

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Pioneer High (Continuation)

Address: 501 North Ave. Gustine, CA 95322-1701

Principal: Adam Cano, Principal

Phone: (209) 854-6414

Email: acano@gustineusd.org

Web Site: www.gustineusd.org

CDS Code: 24736192430031



Gustine Unified

Superintendent: Bill Morones

Phone: (209) 854-3784

Email: bmorones@gustineusd.org

Web Site: www.gustineusd.org



I DATA AND ACCESS

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information

Most Recent Year

District Name: Gustine Unified
 Phone Number: (209) 854-3784
 Superintendent: Bill Morones
 E-mail Address: bmorones@gustineusd.org
 Web Site: www.gustineusd.org

School Contact Information

Most Recent Year

School Name: Pioneer High (Continuation)
 Street: 501 North Ave.
 City, State, Zip: Gustine, CA 95322-1701
 Phone Number: (209) 854-6414
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 Web Site: www.gustineusd.org

County-District-School
 (CDS) Code: 24736192430031

School Description and Mission Statement (School Year 2016–17)

The Vision:

Gustine Unified School District (GUSD) recognizes that a comprehensive high school does not provide the appropriate educational setting for all students. The GUSD also believes that alternative education programs are necessary to insure that opportunities are afforded to pursue an educational experience that fulfills a student's individual abilities, desires, and needs. Further, the District believes that an effective continuation high program can best be assured through individualized instruction in a flexible learning environment. The District believes that the legislatively mandated components of guidance, instruction, and vocational programs must be treated as a single unit in providing students with knowledge, skills, and experiences for leading successful, meaningful lives.

Pioneer provides students with an individualized program that fits the needs of each student while promoting skills each person needs to find a career and become a valuable citizen able to contribute to his/her community in a positive manner. All Pioneer curriculum is aligned with California State Standards, but modified for possible acceleration. All students at Pioneer receive a quality education that may prepare them either for re-entry at Gustine High School, or for graduation from Pioneer High School.

Goals

1. To provide an opportunity for students to complete required courses of instruction that will lead to a high school diploma.
2. Provide an alternative learning environment for those students who are not successful at the comprehensive high school.
3. To assist students with skills necessary to become an independent adult able to contribute in a positive manner to his/her community.
4. To assist the student in the development of a positive work ethic and opportunities for career/vocation exploration.
5. To provide students guidance services to meet each student's personal needs.
6. To provide a positive atmosphere conducive to learning.
7. To motivate students to set and meet personal goals.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	0
Grade 11	4
Grade 12	12
Ungraded Secondary	0
Total Enrollment	16

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	81.3%
Native Hawaiian/Pacific Islander	0%
White	18.8%

Two or More Races	0%
Socioeconomically Disadvantaged	75%
English Learners	31.3%
Students with Disabilities	0%
Foster Youth	0%

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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	1	1	1	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
All Schools in District	100.00%	.00%
High-Poverty Schools in District	100.00%	.00%
Low-Poverty Schools in District	.00%	.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

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

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2002 texts, 3 levels, good quality, many other supplemental materials (books, etc), and APEX Learning Computer based curriculum.	Plato Learning computer based curriculum	0%
Mathematics	2002 texts, 4 levels, good quality, and APEX Learning computer based curriculum.	Plato Learning computer based curriculum	0%
Science	2002 texts, 3 subjects, good quality, supplemental materials, and APEX Learning computer based curriculum.	Plato Learning computer based curriculum	0%
History-Social Science	2002 texts, 5 subjects, good quality, supplemental materials, and APEX Learning computer based curriculum.	Plato Learning computer based curriculum	0%
Foreign Language	APEX Learning computer based curriculum	Plato Learning computer based curriculum	0%
Health	2002 text, supplemental materials, and APEX Learning computer based curriculum.	n/a	0%
Visual and Performing Arts	Visual Arts, all PHS students attend a drawing class 1st period as a part of their curriculum. As a result all instructional materials associated with this class are available.	n/a	0%
Science Laboratory	APEX Learning computer based virtual labs.	n/a	0%

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Pioneer High School ((2016-2017) is located in a single classroom at the Old Middle School campus and it administrative office is held at Gustine High School. Pioneer is a clean and safe environment which promotes online student learning.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

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

Month and year in which data were collected: January 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	0%		24%	29%	44%	48%
Mathematics (grades 3-8 and 11)	0%		14%	14%	34%	36%

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

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	6	54.55%	
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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 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.

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.

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	6	54.55%	
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	--	--	--	--

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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 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.

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

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	54%	53%	53%	56%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Career Technical Education Programs (School Year 2015-16)

N/A

Career Technical Education Participation (School Year 2015-16)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	.00%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

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.



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 2016–17)

Parents are invited to contact the school at any time for any reason. We have no extra-curricular activities at Pioneer but, encourage parent involvement via frequent conferences and interactions with the school. Students are allowed to attend all of Gustine High School extra curricular activities with prior approval.

STATE PRIORITY: PUPIL ENGAGEMENT

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.70%	14.40%	1.50%	8.70%	14.40%	1.50%	11.40%	11.50%	10.70%
Graduation Rate	91.30%	84.80%	97.01%	91.30%	84.80%	97.01%	80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	27.27	94.07	85.92
Black or African American	.00	.00	78.04
American Indian or Alaska Native	.00	.00	78.06
Asian	.00	100.00	93.32
Filipino	.00	.00	93.22
Hispanic or Latino	11.11	93.94	83.00
Native Hawaiian/Pacific Islander	.00	.00	84.88
White	100.00	94.12	90.52
Two or More Races	.00	.00	89.32
Socioeconomically Disadvantaged	12.50	91.25	77.59
English Learners	.00	57.14	53.97
Students with Disabilities	.00	100.00	66.10
Foster Youth			

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	20.59	12.50	4.88	4.27	5.42	4.66	4.36	3.80	3.65
Expulsions	0.00	0.00		0.10	0.10	0.05	0.10	0.09	0.09

School Safety Plan – Most Recent Year

The school Safety Plan is completed. Emergency procedures are reviewed with the staff at the beginning of each school year. Due to these reviews and drills, emergency procedures and safety on campus has improved. We now have a part-time SRO that works approximately 40 hours per week. School administration and staff have been diligent in ensuring a safe environment on campus.

D.**OTHER SARC INFORMATION**

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class	2013-14 Number of Classes*	Avg. Class	2014-15 Number of Classes*	Avg. Class	2015-16 Number of Classes*
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	Size	1-22	23-32	33+	Size	1-22	23-32	33+	Size	1-22	23-32	33+
English					19	1						
Mathematics					18	1						
Science					11	1						
Social Science					6	3						

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

Academic Counselors and Other Support Staff (School Year 2015-16)

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

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$64952
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$67348
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Not Applicable.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40506	\$42063
Mid-Range Teacher Salary	\$65406	\$64823
Highest Teacher Salary	\$80671	\$84821
Average Principal Salary (Elementary)	\$107202	\$101849
Average Principal Salary (Middle)	\$112269	\$107678
Average Principal Salary (High)	\$116871	\$115589
Superintendent Salary	\$164805	\$169152
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

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

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

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district provides four hours of staff development each month, as well as other opportunities as they arise. The majority of ongoing staff development is currently focused on CCSS, PLC training (Professional Learning Communities, RTI (Response to Intervention) additionally CPR and a First Aid workshop was also offered.