

## Pierce High

### School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

#### DataQuest

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

#### Internet Access

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



#### Dr. David Vujovich, Principal

Principal, Pierce High

#### About Our School

At Pierce High School we take pride in providing each student with the highest quality education that is rigorous, relevant and built on the foundation of character and relationships which lead to career and college readiness at the time of graduation. I strongly believe that a quality educational experience must focus on the whole student - emotionally, physically and cognitively. As represented in the Career/College Indicator on the California School Dashboard a 21st Century Education that prepares the whole student for lifelong careers, college readiness and character are the focus at Pierce High School.

Pierce High School is a four-year comprehensive high school located in Arbuckle, California, approximately 50 miles north of Sacramento. PHS is the largest comprehensive high school (approximately 425 students) in Colusa County and offers its students excellent academic and Career Technical Education (CTE) opportunities not only in agriculture but also business and manufacturing.

Our school community is dedicated to providing all students with a well-rounded educational experience with transferable skills by providing the "My 10-year Plan" as part of the Ninth Grade curriculum. I am confident that we will experience another spectacular school year of growth and innovation.

Go Bears!

#### Contact

Pierce High  
960 Wildwood Rd.  
Arbuckle, CA 95912-9714

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E-mail: [dvujovich@pierce.k12.ca.us](mailto:dvujovich@pierce.k12.ca.us)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)		School Contact Information (School Year 2018—19)	
District Name	Pierce Joint Unified	School Name	Pierce High
Phone Number	(530) 476-2892	Street	960 Wildwood Rd.
Superintendent	Carol Geyer	City, State, Zip	Arbuckle, Ca, 95912-9714
E-mail Address	<a href="mailto:cgeyer@pierce.k12.ca.us">cgeyer@pierce.k12.ca.us</a>	Phone Number	530-476-2277
Web Site	<a href="http://www.pierce.k12.ca.us">www.pierce.k12.ca.us</a>	Principal	Dr. David Vujovich, Principal
		E-mail Address	<a href="mailto:dvujovich@pierce.k12.ca.us">dvujovich@pierce.k12.ca.us</a>
		Web Site	<a href="https://phs.pierce.k12.ca.us/home">https://phs.pierce.k12.ca.us/home</a>
		County-District-School (CDS) Code	06616140635250

Last updated: 1/8/2019

### School Description and Mission Statement (School Year 2018—19)

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 - The Farm, 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), a newly opened (August 2018) MPR/Cafeteria and 21 classrooms.

#### Pierce High School 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.

#### Pierce High School 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.

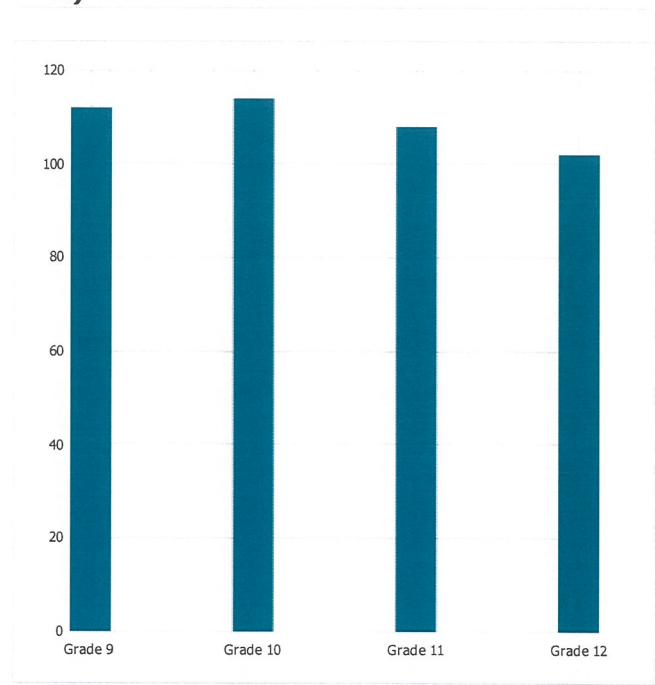
Research, create, and evaluate in written, verbal, and nonverbal modes.

Use communication skills to resolve conflicts through positive alternatives.

*Last updated: 1/8/2019*

### Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	112
Grade 10	114
Grade 11	108
Grade 12	102
Total Enrollment	436



Last updated: 1/8/2019

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	%
Asian	0.5 %
Filipino	0.2 %
Hispanic or Latino	73.6 %
Native Hawaiian or Pacific Islander	%
White	23.9 %
Two or More Races	0.5 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.3 %
English Learners	8.9 %
Students with Disabilities	11.7 %
Foster Youth	0.2 %

## A. Conditions of Learning

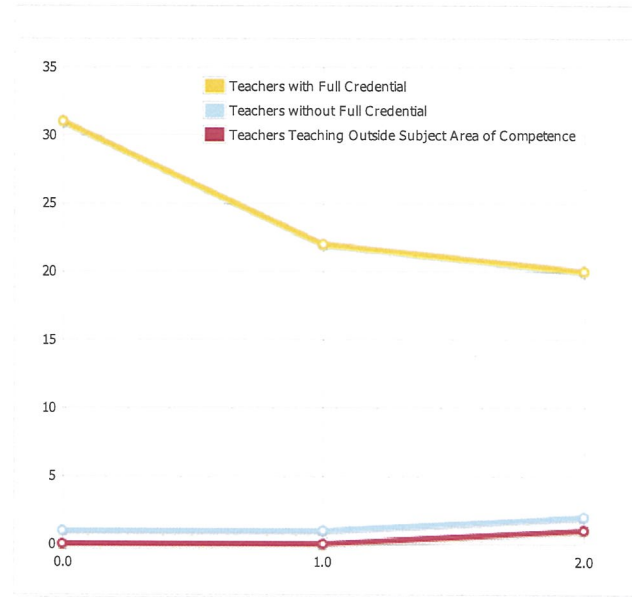
### State Priority: Basic

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

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

#### Teacher Credentials

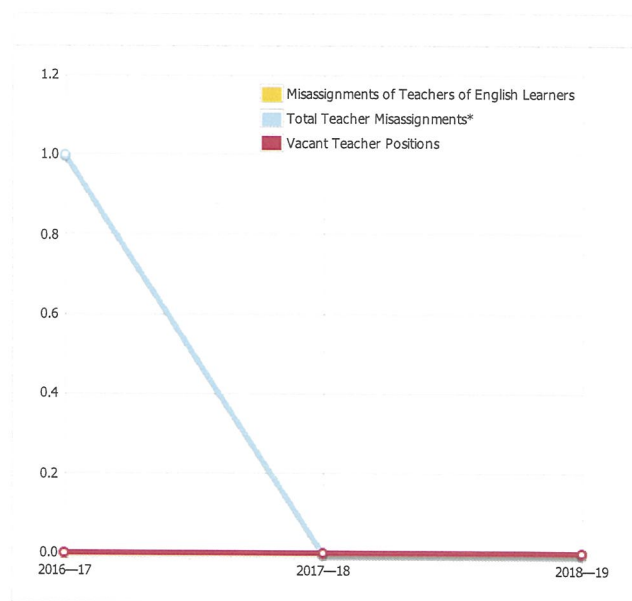
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	31	22	20	70
Without Full Credential	1	1	2	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	3



Last updated: 1/8/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/8/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Study Sync By ConnectEd-McGraw-Hill Corbett, Edward P.J. and Connors, Robert J.</p> <p>Classical Rhetoric for the Modern Student (4th Edition) Oxford University Press 1999 Scanlon, Samuel.</p> <p>50 Essays: A Portable Anthology, (3rd edition) Bedford St. Martins 2011 Shea, Renée H.</p> <p>The Language of Composition: Reading, Writing, Rhetoric, and Scanlon, Lawrence &amp; Robin Dissin Aufses. (2008) Bedford St. Martins 2008</p> <p>The Bedford Glossary of Critical and Literary Terms, 2003 Bedford/St. Martins</p>	Yes	0.0 %
Mathematics	<p>Integrated Mathematics 3, Houghton Mifflin 2014</p> <p>Pre Calculus &amp; Calculus, Pearson Prentice Hall 2007</p> <p>College Preparatory Mathematics for Integrated Mathematics 1, 1B and 2</p>	Yes	0.0 %
Science	<p>Biology, Holt 2007</p> <p>Integrated Science, Prentice Hall 2006</p> <p>Chemistry, Houghton Mifflin 2000</p> <p>Physics, Prentice Hall 2006</p> <p>Agriscience: Fundamentals &amp; Applications, Delmar Thomson Learning 2004</p> <p>The Science of Agriculture: A Biological Approach, Delmar Thomson Learning 2004</p> <p>Exploring Animal Science, Delmar Cengage Learning 2012</p> <p>Human Biology 13th Edition; Mader and Windespecht; McGraw Hill publishers, 2014</p> <p>Introduction to Anatomy and Physiology- Hall, Provost-Craig, Rose; Goodheart Wilcox Publishers, 2014</p>	Yes	0.0 %
History-Social Science	Impact California Social Studies, World, History, Culture, and Geography, Houghton Mifflin	Yes	0.0 %
Foreign Language	<p>AP Spanish: Temas: AP Spanish Language and Culture, Vista Higher Learning, 2014</p> <p>Abriendo puertas: Lenguaje, McDougal Littell, 2007</p> <p>Abriendo puertas: Literatura Tomo 1, McDougal Littell, 2007</p> <p>Abriendo puertas: Literatura Tomo 2, McDougal Littell, 2007</p> <p>Spanish 3: Descubre 3, Vista Higher Learning, 2014</p> <p>Spanish 2: Descubre 2, Vista Higher Learning, 2014</p> <p>Spanish 1: Descubre 1, Vista Higher Learning, 2014</p>	Yes	0.0 %
Health	Holt Health, 2005	Yes	0.0 %
Visual and Performing Arts	<p>The Visual Experience, Davis 2005</p> <p>Basic Drama Projects, Perfection Learning 2003</p> <p>The Art of Floral Design, Delmar Thomson Learning 2000</p>	Yes	0.0 %
Science Lab Eqpmnt	N/A	N/A	0.0 %

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

*Last updated: 1/9/2019*

## School Facility Conditions and Planned Improvements

### Pierce HS School Facility Conditions & Planned Improvements

1. Annual FIT inspection dated 6/26/18 indicated an overall campus average of 84.44% (FAIR Rating) on the scale of 0%-100%. Fifteen categories were evaluated with noted deficiencies noted in all but three of these categories. The types of deficiencies ranged from ADA compliance issues in restrooms, roof leak damage in few classrooms, football field press box dry rot damage and pest infestation in attics and basements.

2. Various roof repairs have been performed to correct interior surface damage due to leaks. Some restroom upgrades have been made to replace stall partitions that had reached their useful service life. A project to replace both the football field bleachers and press box is under way to completely upgrade these areas for ADA and structural long reported roof leak issues. All voids in attics and basements have been secured to prevent further infestations of non-occupied spaces. A new shade cover was installed at the HS Pool to provide adequate protection from the sun during summer activities.

3. A comprehensive plan to remodel all student restrooms are in the works to provide for ADA compliance and water savings fixtures. This work is expected to be performed in the next 12 months. Also, older drinking fountain units are being planned for replacement to accommodate ADA compliance and to promote bottle-filling use by students.

*Last updated: 1/8/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: June 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC not working consistently in shop.
<b>Interior:</b> Interior Surfaces	Poor	Water damage in rooms 6 & 7 ceilings. P8 has significant interior finishes damage. Areas in south gym lobby require wall surface repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Small animals beneath building causing damage to wiring. Bat screens installed at overhang in 2018. Mice found in electrical service panel in the stadium. Pest management needs to continue at turf areas for gophers. North gym had a bird nesting in attic areas. Closed off.
<b>Electrical:</b> Electrical	Good	Original elect. in basement requires repairs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Poor	All restrooms and drinking fountains require ADA updates.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	No Fire alarm at swimming pool. No fire alarm or emergency exit lighting at the stadium.
<b>Structural:</b> Structural Damage, Roofs	Fair	Exterior doors on the south gym require replacement. New roof installed on south gym 2018. Ag/Woodshop building has had numerous roof repairs. Numerous leaks repaired at the ag mechanic building. Roof will require replacement in 2 years.  Press box at stadium has dry rot and bleachers are non-conforming.  New bleachers were installed in the north gym 2018.  New shade cloth needed at swimming pool.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Exterior doors of south gym require replacement. Paint booth in ag/woodshop requires updating. New windows installed in the north gym 2018.  Off-Street parking is dirt and should be paved for all weather surface use.

## Overall Facility Rate

Year and month of the most recent FIT report: June 2018

Overall Rating	Fair
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*Last updated: 1/8/2019*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	58.0%	59.0%	35.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	16.0%	28.0%	30.0%	37.0%	38.0%

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

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

*Last updated: 1/8/2019*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017—18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	98	98.00%	59.18%
Male	56	55	98.21%	54.55%
Female	44	43	97.73%	65.12%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	73	71	97.26%	54.93%
Native Hawaiian or Pacific Islander				
White	25	25	100.00%	76.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	66	66	100.00%	53.03%
English Learners	20	20	100.00%	15.00%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

*Last updated: 1/8/2019*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017—18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	98	98.00%	16.33%
Male	56	55	98.21%	--
Female	44	43	97.73%	23.26%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	73	71	97.26%	14.08%
Native Hawaiian or Pacific Islander				
White	25	25	100.00%	24.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	66	66	100.00%	15.15%
English Learners	20	20	100.00%	5.00%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

*Last updated: 1/8/2019*

# **CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 1/8/2019*

## **Career Technical Education (CTE) Programs (School Year 2017–18)**

In addition to rigorous academic coursework that allows students to meet college and university entrance requirements, Pierce High School also offers numerous Career and Technical Education programs that provide knowledge and skills for post-secondary career opportunities. Pierce High School 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;
- Manufacturing and Product Development.

The Fall 2018 California School Dashboard reflects the vigilance that the school community places on Career Technical Education demonstration growth of 9% to 65% of students prepared in the CCI which places Pierce High School in the BLUE and a 98.1% Graduation Rate.

There is a memorandum of understanding between Pierce High School and local community colleges that allows our students to enroll concurrently (dual enrollment/articulated) 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. Since the 2016-17 school year, several of our programs have now been articulated with Yuba and/or Woodland Community College. These dual-enrollment courses count for college credit and/or meet a-g requirements.

*Last updated: 1/8/2019*

## **Career Technical Education (CTE) Participation (School Year 2017–18)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	372
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	19.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	95.0%

*Last updated: 1/9/2019*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	30.2%



## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	18.9%	25.2%	22.5%

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

Last updated: 1/8/2019

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018—19)

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.

For the 2017-18 school year we have added Math Nights to focus on educating parents on the new Math curriculum - CPM.

Pierce High School conducts 2 weeks of parent teacher conferences (1 week in the fall (September) and 1 week in the spring (March)) to have one on one meetings to discuss the academic, social and graduation progress of each student. Conferences are conducted by the student's advisory teacher

Pierce High School offered a 10 week series of workshops ("PIQE") September - November 2018 that allowed parents to have a forum with the principal as well as workshops to navigate parents through their child's high school experience. The principal will hold monthly round tables with the parent community February to May 2019 to continue the dialogue that was created from the Fall 2018

# State Priority: Pupil Engagement

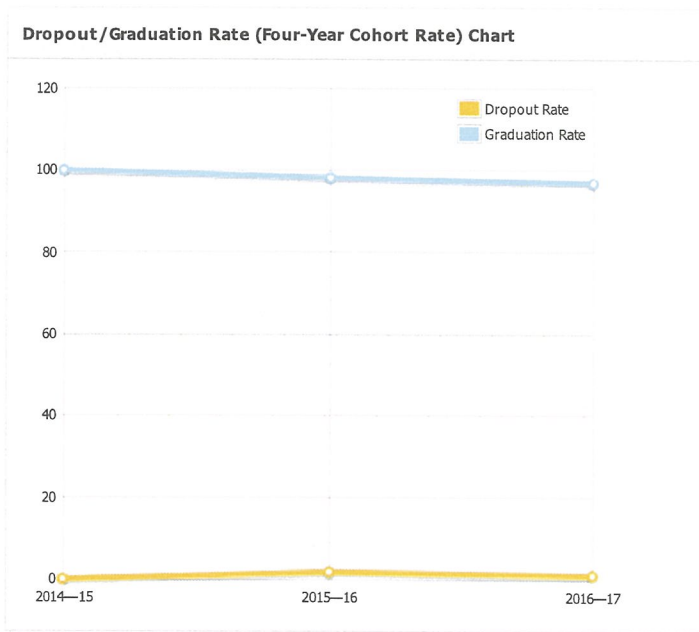
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	1.8%	1.2%	4.1%	10.7%	9.7%
Graduation Rate	100.0%	98.2%	98.8%	95.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.0%	1.8%	9.1%
Graduation Rate	97.0%	94.5%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.



**Completion of High School Graduation Requirements - Graduating Class of 2017  
(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	91.4%	91.9%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	93.2%	94.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	85.7%	83.3%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	92.3%	92.9%	88.6%
English Learners	75.0%	77.8%	56.7%
Students with Disabilities	100.0%	100.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

# State Priority: School Climate

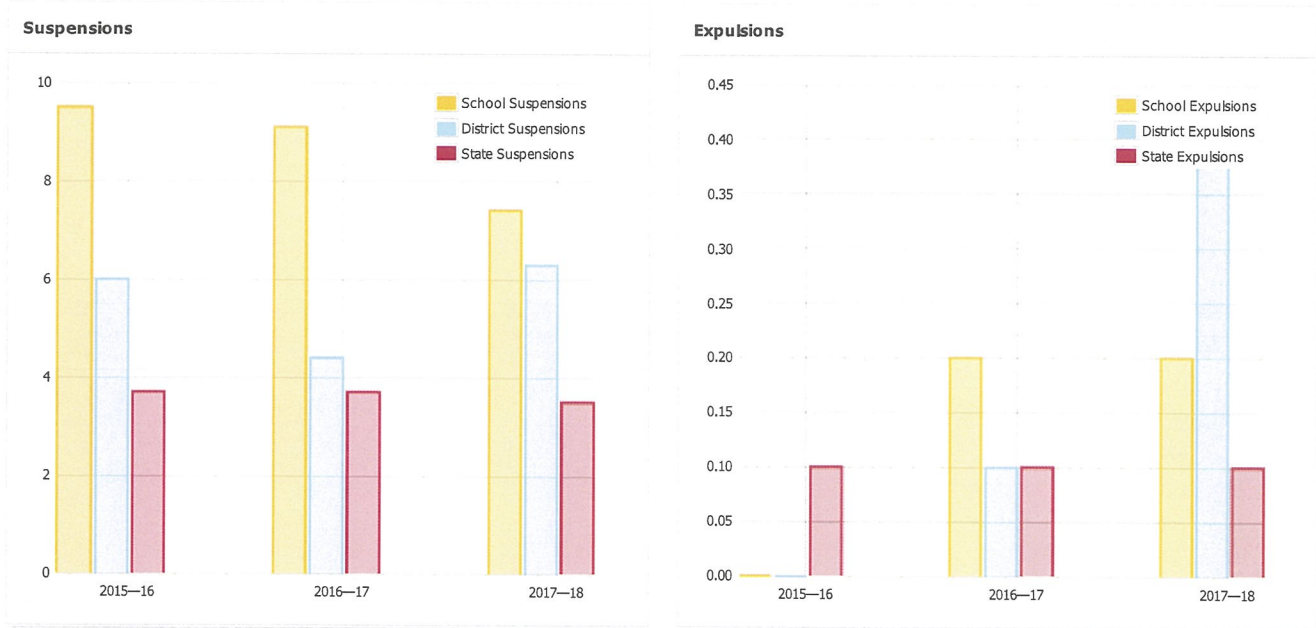
Last updated: 1/8/2019

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

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.5%	9.1%	7.4%	6.0%	4.4%	6.3%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.2%	0.0%	0.1%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

## School Safety Plan (School Year 2018—19)

Pierce High School's Comprehensive School Safety Plan was updated and presented to the Site Council on October 23, 2018 and approved by the Pierce Joint Unified School District Governing Board on November 16, 2018. 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, a 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 Attendance Office where it is logged into Raptor. Surveillance cameras have been installed on the campus grounds as well as in the Quad C, school buildings, the MPR and the gyms. There are plans for more cameras to be installed during the summer of 2019 in the Theatre and other areas.

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

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and the Arbuckle Fire Department.

Training for staff on Injury and Illness Prevention, Mandated Reporting, Teen Suicide Prevention and the like are provided by Keenan and must be completed by each staff member each year.

The district now 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.

*Last updated: 1/8/2019*

## D. Other SARC Information

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	15	10	
Mathematics	13.0	7	2	
Science	20.0	7	6	
Social Science	24.0	5	12	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	11	11	
Mathematics	20.0	13	7	
Science	20.0	3	5	
Social Science	25.0	3	11	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	16	9	
Mathematics	19.0	15	5	1
Science	21.0	5	4	
Social Science	21.0	5	11	

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

*Last updated: 1/8/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	405.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

*Last updated: 1/8/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$8285.7	\$1237.9	\$7047.8	\$65404.0
District	N/A	N/A	\$8679.1	\$69467.0
Percent Difference – School Site and District	N/A	N/A	-23.0%	-6.0%
State	N/A	N/A	\$6574.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	7.0%	3.0%

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

*Last updated: 1/9/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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 teachers 1-3 times per week.

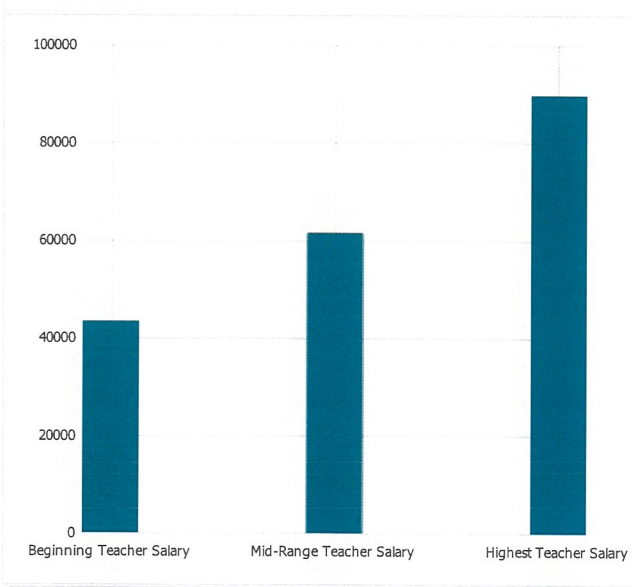
Last updated: 1/8/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

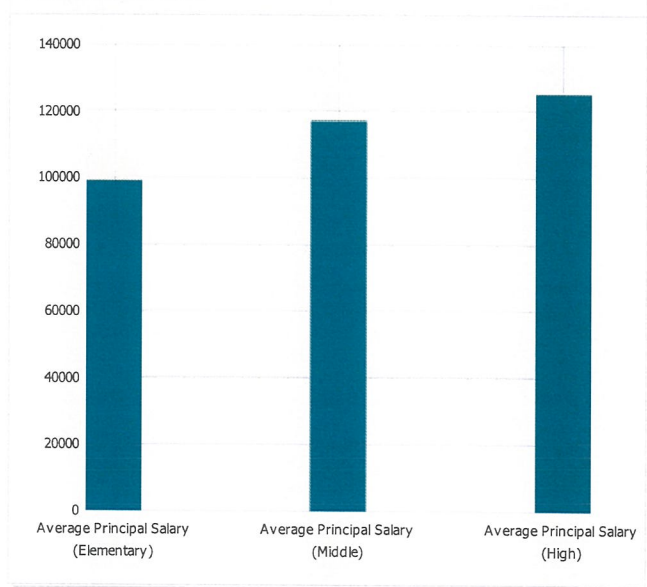
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,384	\$42,990
Mid-Range Teacher Salary	\$61,614	\$61,614
Highest Teacher Salary	\$89,705	\$85,083
Average Principal Salary (Elementary)	\$99,148	\$100,802
Average Principal Salary (Middle)	\$117,172	\$105,404
Average Principal Salary (High)	\$125,241	\$106,243
Superintendent Salary	\$156,959	\$132,653
Percent of Budget for Teacher Salaries	35.0%	30.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/8/2019

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	7	18.4%

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

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

*Last updated: 1/8/2019*

**Professional Development**

Every Wednesday students are released at 2:10 pm to allow time for teaching staff to collaborate in PLCs and/or 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. Examples include: Illuminate, Edmentum, Aeries, ERWC, CPM, Get Focused-Stay Focused, CollegeBoard (AP/PSAT/SAT), My10-YearPlan and the like.

*Last updated: 1/8/2019*