

Pierce High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Pierce High School
Street	960 Wildwood Road
City, State, Zip	Arbuckle, CA 95912-9714
Phone Number	(530) 476-2277 ext. 13102
Principal	Don Friel
Email Address	dfriel@pjusd.com
School Website	https://phs.pierce.k12.ca.us/
County-District-School (CDS) Code	06616140635250

2023-24 District Contact Information

District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Mrs. Carol Geyer
Email Address	cgeyer@pjusd.com
District Website	www.pierce.k12.ca.us

2023-24 School Description and Mission Statement

Pierce High School is a four-year comprehensive high school located in the rural area of Arbuckle, California, approximately 50 miles north of Sacramento. Pierce High School is the largest comprehensive high school (approximately 511 students) in Colusa County. Pierce High School offers our students an excellent academic preparation and Career Technical Education (CTE) opportunities in agriculture, ag business, ag science, manufacturing and visual and performing arts.

Pierce High School offers a college preparatory and post-secondary focus on college and career focus with a meticulous approach to choosing the right pathway when presented with life's multitude of choices. In our recent past it is not unusual for our seniors to apply for and be accepted to multiple universities throughout California and across the United States. The Arbuckle Chapter of Future Farmers of America (78% of current students) promotes inquiring, knowledgeable and internationally-minded individuals, while our six Advanced Placement (AP) offerings (at a school of 511 students) allow students to challenge themselves in specific content areas. PHS is part of the 1% of high schools nationwide who have true equity in the makeup of the students who are taking Advanced Placement classes. We have open access to students and pay the fees for their AP Exams because we know the value of taking the most rigorous courses.

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.

2023-24 School Description and Mission Statement

PHS Schoolwide Learner Outcomes - (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

About Our School

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

Our school community is dedicated to providing each student with a well-rounded experience with transferable skills by providing all students the "My 10-year Plan" as part of the 9th grade Life Choices curriculum and applied throughout the next three years in the weekly 35 minute Advisory course.

We are confident in the preparation of our students by our incredible staff and the dedication of our students that will propel this community and the region for generations to come.

It's a great day to be a Pierce Bear!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	130
Grade 10	133
Grade 11	143
Grade 12	105
Total Enrollment	511

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2%
Male	52.8%
Asian	1.6%
Black or African American	1.2%
Filipino	0.4%
Hispanic or Latino	78.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.6%
White	17.6%
English Learners	21.5%
Foster Youth	0.8%
Homeless	4.3%
Migrant	2.5%
Socioeconomically Disadvantaged	69.3%
Students with Disabilities	13.7%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	86.79	63.50	89.48	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.17	2.00	2.82	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	2.75	2.60	3.75	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	3.13	1.20	1.70	12115.80	4.41
Unknown	0.70	3.13	1.50	2.23	18854.30	6.86
Total Teaching Positions	24.00	100.00	71.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.70	79.60	60.90	83.51	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.04	3.00	4.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.10	8.73	3.40	4.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.37	2.30	3.18	11953.10	4.28
Unknown	1.50	6.18	3.20	4.47	15831.90	5.67
Total Teaching Positions	24.70	100.00	73.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.60	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.20	0.30
Total Out-of-Field Teachers	0.70	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.8	5.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync is used in our district at both the high school and middle school (grades 7-12) 2016	Yes	0%
Mathematics	Our high school mathematics textbooks were from HMH in 2014. We started piloting CPM in Integrated	Yes	0%

	Mathematics 1 in Fall 2017 and added to the pilot each year - Integrated Mathematics 2 in Fall 2018 and Integrated Mathematics 3 + Calculus in Fall 2019. As of Fall 2020 Pierce High School is all CPM.		
Science	Our Science teachers Grades 9-12 selected Inspire California Edition by McGraw Hill, which we implemented in the Fall of 2023.	Yes	0%
History-Social Science	Our World History, US History and Government & Economics Textbooks were all replaced in 2018 with the exception of AP Government which received new textbooks in the Fall of 2022.	Yes	0%
Foreign Language	Descubre series by Vista Higher Learning 2013	Yes	0%
Health	Not only was mandated Health curriculum updated to Teen Talk High School that complies with Education Code 51930 but both Health teachers attended training for the new mandates in California.	Yes	0%
Visual and Performing Arts	Guitar- (Hal Leonard) Essential Elements 2020, Band- The standards of Excellence, Alfred's Essentials of Music Theory 2023	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				6/12/2023
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		"Bldg. A Administration: Replaced roof to main Bld and north gym Bldg. B Natalie Corona Gym: Bldg. C Ag/Woodshop: Replaced emergency lighting around campus Bldg. D Science: " Relocatable P1-P8:
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Ag. Mech Bldg.: Replaced new HVAC unit in P5
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Parking: Crosswalk and signs have been installed on Kleeman and Wildwood. Off-street parking is dirt, should be paved for all weather surface use. All

School Facility Conditions and Planned Improvements

parking at bus barn area and around I.T. Bldg. needs to be redone. (in process June 2023)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	34	36	39	47	46
Mathematics (grades 3-8 and 11)	16	15	26	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	135	95.07	4.93	34.07
Female	67	64	95.52	4.48	42.19
Male	75	71	94.67	5.33	26.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	111	106	95.50	4.50	28.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	28	26	92.86	7.14	57.69
English Learners	21	18	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	95	93.14	6.86	29.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	138	97.18	2.82	15.22
Female	67	64	95.52	4.48	20.31
Male	75	74	98.67	1.33	10.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	111	109	98.20	1.80	10.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	28	26	92.86	7.14	34.62
English Learners	21	21	100.00	0.00	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	98	96.08	3.92	11.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.67	19.58	19.24	20.72	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	240	98.36	1.64	19.58
Female	110	107	97.27	2.73	28.04
Male	134	133	99.25	0.75	12.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	184	98.92	1.08	14.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	48	96.00	4.00	37.50
English Learners	31	31	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	164	160	97.56	2.44	15.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	32	96.97	3.03	0.00

2022-23 Career Technical Education Programs

Pierce High School has 8 CTE Pathways (4 in Agriculture & Natural Resources and 1 in Business) in the the 2023-2024 school year PHS added Visual and Performing Arts pathways. Approximately 85% of our students take 2+ CTE courses. Ag Life Choices, Ag Computer Apps, Ag Bus Mgt. & Leadership and Plant Science courses each get dual-enrollment with Woodland CC.

Ag Mechanics
Ag Farm Fab
Ag Adv Farm Fab

Ag Mechanics
Ag Power Tech
Ag Adv Power Tech

Ag Life Choices
Ag Int Biology
Plant Science

Ag Life Choices
Ag Int Biology
Animal Science

Ag Life Choices
Ag Computer Apps
Ag Bus Mgt & Leadership

CTE Art 1
CTE Art 2
CTE Art 3

CTE Music
CTE Music Theory
CTE Music Internship

CTE Stage Tech
CTE Audio & Media
CTE Media Production

The Primary Rep for for the CTE Advisory Committee is Mr. Todd Miller who is a local businessman, parent, alumni of PHS and citizen of Arbuckle.

Industry Partners include:

Veterinarian Partners

2022-23 Career Technical Education Programs

1. Running V Vet Services

2. Mid Valley Hospital

Post Secondary Partners

1. Woodland Community College

2. UC Davis School of Agriculture & Natural Resources

3. UC Research Station in Browns Valley

4. UC Davis/Nichols Estate for Crop Trials in Colusa County

5. Universal Technical Institute

6. WyoTech

7. Butte College

8. Reedley College

9. American River College

10. Holt of California

11. Sacramento State University

12. Fashion Institute of Design & Merchandise

13. CSU, Chico

14. West Valley College

Ag Pest Control Adviser (PCA)

1. Grow West

2. Todd Miller

3.. Allison Crandall

4. Phil Washburn- Washburn Ag

Government Agencies

1. Colusa County Farm Bureau

2. Yolo County Farm Bureau

3. California Farm Bureau Federation

4. USDA Risk Development

2022-23 Career Technical Education Programs

5. Colusa County Water District

Regional Farmers & Industry Leaders

1. Cain Family Farms

2. Kalfsbeek Ranch

3. Myers Farms HA

4. HA Charter Farms

5. Chamisal Creek Ranch

6. Grindstone Winery

7. Sunridge Nurseries

8. Henderson Farms

9. Shadinger Farms

10. David's Broken Note- Bobby Rogers

11. City of Light Recording & Sound Co.- Mike Bacon Jr.

12. This is Tech Today- Brandon Lee

13. Verge Art Center

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	427
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	44.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.5%	98.4%	98.4%	98.4%	99.2%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and community members are a vital piece of our school community. Many adults, alumni and community members support PHS through: Booster Organizations (Pierce Pride Foundation (athletics), Arbuckle Arts Boosters, Ag Boosters...); School Site Council; ELAC; WASC Focus Groups and Committees; CTE/Ag Advisory Committees; The Annual Arbuckle FFA Field Day in February each year; the Fall Festival, Homecoming Dances and Activities, Back to School Night & Open House and other events.

All parents are encouraged to maintain communication about their student's progress by directly communicating with the staff via the parent portal. We continue to use the Advisory Teacher as key contact who has the ability to connect with their students on not only an academic level but also in a Social Emotional Level (SEL) This idea evolved to the point that during the 2021-2022 school year we added a full time social and emotional counselor to support SEL and communication. We also have implemented School Messenger for auto-calls, text messages and emails. Printed information is provided annually in English and Spanish in the Handbook. Currently Pierce High School is looking to add the App Parent Square to increase parent engagement.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	1	0	0	2.8	1.7	9.4	7.8	8.2
Graduation Rate	96.3	92.4	99.1	94.7	89.9	96.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	107	106	99.1
Female	45	45	100.0
Male	62	61	98.4
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	80	79	98.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	23	23	100.0
English Learners	18	18	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	85	84	98.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	18	17	94.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	527	524	93	17.7
Female	248	248	48	19.4
Male	279	276	45	16.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	4	44.4
Black or African American	6	6	3	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	411	409	67	16.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	1	33.3
White	94	93	18	19.4
English Learners	122	121	22	18.2
Foster Youth	4	4	1	25.0
Homeless	26	26	11	42.3
Socioeconomically Disadvantaged	383	380	72	18.9
Students Receiving Migrant Education Services	19	19	4	21.1
Students with Disabilities	75	75	17	22.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.49	5.85	7.02	2.56	3.85	3.97	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.02	0
Female	3.23	0
Male	10.39	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.51	0
English Learners	12.3	0
Foster Youth	0	0
Homeless	11.54	0
Socioeconomically Disadvantaged	7.31	0
Students Receiving Migrant Education Services	5.26	0
Students with Disabilities	12	0

2023-24 School Safety Plan

The School Comprehensive Safety Plan is presented to the faculty/staff and School Site Council each October. Then, it is presented to the school board. There are multiple opportunities for input throughout the year for staff and students to effect change. Additionally, the safety plan is looked at and discussed each month at the district safety committee meeting.

The basic components of the School Safety Plan exceed the California Education Code and address the current realities of our small, rural community that may not always be addressed in a larger state mandated plan.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	9	2
Mathematics	22	10	10	1
Science	23	7	5	1
Social Science	27	2	10	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	17	10	
Mathematics	21	11	11	
Science	18	9	5	1
Social Science	20	8	7	4

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	12	13	0
Mathematics	22	13	8	0
Science	15	11	4	0
Social Science	25	3	10	3

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	255.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,926.94	\$844.94	\$7,082.00	\$73,111
District	N/A	N/A	\$16,272.72	\$73,662
Percent Difference - School Site and District	N/A	N/A	-78.7	-0.8
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	-7.1	-6.5

Fiscal Year 2022-23 Types of Services Funded

Intervention and supplemental services are provided both during and after the school day. There is 1 period of designated support for "newcomer" EL (levels 1 and 2) students and integrated "push-in" support for students still working toward English proficiency (redesignation). Additionally the district has hired an ELD Para to support our newcomers in their other core academic classes. After school intervention and tutoring are offered in all academic areas by each teacher 3-4 times per week.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,402	\$47,616
Mid-Range Teacher Salary	\$73,253	\$75,580
Highest Teacher Salary	\$100,447	\$100,485
Average Principal Salary (Elementary)	\$106,188	\$114,067
Average Principal Salary (Middle)	\$112,654	\$123,622
Average Principal Salary (High)	\$145,065	\$125,386
Superintendent Salary	\$186,287	\$157,977
Percent of Budget for Teacher Salaries	27.36%	27.82%
Percent of Budget for Administrative Salaries	5.31%	5.78%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	16.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Pierce High School embeds 2 paid days (14 hours) of Professional Development into our Wednesday PD days when the students are dismissed at 2:15 PM. A typical Wednesday afternoon from 2:30 to 4:00 PM includes an hour plus of PLC/grade level collaboration, 2 hours of PD from a partner such as NWEA, School Analytics, WASC, Edmentum/ExtraPath, and the like.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6