Wellness Center • Crisis Intervention Specialists • Community Liaison • Fighting Back SM • Por Vida • Drug Intervention Programs 	<ul style="list-style-type: none"> • Assembly Schedules • Guest speakers • Healthy Kids Surveys • Referral data • Counselor presentations 	<p>collaboration plan</p> <ul style="list-style-type: none"> • 2026-2027 Develop a comprehensive plan to address major health and substance abuse issues over the next five years 	<ul style="list-style-type: none"> • Site Admin • School Nurse • Counselors • Crisis Intervention Specialist • Community Liaison • ASB Director • Staff
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