

# Pajaro Valley High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Pajaro Valley High School
<b>Street</b>	500 Harkins Slough Rd.
<b>City, State, Zip</b>	Watsonville, CA 95076
<b>Phone Number</b>	(831) 728-8102
<b>Principal</b>	Daniel Andrus
<b>Email Address</b>	daniel_andrus@pvusd.net
<b>School Website</b>	<a href="https://pvhs-pajaro-ca.schoolloop.com/">https://pvhs-pajaro-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	44-69799-0105858

## 2023-24 District Contact Information

<b>District Name</b>	Pajaro Valley Unified School District
<b>Phone Number</b>	(831) 786-2100
<b>Superintendent</b>	Murry Schekman, Interim Superintendent
<b>Email Address</b>	murry_schekman@pvusd.net
<b>District Website</b>	www.pvusd.net

## 2023-24 School Description and Mission Statement

Pajaro Valley High School (PVHS) is a comprehensive public high school that is part of the Pajaro Valley Unified School District (PVUSD) in Watsonville, California, in the southern regions of Santa Cruz County. The site has been serving students since it opened in 2004. PVUSD serves approximately 20,400 students, making it one of the largest school districts in Northern California. In the 2023-24 school year, Pajaro Valley High School serves roughly 1,400 students. These students live in the city of Watsonville, which has a largely agricultural-based economy and a large mobile population of farm laborers who maintain ties with Mexico. At PVHS 90% of the students receive the free lunch program. Many of the student's parents do not speak English. Pajaro Valley High School's student population is 97% Hispanic, 1.3% Asian, and 1.3% White. English Learners make up 27% of the school population with a SPED population of 17.5% and a 6% Migrant population.

PVHS has one Principal and three Assistant Principals. Additional supports are a dedicated team of Counselors: Social-emotional, Academic, Migrant, and CTE, and a shared district Scholarship Coordinator.

PVHS offers a standards-based curriculum with programs coordinated in a broad spectrum of academic and educational areas with over 97% of the courses being college-prep and 99% of PVHS students enrolled in college-prep courses. Our class size averages 35 students. PVHS has continued to grow its AP and Honors offerings. AP offerings currently include: AP English Language and Literature, Calculus, Environmental Science, Spanish Language and Literature, and U.S. History. We have added honors courses in Chemistry, Physics, and World History. Our College Center helps support students in their planning and placement in post-secondary colleges and universities. WPVHS offers dual enrollment courses in partnership with our local Community College, Cabrillo College. PVHS continues to partner with the Wetlands Educational Resource Center (WERC), to support our efforts to give students opportunities to become "stewards of the environment." PVHS has a site-wide focus on our Career Technical Education (CTE) offerings, supporting the District alignment and we continue to refine our CTE course offerings for our students.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	402
Grade 10	426
Grade 11	376
Grade 12	285
Total Enrollment	1,489

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.3%
Asian	0.2%
Black or African American	0.3%
Filipino	0.7%
Hispanic or Latino	97.2%
Two or More Races	0.2%
White	1.4%
English Learners	24%
Foster Youth	0.1%
Homeless	8.9%
Migrant	6.9%
Socioeconomically Disadvantaged	94%
Students with Disabilities	19.2%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.90	57.15	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	1.32	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.40	22.93	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.59	16.30	1.82	12115.80	4.41
Unknown	10.60	16.98	59.80	6.70	18854.30	6.86
<b>Total Teaching Positions</b>	<b>62.90</b>	<b>100.00</b>	<b>893.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.60	68.92	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	1.36	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	15.30	23.22	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	4.20	6.48	43.40	4.93	15831.90	5.67
<b>Total Teaching Positions</b>	<b>66.10</b>	<b>100.00</b>	<b>880.20</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.10	0.00

<b>Misassignments</b>	12.00	15.30
<b>Vacant Positions</b>	0.10	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	14.40	15.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.8	26.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.5	1.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

#### Computers

All students have been provided a Chromebook and if necessary, a hotspot. PVHS has fully implemented a 1:1 chromebook program. PVHS has completed the redesign of two learning spaces in the library to promote collaboration and create multimedia projects.

#### Textbooks

We choose our textbooks from lists that have been approved by the District School Board and State Board of Education (SBE). For a list of the textbooks at our school, see the Data Almanac that accompanies this report. PVHS reported textbook information to the COE in compliance with the Williams legislation of 2004 and has done so on a yearly basis. We also work with the District Office to align textbooks with the other two high schools in the district.

<b>Year and month in which the data were collected</b>	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	<p>Language of Literature Grade 9, McDougal Littell;  Language of Literature Grade 10, McDougal Littell;  Language of Literature Grade 11, McDougal Littell;  Language of Literature Grade 12, McDougal Littell;  British Literature, Houghton Mifflin;  Language Composition, R.R. Donnelly &amp; Sons;  Literature 9th Edition, Kennedy-Gioia;  National Geographic - Inside for Newcomers, Hampton Brown;  National Geographic - "Inside USA" A,B,C,D,E, Hampton Brown;  National Geographic - "Edge" A,B,C, Hampton Brown;</p> <p>9th: To Kill a Mockingbird; Of Mice and Men; Romeo and Juliet; selected books from The Odyssey; selected readings from Heroes, Gods, and Monsters of the Greek Myths; Lord of the Flies; selections from The Iliad</p> <p>10th: Night, Animal Farm, Antigone, Things Fall Apart, Kite Runner or A Thousand Splendid Suns, Metamorphosis.</p> <p>11th: The Crucible, Great Gatsby, Huckleberry Finn, The Things they Carried, Raisin in the Sun, Old Man and the Sea.</p> <p>12th: Beowulf, Frankenstein, 1984, A Doll's House, Brave New World</p> <p>AP Language: 50 Essays: A Portable Anthology (textbook)</p> <p>AP Literature: Beloved, Grendel, Beowulf, Slaughterhouse Five, The Scarlet Letter, Hamlet, A Doll's House</p>	Yes	0%
<b>Mathematics</b>	<p>Integrated 1, College Preporatory Math/2016;  Integrated 2, College Preporatory Math/2017;  Integrated 3, College Preporatory Math 2018;  Precalculus with Trigonometry, Key Curriculum/2018;  Calculus Concepts &amp; Applications (AP), Key Curriculum/2013;  Calculus: Early Transcendentals (AP), Cengage/2016;  Calculus of a Single Variable (AP)/2013, Thompson, Brooks &amp; Cole</p>	Yes	0%
<b>Science</b>	<p>HMH Living Earth/2021;  Chemistry in the Earth System Stemsopes;  Marine Biology, McGraw Hill/2007;  Biotechnology for the New Millennium, Holt/2007;  Physics 6th Edition Pearson/Prentice Hall/2006</p>	Yes	0%
<b>History-Social Science</b>	<p>History Alive! World Connections/2019;  Psychology Text, Glencoe;  US History Through the Lens Cengage/2019;  Principals of American Democracy, McGraw Hill/2018;  Principals of Economics/2018, McGraw Hill;  The Cultural Landscape: An Intro to Human Geography, Pearson/2013;  United States Government &amp; Politics (AP)/2018,  Principals of Macroeconomics (AP), WW Norton &amp; Company/2018</p>	Yes	0%

<b>Foreign Language</b>	Realidades Level 1, Pearson/2014; Realidades Level 2, Pearson/2014; Realidades Level 3, Pearson/2014; Temas (AP), Vista/2013; El español para nosotros, Glencoe-McGraw Hill/2006; Abriendo Puertas (AP), McDougal Littell/2014	Yes	0%
<b>Health</b>	Inclusive Sex Education, Cutter/2020	Yes	0%
<b>Visual and Performing Arts</b>	Basic Drama Projects, Perfection Learning; Drama for Reading and Performance, Perfection Learning	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

### School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx>

**Year and month of the most recent FIT report**

8/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			E109: H118:
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			E109:
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			H118:
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Parking Lot Upper: Broken concrete cover - trip hazard at top of stairs adjacent to basketball courts.

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	36	34	28	26	47	46
<b>Mathematics</b> (grades 3-8 and 11)	12	8	17	17	33	34

### 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus



the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	337	322	95.55	4.45	33.54
<b>Female</b>	149	141	94.63	5.37	40.43
<b>Male</b>	188	181	96.28	3.72	28.18
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	329	314	95.44	4.56	32.80
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	69	66	95.65	4.35	3.03
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	32	31	96.88	3.12	29.03
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	315	302	95.87	4.13	32.78
<b>Students Receiving Migrant Education Services</b>	22	20	90.91	9.09	40.00
<b>Students with Disabilities</b>	67	60	89.55	10.45	11.67

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	322	95.55	4.45	8.07
Female	149	142	95.30	4.70	4.93
Male	188	180	95.74	4.26	10.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	329	314	95.44	4.56	7.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	69	66	95.65	4.35	0.00
Foster Youth	--	--	--	--	--
Homeless	32	30	93.75	6.25	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	315	302	95.87	4.13	7.95
Students Receiving Migrant Education Services	22	20	90.91	9.09	5.00
Students with Disabilities	67	60	89.55	10.45	1.67

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.62	15.61	16.22	16.11	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	252	242	96.03	3.97	16.12
<b>Female</b>	121	118	97.52	2.48	14.41
<b>Male</b>	130	124	95.38	4.62	17.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	244	236	96.72	3.28	16.10
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	31	27	87.10	12.90	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	18	100.00	0.00	11.11
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	237	227	95.78	4.22	16.30
<b>Students Receiving Migrant Education Services</b>	12	12	100.00	0.00	16.67
<b>Students with Disabilities</b>	41	36	87.80	12.20	8.33

## 2022-23 Career Technical Education Programs

Pajaro Valley High School offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses are open to all students. Multiple pathways are available and they include:  
2023-24 PVHS courses offerings:

- Graphic Design Pathway Courses -- Graphic Design 1, Graphic Design 2
- Video Production Pathway Courses -- Video Production 1, Video Production 2
- Public Safety Pathway Courses -- Criminal Justice 1, Protective Services Academy 2
- Entrepreneurship/Self-Employment Pathway Courses -- Entrepreneurship 1, Entrepreneurship 2
- Systems Programming Pathway Courses -- Intro to Computer Information Systems, Programming 1, Programming 2

CTE teachers from within PV High as well as across the CTE program in PVUSD meet to collaborate on common application of CTE course features including digital portfolios, career readiness evidence (resumes, letters of introduction, evidence of learning in CTE, reflections of learning), career technical student organization development, curriculum alignment for pathways across the district and more. CTE program-level offerings include bi-weekly office hours for teachers, administrators, and affiliated staff to engage with each other on topics and practices that benefit CTE students. CTE teachers at PV High meet with curriculum teams, engage in professional development, and work together to identify certifications appropriate for all and specific pathways. In addition to this, work-based learning opportunities for students are shared and leveraged through the emerging Salesforce-based CTEWorks platform. School staff incorporates various forms of collaboration designed to provide rigorous, relevant, and coherent curriculum and instruction based on current educational research, trends, and mandates.

## 2022-23 Career Technical Education Programs

The new CTE leadership in PVUSD has worked closely with PV High administration to review existing CTE pathways for fidelity to CTE standards and relevancy to the local labor market. Since 2019, several pathways at PV High have undergone significant improvements, and in particular, a new collaboratively developed Signature CTE Pathway has been launched in the area of Information and Communications Technologies. The pathway, Systems Programming, now hosts a three-course sequence with an overview Introductory course, followed by a two-course sequence of Programming 1 and Programming 2. The courses were all developed in tight collaboration with Cabrillo College and two of the three courses are articulated, enabling students the opportunity to earn concurrent and transferable college credit. The state-of-the-art classroom is modeled after the companion classrooms at Cabrillo College. A new Film/Video Production CTE pathway was added in 2020/2021 with connections to the Latino Youth Cinema Project where students are able to experience integrated English courses that pair with the Film/Video Production pathway. Another pathway was modernized with the transition to Entrepreneurship/Self-Employment still aligning with a non-profit partner providing hands-on technical skills acquisition. Our counselors and teachers help students determine their post-high school plans and career goals via interest assessments, career research, and through our college planning tool, Naviance.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	581
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	88
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.87
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	44.04

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	79.1	81.2	97.2	87.4	68.3

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Pajaro Valley High School values our community and parent involvement and seeks to support our families. There are opportunities for parent to get support through the Parent Center which hold parent meetings and workshops, internet access and technology and a supportive staff. Parent input is gathered through School Site Council, the English Learner Advisory Committee, and surveys. Parents have access to ParentVUE in our student information system Synergy through which they can monitor their students' attendance, grades, and discipline as well as communicate with teachers and school staff. PVHS provides translation services to ensure that all of our parents and community can actively participate in school meetings and events.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	9.9	11.5	6.8	10.1	7.7	5.6	9.4	7.8	8.2
<b>Graduation Rate</b>	87.1	85.1	86.7	86.1	88.4	89.2	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	263	228	86.7
<b>Female</b>	125	117	93.6
<b>Male</b>	137	111	81.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00

<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	253	223	88.1
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	65	49	75.4
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	45	41	91.1
<b>Socioeconomically Disadvantaged</b>	255	221	86.7
<b>Students Receiving Migrant Education Services</b>	19	18	94.7
<b>Students with Disabilities</b>	46	25	54.3

### 2022-23 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	1575	1519	500	32.9
<b>Female</b>	741	707	226	32.0
<b>Male</b>	832	810	273	33.7
<b>Non-Binary</b>	2	2	1	50.0
<b>American Indian or Alaska Native</b>	0	0	0	0.0
<b>Asian</b>	4	4	0	0.0
<b>Black or African American</b>	4	4	0	0.0
<b>Filipino</b>	10	10	2	20.0
<b>Hispanic or Latino</b>	1528	1478	488	33.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	3	3	2	66.7
<b>White</b>	26	20	8	40.0
<b>English Learners</b>	412	398	136	34.2
<b>Foster Youth</b>	2	2	0	0.0
<b>Homeless</b>	156	152	55	36.2
<b>Socioeconomically Disadvantaged</b>	1489	1437	471	32.8
<b>Students Receiving Migrant Education Services</b>	105	104	35	33.7
<b>Students with Disabilities</b>	310	297	141	47.5

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	6.46	6.79	0.02	4.40	4.72	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.06	0.06	0.00	0.12	0.07	0.00	0.07	0.08

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.79	0.06
Female	3.78	0
Male	9.5	0.12
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7	0.07
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	7.28	0
Foster Youth	0	0
Homeless	9.62	0
Socioeconomically Disadvantaged	7.05	0.07
Students Receiving Migrant Education Services	5.71	0
Students with Disabilities	12.9	0

## 2023-24 School Safety Plan

Pajaro Valley High School is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

The PVHS Comprehensive Safety Plan is updated annually in cooperation with the Watsonville Police and Fire Departments. The plan includes emergency and disaster response, child abuse reporting procedures, suspension and expulsion policies, nondiscrimination and harassment policy, dress code, school rules and procedures, bullying prevention, the Uniform Complaint procedure, suicide prevention and other procedures and policies for the safety of all students and staff on campus. PVHS holds appropriate and timely drills and practices of our emergency and disaster response protocols. The School Site Council and the Board of Trustees review the plan annually.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Pajaro Valley High School discipline policy provides students with behavior guidelines that are aligned with the California Education Code and district policies. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially. Intervention and prevention programs focus on positive youth development. Pajaro Valley High School implements programs to create a positive school climate and promote social-emotional learning using research-based strategies.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	11	15	26
Mathematics	30	11	7	32
Science	31	5	5	34
Social Science	31	5	8	25

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	25	16
Mathematics	29	8	21	22
Science	28	8	28	15
Social Science	28	8	13	23



## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	17	23	13
Mathematics	28	11	19	19
Science	29	4	28	12
Social Science	27	10	21	13

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	186.13

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,665.65	\$2,495.09	\$6,312.23	\$63,573.64
District	N/A	N/A	\$4,858.33	\$72,675
Percent Difference - School Site and District	N/A	N/A	26.0	-13.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-18.6	-35.1

## Fiscal Year 2022-23 Types of Services Funded

PVHS receives federal Title I funding, LCFF and Perkins. These funds are used to purchase important supplemental materials for all of our sub-populations and CTE pathways. Site discretionary funds support the general program.

A technology innovation coach and an intervention counselor are purchased out of Title I funds to support teachers implementation of strategies and struggling students unique needs.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,666	\$55,550
Mid-Range Teacher Salary	\$68,722	\$84,645
Highest Teacher Salary	\$94,640	\$111,284
Average Principal Salary (Elementary)	\$101,857	\$139,860
Average Principal Salary (Middle)	\$107,410	\$146,440
Average Principal Salary (High)	\$117,662	\$158,447
Superintendent Salary	\$222,832	\$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	15.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	4
Mathematics	2
Science	0
Social Science	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	12

## Professional Development

Professional development is based on our WASC Critical Learner Needs, School Goals and planning instruction based on data from MAP and Performance tasks. We utilize our Wednesday collaboration time, paid time after the work day, and weekends. Instructors attend conferences of their choosing and are predominately content specific. We utilize district coordinators and coaches for support. We also rely on the expertise of our teachers to build capacity.

Goal #1 and #7 from the LCAP

Critical Learner Needs

- Improve foundational math and English skills
- Increase academic growth of English Language Learners
- Increase student desire to be self-directed learners

The district helps support PD by providing teachers with the necessary PD to help support department needs.

Professional development will continue to include conferences and workshops on an individual/group basis.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	10	10