Arbuckle Alternative High (Continuation)

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/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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, Arbuckle Alternative High (Continuation)

About Our School

Welcome to Arbuckle Alternative High School (The Alt). Our continuation high school provides students 16 - 19 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 signifiantly to the success of its programs and its position as a focal
point of the community.

Contact

Arbuckle Alternative High (Continuation)
966 Wildwood Rd.
Arbuckle, CA 95912-9714

Phone: 530-476-2277
E-mail: dvujovich@pierce.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Pierce Joint Unified
Phone Number	(530) 476-2892
Superintendent	Carol Geyer
E-mail Address	cgeyer@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Arbuckle Alternative High (Continuation)
Street	966 Wildwood Rd.
City, State, Zip	Arbuckle, Ca, 95912-9714
Phone Number	530-476-2277
Principal	Dr. David Vujovich, Principal
E-mail Address	dvujovich@pierce.k12.ca.us
County-District-School (CDS) Code	06616140630087

Last updated: 1/8/2019

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

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 1/10/18 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.
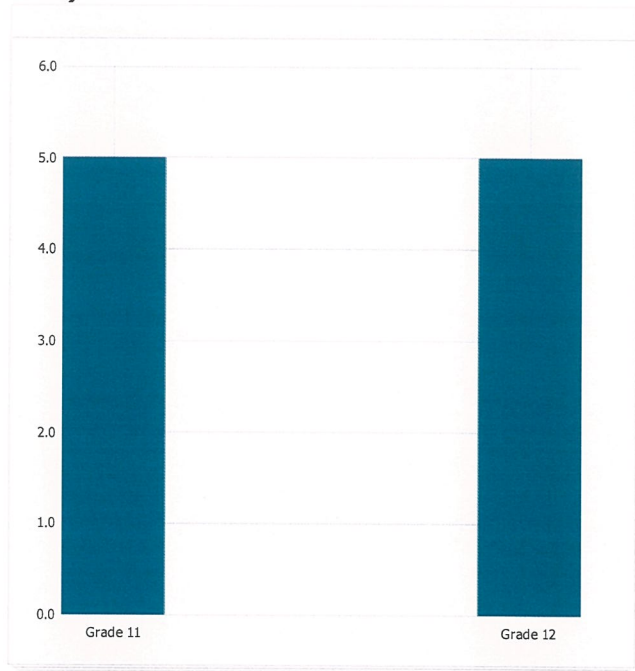
Arbuckle Alternative High School Mission Statement:
Arbuckle Alternative High School is committed to preparing academically proficient students for entrance and success in colleges, universities, and their chosen career. We provide academic and co-curricular experiences that develop socially and academically successful students.

Last updated: 1/8/2019

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

Grade Level	Number of Students
Grade 11	5
Grade 12	5
Total Enrollment	10

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

Student Group	Percent of Total Enrollment
Black or African American	10.0 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	80.0 %
Native Hawaiian or Pacific Islander	%
White	10.0 %
Two or More Races	%
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.0 %
English Learners	50.0 %
Students with Disabilities	10.0 %
Foster Youth	%

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	1	1	1	70
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3
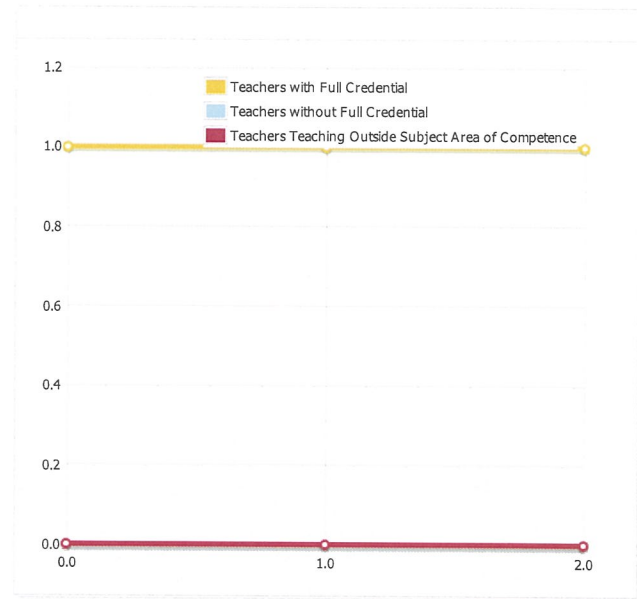
Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
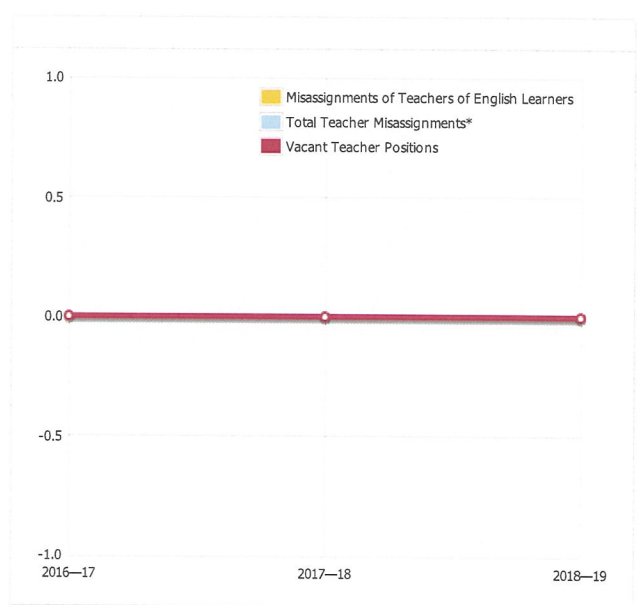
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* 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	Holt Literature & Language Arts, 2011 Literature and Composition: Reading, Writing, Thinking, Bedford/St. Martins 2011	Yes	0.0 %
Mathematics	AGS Publishing Algebra, 2004	Yes	0.0 %
Science	AGS Publishing General Science, 2004	Yes	0.0 %
History-Social Science	Geography, Prentice Hall 2006 World History, Glencoe 2006 US History, Glencoe 2006 American Government, Prentice Hall 2006	Yes	0.0 %
Foreign Language			0.0 %
Health	Holt Health, 2005	Yes	0.0 %
Visual and Performing Arts	The Visual Experience, Davis 2005	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good

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)			35.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)			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	--	--	--	
Male	--	--	--	
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
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	--	--	--	
Male	--	--	--	
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
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

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

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)

All parents are encouraged to maintain communication about their student's progress by directly communicating with staff through email and voicemail. We have also implemented School Messnger for auto-calls, text messages and emails.

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 Talks in 2017 and then moved to PIQE in 2018") 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.

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	--	--	1.2%	4.1%	10.7%	9.7%
Graduation Rate	--	--	98.8%	95.1%	82.3%	83.8%

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

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
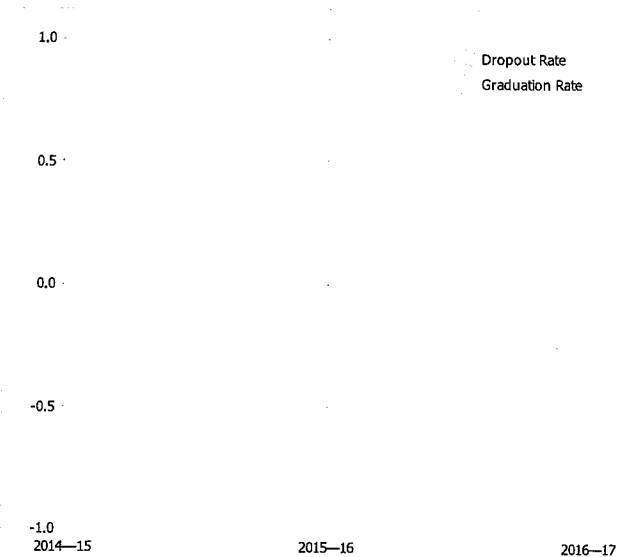
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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

| Student Group	School	District	State
All Students	100.0%	91.9%	88.7%
Black or African American	0.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	100.0%	94.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	50.0%	83.3%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	100.0%	92.9%	88.6%
English Learners	100.0%	77.8%	56.7%
Students with Disabilities	50.0%	100.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	50.0%	17.7%	31.8%	6.0%	4.4%	6.3%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.4%	0.1%	0.1%	0.1%

Suspensions

Expulsions
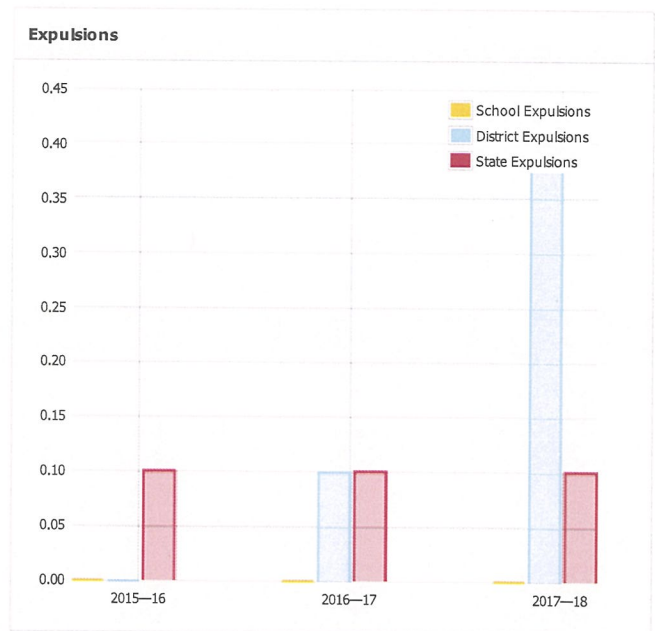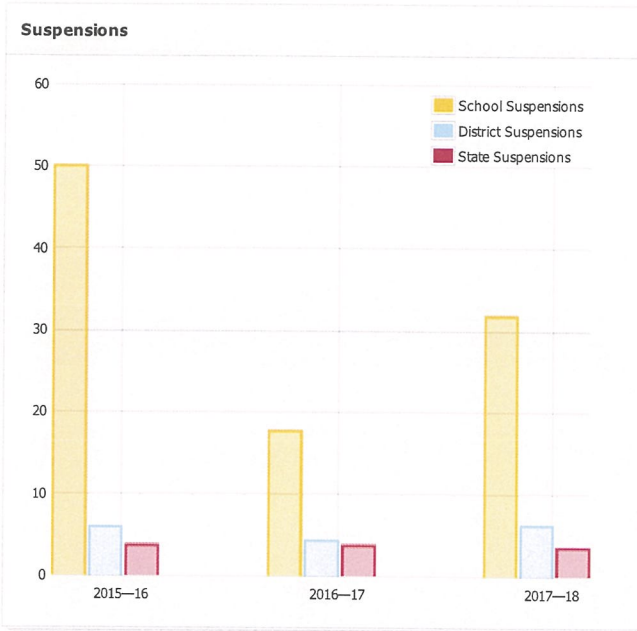
School Safety Plan (School Year 2018—19)

Arbuckle Alternative 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/Arbuckle Alternative 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 Arbuckle Alternative 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 (and Arbuckle Alternative HS students have access to) 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 Arbuckle Alternative/Pierce High School community.

Arbuckle Alternative/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.

Arbuckle Alternative/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, Mandated Reprting, Teen Suicide Prevention and the like are provided by Keenan and must be completed by each staff member eash 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	6.0	7		
Mathematics	9.0	3		
Science	5.0	4		
Social Science	6.0	5		

* 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	5.0	3		
Mathematics	1.0	1		
Science	3.0	4		
Social Science	3.0	8		

* 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	3.0	6		
Mathematics	9.0	1		
Science	1.0	1		
Social Science	5.0	2		

* 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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18858.4	$0.0	$18858.4	$78404.0
District	N/A	N/A	$8679.1	$69467.0
Percent Difference – School Site and District	N/A	N/A	54.0%	11.0%
State	N/A	N/A	$6574.0	$63590.0
Percent Difference – School Site and State	N/A	N/A	65.0%	19.0%

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

Last updated: 1/9/2019

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
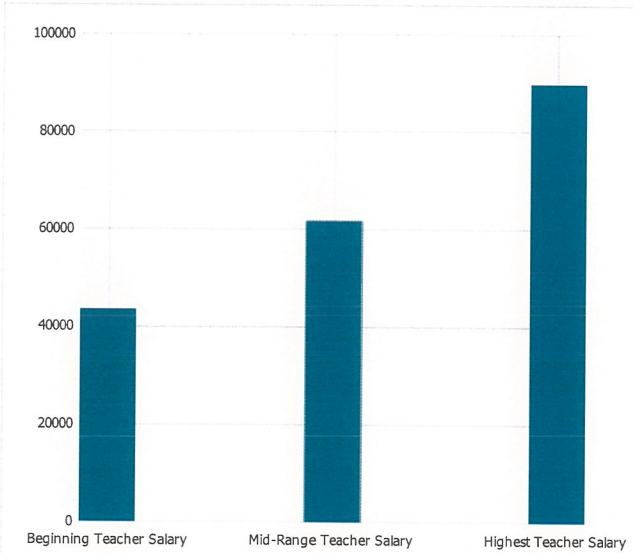
Principal Salary Chart
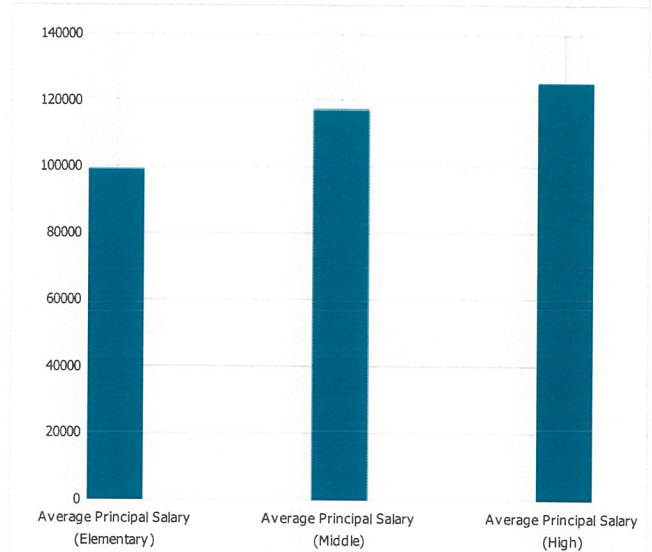
Professional Development

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.