

Pioneer Continuation High School School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Pioneer Continuation High School
Street	2650 Eighth Street
City, State, Zip	Redding CA 96001
Phone Number	530-243-1880
Principal	Timothy R. Calkins
E-mail Address	tcalkins@suhsd.net
CDS Code	45-70136-4530200

District Contact Information	
District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Jim Cloney
E-mail Address	jcloney@suhsd.net
Web Site	www.suhsd.net

School Description and Mission Statement (School Year 2017-18)

Pioneer High School has an enrollment of approximately 150 students who are at least sixteen years of age or older and are at-risk of not graduating on time due to credit deficiency, discipline issues or both. Pioneer High School, established in 1967, is the oldest continuation high school in the Redding area and is WASC Accredited. We offer a core curriculum that matches the comprehensive high schools and our students have the advantage of small class sizes as well as multiple support services. Students have an opportunity to earn accelerated credits as well as participate in CTE and other work experience opportunities. Students are enrolled for five periods daily and may also enroll in on-line courses as well as concurrent adult education courses to further accelerate the completion of 230 credits. The school calendar is divided into 6 grading sessions over the course of the year. The campus is closed, however, students can earn the privilege of going off campus at lunch time if they earn required credits, demonstrate good attendance and do not acquire any referrals regarding behavior issues.

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

The campus has also been modernized with two new buildings and updated landscaping. Though the process took many years to qualify for funding and complete the grounds are one of the most beautiful in the district.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	5
Grade 10	7
Grade 11	64
Grade 12	98
Total Enrollment	174

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	6.9
Asian	4
Filipino	0
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	0
White	67.8
Two or More Races	3.4
Socioeconomically Disadvantaged	73.6
English Learners	0.6
Students with Disabilities	17.2
Foster Youth	5.2

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	9	9	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 1-2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English I: Pearson Literature for California Grade 9 © 2010 English II: Pearson Literature for California Grade 10 © 2010 English III: Pearson Grade 11 Custom Literature © 2012 English IV: Prentice Hall Literature: Timeless Voices, Timeless Themes: The British Tradition © 2002; CSU Expository Reading & Writing Course © 2012	Yes	0%
Mathematics	Algebra 1: Holt Algebra 1 California Edition (Holt-McDougal) © 2007 Geometry: Geometry: Concepts & Skills (Holt-McDougal) © 2005 CP Geometry: Holt California Geometry (Holt-McDougal) © 2008 Algebra 2: Holt California Algebra 2 (Holt-McDougal) © 2008 Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall) © 2007 Statistics: Stats in Your World (Pearson) © 2012	Yes	0%
Science	Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006 Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002 CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006	Yes	0%
History-Social Science	Intro to Social Science: Sociology – The Study of Human Relationships (Holt, Rinehart & Winston) © 2005 Personal Growth: Lifetime Health (Houghton-Mifflin) © 2009 World History: World History: Modern World (Prentice Hall) © 2007 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell) © 2006 Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill) © 2008 American Government: Magruder’s American Government (Prentice Hall) © 2009	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops) French: Bien Dit! (Holt-McDougal) © 2008 American Sign Language: A Basic Course in ASL (TJ Publishers/Harris Communication) © 1994; Signing Naturally (DawnSign Press); Bravo ASL! (DawnSign Press) Chinese: Integrated Chinese (Cheng & Tsuzi Co.)	Yes	0%
Health	Lifetime Health (Houghton-Mifflin) © 2009	Yes	0%
Visual and Performing Arts	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill (JW Pepper Music Co); Artistry of Fundamentals-Band)	Yes	0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 07-20-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			4 Bard units being scheduled for replacement, 2 roof top unit being scheduled for replacement
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			boys and girls student restroom need interior finished redone

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 07-20-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07-20-17				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	15	9	68	68	48	48
Mathematics (grades 3-8 and 11)	1	5	48	49	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	43	62.32	9.3
Male	46	27	58.7	14.81
Female	23	16	69.57	0
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	15	10	66.67	10
White	45	25	55.56	8
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	36	69.23	8.33
English Learners	--	--	--	--
Students with Disabilities	16	13	81.25	0
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	41	60.29	4.88
Male	45	26	57.78	7.69
Female	23	15	65.22	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	15	10	66.67	0
White	44	23	52.27	4.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	34	66.67	2.94
English Learners	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	17	15	72	64	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

The Shasta Union High School District offers Career and Technical Education (CTE) programs organized in sequences of courses designed to provide students with opportunities for enhanced learning experiences and preparation for productive employment and/or post high school education. Courses in Agriculture; Business and Technology; Consumer and Family Sciences; Industrial Technology; Public Safety; Education: Medical; and Engineering Technology are offered that satisfy the district’s Practical Vocational Arts requirement for graduation. Work Experience Education offers a combination of classroom learning and on-the-job training to 11th and 12th grade students who are employed part-time. Many of the CTE courses are dual enrolled or articulated with Shasta College and offer students an opportunity to earn college credit and to receive a strong experience and understanding of all aspects of the industry they may consider pursuing as a future career. A variety of CTE courses are A-G approved.

The district promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include: guidance and counseling; assessment; transitional services; and modifications to and reasonable accommodations for curriculum, equipment, and facilities. These services are provided to ensure special needs students are recruited, enrolled, supported and successfully complete CTE courses and programs.

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

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	251
% of pupils completing a CTE program and earning a high school diploma	10.8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	60.92
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Pioneer High School has an open-door policy for parental involvement. Parents are required to be present at the intake process during registration. Parents and community members are invited to attend all site council meetings which are held regularly throughout the school year. Community members, parents and graduates are also invited frequently as guest speakers and evaluators for the annual Career Week Faire. Parents also participate in the Parent Survey sent out annually. Parents and students help develop and give input regarding goals for the district LCAP. Additionally, parents and community members are invited to participate in our many social functions such as holiday dinners and open house barbecues. Parent letters and all call messages through our SchoolMessenger system are utilized as well.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	32	18.8	10.4	4.9	5.2	2.7	11.5	10.7	9.7
Graduation Rate	46.6	62.5	79.25	91.45	92.42	94.86	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	84.87	89.79	87.11
Black or African American	100	86.67	79.19
American Indian or Alaska Native	75	85	80.17
Asian	60	92.31	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	90.7	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	72.22	89.83	90.99
Two or More Races	75	92.65	90.59
Socioeconomically Disadvantaged	82.89	89.68	85.45
English Learners	0	40	55.44
Students with Disabilities	89.47	73.05	63.9
Foster Youth	40	72.73	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	13.8	16.0	22.7	4.7	4.8	5.2	3.8	3.7	3.6
Expulsions	0.3	0.9	0.0	0.3	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The school safety committee meets approximately six times a year, sometimes monthly. The committee monitors the school site safety plan, coordinates lock down and evacuation drills, and implements needed changes. Our head maintenance employee coordinates items related to safety on the job. Our site has consistently managed to have zero or limited claims due to accidents. Pioneer High School employs a school safety officer who is charged with patrolling the school grounds and monitoring student safety. The officer monitors the facility for safety as well as the students and control access of any unauthorized visitors to the campus. There is also a School Resource Officer from the Redding Police Department, who is shared among bordering campus sites to Pioneer, available on a daily basis. Plan was reviewed and updated on May 24, 2017. Review with faculty is ongoing.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	24	1		8	21	2		5	23		
Mathematics	7	23			6	19			5	19		
Science	11	6			7	8			8	7		
Social Science	11	17	2		12	15	1		10	17	1	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	114
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10714	5882	4832	59799
District	N/A	N/A	6591	\$70,471
Percent Difference: School Site and District	N/A	N/A	-26.7	-14.1
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	-53.8	-24.3

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

Types of Services Funded (Fiscal Year 2016-17)

There is a full time substance abuse counselor available on campus. Additional counseling services are available one day a week through Northern Valley Catholic Social Services for Med-I-Cal eligible students. A full time assistant principal manages discipline, testing and assessment coordination. There is also a full time academic counselor who assists students with their course schedule and Individual Graduation and Beyond Plans. All staff members are trained in a common discipline approach which emphasizes appropriate social and emotional behavior. All students complete Career Assessment inventories and participate in Career Week Faire activities.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,606	\$50,221
Mid-Range Teacher Salary	\$67,248	\$83,072
Highest Teacher Salary	\$89,592	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$142,263	\$146,114
Superintendent Salary	\$161,397	\$226,121
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offered two 6 hour staff development days for the 2017-18 school year where teachers were offered a broad based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. Teachers in the Shasta Union High School District may utilize BTSA - beginning teachers in the areas of subject matter knowledge and teaching strategies. Faculty members may also participate in the BTSA program where a facilitator works with beginning and veteran teachers to improve their skills focusing on the California Standards for the Teaching Profession. Each Wednesday minimum day is dedicated to staff development. The primary emphasis of the staff development is in the arena of leadership, school wide literacy and effective teaching strategies. Specific to leadership training the entire staff is trained in Capturing Kids Hearts through the Flippen Group. The critical component of relational capacity to best serve students, staff and parents is our foundation for improving instruction and student performance at Pioneer High School.