

PIERCE HIGH SCHOOL

HOME OF THE PIONEERS

School Site Council Agenda
Pierce High School and Arbuckle Alternative High School
November 28, 2017 ~ 3:30 pm ~ PHS Room 8

- I. Call to Order
- II. Roll Call
- III. Call for Additions/Deletions of Agenda Items
- IV. Reading and Approval of September 26th Minutes
- V. Reports of Officers, Standing, and Special Committees
 - a. Safety-Student Wellness
 - b. DAC
 - c. Technology
 - d. DELAC
- VI. Public Comment
- VII. Unfinished Business and General Orders
- VIII. Old Business

 - a. Review modified SSC bylaws.
 - i. Approve modified SSC bylaws _____
 - b. Single Plan for Student Achievement (SPSA)
 - i. Progress Monitoring
 - ii. Measures from WASC Action Plan/SPSA
- IX. New Business
 - a. Designate SSC to act as School Advisory Committee (SAC)
 - b. SARC Review
- X. Agenda Items for Next SSC Meeting
- XI. Adjournment



Pierce High School Site Council

Meeting Minutes
September 26, 2017

I. Call to Order

Nicole Newman called to order the meeting of the School Site Council at 3:32 pm on September 26, 2017 in Room 8 of Pierce High School.

II. Roll Call

The following persons were present:

Jeanine Schaap, Teacher	Nicole Newman, Principal
Patty Gonzalez, Classified Staff	Kimberly Castro, Teacher
Nick Green, Teacher	Amy Doherty, Parent
Jody Ehrke, Parent	Mary Ornbaun, Classified Staff

III. Call for Additions/Deletions of Agenda Items

None

IV. Reading and Approval of May 23rd Meeting Minutes

Jody Ehrke made a motion to approve the Minutes as read. Amy Doherty seconded the motion and the Minutes were approved by voice vote.

V. Reports of Officers, Standing, and Special Committees

- a. Safety -- Student Wellness/Discipline Matrix - None
- b. DAC – None
- c. Technology – None
- d. DELAC – None

VI. Public Comment

None

VII. Unfinished Business and General Orders

None

VIII. New Business

A. Roles and responsibilities of members.

- i. Election of Chair and Secretary - Nick Green moved that Troy Geleman be elected Chair, motion was seconded by Jody Ehrke, motion passed by voice vote. Patty Gonzalez moved that Mary Ornbaun be elected Secretary, motion was seconded by Jody Ehrke, motion passed by voice vote.
- ii. Members to serve on PJUSD Committees:
 - a. Safety – Nicole Newman moved that Patty Gonzalez serve on the Safety Committee, motion seconded by Jody Ehrke, motion passed by voice vote.
 - b. DAC – Nicole Newman moved that Jody Ehrke serve on the DAC committee, motion was seconded by Patty Gonzalez, motion passed by voice vote.
 - c. Technology – Mary Ornbaun moved that Nick Green serve on the Technology committee, the motion was seconded by Patty Gonzalez, motion passed by voice vote.



PIERCE HIGH SCHOOL/ARBUCKLE ALTERNATIVE HIGH SCHOOL SCHOOL SITE COUNCIL BYLAWS

I. PURPOSE

The School Site Council (SSC) is a school community's representative body made up of school staff, parents/community members and students. The primary responsibility of the SSC is to participate in the development of the Single Plan for Student Achievement (SPSA), and evaluate the effectiveness of programs by monitoring the use of categorical and discretionary funding available to the school site.

The California *Education Code* requires the school site councils to:

1. Measure effectiveness of improvement strategies at the school.
2. Seek input from school advisory committees.
3. Reaffirm or revise school goals.
4. Revise improvement strategies and expenditures.
5. Recommend the approved single plan for student achievement (SPSA) to the governing board.
6. Monitor implementation of the SPSA.

II. COMPOSITION

In compliance with California Education Code 52852, the SSC will be comprised of twelve members as follows: 3 Parents, 3 Students, 3 Teachers, 3 other staff members including the PHS Principal. Membership for parents, teachers, and other staff member's terms shall be two years, with at least one representatives elected in odd years and two elected in even years. Students when elected will remain on the SSC throughout their years in high school. The PHS Principal will always serve on the SSC. The selection process for members will take place as early as possible each school year.

III. MEETINGS

Meetings will be held not less than four times annually, and will be scheduled for the year by agreement of the members at the first meeting. Additional meetings may be called by the PHS Principal should the necessity arise, the date and time of which to be agreed upon by the majority of the members.

IV. STRUCTURE

A chairperson and secretary will be elected from the group at this first annual meeting. A quorum shall consist of not less than 7 members, including at least one representative from each member group. All actions will be determined by majority vote of the members present and not less than 4 votes in the affirmative. Any action item receiving a majority vote of the members present, but not receiving 6 votes, will be placed on the next agenda for reconsideration.

V. BYLAW REVISION

The SSC Bylaws shall be reviewed and affirmed at the first meeting annually. Any proposed amendment or revision to the bylaws shall be placed on the agenda for the next meeting. Revision or amendment shall require a two-thirds majority of the entire body (8 votes).



Evaluation of Planned Improvements in Student Performance

SUBJECT: All Subjects

SCHOOL GOAL #3

Close the achievement gap for our English Learners and Special Education students and improve achievement for ALL students. (WASC Goal #1)
Collaborate to improve student achievement with the use of data. (WASC #3)

Increase ELA CAASPP Standard Met or Standard Exceeded from 36-41%.

Increase Math CAASPP Standard Met or Standard Exceeded from 22-27%.

9th Reading--Increase of 2 years growth from 222.2 (Spring 2017) to 218.2 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).

9th Language--Increase of 2 years growth from 220.7 (Spring 2017) to 220.4 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).

9th Math--Increase of 2 years growth from 230 (Spring 2017) to 230.9 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).

10th Reading--Increase of 2 years growth from 222.7 (Spring 2017) to 220.1 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).

10th Language--Increase of 2 years growth from 222.7 (Spring 2017) to 220.4 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).

10th Math--Increase of 2 years growth from 230.1 (Spring 2017) to 233.4 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).

11th Reading--Increase of 2 years growth from 226.5 (Spring 2017) to 220.1 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).

11th Language--Increase of 2 years growth from 226.6 (Spring 2017) to 222.1 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).

11th Math--Increase of 2 years growth from 236.7 (Spring 2017) to 230.9 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).

No CST for the 16/17 school year.

AMAO #1 maintain meeting target of data not available %.

AMAO #2 <5 years, maintain meeting target of data not available %

Maintain attendance rate 97%.

Please report progress in actions implemented:

Actions Selected to be Implemented this Goal	Progress in Actions	January/June	Additions/Modifications
<p>S1.1 Math and ELA teachers meet monthly with principal to analyze data and discuss needs of students. Emphasis on data collection after MAP benchmark assessments.</p>	<p>Math and ELA teachers meet weekly either as a PLC with department members, Instructional Coach, and/or Principal to discuss instructional strategies, analyze data, student placement, and assessments.</p>		
<p>S1.2 ELA and math teachers will continue to develop and administer common assessments in each of the core subjects during the 17/18 school year using Illuminate to disaggregate data.</p>	<p>ELA administered Unit 1 Study Sync Assessment. Common assessments/Performance tasks are given in all math classes.</p>		
<p>S1.3 Continue subscription for web based Edmentum software and required supplies for the program. (3 year subscription)</p>	<p>Students in support use Edmentum as well as students in Math 2. All 9th grade students will get a prescription on 11/29/17</p>		
<p>S1.4 Continual administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom (math and ELA) and EL engagement strategies. Weekly Instructional Focus messages and Weekly PLCs—including the 8 mathematical practices and EDI practices.</p>	<p>Principal sends instructional Focus to staff. Also, staff discusses effective instructional practices at All Staff and Department PLCs.</p>		
<p>S1.5 Begin Pilot in all Math 1 classes (including 1A & 1B)</p>	<p>Curriculum is part of the pilot. All Math 1A, 1B, and 1 math teachers attend training with CPM throughout the year.</p>		
<p>S1.6 CTE Course Mapping and Development for all CTE classes at PHS-Creation of Pathways outlining Academic, Pathway, and Anchor Standards</p>	<p>Completion date-6/1/18 CTE teachers collaborate on Department PLC days to complete this action by the end of the year.</p>		
<p>S1.7 Continue transportation for late bus route to extend school day for RtI. Continue to provide late bus route to Grimes to accommodate students at PHS. Continue tutoring after school.</p>	<p>Implemented and Ongoing.</p>		

Actions/Strategies Taken to Meet Goal	Progress in Action	Priority/Concerns	Additions/Modifications
S1.8 Continue use of Edvivate as an online resource tool for staff development and instructional feedback. (Walk Through Tool)	Ongoing. We will be looking at a new tool for walk throughs after the beginning of the year.		
S1.9 Continue weekly Student Staffing Meetings and report actions to staff-email and aeries input with outcomes	Ongoing.		
S1.10 Create (17/18) assessment calendar and adhere to a site assessment calendar with dates collect, disaggregate, analyze, and report student performance data to all stakeholders (using a shared Google Calendar).	Entered in google docs and on staff calendar.		
S1.11 Continue with Support classes, but switch to an emphasis of ELA.	Ongoing. ELA and ELD focus.		
S1.12 Continue training of staff in Formative Assessment. Continue with a formal system in which all staff continue to be trained and involved in accessing, disaggregating and analyzing an array of appropriate data that directly influences the decision making processes that design and implement school change. Continue training all staff to use illuminate by providing training and training as well in aeries.net/parent portal for feedback to parents on assessment. (Continued Instructional Focus for 2017-18)	Principal sends instructional Focus to staff. Also, staff discusses effective instructional practices at All Staff and Department PLCs.		
S1.13 ELA/ELD and Math teachers will utilize the Smarter Balance interim assessments to allow a check of student progress throughout the year, giving teachers information they can use to improve their instruction and help students meet the challenge of college- and career-ready standards.	New ELA/ELD curriculum was purchased in Spring 2016. Teachers have had multiple trainings and also are supported by the Instructional Coach and Literacy Coach.		
S1.14 Continue with Instructional Coach	Implemented and Ongoing.		
S1.15 Book study with ELA and Social Science teachers on Rigorous Reading—for access points for comprehending complex texts.	Implemented and Ongoing.		

Actions/Steps to be taken/Reach LUIS Goal	Progress/Action		Additional/Modifications
	October/January	January/June	
S1.16 Continue with multiyear written professional development plan. (2016-2019)	Implemented and Ongoing.		
S1.17 Continue to fine-tune SLOs to ensure we have the correct measures in place to determine if we are meeting the outcomes as site. Continue using a site-wide syllabus template for ALL classes emphasizing and measuring the SLOs.	Implemented and Ongoing.		
S1.18 Continue to provide ELD services--pullout and support.	Implemented and Ongoing.		
S1.19 Continue having the Assistant Technology Director provide staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use.	Implemented and Ongoing.		
S1.20 Purchase new textbooks in Algebra, Economics, Science, US History, and Government for AAHS.	Completed.		

SUBJECT: All Subjects

SCHOOL GOAL #2

ALL students' will graduate ready for college and career. (WASC #2)
 AP Calculus: Discontinue-Calculus will be offered, but not at the AP Level.
 AP English Literature or Composition: Maintain enrollment of min 20 students.
 AP Spanish: Maintain enrollment of min 25.
 AP Statistics: Maintain enrollment of min 20.
 AP US History, Government, & Psychology: Maintain enrollment of min 20.
 100% AP English Literature or Composition exam participation rate.
 100% AP Spanish exam participation rate.
 100% AP US History exam participation rate.
 100% AP Government exam participation rate.
 100% AP Psychology exam participation rate.
 100% AP Statistics exam participation rate.
 Increase AP English Literature or Composition exam passage rate by 10%.
 Increase AP Spanish exam passage rate by 5%.
 Increase UC/CSU a-g enrollment rate of seniors by 5%.
 Continue Dual Enrollment courses through Woodland Community College.
 Maintain high school graduation rate at 95%.
 Maintain F rate at less than 5%.
 Maintain D rate at less than 10%.

Please report progress in actions implemented:

Actions/Strategies to be Taken to Reach This Goal	Progress/Initiations	Additions/Modification
<p>S1.1 Online credit recovery using Edmentum/Plato for students that are credit deficient as early as 2nd semester of a student's 9th grade year.</p>	<p>Implemented and Ongoing.</p>	
<p>S1.2 Continue implementation of a college/career plan (with emphasis in the new Life Choices course as well as 9-12 advisory) with students that supports student engagement with college and career outcomes. Maintain College and Career Technician.</p>	<p>Implemented and Ongoing. Also, we have finalized the Senior Project requirement for the class of 2020.</p>	

Actions stated to be taken to reach this goal	Progress in Actions		Additions/Modifications
	@October/January	January/June	
S1.3 Teacher(s) to attend Advanced Placement teacher training institute. AP Psychology, AP Literature, and AP Composition.	Implemented and Ongoing.		
S1.4 Provide printed information to parents about events, assessments, educational issues. Notify parents by automated caller of school events. Maintain school website and Facebook page with updated information on school issues and events.	Implemented and Ongoing.		
S1.5 Sacramento State Summer Academies for high school students, including registration fees, transportation for students and meals.	Implemented and Ongoing for Summer 2018.		
S1.7 Continue with Ag Fabrication pathway by staffing and supplying woodshop to offer students well rounded experience in fabrication trades.	Implemented and Ongoing.		
S1.8 Keep the College and Career Center opened until 4:20- when the late bus runs on Monday, Tuesday, and Thursday to allow students to work in Edmentum as well as Plato (credit recovery)	Not open. Was not utilized last year, but students can come for tutoring Monday, Tuesday, and Thursday weekly.		
S1.9 With the new Discipline Guide we will develop a positive behavior intervention and support system to reward students for positive behavior as well as reaching academic goals (including SLOs). Assistance from the Parent Club.	Working on after Christmas break.		
S1.10 Continue with a multiyear written professional development plan. (2016-2019)	Ongoing.		
S1.11 Continue to fine-tune SLOs to ensure we have the correct measures in place to determine if we are meeting the outcomes as site. Evaluate each semester.	Ongoing.		
S1.12 Submit courses to UC/CSU (a-g) portal to increase student completion of a-g requirements.	Complete		
S1.13 College and Career Technician and Counselor will work on 4 year plans with 8-11 graders. Counselors meet with all students annually to create (incoming 9th graders) and update (10-12) students 4-Year Academic Plans.	Implemented and Ongoing.		

Actions/Strategies (taken/seen/this goal)	Progress in Actions		Additions/Modifications
	@dofarrollmately	January to June	
S1.14 Create and implement units for 10-12 on the components of College and Career Readiness. Will be implementing the additional units in advisement.	GFSF leader		
S1.15 Continue with Life Choices Curriculum: Year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career. Dual enrollment college credit will be offered for the 9th grade course for all students.	Implemented and Ongoing.		
S1.16 Offer Life Choices Curriculum to 11-12th graders that have not completed their district technology requirement. Technology will be embedded in the year-long course. This course will mirror the freshman course, but only 11-12 graders will be enrolled. Dual enrollment college credit will be offered.	Implemented and Ongoing.		
S1.17 Implement dual enrollment partnership with Woodland Community College and our high school with courses taught by high school staff. Purchase textbooks as needed.	Implemented and Ongoing.		
S1.18 Continue Advanced Placement exam dues paid for students taking AP courses.	Implemented and Ongoing.		
S1.19 Continue providing career/college exploration field trip opportunities for high school students offered through nearby colleges.	Implemented and Ongoing.		
S1.20 Track immigrants at PHS/AAHS and plan 10 year college and career paths/plans.	Implemented and Ongoing.		

SUBJECT ALL SUBJECTS and Student Engagement

Set GOAL GOALS #4

Increase ALL students feeling of school connectedness academically, socially, emotionally, and physically. (WASC Goal #4)

Please report progress in actions implemented:

Actions Stated to be Taken/Retain this Goal	Progress in Actions			Additions/Modifications
	October/January	January/June		
S1.1 Maintain prevention/intervention counselor 1 day a week and when needed.	Prevention/Intervention Counselor has retained. A grant was awarded to the district for an additional counselor to work with at risk students. The focus at the high school is attendance and D-F 9th grade students.			A grant was awarded to the district for an additional counselor to work with at risk students. The focus at the high school is attendance and D-F 9th grade students.
S1.2 Maintain extra-curricular funding.	Maintained			
S1.3 Maintain additional Physical Education teacher for add classes at PHS.	Maintained			
S1.4 Continue to offer ROP/CTE courses for students.	Maintained			
S1.5 Continue with music teacher to increase the offerings at PHS and purchase musical Instruments for the necessary courses.	Implemented.			
S1.6 Hire part-time nurse.	Implemented.			
S1.7 Increase cameras on campus including the school farm.	Evaluating the need in certain areas. Will have them installed when the cameras are installed for the multipurpose room.			
S1.8 With the implementation of the new Discipline Guide we will develop a positive behavior intervention and support system to reward students for positive behavior as well as reaching academic goals (including SLOs).	Will begin after first semester.			

SUBJECT: All Subjects and Student Engagement

SCHOOL GOAL #3

Increase parent involvement to represent ALL students. (WASC Goal #5)

Please report progress in actions implemented:

Actions Started to be Reported This Goal	Progress in Actions		Additions/Modifications
	October to January	January to June	
S1.1 Maintain parent training on how to access brand-new abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	Back to School Night and registration assistance was offered.		Ongoing assistance is given during the year. Parents are set up with access to Aeries at parent meetings/SSTs.
S1.2 Continue staff training and time for using Aeries system to communicate with parents regarding grades and upcoming assignments. Included in Professional Development plan.	Implemented.		
S1.3 Continue Edu-link contract to allow phone and email message communication with parents. Create a yearly calendar of events to ensure the dialer is being used.	Implemented.		
S1.4 Continue holding CTE/Agriculture advisory committee meetings four times per year.	Ongoing.		
S1.5 Continue to provide high school parents by grade level with a timeline of important dates for ensuring their student is prepared for college or career entry. This should include dates of assessments such as PSAT, AP, SAT, ACT, and dates of college deadlines and scholarship deadlines. Parent "Survival" guide.	Implemented.		
S1.6 Hold Sacramento State Academy Orientation.	na-there was not a need-need to remove from plan for 17/18		

Actions Started to be Taken/Reach this goal	Progress in Actions		Additions/Modifications
S1.7 Maintain App for district and site information/communication with parents and community.	October/February	January/June	
	Implemented.		

Measures for Goal 1: 2015-16	Actual Data	Met or Not Met	Measures for Goal 1: 2016-17	Data for Goal 1: 2016-17	Actual Data	Met or Not Met	Measures for Goal 1: 2017-18	Data for Goal 1: 2017-18
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Increase ELA CAASPP Standard Met or Standard Exceeded from 36-41%. (11th)	40%	Not Met	Increase ELA CAASPP Standard Met or Standard Exceeded from 40-47%.	45%	58%	Met	60%	
Increase Math CAASPP Standard Met or Standard Exceeded from 22-27%. (11th)	15%	Not Met	Increase Math CAASPP Standard Met or Standard Exceeded from 15-22%.	21%	17%	No Met	22%	

					8th Grade (16/17) 218.5	na	9th Grade Fall 17/18 Assessment - Projected Proficiency 31% (33 students) Increase to 50% (21 students)	219.5 (Fall) 31% P/A
					8th Grade (16/17) 216.3	na	na	217.4 (Fall)
					8th Grade (16/17) 228.4	na	9th Grade Fall 17/18 Assessment - Projected Proficiency 14% (15 students) Increase to 22% (9 students)	228.2 (Fall) 14% P/A
					CAASPP Math- 26% P/A			

8th Grade (15/16)	217.6	na	9th Reading--Increase of 2 years growth from 217.6 (Spring)	217.4 (Fall) 219.7 (Winter) 222.2 (Spring)	222.2	Yes	10th Grade Fall 17/18 Assessment -	220.2 (Fall) 34% P/A
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Measures for Goal 1: 2015-16	Actual Data	Met or Not Met	Measures for Goal 1: 2016-17	Data for Goal 1: 2016-17	Actual Data	Met or Not Met	Measures for Goal 1: 2017-18	Data for Goal 1: 2017-18
8th Grade (15/16)	218.5	na	9th Language--Increase of 2 years growth from 218.5 (Spring 2016) to 220.4 (Spring 2017) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	217.1 (Fall) 219.5 (Winter) 220.7 (Spring) Goal 220.4 (Spring 2017) 220.4 (Grade Level)	220.7	Yes	na	221 (Fall)
8th Grade (15/16)	226.7	na	9th Math--Increase of 2 years growth from 226.7 (Spring 2016) to 230.3 (Spring 2017) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	224.6 (Fall) 228.7 (Winter) 230 (Spring) Goal 230.3 (Spring 2017) 233.4 (Grade Level)	230	No	10th Grade Fall 17/18 Assessment - Projected Proficiency 18% (20 students) Increase to 28% (11 students)	228.3 (Fall) 18% P/A
9th Reading--Increase of 2 years growth from 212.3 (Fall 2015) to 218.2 (Spring 2016) as measured by Rausch Unit (RIT)	217.6	Not Met	10th Reading--Increase of 2 years growth from 217.6 (Spring 2016) to 220.4 (Spring 2017) as measured by Rausch Unit (RIT)	218 (Fall) 219.7 (Winter) 222.7 (Spring) Goal 220.4 (Spring 2017)	222.7	Yes	11th Grade Fall 17/18 Assessment - Projected Proficiency 36% (37 students) Increase to 60% (25 students)	221.9 (Fall) 36% P/A

Measures for Goal 1: 2015-16	Actual Data	Met or Not Met	Measures for Goal 1: 2016-17	Data for Goal 1: 2016-17	Actual Data	Met or Not Met	Measures for Goal 1: 2017-18	Data for Goal 1: 2017-18
Score for Spring MAP assessment (+/- 1).			Score for Spring MAP assessment (+/- 1).	221 (Grade Level)				
9th Language--Increase of 2 years growth from 217.3 (Fall 2015) to 220.4 (Spring 2016) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	219.5	Not Met	10th Language--Increase of 2 years growth from 219.5 (Spring 2016) to 220.1 (Spring 2017) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	219.4 (Fall) 220.8 (Winter) 222.7 (Spring) Goal 220.1 (Spring 2017) 220.1 (Grade Level)	222.7	Yes	na	221.4 (Fall)
9th Math--Increase of 2 years growth from 223.6 (Fall 2015) to 230.9 (Spring 2016) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	224	Not Met	10th Math--Increase of 2 years growth from 224 (Spring 2016) to 232.2 (Spring 2017) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	223.6 (Fall) 228.4 (Winter) 230.1 (Spring) Goal 232.2 (Spring 2017) 232.4 (Grade Level)	230.1	No	11th Grade Fall 17/18 Assessment - Projected Proficiency 19% (19 students) Increase to 22% (6 students)	230.5 (Fall) 19% P/A
10th Reading--Increase of 2 years growth from 216.9 (Fall 2015) to 220.1 (Spring 2016) as measured by Rausch Unit (RIT)	220	Not Met	11th Reading--Increase of 2 years growth from 220 (Spring 2016) to 222.3 (Spring 2017) as measured by Rausch Unit (RIT)	220.1 (Fall) 223.6 (Winter) 226.5 (Spring) Goal 222.3 (Spring 2017)	226.5	Yes		

Measures for Goal 1: 2015-16	Actual Data	Met or Not Met	Measures for Goal 1: 2016-17	Data for Goal 1: 2016-17	Actual Data	Met or Not Met	Measures for Goal 1: 2017-18	Data for Goal 1: 2017-18
Score for Spring MAP assessment (+/- 1).			Score for Spring MAP assessment (+/- 1).	222.3 (Grade Level)				
10th Language--Increase of 2 years growth from 221.6 (Fall 2015) to 220.4 (Spring 2016) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	220.6	Met	11th Language--Increase of 2 years growth from 220.6 (Spring 2016) to 222.1 (Spring 2017) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	219.4 (Fall) 224 (Winter) 226.4 (Spring) Goal 222.1 (Spring 2017) 222.1 (Grade Level)	226.4	Yes		
10th Math--Increase of 2 years growth from 228.8 (Fall 2015) to 233.4 (Spring 2016) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	227.3	Not Met	11th Math--Increase of 2 years growth from 227.3 (Spring 2016) to 233.4 (Spring 2017) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	228.9 (Fall) 233.6 (Winter) 236.7 (Spring) Goal 232.2 (Spring 2017) 235 (Grade Level)	236.7	Yes		
11th Reading--Increase of 2 years growth from 217.3 (Fall 2015) to 220.1 (Spring 2016) as measured by	217.9	Not Met	12th Reading--Increase of 2 years growth from 217.9 (Spring 2016) to 222.3 (Spring 2017) as measured by Rausch Unit (RIT)	221.1 (Fall) 222.6 (Winter) 224.4 (Spring) Goal 222.3 (Spring 2017)	224.4	Yes	na	

Measures for Goal 1: 2015-16	Actual Data	Met or Not Met	Measures for Goal 1: 2016-17	Data for Goal 1: 2016-17	Actual Data	Met or Not Met	Measures for Goal 1: 2017-18	Data for Goal 1: 2017-18
Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).			Score for Spring MAP assessment (+/- 1).	222.3 (Grade Level)				
11th Language--Increase of 2 years growth from 225.0 (Fall 2015) to 222.1 (Spring 2016) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	219.6	Not Met	12th Language--Increase of 2 years growth from 219.6 (Spring 2016) to 222.1 (Spring 2017) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	223.2 (Fall) 223.6 (Winter) 226.7 (Spring) Goal 222.1 (Spring 2017) 222.1 (Grade Level)	226.7	Yes	na	
11th Math--Increase of 2 years growth from 226.8 (Fall 2015) to 230.9 (Spring 2016) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	229.1	Not Met	12th Math--Increase of 2 years growth from 229.1 (Spring 2016) to 232.4 (Spring 2017) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).	228.2 (Fall) 232.7 (Winter) 235.9 (Spring) Goal 232.4 (Spring 2017) 235 (Grade Level)	235.9	Yes	na	

Measures for Goal 1: 2015-16	Actual Data	Met or Not Met	Measures for Goal 1: 2016-17	Data for Goal 1: 2016-17	Actual Data	Met or Not Met	Measures for Goal 1: 2017-18	Data for Goal 1: 2017-18
30% of 10th graders Pro/Adv. on CST science test, increase by 5%	32%	Not Met	No CST for the 16/17 school year.	n/a	n/a	n/a	n/a	n/a
Maintain attendance rate 97%.	97.14%	Met	Maintain attendance rate 97%.	97%	97% (96.87%)	Yes	Maintain attendance rate 97%.	97%
AMAO #1 maintain meeting target of 60.5%.	61.4%	Met	AMAO #1 maintain meeting target of 60.5%.	60.5%	na	na	na	na
AMAO #2 <5 years, maintain meeting target of 24.2%	22.3%	Not Met	AMAO #2 <5 years, maintain meeting target of 24.2%	24.2%	na	na	na	na

Measure Goal 2: 2015-1b	Actual Data	Met or Not Met	Measures for Goal 2: 2016-17	Data for 2016-17	Actual Data	Met or Not Met	Measures for Goal 2: 2017-18	Data 2017-18	Goal 2: 2017-18
AP Calculus: Maintain enrollment of min 12 students.	17	Met	AP Calculus/AP Statistics: Maintain enrollment of min 20 students.	7 (Calculus) 16 (Statistics)	7 (Calc) 16 (Stats)	Yes	AP Calculus is not being offered 17/18-will review need for offering 18/19	na	
AP English Literature or Composition: Maintain enrollment of min 25 students.	32	Met	AP English Literature or Composition: Maintain enrollment of min 25 students.	20 (English Literature) 14 (Composition)	34	Yes	AP English Literature or Composition: Maintain enrollment of min 25 students.	20 (English Literature) 19 (Composition)	
AP Spanish: Maintain enrollment of min 25.	42	Met	AP Spanish: Maintain enrollment of min 25.	23	23	No-3 were moved to Spanish IV	AP Spanish: Maintain enrollment of min 25.	22 (AP Spanish) 1 (Spanish IV)	
100% AP English Literature or Composition exam participation rate.	31/32	Not Met	100% AP English Literature or Composition exam participation rate.	Not available yet	100%	Yes	100% AP English Literature or Composition exam participation rate.	Not available until testing in May.	
100% AP Spanish exam participation rate.	40/42	Not Met	100% AP Spanish exam participation rate.	Not available yet	100%	Yes	100% AP Spanish exam participation rate.	Not available until testing in May.	
0% AP calculus exam passage rate, increase to 10%.	2/17 (12%)	Met	0% AP calculus exam passage rate, increase to 10%.	Not available yet	0%	No	na	na	
7% AP English Literature or Composition exam passage rate, increase to 10%.	11/31 (35%)	Met	7% AP English Literature or Composition exam passage rate, increase to 10%.	Not available yet	2/20 (Lit) - 10% 7/14 (Comp) - 50%	No (Lit) Yes (Comp)	AP English Literature increase to 20% AP Composition exam passage rate maintain at 50%	Data not available until July 2018.	

Measures for Goal 2: 2015-16	Actual Data	Met or Not Met	Measures for Goal 2: 2016-17	Data for Goal 2: 2016-17	Actual Data	Met or Not Met	Measures for Goal 2: 2017-18	Data for Goal 2: 2017-18
64% AP Spanish exam passage rate, increase to 69%.	31/40 (78%)	Met	64% AP Spanish exam passage rate, increase to 69%.	Not available yet	20/21 - 95%	Yes	95% AP Spanish exam passage rate, maintain. (80% - Goal)	Data not available until July 2018.
28.7% UC/CSU a-g enrollment rate of seniors, increase to 33%.	28.9%		28.7% UC/CSU a-g enrollment rate of seniors, increase to 33%.	Not available yet	30.7%	No	30.7% UC/CSU a-g enrollment rate of seniors, increase to 35%.	Data not available until Fall 2018.
Add AP courses for the 16-17 school year: US History, Government, Psychology, and Statistics.	Added AP courses for the 16-17 school year: US History, Government, Psychology, and Statistics.	Met	Add AP courses for the 16-17 school year: US History, Government, Psychology, and Statistics.	Complete	Complete	Yes	Continue with AP courses for the 17-18 school year-evaluate need for AP Calculus.	Continue with AP courses for the 17-18 school year-evaluate need for AP Calculus.
Implement Dual Enrollment courses through Woodland Community College.	Implemented Dual Enrollment for the 16-17 school year.	Met	Implement Dual Enrollment courses through Woodland Community College.	Complete	Complete	Complete	Complete	Complete
Implement HASPI (Health and Science Pipeline Initiative) Curriculum in Biology and Chemistry courses.	Curriculum bought and given to Science teachers.	Met	Implement HASPI (Health and Science Pipeline Initiative) Curriculum in Biology and Chemistry courses.	Curriculum is being used in Human Biology and Anatomy & Physiology.	7 Labs	Yes-7 Labs were done in Biology, Human Biology, and Anatomy	Continue with labs in Biology and Anatomy & Physiology - Minimum of last years accomplishment - 7.	Data available June 2018 - after school year is complete.

Measure Goal 2: 2015-1b	Actual Data	Met or Not Met	Measures for Goal 2: 2016-17	Data for 2016-17	Actual Data	Met or Not Met	Measures for Goal 2: 2017-18	Data 2017-18	Goal 2:
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Maintain high school graduation rate at 95%.	Not available yet		Maintain high school graduation rate at 95%.	Not available yet	99.9%	Met	Maintain high school graduation rate at 95%.	Data not available until Fall 2018.	
100% AP calculus exam participation rate.	17/17	Met	100% AP calculus exam participation rate.	Not available yet	100%	Yes	na	na	
Maintain F rate at less than 5%.	1st Semester 15/16 2.5% 2nd Semester 15/16 4.3%	Yes	Maintain F rate at less than 5%.	1st Semester 16/17 3.3% 2nd Semester 16/17 4.0%	1st Semester 16/17 3.3% 2nd Semester 16/17 4.0%	Yes	Maintain F rate at less than 5%.	Data available in January 2018 - End of Semester 1.	
Maintain D rate at less than 10%.	1st Semester 15/16 9% 2nd Semester 15/16 9%	Yes	Maintain D rate at less than 10%.	1st Semester 16/17 10.3% 2nd Semester 16/17 10.5%	1st Semester 16/17 10.3% 2nd Semester 16/17 10.5%	No	Maintain D rate at less than 10%.	Data available in January 2018 - End of Semester 1.	

100



2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include current School Contact Information for your school.

School Information	
School Name	Pierce High School/Arbuckle Alternative High School
Street	960 Wildwood Rd.
City, State, Zip	Arbuckle, CA 95912-9714
Phone Number	(530) 476-2277
Principal	Mrs. Nicole Newman
E-mail Address	nnewman@pierce.k12.ca.us
School Website	http://pierce.k12.ca.us/pierce-high-school/
CDS Code	06616140635250

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Pierce Joint Unified School District
Street	540 A Sixth St.
City, State, Zip	Arbuckle, CA 95912
Phone Number	(530) 476-2892
Superintendent	Mrs. Carol Geyer
Web Site	www.pierce.k12.ca.us
E-mail Address	cgeyer@pierce.k12.ca.us

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

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

PHS Mission Statement

Pierce High School is committed to developing academically proficient students prepared for entrance to careers, colleges and universities. Academic and co-curricular experiences are provided that develop socially and academically successful students.

PHS Vision Statement

Pierce High School strives to develop intrinsically motivated learners who take ownership of their learning to become responsible, innovative global citizens.

PHS Schoolwide Learner Outcomes (SLOs)

(CARE) "BEARS"

Critical Thinkers Who:

- Successfully acquire, analyze, organize, and apply information.
- Develop and express creative ideas and solutions
- Examine moral, ethical, and cultural issues from multiple perspectives.
- Integrate and synthesize information across disciplines.
- Demonstrate growth in higher level thinking skills.

Accomplished Lifelong Learners Who:

- Commit to high academic and personal standards.
- Understand the importance of new experiences and continual education.
- Work well collaboratively in culturally and organizationally diverse settings.

Responsible Citizens Who:

Understand and appreciate their roles and responsibilities in a global society.
Acknowledge and are accountable for their actions and choices.
Demonstrate respect, trustworthiness, responsibility, fairness, caring, and citizenship.
Recognize the impact of human activities on the environment, and their role in its protection.
Understand the choices necessary to develop a healthy lifestyle.

Effective Communicators Who:

Listen and communicate well in written, verbal, and nonverbal modes.
Understand and use technology in communication.
Show respect for diverse perspectives.
Research, create, and evaluate in written, verbal, and nonverbal modes.
Use communication skills to resolve conflicts through positive alternatives.

Pierce High School was established in 1897 and the current site opened in 1937. The school sits on a 35 acre campus that includes a 10 acre outdoor agricultural laboratory, with a 9000 square foot agricultural mechanics/farm fabrication building, computer lab, modernized science classrooms and labs, a 700 seat auditorium, two gymnasiums, a College, Career, & Counseling Center (Quad C), and 21 classrooms.

Major renovations were done during the 2007-08 school year revitalizing the campus, improving technology, and brought new updated classrooms throughout the school including science labs, classrooms for vocational programs, core classrooms, and classroom buildings that house the agricultural programs and labs.

The renovations have continued as our school has grown in population. In 2010, there was a complete HVAC replacement at PHS as well as an energy management system. In 2012, the baseball stadium was renovated, Room 4 in the main building was converted to an Art room, Room 12 was renovated for a Culinary Arts Program, and there was a new roof put on the main building at PHS. In 2013, there was renovation done on the stadium seating and the addition of an elevated walkway at PHS Lemaster Stadium as well as renovations done to the softball stadium. In 2014, PJUSD purchased two relocatable classrooms at PHS (P-7 and P-8), there was a need for an additional bus, addition of an intervention/afternoon bus route district wide, and a new scoreboard was installed in the PHS south gym. In 2015, there was a total renovation and repainting of the PHS Auditorium as well as curtains installed to manage lighting in the auditorium, replacement and expansion of the Information Technology Building, an outdoor dining area/shade structure was installed, benches were built at the south end of the Science Building (Eagle Scout project), motorization of the bleachers in the PHS South Gym, recarpeting of seven classrooms, computer lab, and library, an additional FTE in the maintenance department to meet the needs of the growing campuses, increased custodial at all sites, and new wall pads in the South Gym at PHS. In 2016, Room 8 went from being the Counseling Center to the Vice Principal and Attendance Office. Also in 2016 the PHS Library was converted to the College, Career, & Counseling Center (Quad C). Beginning in 2016 PHS was awarded a Career and Technical Education Grant and the emphasis was placed at the school farm. The barn has been completely renovated and there have been 7 acres of almond trees planted. A chicken coop was built in the spring of 2017 and eggs are sold daily by FFA students. In addition to these renovations an 8500 square foot multi purpose/cafeteria is in the process of being built. The current cafeteria will be converted to classroom space once the multi purpose room/cafeteria is complete.

School personnel, students, and parents are continually considering ways to improve the total school program. Our goal is to maximize learning for all students in ways that meet their academic, career, personal, and social needs. A core academic program is required of all students and a variety of electives are offered. PHS

provides supported study programs to meet the needs of our ELD and SPED student population as well as learners that are struggling, but not an ELD or SPED student. 5 sections of support for any learner are also offered in the master schedule. In addition to rigorous academic coursework that allows students to meet college and university entrance requirements, PHS also offers numerous Career and Technical Education programs that provide knowledge and skills for post-secondary career opportunities. PHS is proud to offer Career Pathway programs that can lead to certification or further education in the areas of Agriculture and Natural Resources, Building and Construction, Finance and Business, and Manufacturing and Product Development.

There is a memorandum of understanding between PHS and local community colleges that allows our students to enroll concurrently (dual enrollment) in college classes. We offer school-to-career pathways, ROP classes (Regional Occupational Programs), and Advanced Placement courses that can be completed for college credit. Several of our programs have articulated with Yuba and/or Woodland Community College and count for college credit and/or meet A-G requirements.

PHS students who elect to enter four-year universities do well, although a significant number of our students elect to begin their college careers at the local community colleges. We have a number of students who attend major universities such as USC, Stanford, UCLA, UC Berkeley, UC Davis, Duke, and University of Nevada, Reno. Many more attend nearby Chico State and Sacramento State Universities.

PHS has also worked to meet the needs of a changing society. Technology continues to be incorporated into the curriculum and instruction, social and academic support has been provided to students and families, and the community continues to be educated about the Common Core State Standards.

PJUSD/PHS has focused on standardizing technology equipment in the classroom with a teacher computer and all classrooms have a chromebook station. Document cameras have also been purchased for each classroom.

Our district has focused on bringing up our network backbone (such as the switches) to gigabit speed and Internet speed to 1 Gigabyte. This speed was set as the goal to support wireless networking with one-to-one devices for students. Two years ago we implemented wireless networking at the PHS.

During the 2014-2015 school year the district started the first round of one-to-one wireless devices for students. Students are using Chromebooks in combination with our district Google Apps for Education setup. This includes student email and teachers and students are also using Google Classroom. We have upgraded all the LCD projectors in the classroom so they can support Apple TVs and Ipads. The goal is to provide teachers with all of these devices. Also, network wiring has been added and upgraded to support future devices such as additional wireless access points. As of the beginning of the 2017-18 school year we are well over one-to-one in the district.

At PHS we have wireless printing, creating the ability for students to project their work from their device on a LCD projector, setup of single sign-on/LMS and electronic student registration.

In addition to academic enrichment, PHS offers a myriad of extracurricular opportunities for students. Over 85% of our students are involved in co- or extracurricular activities including seasonal sports teams, FFA, Associated Student Body, Concert Band, Drama, Yearbook, Choir, FBLA, and a wide selection of clubs which engage the interests of our students. In recent years, the high school has won numerous Sacramento Valley League Championships. The football, volleyball, soccer, basketball as well as baseball and track teams have

participated in the Northern Section Championship Playoffs. For the 2016-17 school year, every Varsity team has made the Northern Section (CIF) Championship Playoffs.

Parents are encouraged to participate in school life by involving themselves in the Pierce Pride Foundation, PHS alumni, advisory committees, as well as the School Site Council and PIQE (Parent Institute for Quality Education). Back-to-School night and Open House is well attended by over 60% of our parents. Many parents obtain daily attendance and academic information via our web-based Parent-Portal system. Facebook and the PHS webpage are used to keep parents, students, and the community up-to-date with what is happening on campus. A daily bulletin is announced each morning in 1st period and it is posted on the school Web site and emailed which provides regular updated communication to parents, students, and the community.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Parents can get involved in a variety of ways. All parents are encouraged to maintain communication about their student's progress by directly communicating with staff through email and voicemail. Information about activities is distributed regularly through the school website and Facebook as well as by our automated calling system. There are opportunities for participation on School Site Council, ELAC, Pierce Pride Foundation, and chaperoning and volunteering at numerous student activities. The district office maintains a list of adults who have provided the necessary information, including fingerprint clearance, to help with chaperoning and/or transporting students for school events, and all parents are encouraged to do so. Pierce High School offers meetings ("Paw Talk") that allow parents to have a round table forum with the principal as well as workshops to navigate parents through their child's high school experience. For the 2017-18 school year we have added Math Nights to focus on educating parents on our new Math curriculum.

Pierce High School and Arbuckle Alternative High School conduct 2 weeks of parent teacher conferences (1 in the fall and 1 in the spring) to have one on one meetings to discuss the progress of each student. Conferences are conducted by the student's advisory teacher.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Pierce High School's Comprehensive School Safety Plan was updated and accepted by the Site Council on September 26, 2017 and approved by the Pierce Joint Unified School District Governing Board on November 16, 2017. Pierce High School has a comprehensive Safe School Plan that addresses the school's climate and the school's physical environment. Prior to the beginning of the academic school year, a Student Handbook is available to each family of students who attend Pierce High School. This handbook contains important information regarding the attendance policies, student activities, school resource information, expected student behaviors, and emergency preparedness procedures. The Student Handbook is also available in Spanish for our Spanish speaking families. Students and families can download the student handbook from the school's website.

Pierce High School is staffed with two administrators, two counselors (1-full time Guidance Counselor, 2-full time (but part time to Pierce High School) Behavioral & attendance counselors, College and Career Technician, a school resource officer, a part time district school nurse, and an attendance clerk; they all assist in student safety, wellness, and campus security. The School Resource Officer helps promote a safe environment by assisting with campus security, being a resource to the students, and building positive relationships with the Pierce High School community.

Pierce High School is a closed campus. All visitors must sign in at the Main Office. Surveillance cameras have been installed on the campus grounds as well as in the Quad C, school building, and gym. There are plans for more cameras to be installed during the summer of 2018. Pierce High School conducts emergency preparedness drills as defined in Ed. Code, which includes earthquake, fire, and secure the building/lock down-intruder drills.

Training for all staff and faculty is provided throughout the year, and includes collaboration with the community such as Colusa County Sheriff Department and the Arbuckle Fire Department. Training for staff on Injury and Illness Prevention is provided by Keenan.

The district office has an app that is available on both iPhone and Android devices as well as the automated dialer system that will send push notifications and alert parents in emergency situations. Also, there is a brochure that contains information regarding what to do in the event of an emergency that has been given to every parent during parent teacher conferences and is available in the high school office.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by clicking here. Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 6/30/16

This section should be kept to 1-2 paragraphs.

The Pierce High School grounds and buildings are very well maintained. Repair issues are addressed quickly, all systems are in good operating order, and vandalism is nonevident. The grounds are very well kept - lawns mowed, bushes trimmed, all areas planted, and irrigated appropriately. Restrooms are cleaned multiple times per day. All staff have access to a work order system so they can enter facility repair issues as soon as they become aware that there is a need for a repair.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	31	22	66
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	2	1	1	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	1	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	1	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	1	0	0

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

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.96	405
Counselor (Social/Behavioral or Career Development)	0.08	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	0.2	♦
Social Worker	0	♦
Nurse	0.1	♦
Speech/Language/Hearing Specialist	0	♦
Resource Specialist (non-teaching)	0	♦
Other	0	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: November 2017

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync By ConnectEd-McGraw-Hill Corbett, Edward P.J. and Connors, Robert J. Classical Rhetoric for the Modern Student (4th Edition) Oxford University Press 1999 Scanlon, Samuel. 50 Essays: A Portable Anthology, (3rd edition) Bedford St. Martins 2011 Shea, Renée H. The Language of Composition: Reading, Writing, Rhetoric, and Scanlon, Lawrence & Robin Dissin Aufses. (2008) Bedford St. Martins 2008 The Bedford Glossary of Critical and Literary Terms, 2003 Bedford/St. Martins	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Integrated Mathematics I, II & III, Houghton Mifflin 2014 Pre Calculus & Calculus, Pearson Prentice Hall 2007 College Preparatory Mathematics for Math 1, 1A, and 1B	Yes	0%
Science	Biology, Holt 2007 Integrated Science, Prentice Hall 2006 Chemistry, Houghton Mifflin 2000 Physics, Prentice Hall 2006 Agriscience: Fundamentals & Applications, Delmar Thomson Learning 2004 The Science of Agriculture: A Biological Approach, Delmar Thomson Learning 2004 Exploring Animal Science, Delmar Cengage Learning 2012 Human Biology 13th Edition; Mader and Windelspecht; McGraw Hill publishers, 2014 Introduction to Anatomy and Physiology- Hall, Provost-Craig, Rose; Goodheart Wilcox Publishers, 2014	Yes	0%
History-Social Science	Geography, Prentice Hall 2006 World History, Glencoe 2006 US History, Glencoe 2006 American Government, Prentice Hall 2006 The American Pageant 15th edition by David Kennedy 2013 Wadsworth Cengage Learning	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	AP Spanish: Temas: AP Spanish Language and Culture, Vista Higher Learning, 2014 Abriendo puertas: Lenjuae, McDougal Littell, 2007 Abriendo puertas: Literatura Tomo 1, McDougal Littell, 2007 Abriendo puertas: Literatura Tomo 2, McDougal Littell, 2007 Spanish 3: Descubre 3, Vista Higher Learning, 2014 Spanish 2: Descubre 2, Vista Higher Learning, 2014 Spanish 1: Descubre 1, Vista Higher Learning, 2014	Yes	0%
Health	Holt Health, 2005	Yes	0%
Visual and Performing Arts	The Visual Experience, Davis 2005 Basic Drama Projects, Perfection Learning 2003 The Art of Floral Design, Delmar Thomson Learning 2000	Yes	0%
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	0%

♦ means data is not required. The fields are intentionally not provided.

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

The fields that are, highlighted yellow, are populated for you with data provided by CDE (as available).

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	6,778.34	711.76	6,066.58	65,117
District	♦	♦	7,212.82	\$67,814
Percent Difference: School Site and District	♦	♦	-15.9	-0.9
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site and State	♦	♦	4.2	2.8

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Intervention and supplemental services are provided both during and after the school day. 5 class periods of additional support for students still working toward English proficiency are included in the master schedule. Academic Support classes are offered to struggling students. There are 5 sections offered at Pierce High School. After school intervention and tutorial is offered in all academic areas by each teacher 1-3 times per week.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Every Wednesday students are released at 2:10 pm to allow time for teaching staff to collaborate in departments and as a whole group from 2:20 - 4:30 pm for teacher training/staff development.

Teachers are supported individually through goal setting based on student achievement data and progress conferences with the principal, and formal and informal classroom observation feedback from site administrators and external consultants. In groups, teachers participate in collaboration as well as training led by site personnel and external consultants when needed.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

PHS is dedicated to providing an integrated curriculum that allows our students who are interested in one of our pathways to make a choice when they graduate.

"I can choose whether or not I want to began my career or go in the military?"

"I can choose whether or not I want to go to a university or a junior college?"

"I can choose both!"

PHS is proud to offer Career Pathway programs that can lead to certification or further education in the Industry Sectors of Agriculture and Natural Resources, Building and Construction, Finance and Business, and Manufacturing and Product Development.

PHS is accomplishing this by adding to and enhancing our current career pathways to engage students by improving their ability to achieve their dreams. The programs we offer provide knowledge and skills for post-secondary career opportunities.

As part of the pathway program, in a perfect world students select a field of study and continue in that field throughout their time in high school. However, PHS is a small school and sometimes scheduling makes this impossible for all students. Counseling on an individuals pathway, as well as additional pathways, is done through recruitment during course registration, advisory periods with their academic adviser, and parent conferences, and planning with our College and Career Technician.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	385
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	23
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	83



2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include current School Contact Information for your school.

School Information

School Name	Arbuckle Alternative High (Continuation)
Street	966 Wildwood Rd.
City, State, Zip	Arbuckle, CA 95912-9714
Phone Number	(530) 476-2277
Principal	Mrs. Nicole Newman
E-mail Address	nnewman@pierce.k12.ca.us
School Website	http://pierce.aahs.school/desk.net/
CDS Code	06616140630087

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Pierce Joint Unified School District
Street	540 A Sixth St.
City, State, Zip	Arbuckle, CA 95912
Phone Number	(530) 476-2892
Superintendent	Mrs. Carol Geyer
Web Site	www.pierce.k12.ca.us
E-mail Address	cgeyer@pierce.k12.ca.us

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

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Arbuckle Alternative High School is located adjacent to the Pierce High School campus and is the only alternative secondary program in the Pierce Joint Unified School District. Enrollment reported through 11/28/17 is 10 students. There are 6 males and 4 females.

Arbuckle Alternative High School Vision Statement:

Arbuckle Alternative High School strives to develop intrinsically motivated learners who take ownership of their learning to become responsible, innovative global citizens.

Arbuckle Alternative High School Mission Statement

Arbuckle Alternative High School is committed to preparing academically proficient students for entrance and success in colleges, universities, and their chosen career. We provide academic and co-curricular experiences that develop socially and academically successful students.

Arbuckle Alternative High School serves students 16 - 18 years old that are credit deficient and/or require a more flexible path toward meeting graduation requirements. The administration is shared with PHS and the teacher participates with PHS staff in all staff and professional development activities.

Parents, students and other community members play a vital role as partners in the educational process. Pierce Joint Unified School District enjoys strong community involvement which contributes significantly to the success of its programs and its position as a focal point of the community.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

All parents are encouraged to maintain communication about their student's progress by directly communicating with staff through email and voicemail. There are opportunities for participation on School

Site Council and ELAC. Printed information is provided annually to to parents on the function and opportunities to participate in these groups. Meeting times and minutes are also posted publicly.

Pierce High School/Arbuckle Alternative High School offer informational and open forum meetings ("Paw Talk") that allow parents to have a round table forum with the principal as well as a workshops to navigate parents through their child's high school experience.

Arbuckle Alternative High School conducts 2 weeks of parent teacher conferences (1 in the fall and 1 in the spring) to have one on one meetings to discuss the progress of each student. Conferences are conducted by the classroom teacher.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Arbuckle Alternative High School's comprehensive school safety plan was updated and accepted by the Site Council on September 26, 2017 and approved by the Pierce Joint Unified School District Governing Board on November 16, 2017. Arbuckle Alternative High School has a comprehensive Safe School Plan that addresses the school's climate and the school's physical environment.

Arbuckle Alternative High School has access to the same support staff as Pierce High School: two administrators, 3 counselors (1-full time Guidance Counselor and 2-full time (but part time to Pierce High School) Behavioral & attendance Counselors, a school resource officer, a part time district school nurse, and an attendance clerk; they all assist in student safety, wellness, and campus security. The School Resource Officer helps promote a safe environment by assisting with campus security, being a resource to the students, and building positive relationships with the Pierce High School community.

Arbuckle Alternative High School is a closed campus. All visitors must sign in at the Main Office. Surveillance cameras have been installed on the campus grounds as well as in the school building and gym. Cameras were installed during the summer of 2016, additional cameras are planned to be installed during the summer of 2018. Arbuckle Alternative High School conducts emergency preparedness drills as defined in Ed. Code, which includes earthquake, fire, and secure the building/lock down-intruder drills at the same time as Pierce High School.

Training for all staff and faculty is provided throughout the year, and includes collaboration with the community such as Keenan (Online Injury & Illness Prevention), Colusa County Sheriff Department and the Arbuckle Fire Department.

The district office has an app that is available on both iPhone and Android devices as well as the automated dialer system that will send push notifications and alert parents in emergency situations. Also, there is a brochure that contains information regarding what to do in the event of an emergency that has been given to every parent during parent teacher conferences and is available in the high school office.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by clicking here. Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 6/30/16

This section should be kept to 1-2 paragraphs.

The classroom, building and grounds of AAHS are clean and well maintained. The classroom and restroom are cleaned on a daily basis. There is a work ticket online system where staff can enter work orders to be completed when there is need of repair.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	1	1	66
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

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

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.04	405
Counselor (Social/Behavioral or Career Development)		♦
Library Media Teacher (Librarian)		♦
Library Media Services Staff (paraprofessional)		♦
Psychologist		♦
Social Worker		♦
Nurse		♦
Speech/Language/Hearing Specialist		♦
Resource Specialist (non-teaching)		♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2016

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature & Language Arts, 2011 Literature and Composition: Reading, Writing, Thinking, Bedford/St. Martins 2011	Yes	0%
Mathematics	AGS Publishing Algebra, 2004	Yes	0%
Science	AGS Publishing General Science, 2004	Yes	0%
History-Social Science	Geography, Prentice Hall 2006 World History, Glencoe 2006 US History, Glencoe 2006 American Government, Prentice Hall 2006	Yes	0%
Foreign Language			0%
Health	Holt Health, 2005	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	The Visual Experience, Davis 2005	Yes	0%
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	0%

♦ means data is not required. The fields are intentionally not provided.

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

The fields that are, highlighted yellow, are populated for you with data provided by CDE (as available). Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$14,730.12	\$337.11	\$14,393.01	\$72,702
District	♦	♦	\$7,212.82	\$67,814
Percent Difference: School Site and District	♦	♦	99.5	7.5
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site and State	♦	♦	181.9	11.5

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

The school is staffed with one full-time teacher for 1-18 students. The teacher provides significant small group and one-on-one support to address student needs. The majority of the academic program is tailored to fit the student's individual needs to support progress toward graduation. Whole group instruction is also designed specifically for the clientele and their respective progress toward proficiency of required standards.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Every Wednesday afternoon from 2:20 - 4:30 is dedicated to professional development activities for the teaching staff. The teacher at AAHS participates in all staff development activities with the PHS staff. When not participating with PHS teachers lesson plan development is completed.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0

Home / Pierce Joint Unified - Colusa / Pierce High / Equity Report

Equity Report

Pierce High - Colusa County

Enrollment: 442 Socioeconomically Disadvantaged: 68% English Learners: 14% Foster Youth: N/A Grade Span: 9-12 Charter School: No

Reporting Year:

[Equity Report](#)
 [Status and Change Report](#)
 [Detailed Reports](#)
 [Student Group Report](#)

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator at many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		5	2
English Learner Progress (K-12)		1	0
<u>Graduation Rate (9-12)</u>		2	0
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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Home / Pierce Joint Unified - Colusa / Pierce High / Status and Change Report

Status and Change Report




Pierce High - Colusa County

Enrollment: 442 Socioeconomically Disadvantaged: 68% English Learners: 14% Foster Youth: N/A Grade Span: 9-12 Charter School: No

Reporting Year:

Equity Report **Status and Change Report** Detailed Reports Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>	 Home FAQ Resources Glossary Translate Feedback	High 7.5%	Declined -0.7%
English Learner Progress (K-12)		High 76.9%	Maintained -0.7%
<u>Graduation Rate (9-12)</u>		Very High 100%	Increased +4.9%
<u>College / Career</u> <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.





Detailed Report

Pierce High - Colusa County

Enrollment: 442 Socioeconomically Disadvantaged: 68% English Learners: 14% Foster Youth: N/A Grade Span: 9-12 Charter School: No

Reporting Year: Spring 2017

Equity Report Status and Change Report **Detailed Reports** Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance School Conditions and Climate Academic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		High 76.9%	Maintained -0.7%

Other State Measures	Number of Students	Status	Change
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The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparison across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
77	Prepared	23	29.9%
	Approaching Prepared	43	55.8%
	Not Prepared	11	14.3%

More detailed information regarding the criteria for the three CCI performance levels can be obtained at the California Department of Education Web page at <http://www.cde.ca.gov/ta/ac/cm/ta> (<http://www.cde.ca.gov/ta/ac/cm/cci.asp>).

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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Student Group Report










Pierce High - Colusa County

Enrollment: 442 Socioeconomically Disadvantaged: 68% English Learners: 14% Foster Youth: N/A Grade Span: 9-12 Charter School: No

Reporting Year:

[Equity Report](#)
 [Status and Change Report](#)
 [Detailed Reports](#)
 [Student Group Report](#)

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*	*	*	*		*	*
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>		*	N/A	N/A		*	*	*	*	*		*	*
<u>College / Career Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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