

Pajaro Valley High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Pajaro Valley High School
Street	500 Harkins Slough Rd.
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-8102
Principal	Consuelo Mason
Email Address	consuelo_mason@pvusd.net
School Website	https://pvhs-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-0105858

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

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. Pajaro Valley High School serves roughly 1,500 students, most of which rely on District transportation. 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. High poverty and overcrowding exceed other cities located within the county, and the surrounding area has one of the highest housing costs in the country with one of the lowest per capita incomes. 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 96% Hispanic, 0.9% Filipino, and 1.9% Caucasian or of mixed race. 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 in charge of specific areas of the school. Currently, we have an assistant principal in charge of Student Services which oversees PBIS, Discipline, Sports Programs and currently Covid protocols and testing on our site, an assistant principal in charge of Special Education, English learner services, and the Advanced Placement Program, and finally our assistant principal in charge of counseling and academic advising. In addition to the roles above, each administrator also oversees multiple departments and employees based on the scope of their area. The job scope of each assistant principal is evaluated annually for equity and collaboration at the Admin Retreat. Information and decisions from the admin retreat are then disseminated to staff at the start of each year. The documentation with this shared information is linked in the weekly Principal's message, the Grizzly Week at a Glance, for ease of access. Additional supports are a dedicated team of Counselors, Social-emotional, Academic, Migrant, and CTE, a College and Career Center, 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. Work continues at the district level to align courses sequence in Math, English, and Science to meet common core standards and next-generation science standards. PVHS has continued to grow its AP and Honors offerings and will continue to add courses in the 2022-23 school year. The Covid Pandemic did set us back, although we continued to offer the same number of AP and Honors courses, the total enrollment did decrease in 2020-2021 due to lower teacher recommendations and outreach obstacles. Over the last three years, the school has added honors courses and increased AP

2022-23 School Overview

offerings which 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 AP offerings include ELA, Foreign Language, History and Math, and Science. Support is also provided by our College Center to prepare for and gain admission to post-secondary choice in the college preparatory school community at Pajaro Valley High School. We continue to increase student enrollment in our accelerated and honors English and science courses. We also offer our students dual enrollment 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.” Additionally, our Science department is developing and aligning the curriculum relative to Next Generation Science Standards. 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 to our students. Per the District audit, we offer a menu of academic opportunities and activities that build our culture, including a sports program, a variety of clubs, visiting groups and speakers, a digital school newspaper, assemblies, visual and performing arts classes and productions, and field trips

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	445
Grade 10	452
Grade 11	343
Grade 12	322
Total Enrollment	1,562

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	0.1
Asian	0.2
Black or African American	0.1
Filipino	0.9
Hispanic or Latino	97.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	1.3
English Learners	25.1
Foster Youth	0.3
Homeless	12.7
Migrant	5.8
Socioeconomically Disadvantaged	91.0
Students with Disabilities	17.7

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
Total Teaching Positions	62.90	100.00	893.30	100.00	274759.10	100.00

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	12.00	
Vacant Positions	0.10	
Total Teachers Without Credentials and Misassignments	14.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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 & 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%

Mathematics	Integrated 1, College Preparatory Math/2016; Integrated 2, College Preparatory Math/2017; Integrated 3, College Preparatory Math 2018; Precalculus with Trigonometry, Key Curriculum/2018; Calculus Concepts & Applications (AP), Key Curriculum/2013; Calculus: Early Transcendentals (AP), Cengage/2016; Calculus of a Single Variable (AP)/2013, Thompson, Brooks & Cole	Yes	0%
Science	HMH Living Earth/2021; Chemistry in the Earth System Stemscopes; Marine Biology, McGraw Hill/2007; Biotechnology for the New Millennium, Holt/2007; Physics 6th Edition Pearson/Prentice Hall/2006	Yes	0%
History-Social Science	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 & Politics (AP)/2018, Principals of Macroeconomics (AP), WW Norton & Company/2018	Yes	0%
Foreign Language	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%
Health	Inclusive Sex Education, Cutter/2020	Yes	0%
Visual and Performing Arts	Basic Drama Projects, Perfection Learning; Drama for Reading and Performance, Perfection Learning	Yes	0%
Science Laboratory Equipment (grades 9-12)	Mass Hangers (13) Mirror Supports (6) Mirror Planes (6; 4"x6") Cosmetic Mirrors (6) Motion Tracks and all accessories (carts, weights, magnets) (6) Pulley Clamps (10) Wooden Blocks (20) C-Clamps 3" (10) 2" (14) Metric Weights Set (6) 500g Hanging Weight (30) Optical Bench App. (12) Slotted Weight Set (12) Paint Brushes No. 2 (24) Cassette Recorders (12) Pocket Radio (12)	Yes	0%

Radio Shack Amp/Speaker (13) Slit Spectroscope (12) Socket Boards (12) Wire Cutters (10) Magnetic Compass (12) Resistors/Diodes Light Source w/Battery holder for optical bench (12) Telegraph Key (12) Hand Lenses (24) Galvanometers (12) Light Bulb Socket and Stand (12) Clamp Lights (24) Washington School Rocks and Minerals Kit (8) Vacuum Pump Bell Jar Triple Beam Balances (8) 250g Digital Scales (8) Vernier Hardware: Lab Pro (12) Scout Pro USB (9) Gas Pressure Sensor (9) Conductivity Probe (9) Barometer pH Sensor(8) Turbidity Sensor Colorimeter(1) Light Sensor (12) Heart Monitor (1) EKG (1) Dynamometer (1) Spirometer (1) Dissection Microscope (20) Compound Light Teaching Microscope (2) Compound Light Microscope w/oil immersion (binocular) (15) Compound Light Microscope (uni-ocular) (12) Petri Dishes (500) Ken-a vision scope camera/teaching camera (3) Dissection Tools Kit (20) Dissection Trays (30) Plankton Net (1) Animal Skulls Set Hominid Skulls Model Set Model Skeleton Mobile Microscope Rack Corn Genetics Set Model Chromosome Kit Beads 1000ml Beakers (6) 600ml Beakers (24) 250ml Beakers (36) 150ml Beakers (24) 100ml Beakers (24) 500ml Erlenmeyer Flasks (12) 125ml Erlenmeyer Flasks (20) 125ml Florence Flasks (12) 500ml Florence Flasks (4) 1000ml Volumetric Flasks (1) 500ml Volumetric Flasks (2) 100mlVolumetric Flasks (3) 100ml Graduated Cylinder (12)		
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<p> 50ml Graduated Cylinder (24) 25ml Graduated Cylinder (12) 10ml Graduated Cylinder (20) 1000ml Regent Bottle-Brown (4) 1000ml Regent Bottle-Clear (3) 500ml Regent Bottle-Clear (4) 250ml Regent Bottle-Clear (4) 25ml Dropper Bottles (24) D.I. Bottles (24) 100mm Pyrex Funnels (12) 75mm Pyrex Funnels (12) Ring Stands (12) Rings (12) Wire Gauze Pads Tweezers Tongs Burret Clamps Stoppers Clay Triangles Hose Clamps 24 Plastic Well Plates (12) Thermometer-Alcohol (20) Assorted Brushes for Glassware Hot Plates (12) Hot Plates w/stirrers (2) Electric Scales +/- .01g (8) Electric Scales +/- .001g (2) Project Star Spectrometers (30) Gas Tube Ballests (3) Asst. Gas Tubes (6) Infrared Lamps (2) Sodium Lamp w/ballest (1) Tesla Coil (1) Goggles (36) </p> <p> Relief Globes (10) Full Relief World Maps (8) </p> <p> Various Laminated Posters (pond life, body systems, earth systems, viruses and bacteria, DNA and Chromosomes, etc) </p> <p> Test Tubes and Racks (250) </p> <p> Sinks/Faucets (8 per classroom) </p> <p> Natural Gas Valves (8 in rooms H 113, 115, 117) </p> <p> Eyewash in each room Fume Hood in Chem Rooms. </p>		
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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/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

9/6/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Boys Restroom outside next to E109: Graffiti
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys Restroom outside next to E109: Graffiti E105: Gym Quad Area: Bird droppings
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			E109:
Structural: Structural Damage, Roofs	X			H118: Replace ceiling tiles.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			E118: Broken window to the right upper portion of the double pane exterior. W/O.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	36	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	17	N/A	33

2021-22 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
All Students	309	284	91.91	8.09	36.04
Female	142	134	94.37	5.63	44.78
Male	166	150	90.36	9.64	28.19
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	276	92.93	7.07	36.36
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	37	80.43	19.57	5.41
Foster Youth	--	--	--	--	--
Homeless	39	36	92.31	7.69	38.89
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	263	244	92.78	7.22	39.09
Students Receiving Migrant Education Services	17	16	94.12	5.88	31.25
Students with Disabilities	56	45	80.36	19.64	6.67

2021-22 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	307	284	92.51	7.49	11.97
Female	141	135	95.74	4.26	11.85
Male	165	149	90.30	9.70	12.08
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	295	275	93.22	6.78	12.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	38	84.44	15.56	0.00
Foster Youth	--	--	--	--	--
Homeless	39	37	94.87	5.13	10.81
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	262	244	93.13	6.87	13.11
Students Receiving Migrant Education Services	17	16	94.12	5.88	6.25
Students with Disabilities	56	45	80.36	19.64	4.44

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20.62	7.1	16.22	28.5	29.47

2021-22 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
All Students	308	291	94.48	5.52	20.62
Female	140	135	96.43	3.57	18.52
Male	168	156	92.86	7.14	22.44
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	297	280	94.28	5.72	19.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	58	50	86.21	13.79	2
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	17.24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	266	251	94.36	5.64	19.92
Students Receiving Migrant Education Services	19	18	94.74	5.26	27.78
Students with Disabilities	44	38	86.36	13.64	7.89

2021-22 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:

Current 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
- Patient Care Pathway Courses --Patient Care 1, Patient Care 2
- Emergency Response Pathway Courses -- Fire Technology

In 2019/2020, PVUSD assumed leadership of the Career Technical Education Program for all CTE in the District from the Santa Cruz County Office of Education. The advantages of the new leadership and program management have been evident as services are significantly updated, personalized, and relevant to PVUSD with a student-centered focus. CTE District staff including the coordinator, counselor, and technician directly support CTE within PVUSD as a primary priority. System-wide program improvements across the District include achievements with teachers having the proper credentials, supervision, and instructional improvement supports, and a significant achievement of work undertaken since 2019 to ensure that every CTE course in PVUSD is UC/CSU a-g. As of 2021/2022, students enrolled in CTE courses are solidly on the same college preparatory pathway as non-CTE students.

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.

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. In the school year 2021/2022 the CTE pathways at PV High School include:

- Film/Video Production (2 courses, 1 is articulated with Cabrillo College)
- Graphic Design (2 courses, 1 is articulated with Cabrillo College)
- Systems Programming (3 courses, 2 are articulated with Cabrillo College)
- Patient Care (2 courses, 1 is articulated with Cabrillo College)
- Entrepreneurship (2 courses, articulation being explored with Cabrillo College)
- Public Safety (2 courses, 1 is articulated with Cabrillo College)

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.

PVUSD promotes work-based learning, school-based learning, and connecting to the world of work. The PVUSD Advisory Board brings community members and industry partners together to advise on the trends in the industry and to support internships for our students.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	617
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.42
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	46.79

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	88%	89%	89%	88%	90%

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.

2022-23 Opportunities for Parental Involvement

PVHS invites parents to campus in the summer to update and review all necessary documents. We had two parent leaders recruit and answer questions regarding participating on campus. School Site Council (SSC) and English Language Advisory Committee (ELAC) meet monthly. Grade-level parent meetings are held throughout the school year to keep parents updated and informed. PVHS, in conjunction with the Pajaro Valley Unified School District Extended Learning program parent

2022-23 Opportunities for Parental Involvement

workshops throughout the year. A parent component to assist Spanish-speaking parents in navigating the complex process of supporting their child's journey through high school is in place through the services of our College and Career Center. PVHS has continued to maintain a parent resource center with support from EAOP and Gear Up. The GEAR UP Parent Center is designed to encourage and facilitate parental involvement in the academic careers of students at PVHS. The Parent Center fosters parent involvement through workshops, Parent Academies, Spanish-English translation in school meetings, and providing technology literacy skills, including ParentVUE in Synergy and college information. Internet access for parents, and guidance on how to best support students. FAFSA support, scholarships, and other general needs and questions parents might have.

The Parent Center opened at the beginning of the 2012-2013 academic year and it has been overseen by our Gear-Up staff. The Parent Involvement Coordinator works closely with the academic counseling department on promoting parent workshops for all grade levels throughout the year. The parent center provides internet access to parents by providing a space and the technology needed to support families with access to all key resources. The staff works with parents to help them sign up for email to support parent-teacher communication. Additionally, the center holds educational workshops and non-profit agency information on a variety of topics including the wetlands, school policies, AP and honors classes, health and nutrition, student safety, bullying, drug and alcohol prevention, field-worker programs, citizenship, gangs, higher education, communicating with teens, and sex education.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		11.2	11.5		8.4	7.7		8.9	7.8
Graduation Rate		84	85.1		84.7	88.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	323	275	85.1
Female	147	132	89.8
Male	176	143	81.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	308	262	85.1
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	104	77	74.0
Foster Youth	--	--	--
Homeless	65	47	72.3
Socioeconomically Disadvantaged	321	274	85.4
Students Receiving Migrant Education Services	31	27	87.1
Students with Disabilities	63	39	61.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1672	1626	631	38.8
Female	767	743	289	38.9
Male	904	882	341	38.7
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	2	50.0
Black or African American	3	2	0	0.0
Filipino	14	14	3	21.4
Hispanic or Latino	1623	1581	616	39.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	27	24	10	41.7
English Learners	450	435	189	43.4
Foster Youth	9	7	6	85.7
Homeless	238	226	86	38.1
Socioeconomically Disadvantaged	1509	1477	570	38.6
Students Receiving Migrant Education Services	114	111	41	36.9
Students with Disabilities	303	296	139	47.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.95	3.68	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.46	0.02	4.40	0.20	3.17
Expulsions	0.00	0.06	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.46	0.06
Female	3.52	0.00
Male	8.85	0.11
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.53	0.06
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.70	0.00
English Learners	9.11	0.00
Foster Youth	0.00	0.00
Homeless	7.98	0.00
Socioeconomically Disadvantaged	6.83	0.07
Students Receiving Migrant Education Services	6.14	0.00
Students with Disabilities	10.23	0.33

2022-23 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.

School Vision/Mission Statement

Pajaro Valley High School's vision and Mission are to:

Educate advocacy, awareness, and responsibility in partnership with our community.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Pajaro Valley High School prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Pajaro Valley High School promotes caring and nurturing relationships and works cooperatively with parents, students, law enforcement representatives, and other community agencies. Pajaro Valley High School stresses the prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

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. Schoolwide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. 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. Strategies and programs are unique to Pajaro Valley High School which provides a safe learning environment for all students, including specifically for LGBTQ students.

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. Pajaro Valley High School implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success. Strategies and programs are unique to Pajaro Valley High School which provides a safe learning environment for all students, including specifically for LGBTQ students.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	24	15
Mathematics	28	9	24	17
Science	26	16	17	14
Social Science	29	8	7	24

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

2021-22 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	312.4

2021-22 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)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$67,516
Percent Difference - School Site and District	N/A	N/A	26.0	-6.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-4.4	-32.6

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	9.3
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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	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	2
Science	1
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

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

For 2022-2023 we focused on customizing their professional development to their department needs. The district helped 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	10