

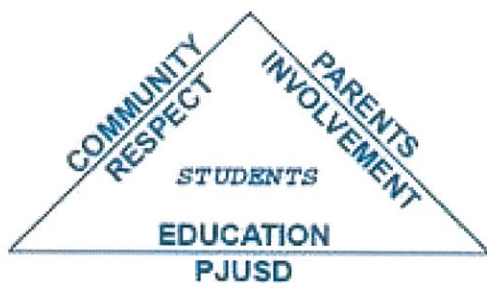
**Pierce Joint Unified School District  
Board of Trustees Regular Meeting**

**Pierce Technology Building  
940A Wildwood Road  
Arbuckle CA 95912**

**Thursday**

**October 19, 2017**

**6:00 p.m.**



***"Students First"***



**Pierce Joint Unified School District**  
**540A 6<sup>th</sup> Street**  
**P.O. Box 239**  
**Arbuckle CA 95912**  
**(530) 476-2892 \* (530) 476-2289 Fax**

***BOARD OF TRUSTEES REGULAR MEETING***  
**PIERCE JOINT UNIFIED SCHOOL DISTRICT**  
**TECHNOLOGY BUILDING**  
**940A WILDWOOD ROAD, ARBUCKLE CA 95912**

**THURSDAY      OCTOBER 19, 2017      6:00 p.m.**

**AGENDA**

**Governing Board**

Abel Gomez, President

John Friel, Vice President

Nadine High, Board Clerk

George Green, Member

Amy Charter, Member

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 540A 6<sup>th</sup> Street, Arbuckle CA 95912, during normal business hours.

1. CALL TO ORDER
  - A. *Pledge of Allegiance*
2. APPROVAL OF AGENDA ACTION
3. HEARING OF THE PUBLIC INFORMATION  
(Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)
4. PHS Student Body Representative Report REPORT
5. Fall 2017 Reclassification Ceremony – *Adjourn to Pierce High School Auditorium for Reclassification Ceremony*
6. Proceed with Meeting in the PJUSD Technology Building
7. PRINCIPAL’S BENCHMARK REPORTS INFORMATION
  - A. Arbuckle Elementary School/Grand Island Elementary School
  - B. Lloyd G. Johnson Junior High School
  - C. Pierce High School/Arbuckle Alternative High School
8. REPORTS: INFORMATION/  
DISCUSSION
  - A. Facilities / Transportation Report
  - B. Summer 2017 Pool Season Report
  - C. Williams Complaint Procedure Report – 2017/18 1<sup>st</sup> Quarter

2017/18 Board Goals:

1. Pierce Joint Unified School District students will graduate high school college and career ready.
2. Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, and physically in their schools.
3. Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.

- D. LCAP Update
  - E. Citizens' Bond Oversight Committee Report
  - F. Accountability Reports – Including EL Data: CAASPP
  - G. ACT Test Results Report
9. PJUEA (Pierce Joint Unified Educators Association) Report INFORMATION
10. CSEA (California School Employees Association) Report INFORMATION
11. Consider and approve **Resolution #17/18 – 6: Budget Revision** ACTION
12. Consider and approve **Resolution #17/18 – 7: Resolution of Intention to Exchange Real Property Owned by the District for Real Property Owned by Dennis Lohman Pursuant to Education Code Section 17536 and Authorization of the Negotiation and Execution of an Exchange Agreement in Connection Therewith** ACTION
13. Consider and approve **Resolution #17/18 – 8: Resolution of Intention to Exchange Real Property Owned by the District for Real Property Owned by Jose Tapia Pursuant to Education Code Section 17536 and Authorization of the Negotiation and Execution of an Exchange Agreement in Connection Therewith** ACTION
14. Consider and approve **Pierce Joint Unified School District Winter Sports Coaching Certification** ACTION
- A. Lloyd G. Johnson Junior High School
  - B. Pierce High School
15. Consider and approve **Job Description for Capital Projects Manager** ACTION
16. Consider and approve **2017/18 Capital Projects Manager Salary Schedule** ACTION
17. Consider and approve **Board Declaration Surplus Equipment: 1992 Thomas Bus** ACTION
18. Consider and approve **2017/18 Pierce High School Fund Raisers** ACTION
19. Consider and approve Consent Agenda: ACTION
- A. Minutes of September 14, 2017 Regular Board Meeting
  - B. Minutes of September 14, 2017 Special Board Meeting
  - C. Warrant List for September 2017
  - D. Interdistrict Transfers:
    - 1. Transferring **OUT** for the **2017/18** School Year:
      - a. Two (2) Students to Williams CA (continuing)
      - b. Four (4) Students to Colusa County Office CA ((2) continuing)
  - E. Donations:
    - 1. Shady Creek - JJH
      - a. Davison Drug and Stationery
      - b. Ramos & Kley Ranches, LLC
      - c. Alsco Geyer Irrigation, Inc.

- d. Weston Building Inc.
- e. Gary and Lorilee Henderson
- f. 4 R Farming
- g. Wilbur-Ellis Co. LLC
- h. Charter Oaks Ranch
- i. Frederick and Betty Lou Grimmer
- j. Allen and Bonnie Ehrke
- k. Frank Alonso Farms Inc.
- l. Patricia Hamilton
- m. Matt and Nadine High
- n. Brookins Equipment Repair
- o. Riverwest Processing Inc.
- p. Chamisal Creek Ranch LLC
- q. Martin's Dusters Inc.
- r. Thomas and Rose Ann Ellis
- s. H. Raymond Charter & Rev. Living Trust
- t. County Line Warehouse Inc.
- u. The Sun Valley Rice Co., LLC
- v. Jane Kalfsbeek
- w. Cy and Lori Hawkins
- x. Stohlman Enterprises Inc.
- y. Nor Cal Nut Co.
- z. KAL AG
- aa. Fagen, Friedman & Fulfroast, LLP
- bb. Butte Sand Trucking
- cc. Umpqua Bank
- dd. Woodland Lodge #1299
- ee. Davies Bros. DBA Arbuckle Chevron
- ff. Rem Sun, LLC
- gg. Tim and Charlene Vaughn
- hh. Matthew and Ariel Alonso
- ii. Beeler Tractor Co
- jj. Schaad Farms
- kk. Colusa Dairy
- ll. T&P Farms
- mm. Western Foods LLC
- nn. California Family Foods
- oo. E.N. Henderson
- pp. Lauwerijssen Farms
- qq. Joseph and Catherine Marsh

F. Overnight Field Trip Request:

- 1. Thankful for ETS – Fall Campus Tours
- 2. REACH: JJH Girl's Circle – Chico CA
- 3. REACH: PHS Girl's Circle – Chico CA

G. Contracts:

- 1. Agreement between Sutter County Superintendent of Schools and the Pierce Joint Unified School District for Medi-Cal Administrative Claiming

2. 2017/18 Environmental Education Agreement between Sutter County  
 Superintendent of Schools and Pierce Joint Unified School District

20. BOARD POLICIES:

ACTION

A. SECOND READING:

1. BP/AR 0000 – Vision
2. BP 0100 – Philosophy
3. BP 2140 – Evaluation of the Superintendent
4. AR 4112.2 – Certification
5. BP/AR 4112.61/4212.61/4312.61 – Employment References
6. BP/E 6161.1 – Selection and Evaluation of Instructional Materials
7. BP 7212 – Mello-Roos Districts
8. BB 9121 – President
9. BB 9220 – Governing Board Elections
10. BB 9230 – Orientation
11. BB 9400 – Board Self-Evaluation

B. FIRST READING:

1. BP/AR 1312.3 – Uniform Complaint Procedures

21. Items to be agendized for the next regular meeting:

22. Superintendent’s Report

23. Board President Report

24. CLOSED SESSION:

ACTION

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

<b>Certification</b>	<b>Position</b>	<b>Status</b>
Classified	Maintenance/Groundworker/Bus Driver	Release
Classified	Capital Projects Manager	Hiring
Coach	Girls’ Basketball Coach 8 <sup>th</sup> Grade – JJH	Hiring
Coach	Girls’ Basketball Coach 7 <sup>th</sup> Grade – JJH	Hiring
Coach	Girls’ JV Basketball Assistant Coach – PHS	Volunteer
Coach	Boys’ Basketball Var Assistant Coach – PHS	Volunteer
Coach	Girls’ Basketball JV Head Coach – PHS	Hiring
Coach	Girls’ Soccer Coach	Hiring
Classified	Substitute Bus Driver/Maintenance/Cafeteria Worker	Hiring

B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release

C. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code 54956.9 – One Case

25. OPEN SESSION - REPORT ACTION TAKEN IN CLOSED SESSION:

ACTION

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

<b>Certification</b>	<b>Position</b>	<b>Status</b>
Classified	Maintenance/Groundswoker/Bus Driver	Release
Classified	Capital Projects Manager	Hiring
Coach	Girls' Basketball Coach 8 <sup>th</sup> Grade – JJH	Hiring
Coach	Girls' Basketball Coach 7 <sup>th</sup> Grade – JJH	Hiring
Coach	Girls' JV Basketball Coach – PHS	Volunteer
Coach	Boys' Basketball Var Assistant Coach – PHS	Volunteer
Coach	Girls' Basketball JV Head Coach – PHS	Hiring
Coach	Girls' Soccer Coach	Hiring
Classified	Substitute Bus Driver/Maintenance/Cafeteria Worker	Hiring

B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release

C. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code 54956.9 – One Case

26. Adjourn

In compliance with the American with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact our office at (530) 476-2892 x13000. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the Board meeting. (Government Code § 54954.2)



# Grade Report

Grade 1

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	96
Mean RIT	161.3
Standard Deviation	14
District Grade Level Mean RIT	160.4
Students At or Above District Grade Level Mean RIT	50
Norm Grade Level Mean RIT	162.4
Students At or Above Norm Grade Level Mean RIT	41

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>												160-161-163	14
<b>Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010</b>	19	20%	23	24%	17	18%	22	23%	15	16%			
<b>Goal Area</b>													
<b>Operations and Algebraic Thinking</b>	12	13%	24	25%	19	20%	20	21%	21	22%	163-165-166	15.4	
<b>Number and Operations</b>	31	32%	20	21%	21	22%	13	14%	11	11%	156-158-159	14.6	
<b>Measurement and Data</b>	28	29%	15	16%	22	23%	17	18%	14	15%	158-160-161	16.1	
<b>Geometry</b>	18	19%	23	24%	15	16%	19	20%	21	22%	161-162-164	17.5	

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term. Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.

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# Grade Report

Grade 1

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading K-2 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	96
Mean RIT	158.7
Standard Deviation	11.9
District Grade Level Mean RIT	157.6
Students At or Above District Grade Level Mean RIT	45
Norm Grade Level Mean RIT	160.7
Students At or Above Norm Grade Level Mean RIT	38

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading K-2 CA 2010 / CA Common Core English Language Arts: 2010	21	22%	30	31%	16	17%	15	16%	14	15%	157-159-160	11.9
<b>Goal Area</b>												
<b>Foundational Skills</b>	28	29%	24	25%	15	16%	16	17%	13	14%	156-158-159	13.5
<b>Language and Writing</b>	24	25%	32	33%	17	18%	10	10%	13	14%	156-157-158	12.9
<b>Literature and Informational</b>	14	15%	30	31%	18	19%	14	15%	20	21%	160-161-162	13.6
<b>Vocabulary Use and Functions</b>	24	25%	21	22%	17	18%	17	18%	17	18%	158-159-161	13.5

### Explanatory Notes

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# Grade Report

Grade 2

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	89
Mean RIT	182.8
Standard Deviation	15
District Grade Level Mean RIT	182
Students At or Above District Grade Level Mean RIT	50
Norm Grade Level Mean RIT	176.9
Students At or Above Norm Grade Level Mean RIT	69

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010	9	10%	10	11%	15	17%	26	29%	29	33%	181-183-184	15	
<b>Goal Area</b>													
Operations and Algebraic Thinking	8	9%	12	13%	17	19%	34	38%	18	20%	181-182-184	14.3	
Number and Operations	12	13%	7	8%	13	15%	21	24%	36	40%	182-183-185	17	
Measurement and Data	12	13%	13	15%	15	17%	24	27%	25	28%	180-182-184	16.3	
Geometry	11	12%	8	9%	17	19%	27	30%	26	29%	182-184-186	19	

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# Grade Report

Grade 2

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading K-2 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	89
Mean RIT	177.1
Standard Deviation	14.6
District Grade Level Mean RIT	176.2
Students At or Above District Grade Level Mean RIT	43
Norm Grade Level Mean RIT	174.7
Students At or Above Norm Grade Level Mean RIT	53

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading K-2 CA 2010 / CA Common Core English Language Arts: 2010	14	16%	11	12%	25	28%	18	20%	21	24%	176-177-179	14.6
<b>Goal Area</b>												
Foundational Skills	12	13%	17	19%	18	20%	19	21%	23	26%	177-179-180	17.3
Language and Writing	16	18%	12	13%	30	34%	14	16%	17	19%	174-175-177	14.4
Literature and Informational	11	12%	12	13%	27	30%	24	27%	15	17%	176-177-179	15.4
Vocabulary Use and Functions	16	18%	15	17%	20	22%	13	15%	25	28%	175-177-179	17.2

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# Grade Report

Grade 3

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	95
Mean RIT	188.2
Standard Deviation	12.8
District Grade Level Mean RIT	187.8
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	190.4
Students At or Above Norm Grade Level Mean RIT	46

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	16	17%	22	23%	24	25%	20	21%	13	14%	187-188-190	12.8	
<b>Goal Area</b>													
Operations and Algebraic Thinking	26	27%	15	16%	33	35%	13	14%	8	8%	185-186-187	13.9	
Number and Operations	15	16%	27	28%	23	24%	17	18%	13	14%	187-188-190	13.9	
Measurement and Data	16	17%	24	25%	21	22%	21	22%	13	14%	187-188-190	14.3	
Geometry	16	17%	16	17%	26	27%	19	20%	18	19%	189-190-192	14.1	

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Test invalidations: \*\*\*\*1 The test duration was too short to provide a valid result.

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# Grade Report

Grade 3

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	94
Mean RIT	184.8
Standard Deviation	14.2
District Grade Level Mean RIT	184
Students At or Above District Grade Level Mean RIT	54
Norm Grade Level Mean RIT	188.3
Students At or Above Norm Grade Level Mean RIT	42

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010	23	24%	17	18%	22	23%	23	24%	9	10%	183-185-186	14.2	
<b>Goal Area</b>													
Literature	21	22%	18	19%	24	26%	19	20%	12	13%	183-185-187	15.6	
Informational Text	21	22%	22	23%	18	19%	27	29%	6	6%	183-185-186	15.1	
Vocabulary Acquisition and Use	21	22%	18	19%	22	23%	24	26%	9	10%	183-185-186	15	

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### Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	95
Mean RIT	185.2
Standard Deviation	14
District Grade Level Mean RIT	184.5
Students At or Above District Grade Level Mean RIT	54
Norm Grade Level Mean RIT	189.4
Students At or Above Norm Grade Level Mean RIT	40

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	25	26%	19	20%	24	25%	19	20%	8	8%	184-185-187	14
<b>Goal Area</b>												
Writing: Plan, Organize, Develop, Revise, Research	27	28%	22	23%	18	19%	21	22%	7	7%	183-184-186	14.4
Language: Understand, Edit for Grammar, Usage	28	29%	16	17%	19	20%	23	24%	9	9%	184-185-187	15
Language: Understand, Edit Mechanics	20	21%	22	23%	24	25%	17	18%	12	13%	185-186-188	15.1

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# Grade Report

Grade 3

Term: Fall 2017-2018  
 District: Pierce Joint Unified School District  
 School: Arbuckle Elementary

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2017)  
 Grouping: None  
 Small Group Display: Yes

## Science - General Science

Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

Summary	
Total Students With Valid Growth Test Scores	95
Mean RIT	183.5
Standard Deviation	11
District Grade Level Mean RIT	183
Students At or Above District Grade Level Mean RIT	51
Norm Grade Level Mean RIT	187.5
Students At or Above Norm Grade Level Mean RIT	37

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013	27	28%	21	22%	18	19%	21	22%	8	8%	182-183-185	11
<b>Goal Area</b>												
Physical Science	26	27%	27	28%	14	15%	16	17%	12	13%	182-184-185	13.2
Life Science	29	31%	21	22%	17	18%	21	22%	7	7%	181-182-184	12.5
Earth and Space Science	26	27%	17	18%	19	20%	25	26%	8	8%	183-184-186	11.5

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### Mathematics

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	110
Mean RIT	195.8
Standard Deviation	15.4
District Grade Level Mean RIT	195.7
Students At or Above District Grade Level Mean RIT	60
Norm Grade Level Mean RIT	201.9
Students At or Above Norm Grade Level Mean RIT	41

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	35	32%	24	22%	15	14%	24	22%	12	11%	194-196-197	15.4
<b>Goal Area</b>												
Operations and Algebraic Thinking	42	38%	21	19%	15	14%	20	18%	12	11%	192-194-196	17.3
Number and Operations	30	27%	28	25%	24	22%	18	16%	10	9%	195-196-198	15.5
Measurement and Data	39	35%	18	16%	14	13%	28	25%	11	10%	195-196-198	16.4
Geometry	29	26%	28	25%	19	17%	23	21%	11	10%	195-197-198	15.9

### Explanatory Notes

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# Grade Report

Grade 4

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

### Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	110
Mean RIT	189.4
Standard Deviation	17.9
District Grade Level Mean RIT	189.2
Students At or Above District Grade Level Mean RIT	60
Norm Grade Level Mean RIT	198.2
Students At or Above Norm Grade Level Mean RIT	38

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010	38	35%	24	22%	25	23%	12	11%	11	10%	188-189-191	17.9	
<b>Goal Area</b>													
Literature	37	34%	24	22%	22	20%	19	17%	8	7%	188-190-191	18.6	
Informational Text	42	38%	17	15%	24	22%	18	16%	9	8%	188-190-192	19.4	
Vocabulary Acquisition and Use	41	37%	20	18%	23	21%	18	16%	8	7%	187-189-191	18	

### Explanatory Notes

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# Grade Report

Grade 4

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	110
Mean RIT	191.9
Standard Deviation	16.8
District Grade Level Mean RIT	191.6
Students At or Above District Grade Level Mean RIT	65
Norm Grade Level Mean RIT	198.8
Students At or Above Norm Grade Level Mean RIT	47

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	39	35%	18	16%	20	18%	24	22%	9	8%	190-192-194	16.8
<b>Goal Area</b>												
Writing: Plan, Organize, Develop, Revise, Research	40	36%	25	23%	20	18%	17	15%	8	7%	189-191-192	15.6
Language: Understand, Edit for Grammar, Usage	36	33%	21	19%	19	17%	22	20%	12	11%	190-192-194	18.8
Language: Understand, Edit Mechanics	33	30%	23	21%	11	10%	29	26%	14	13%	192-194-195	17.8

### Explanatory Notes

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# Grade Report

Grade 4

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Science - General Science

Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

Summary	
Total Students With Valid Growth Test Scores	110
Mean RIT	190.6
Standard Deviation	11.9
District Grade Level Mean RIT	190.6
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	194.6
Students At or Above Norm Grade Level Mean RIT	40

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013	31	28%	25	23%	23	21%	19	17%	12	11%	189-191-192	11.9	
<b>Goal Area</b>													
Physical Science	34	31%	25	23%	17	15%	20	18%	14	13%	189-190-192	13.1	
Life Science	34	31%	20	18%	25	23%	16	15%	15	14%	189-190-192	13.7	
Earth and Space Science	26	24%	29	26%	19	17%	22	20%	14	13%	190-191-193	12.2	

### Explanatory Notes

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# Grade Report

Grade 5

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	101
Mean RIT	204.9
Standard Deviation	12.9
District Grade Level Mean RIT	204.5
Students At or Above District Grade Level Mean RIT	56
Norm Grade Level Mean RIT	211.4
Students At or Above Norm Grade Level Mean RIT	35

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	32	32%	23	23%	29	29%	11	11%	6	6%	204-205-206	12.9
<b>Goal Area</b>												
<b>Operations and Algebraic Thinking</b>	32	32%	23	23%	30	30%	10	10%	6	6%	202-204-205	14.5
<b>Number and Operations</b>	28	28%	25	25%	27	27%	15	15%	6	6%	204-205-207	14.2
<b>Measurement and Data</b>	33	33%	22	22%	27	27%	12	12%	7	7%	203-204-205	13.8
<b>Geometry</b>	29	29%	25	25%	21	21%	17	17%	9	9%	205-206-208	13.8

### Explanatory Notes

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# Grade Report

Grade 5

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	101
Mean RIT	197.3
Standard Deviation	15.9
District Grade Level Mean RIT	195.9
Students At or Above District Grade Level Mean RIT	60
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	32

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010	38	38%	22	22%	20	20%	12	12%	9	9%	196-197-199	15.9
<b>Goal Area</b>												
Literature	36	36%	24	24%	18	18%	17	17%	6	6%	195-197-198	16.4
Informational Text	39	39%	18	18%	22	22%	14	14%	8	8%	195-197-199	17.3
Vocabulary Acquisition and Use	35	35%	23	23%	18	18%	18	18%	7	7%	196-198-199	16.3

### Explanatory Notes

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# Grade Report

Grade 5

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Arbuckle Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	101
Mean RIT	199.7
Standard Deviation	12.9
District Grade Level Mean RIT	198.5
Students At or Above District Grade Level Mean RIT	59
Norm Grade Level Mean RIT	205.6
Students At or Above Norm Grade Level Mean RIT	32

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	29	29%	31	31%	19	19%	14	14%	8	8%	198-200-201	12.9
<b>Goal Area</b>												
Writing: Plan, Organize, Develop, Revise, Research	37	37%	28	28%	20	20%	7	7%	9	9%	196-198-199	14
Language: Understand, Edit for Grammar, Usage	29	29%	28	28%	18	18%	17	17%	9	9%	199-200-202	13.7
Language: Understand, Edit Mechanics	30	30%	15	15%	27	27%	20	20%	9	9%	200-201-203	13.9

### Explanatory Notes

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### Science - General Science

Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

Summary	
Total Students With Valid Growth Test Scores	102
Mean RIT	195.8
Standard Deviation	9.8
District Grade Level Mean RIT	195.2
Students At or Above District Grade Level Mean RIT	51
Norm Grade Level Mean RIT	200.2
Students At or Above Norm Grade Level Mean RIT	31

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013	35	34%	23	23%	19	19%	17	17%	8	8%	195-196-197	9.8
<b>Goal Area</b>												
<b>Physical Science</b>	33	32%	23	23%	22	22%	18	18%	6	6%	194-196-197	11
<b>Life Science</b>	37	36%	19	19%	19	19%	18	18%	9	9%	194-195-196	12
<b>Earth and Space Science</b>	24	24%	31	30%	23	23%	15	15%	9	9%	196-197-198	9.6

#### Explanatory Notes

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# Grade Report

Grade 1

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	7
Mean RIT	148.3
Standard Deviation	9.4
District Grade Level Mean RIT	160.4
Students At or Above District Grade Level Mean RIT	1
Norm Grade Level Mean RIT	162.4
Students At or Above Norm Grade Level Mean RIT	1

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010	5	71%	1	14%	1	14%	0	0%	0	0%	144-148-152	9.4
<b>Goal Area</b>												
Operations and Algebraic Thinking	3	43%	1	14%	2	29%	1	14%	0	0%	150-155-159	11.3
Number and Operations	6	86%	0	0%	0	0%	1	14%	0	0%	143-148-152	10.7
Measurement and Data	5	71%	1	14%	0	0%	0	0%	1	14%	139-145-151	14.9
Geometry	5	71%	1	14%	0	0%	1	14%	0	0%	139-145-151	14.9

### Explanatory Notes

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# Grade Report

Grade 1

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading K-2 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	7
Mean RIT	142.6
Standard Deviation	12.4
District Grade Level Mean RIT	157.6
Students At or Above District Grade Level Mean RIT	1
Norm Grade Level Mean RIT	160.7
Students At or Above Norm Grade Level Mean RIT	1

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading K-2 CA 2010 / CA Common Core English Language Arts: 2010	6	86%	0	0%	0	0%	1	14%	0	0%	138-143-148	12.4
<b>Goal Area</b>												
<b>Foundational Skills</b>												
Language and Writing	4	57%	1	14%	2	29%	0	0%	0	0%	141-147-152	13
Literature and Informational	6	86%	1	14%	0	0%	0	0%	0	0%	134-138-142	10.7
Vocabulary Use and Functions	6	86%	0	0%	0	0%	0	0%	1	14%	137-143-149	14.9
	6	86%	0	0%	0	0%	0	0%	1	14%	136-143-151	18.3

### Explanatory Notes

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# Grade Report

Grade 2

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	174.8
Standard Deviation	13.3
District Grade Level Mean RIT	182
Students At or Above District Grade Level Mean RIT	5
Norm Grade Level Mean RIT	176.9
Students At or Above Norm Grade Level Mean RIT	5

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	3	30%	2	20%	0	0%	4	40%	1	10%	170-175-179	13.3
<b>Goal Area</b>												
<b>Operations and Algebraic Thinking</b>	4	40%	1	10%	1	10%	2	20%	2	20%	167-173-179	18.4
<b>Number and Operations</b>	1	10%	2	20%	4	40%	2	20%	1	10%	175-178-181	9.5
<b>Measurement and Data</b>	6	60%	0	0%	0	0%	4	40%	0	0%	165-170-175	13.6
<b>Geometry</b>	2	20%	3	30%	0	0%	2	20%	3	30%	173-178-184	16.4

### Explanatory Notes

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# Grade Report

Grade 2

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	168.1
Standard Deviation	17.1
District Grade Level Mean RIT	176.2
Students At or Above District Grade Level Mean RIT	4
Norm Grade Level Mean RIT	174.7
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>												162-168-174	17.1
<b>Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010</b>	4	40%	2	20%	0	0%	3	30%	1	10%			
<b>Goal Area</b>													
<b>Literature</b>	4	40%	2	20%	1	10%	0	0%	3	30%	164-169-175	17	
<b>Informational Text</b>	5	50%	1	10%	0	0%	1	10%	3	30%	161-168-175	20.4	
<b>Vocabulary Acquisition and Use</b>	4	40%	1	10%	1	10%	4	40%	0	0%	162-168-173	15.4	

### Explanatory Notes

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# Grade Report

Grade 3

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	3
Mean RIT	174.3
Standard Deviation	13.3
District Grade Level Mean RIT	187.8
Students At or Above District Grade Level Mean RIT	1
Norm Grade Level Mean RIT	190.4
Students At or Above Norm Grade Level Mean RIT	0

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	2	67%	0	0%	1	33%	0	0%	0	0%	165-174-184	13.3
<b>Goal Area</b>												
Operations and Algebraic Thinking	1	33%	1	33%	0	0%	1	33%	0	0%	166-179-192	18.6
Number and Operations	2	67%	0	0%	1	33%	0	0%	0	0%	167-177-187	14
Measurement and Data	2	67%	1	33%	0	0%	0	0%	0	0%	165-172-179	10.1
Geometry	2	67%	1	33%	0	0%	0	0%	0	0%	156-167-178	14.9

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: \*\*\*\*1 The test duration was too short to provide a valid result.

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# Grade Report

Grade 3

Term: Fall 2017-2018  
 District: Pierce Joint Unified School District  
 School: Grand Island Elementary

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2017)  
 Grouping: None  
 Small Group Display: Yes

## Reading

Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	3
Mean RIT	159.3
Standard Deviation	15.5
District Grade Level Mean RIT	184
Students At or Above District Grade Level Mean RIT	0
Norm Grade Level Mean RIT	188.3
Students At or Above Norm Grade Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010	2	67%	1	33%	0	0%	0	0%	0	0%	148-159-170	15.5
<b>Goal Area</b>												
Literature	3	100%	0	0%	0	0%	0	0%	0	0%	140-154-169	20.1
Informational Text	2	67%	1	33%	0	0%	0	0%	0	0%	148-160-172	17
Vocabulary Acquisition and Use	2	67%	1	33%	0	0%	0	0%	0	0%	151-161-172	14.4

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: \*\*\*1 The test duration was too short to provide a valid result.

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# Grade Report

Grade 3

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	3
Mean RIT	164.7
Standard Deviation	20.2
District Grade Level Mean RIT	184.5
Students At or Above District Grade Level Mean RIT	1
Norm Grade Level Mean RIT	189.4
Students At or Above Norm Grade Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	2	67%	0	0%	1	33%	0	0%	0	0%	150-165-179	20.2
<b>Goal Area</b>												
Writing: Plan, Organize, Develop, Revise, Research	2	67%	1	33%	0	0%	0	0%	0	0%	157-166-174	11.6
Language: Understand, Edit for Grammar, Usage	2	67%	0	0%	0	0%	1	33%	0	0%	153-170-187	24.1
Language: Understand, Edit Mechanics	2	67%	0	0%	1	33%	0	0%	0	0%	142-159-176	24.1

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: \*\*\*\*1 The test duration was too short to provide a valid result.

Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.

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# Grade Report

Grade 3

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Science - General Science

Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

Summary	
Total Students With Valid Growth Test Scores	3
Mean RIT	168.7
Standard Deviation	9.1
District Grade Level Mean RIT	183
Students At or Above District Grade Level Mean RIT	0
Norm Grade Level Mean RIT	187.5
Students At or Above Norm Grade Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013	2	67%	1	33%	0	0%	0	0%	0	0%	162-169-175	9.1
<b>Goal Area</b>												
Physical Science	2	67%	1	33%	0	0%	0	0%	0	0%	166-173-180	10.1
Life Science	2	67%	1	33%	0	0%	0	0%	0	0%	164-169-175	7.6
Earth and Space Science	3	100%	0	0%	0	0%	0	0%	0	0%	156-164-171	10.7

### Explanatory Notes

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# Grade Report

Grade 4

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	8
Mean RIT	194.9
Standard Deviation	16.7
District Grade Level Mean RIT	195.7
Students At or Above District Grade Level Mean RIT	3
Norm Grade Level Mean RIT	201.9
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	4	50%	2	25%	0	0%	0	0%	2	25%	189-195-201	16.7
<b>Goal Area</b>												
Operations and Algebraic Thinking	3	38%	1	13%	2	25%	0	0%	2	25%	190-197-204	18.7
Number and Operations	2	25%	4	50%	0	0%	1	13%	1	13%	189-196-203	17.6
Measurement and Data	3	38%	3	38%	0	0%	1	13%	1	13%	189-197-204	20.4
Geometry	4	50%	1	13%	2	25%	0	0%	1	13%	185-191-197	16.8

### Explanatory Notes

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# Grade Report

Grade 4

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

### Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	8
Mean RIT	186
Standard Deviation	24.3
District Grade Level Mean RIT	189.2
Students At or Above District Grade Level Mean RIT	3
Norm Grade Level Mean RIT	198.2
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>												177-186-195	24.3
<b>Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010</b>	4	50%	1	13%	1	13%	0	0%	2	25%			
<b>Goal Area</b>													
<b>Literature</b>	5	63%	1	13%	0	0%	0	0%	2	25%	171-181-191	25.4	
<b>Informational Text</b>	4	50%	0	0%	2	25%	0	0%	2	25%	180-189-198	22.9	
<b>Vocabulary Acquisition and Use</b>	4	50%	1	13%	1	13%	0	0%	2	25%	179-188-198	25.3	

### Explanatory Notes

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# Grade Report

Grade 4

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	8
Mean RIT	188
Standard Deviation	18.7
District Grade Level Mean RIT	191.6
Students At or Above District Grade Level Mean RIT	2
Norm Grade Level Mean RIT	198.8
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	4	50%	2	25%	0	0%	1	13%	1	13%	181-188-195	18.7
<b>Goal Area</b>												
Writing: Plan, Organize, Develop, Revise, Research	6	75%	0	0%	0	0%	0	0%	2	25%	180-187-194	19.5
Language: Understand, Edit for Grammar, Usage	4	50%	2	25%	0	0%	1	13%	1	13%	181-188-195	19.7
Language: Understand, Edit Mechanics	3	38%	2	25%	1	13%	1	13%	1	13%	183-189-196	17.9

### Explanatory Notes

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# Grade Report

Grade 4

Term: Fall 2017-2018  
 District: Pierce Joint Unified School District  
 School: Grand Island Elementary

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2017)  
 Grouping: None  
 Small Group Display: Yes

## Science - General Science

Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

Summary	
Total Students With Valid Growth Test Scores	8
Mean RIT	189.6
Standard Deviation	16.5
District Grade Level Mean RIT	190.6
Students At or Above District Grade Level Mean RIT	2
Norm Grade Level Mean RIT	194.6
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013	5	63%	1	13%	0	0%	0	0%	2	25%	183-190-196	16.5
<b>Goal Area</b>												
Physical Science	5	63%	1	13%	0	0%	0	0%	2	25%	183-190-197	18.2
Life Science	2	25%	4	50%	0	0%	1	13%	1	13%	183-189-196	16.9
Earth and Space Science	4	50%	1	13%	1	13%	0	0%	2	25%	182-189-196	19

### Explanatory Notes

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# Grade Report

Grade 5

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	201.9
Standard Deviation	14
District Grade Level Mean RIT	204.5
Students At or Above District Grade Level Mean RIT	5
Norm Grade Level Mean RIT	211.4
Students At or Above Norm Grade Level Mean RIT	2

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	5	36%	6	43%	1	7%	1	7%	1	7%	198-202-206	14
<b>Goal Area</b>												
Operations and Algebraic Thinking	7	50%	4	29%	2	14%	0	0%	1	7%	196-199-203	12.7
Number and Operations	3	21%	6	43%	4	29%	0	0%	1	7%	202-205-208	11.7
Measurement and Data	6	43%	5	36%	1	7%	0	0%	2	14%	195-200-205	18.6
Geometry	6	43%	3	21%	3	21%	0	0%	2	14%	198-203-208	16.7

### Explanatory Notes

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# Grade Report

Grade 5

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	186.1
Standard Deviation	15.8
District Grade Level Mean RIT	195.9
Students At or Above District Grade Level Mean RIT	4
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts: 2010	9	64%	3	21%	2	14%	0	0%	0	0%	182-186-190	15.8
<b>Goal Area</b>												
Literature	8	57%	2	14%	3	21%	1	7%	0	0%	185-189-193	14.9
Informational Text	10	71%	2	14%	1	7%	1	7%	0	0%	180-184-189	16.6
Vocabulary Acquisition and Use	8	57%	4	29%	2	14%	0	0%	0	0%	180-185-190	18.9

### Explanatory Notes

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# Grade Report

Grade 5

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Grand Island Elementary

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	189.9
Standard Deviation	15.2
District Grade Level Mean RIT	198.5
Students At or Above District Grade Level Mean RIT	4
Norm Grade Level Mean RIT	205.6
Students At or Above Norm Grade Level Mean RIT	1

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	7	50%	6	43%	0	0%	1	7%	0	0%	186-190-194	15.2
<b>Goal Area</b>												
Writing: Plan, Organize, Develop, Revise, Research	9	64%	3	21%	2	14%	0	0%	0	0%	185-188-192	12.6
Language: Understand, Edit for Grammar, Usage	4	29%	8	57%	1	7%	0	0%	1	7%	186-191-197	19.9
Language: Understand, Edit Mechanics	5	36%	8	57%	0	0%	1	7%	0	0%	186-190-195	15.5

### Explanatory Notes

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# Grade Report

Grade 5

Term: Fall 2017-2018  
 District: Pierce Joint Unified School District  
 School: Grand Island Elementary

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2017)  
 Grouping: None  
 Small Group Display: Yes

## Science - General Science

Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	190.9
Standard Deviation	5.7
District Grade Level Mean RIT	195.2
Students At or Above District Grade Level Mean RIT	3
Norm Grade Level Mean RIT	200.2
Students At or Above Norm Grade Level Mean RIT	1

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013	8	57%	5	36%	0	0%	1	7%	0	0%	189-191-193	5.7
<b>Goal Area</b>												
Physical Science	6	43%	4	29%	3	21%	1	7%	0	0%	189-191-193	7.7
Life Science	8	57%	3	21%	1	7%	2	14%	0	0%	188-190-193	8.5
Earth and Space Science	6	43%	5	36%	2	14%	1	7%	0	0%	190-192-194	7.7

### Explanatory Notes

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# Grade Report

Grade 6

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	131
Mean RIT	209
Standard Deviation	15.5
District Grade Level Mean RIT	209
Students At or Above District Grade Level Mean RIT	81
Norm Grade Level Mean RIT	217.6
Students At or Above Norm Grade Level Mean RIT	46

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	40	31%	38	29%	26	20%	22	17%	5	4%	208-209-210	15.5
<b>Goal Area</b>												
Operations and Algebraic Thinking	40	31%	40	31%	28	21%	16	12%	7	5%	206-208-209	16.5
The Real and Complex Number Systems	34	26%	26	20%	25	19%	26	20%	20	15%	212-214-215	17.1
Geometry	38	29%	26	20%	37	28%	23	18%	7	5%	208-210-211	16.5
Statistics and Probability	58	44%	34	26%	20	15%	16	12%	3	2%	204-205-206	16.3

### Explanatory Notes

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# Grade Report

Grade 6

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	127
Mean RIT	204.1
Standard Deviation	16.5
District Grade Level Mean RIT	204
Students At or Above District Grade Level Mean RIT	68
Norm Grade Level Mean RIT	211
Students At or Above Norm Grade Level Mean RIT	54

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010	46	36%	17	13%	26	20%	27	21%	11	9%	203-204-206	16.5	
<b>Goal Area</b>													
Literature	46	36%	22	17%	27	21%	20	16%	12	9%	202-203-205	17.6	
Informational Text	44	35%	24	19%	21	17%	23	18%	15	12%	202-204-205	18.2	
Vocabulary Acquisition and Use	37	29%	31	24%	21	17%	23	18%	15	12%	204-205-207	16.4	

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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# Grade Report

Grade 6

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	132
Mean RIT	204.2
Standard Deviation	16.2
District Grade Level Mean RIT	204.2
Students At or Above District Grade Level Mean RIT	76
Norm Grade Level Mean RIT	210.7
Students At or Above Norm Grade Level Mean RIT	56

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	49	37%	18	14%	24	18%	29	22%	12	9%	203-204-206	16.2	
<b>Goal Area</b>													
Writing: Plan, Organize, Develop, Revise, Research	52	39%	24	18%	17	13%	25	19%	14	11%	201-202-204	17.7	
Language: Understand, Edit for Grammar, Usage	42	32%	22	17%	22	17%	36	27%	10	8%	203-204-206	16.7	
Language: Understand, Edit Mechanics	37	28%	25	19%	22	17%	34	26%	14	11%	205-206-208	16.3	

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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# Grade Report

Grade 6

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Science - General Science

Growth: Science 6-8: for use with NGSS 2013 / Next Generation Science Standards: 2013

Summary	
Total Students With Valid Growth Test Scores	105
Mean RIT	197.9
Standard Deviation	10.5
District Grade Level Mean RIT	197.7
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	204.3
Students At or Above Norm Grade Level Mean RIT	30

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Science 6-8: for use with NGSS 2013 / Next Generation Science Standards: 2013	39	37%	27	26%	19	18%	17	16%	3	3%	197-198-199	10.5
<b>Goal Area</b>												
Physical Science	38	36%	22	21%	20	19%	17	16%	8	8%	197-198-200	12.2
Life Science	40	38%	25	24%	13	12%	18	17%	9	9%	197-198-199	12.3
Earth and Space Science	38	36%	26	25%	22	21%	13	12%	6	6%	197-198-199	10.9

### Explanatory Notes

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# Grade Report

Grade 7

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	111
Mean RIT	212.3
Standard Deviation	16.3
District Grade Level Mean RIT	212.3
Students At or Above District Grade Level Mean RIT	59
Norm Grade Level Mean RIT	222.6
Students At or Above Norm Grade Level Mean RIT	32

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	41	37%	25	23%	24	22%	16	14%	5	5%	211-212-214	16.3
<b>Goal Area</b>												
Operations and Algebraic Thinking	42	38%	32	29%	20	18%	14	13%	3	3%	210-211-213	16.6
The Real and Complex Number Systems	39	35%	24	22%	18	16%	17	15%	13	12%	213-215-217	17.7
Geometry	39	35%	28	25%	24	22%	17	15%	3	3%	211-212-214	16.7
Statistics and Probability	44	40%	26	23%	22	20%	15	14%	4	4%	210-211-213	18

### Explanatory Notes

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# Grade Report

Grade 7

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	109
Mean RIT	205.2
Standard Deviation	17.5
District Grade Level Mean RIT	205.2
Students At or Above District Grade Level Mean RIT	58
Norm Grade Level Mean RIT	214.4
Students At or Above Norm Grade Level Mean RIT	35

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010	45	41%	22	20%	19	17%	13	12%	10	9%	204-205-207	17.5	
<b>Goal Area</b>													
Literature	48	44%	19	17%	19	17%	11	10%	12	11%	202-204-206	18.9	
Informational Text	44	40%	24	22%	22	20%	11	10%	8	7%	203-205-206	17.1	
Vocabulary Acquisition and Use	42	39%	20	18%	18	17%	18	17%	11	10%	205-207-209	18.7	

### Explanatory Notes

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# Grade Report

Grade 7

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	108
Mean RIT	207.3
Standard Deviation	13
District Grade Level Mean RIT	207.3
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	214
Students At or Above Norm Grade Level Mean RIT	32

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	40	37%	19	18%	26	24%	17	16%	6	6%	206-207-209	13	
<b>Goal Area</b>													
Writing: Plan, Organize, Develop, Revise, Research	49	45%	18	17%	21	19%	11	10%	9	8%	204-206-207	13.7	
Language: Understand, Edit for Grammar, Usage	35	32%	26	24%	21	19%	20	19%	6	6%	206-208-209	13.9	
Language: Understand, Edit Mechanics	36	33%	20	19%	21	19%	21	19%	10	9%	208-209-210	13.8	

### Explanatory Notes

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# Grade Report

Grade 7

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Science - General Science

Growth: Science 6-8: for use with NGSS 2013 / Next Generation Science Standards: 2013

Summary	
Total Students With Valid Growth Test Scores	109
Mean RIT	202.4
Standard Deviation	11.3
District Grade Level Mean RIT	202.4
Students At or Above District Grade Level Mean RIT	53
Norm Grade Level Mean RIT	207.2
Students At or Above Norm Grade Level Mean RIT	37

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Science 6-8: for use with NGSS 2013 / Next Generation Science Standards: 2013	36	33%	25	23%	24	22%	11	10%	13	12%	201-202-203	11.3	
<b>Goal Area</b>													
Physical Science	41	38%	28	26%	16	15%	14	13%	10	9%	200-201-203	12.4	
Life Science	35	32%	20	18%	21	19%	22	20%	11	10%	202-204-205	12.9	
Earth and Space Science	28	26%	32	29%	19	17%	19	17%	11	10%	201-202-204	12.1	

### Explanatory Notes

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# Grade Report

Grade 8

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	105
Mean RIT	223.4
Standard Deviation	14
District Grade Level Mean RIT	223.4
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	226.3
Students At or Above Norm Grade Level Mean RIT	46

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	19	18%	27	26%	34	32%	16	15%	9	9%	222-223-225	14	
<b>Goal Area</b>													
Operations and Algebraic Thinking	23	22%	23	22%	30	29%	23	22%	6	6%	221-222-223	14.6	
The Real and Complex Number Systems	15	14%	23	22%	34	32%	21	20%	12	11%	223-225-226	15.7	
Geometry	23	22%	26	25%	27	26%	21	20%	8	8%	221-222-224	15.6	
Statistics and Probability	15	14%	27	26%	29	28%	25	24%	9	9%	223-225-226	14.8	

### Explanatory Notes

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# Grade Report

Grade 8

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	105
Mean RIT	215
Standard Deviation	11.8
District Grade Level Mean RIT	215
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	217.2
Students At or Above Norm Grade Level Mean RIT	43

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010	21	20%	24	23%	34	32%	14	13%	12	11%	214-215-216	11.8	
<b>Goal Area</b>													
Literature	23	22%	30	29%	19	18%	24	23%	9	9%	212-214-215	13.3	
Informational Text	23	22%	30	29%	20	19%	21	20%	11	10%	213-215-216	13.1	
Vocabulary Acquisition and Use	17	16%	24	23%	24	23%	29	28%	11	10%	215-217-218	13	

### Explanatory Notes

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# Grade Report

Grade 8

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	96
Mean RIT	212.4
Standard Deviation	12.9
District Grade Level Mean RIT	212.4
Students At or Above District Grade Level Mean RIT	56
Norm Grade Level Mean RIT	216.2
Students At or Above Norm Grade Level Mean RIT	41

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	21	22%	19	20%	29	30%	19	20%	8	8%	211-212-214	12.9
<b>Goal Area</b>												
Writing: Plan, Organize, Develop, Revise, Research	27	28%	18	19%	23	24%	14	15%	14	15%	210-211-213	15.3
Language: Understand, Edit for Grammar, Usage	21	22%	23	24%	30	31%	16	17%	6	6%	211-212-213	12.4
Language: Understand, Edit Mechanics	19	20%	21	22%	24	25%	20	21%	12	13%	213-214-215	13.9

### Explanatory Notes

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# Grade Report

Grade 8

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Johnson Jr High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Science - General Science

**Growth: Science 6-8: for use with NGSS 2013 / Next Generation Science Standards: 2013**

Summary	
Total Students With Valid Growth Test Scores	103
Mean RIT	208.2
Standard Deviation	9.6
District Grade Level Mean RIT	208.2
Students At or Above District Grade Level Mean RIT	50
Norm Grade Level Mean RIT	210.3
Students At or Above Norm Grade Level Mean RIT	39

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>												207-208-209	9.6
<b>Growth: Science 6-8: for use with NGSS 2013 / Next Generation Science Standards: 2013</b>	21	20%	25	24%	30	29%	16	16%	11	11%			
<b>Goal Area</b>													
<b>Physical Science</b>	22	21%	28	27%	28	27%	17	17%	8	8%	206-207-208	9.9	
<b>Life Science</b>	18	17%	26	25%	26	25%	22	21%	11	11%	208-209-210	10.3	
<b>Earth and Space Science</b>	22	21%	29	28%	14	14%	22	21%	16	16%	207-209-210	11.6	

### Explanatory Notes

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# Grade Report

Grade 9

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Pierce High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	108
Mean RIT	228.2
Standard Deviation	12.9
District Grade Level Mean RIT	228.2
Students At or Above District Grade Level Mean RIT	48
Norm Grade Level Mean RIT	230.3
Students At or Above Norm Grade Level Mean RIT	38

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	18	17%	26	24%	32	30%	21	19%	11	10%	227-228-229	12.9
<b>Goal Area</b>												
Operations and Algebraic Thinking	15	14%	22	20%	38	35%	23	21%	10	9%	228-229-231	13.8
The Real and Complex Number Systems	18	17%	40	37%	22	20%	19	18%	9	8%	225-226-228	14.5
Geometry	21	19%	29	27%	28	26%	15	14%	15	14%	227-228-229	15.1
Statistics and Probability	13	12%	26	24%	36	33%	24	22%	9	8%	228-229-231	14

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: \*\*\*\*1 The test duration was too short to provide a valid result.

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# Grade Report

Grade 9

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Pierce High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Reading

Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	108
Mean RIT	219.5
Standard Deviation	11.5
District Grade Level Mean RIT	219.5
Students At or Above District Grade Level Mean RIT	54
Norm Grade Level Mean RIT	220.2
Students At or Above Norm Grade Level Mean RIT	53

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010	12	11%	28	26%	34	31%	21	19%	13	12%	218-220-221	11.5	
<b>Goal Area</b>													
Literature	19	18%	24	22%	22	20%	31	29%	12	11%	218-219-221	13.5	
Informational Text	14	13%	29	27%	24	22%	23	21%	18	17%	219-220-221	13.3	
Vocabulary Acquisition and Use	17	16%	22	20%	29	27%	29	27%	11	10%	218-220-221	12.4	

### Explanatory Notes

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# Grade Report

Grade 9

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Pierce High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	100
Mean RIT	217.4
Standard Deviation	11
District Grade Level Mean RIT	217.4
Students At or Above District Grade Level Mean RIT	54
Norm Grade Level Mean RIT	218.4
Students At or Above Norm Grade Level Mean RIT	49

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>												216-217-218	11
<b>Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010</b>	13	13%	24	24%	30	30%	24	24%	9	9%			
<b>Goal Area</b>													
<b>Writing: Plan, Organize, Develop, Revise, Research</b>	15	15%	27	27%	21	21%	28	28%	9	9%	216-217-218	12.2	
<b>Language: Understand, Edit for Grammar, Usage</b>	13	13%	29	29%	26	26%	19	19%	13	13%	216-217-219	12	
<b>Language: Understand, Edit Mechanics</b>	16	16%	21	21%	30	30%	23	23%	10	10%	216-218-219	11.5	

### Explanatory Notes

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Test invalidations: \*\*\*\*1 The test duration was too short to provide a valid result.

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# Grade Report

Grade 10

**Term:** Fall 2017-2018  
**District:** Pierce Joint Unified School District  
**School:** Pierce High School

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2017)  
**Grouping:** None  
**Small Group Display:** Yes

## Mathematics

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	109
Mean RIT	228.3
Standard Deviation	18.7
District Grade Level Mean RIT	228.3
Students At or Above District Grade Level Mean RIT	55
Norm Grade Level Mean RIT	230.1
Students At or Above Norm Grade Level Mean RIT	52

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	22	20%	25	23%	23	21%	23	21%	16	15%	226-228-230	18.7
<b>Goal Area</b>												
Operations and Algebraic Thinking	29	27%	19	17%	21	19%	22	20%	18	17%	226-228-230	20.3
The Real and Complex Number Systems	25	23%	29	27%	17	16%	24	22%	14	13%	226-227-229	19.1
Geometry	25	23%	23	21%	21	19%	22	20%	18	17%	226-228-230	19.3
Statistics and Probability	22	20%	14	13%	30	28%	26	24%	17	16%	228-230-232	20.1

### Explanatory Notes

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# Grade Report

Grade 10

Term: Fall 2017-2018  
 District: Pierce Joint Unified School District  
 School: Pierce High School

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2017)  
 Grouping: None  
 Small Group Display: Yes

## Reading

Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	107
Mean RIT	220
Standard Deviation	15.1
District Grade Level Mean RIT	220
Students At or Above District Grade Level Mean RIT	61
Norm Grade Level Mean RIT	220.4
Students At or Above Norm Grade Level Mean RIT	60

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010	18	17%	22	21%	25	23%	25	23%	17	16%	219-220-221	15.1
<b>Goal Area</b>												
Literature	19	18%	21	20%	27	25%	27	25%	13	12%	218-219-221	16.5
Informational Text	17	16%	25	23%	26	24%	25	23%	14	13%	218-220-221	15.9
Vocabulary Acquisition and Use	16	15%	21	20%	27	25%	25	23%	18	17%	219-221-222	15.5

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.

\* This data is not available for reporting. Please refer to help and documentation for more information.

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# Grade Report

Grade 10

Term: Fall 2017-2018  
 District: Pierce Joint Unified School District  
 School: Pierce High School

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2017)  
 Grouping: None  
 Small Group Display: Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	81
Mean RIT	221
Standard Deviation	14.9
District Grade Level Mean RIT	221
Students At or Above District Grade Level Mean RIT	43
Norm Grade Level Mean RIT	218.9
Students At or Above Norm Grade Level Mean RIT	54

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	11	14%	12	15%	24	30%	13	16%	21	26%	219-221-223	14.9
<b>Goal Area</b>												
Writing: Plan, Organize, Develop, Revise, Research	9	11%	18	22%	19	23%	16	20%	19	23%	220-222-223	16
Language: Understand, Edit for Grammar, Usage	12	15%	14	17%	18	22%	18	22%	19	23%	219-221-223	16.2
Language: Understand, Edit Mechanics	12	15%	14	17%	22	27%	16	20%	17	21%	219-221-222	15.4

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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# Grade Report

Grade 11

Term: Fall 2017-2018  
 District: Pierce Joint Unified School District  
 School: Pierce High School

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2017)  
 Grouping: None  
 Small Group Display: Yes

## Mathematics

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	103
Mean RIT	230.5
Standard Deviation	16.4
District Grade Level Mean RIT	230.5
Students At or Above District Grade Level Mean RIT	50
Norm Grade Level Mean RIT	233.3
Students At or Above Norm Grade Level Mean RIT	42

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	19	18%	27	26%	24	23%	21	20%	12	12%	229-230-232	16.4	
<b>Goal Area</b>													
Operations and Algebraic Thinking	19	18%	20	19%	23	22%	26	25%	15	15%	231-233-235	18.6	
The Real and Complex Number Systems	18	17%	34	33%	22	21%	17	17%	12	12%	228-230-231	16.6	
Geometry	22	21%	23	22%	25	24%	20	19%	13	13%	229-231-233	17.9	
Statistics and Probability	23	22%	28	27%	26	25%	17	17%	9	9%	227-229-231	17.9	

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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# Grade Report

Grade 11

Term: Fall 2017-2018  
 District: Pierce Joint Unified School District  
 School: Pierce High School

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2017)  
 Grouping: None  
 Small Group Display: Yes

## Reading

Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	103
Mean RIT	221.9
Standard Deviation	13.7
District Grade Level Mean RIT	221.9
Students At or Above District Grade Level Mean RIT	58
Norm Grade Level Mean RIT	222.6
Students At or Above Norm Grade Level Mean RIT	55

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts: 2010	17	17%	20	19%	29	28%	29	28%	8	8%	221-222-223	13.7
<b>Goal Area</b>												
Literature	24	23%	17	17%	31	30%	19	18%	12	12%	219-220-222	15.2
Informational Text	17	17%	20	19%	28	27%	28	27%	10	10%	220-222-223	15
Vocabulary Acquisition and Use	9	9%	26	25%	25	24%	29	28%	14	14%	223-224-226	14.6

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.

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# Grade Report

Grade 11

Term: Fall 2017-2018  
 District: Pierce Joint Unified School District  
 School: Pierce High School

Norms Reference Data: 2015  
 Weeks of Instruction: 4 (Fall 2017)  
 Grouping: None  
 Small Group Display: Yes

## Language Usage

Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Students With Valid Growth Test Scores	96
Mean RIT	221.4
Standard Deviation	12.6
District Grade Level Mean RIT	221.4
Students At or Above District Grade Level Mean RIT	55
Norm Grade Level Mean RIT	221.5
Students At or Above Norm Grade Level Mean RIT	55

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Language 2-12 CA 2010 / CA Common Core English Language Arts: 2010	20	21%	8	8%	30	31%	28	29%	10	10%	220-221-223	12.6
<b>Goal Area</b>												
Writing: Plan, Organize, Develop, Revise, Research	18	19%	16	17%	23	24%	30	31%	9	9%	219-221-222	13.9
Language: Understand, Edit for Grammar, Usage	18	19%	15	16%	27	28%	21	22%	15	16%	220-221-223	14.5
Language: Understand, Edit Mechanics	10	10%	23	24%	26	27%	22	23%	15	16%	221-222-223	12.2

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term. Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.

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WILLIAMS UNIFORM COMPLAINT PROCEDURE  
QUARTERLY REPORT  
PIERCE JOINT UNIFIED SCHOOL DISTRICT  
July 1, 2017 - September 30, 2017

*Education Code 35186(d) requires that a district report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.*

No complaints have been received this quarter.

The following complaints have been received this quarter.

*Education Code 35186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned instructional materials to use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.*

Complaints have been received regarding insufficient instructional materials.

District Resolutions:

*Education Code 36186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned textbooks or state- or district-adopted textbooks required for use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.*

Complaints have been received regarding insufficient textbooks.

District Resolutions:

*Education Code 35186(e)(3) requires that districts investigate and resolve complaints when a complainant alleges that facilities have conditions that pose an emergency or urgent threat to the health or safety of students or staff.*

Complaints have been received that facilities have emergency/urgent threat conditions.

District Resolutions:

*Education Code 35186(e)(2) requires that districts investigate and resolve complaints when a complainant alleges that (a) a qualified certificated teacher has not been assigned to a vacant position to a class for an entire year; (b) a teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class; or (c) a teacher is assigned to teach a class for which the teacher lacks subject matter competency.*

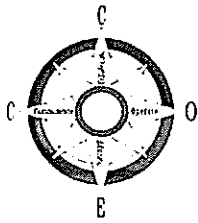
\_\_\_\_\_ Complaints have been received regarding unqualified teachers.

District Resolutions:

The district investigated and remedied any valid complaint within a reasonable time period not exceeding 30 working days from the date the complaint was received. EC 35186 (b)

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date



## COLUSA COUNTY OFFICE OF EDUCATION

Michael P. West, County Superintendent of Schools  
345 5th Street, Suite A, Colusa CA 95932  
mwest@ccoe.net p 530.458.0350 f 530.458.8054

September 13, 2017

Abel Gomez  
Board President  
Pierce Joint Unified School District  
P.O. Box 144  
Arbuckle, CA 95912

Dear Mr. Gomez:

My office completed the review of Pierce Unified School District's (PUSD) 2017-18 Local Control Accountability Plan (LCAP) and 2017-18 Budget. The LCAP review was conducted following Education Code (EC) 52070 and protocols developed by committees of the California County Superintendents Educational Services Association for County Office of Education review of LCAPs.

School districts are required to develop, adopt, and annually update a three-year LCAP for the school year beginning on July 1, 2015, using a template adopted by the California State Board of Education (SBE). The LCAP requires the identification of goals, with its associated indicators of progress (metrics), for all students and for student subgroups as identified in EC 52052. The code also requires that the district identify and fund specific actions to support the achievement of its LCAP goals for all students, with an emphasis on low-income students, English learners, foster youth, and re-designated fluent English proficient students. EC 52070(d) provides that the County Superintendent of Schools shall approve an LCAP if the following criteria for approval are met:

- 1) Adherence to SBE Adopted Template
- 2) Sufficient Expenditures in Budget to Implement LCAP
- 3) Adherence to SBE Expenditure Regulations

Based on this analysis, I conclude that PUSD's LCAP with the revisions that were made now meets the State's requirements; therefore, as County Superintendent, I **approve** PUSD's 2017-18 Local Control Accountability Plan. As some of the changes made were relatively insignificant, I recommend that PUSD bring the revised final version to your board as an information item. The revised final version of the LCAP should be sent to my office via email, posted to PUSD's website, and made available to the public when requested.

### **LCAP REVIEW COMMENTS/FINDINGS:**

In alignment with the spirit of EC 52071, Colusa County Office of Education (CCOE) reviewed PUSD's LCAP by template section, and provided the recommendations and technical assistance to the district intended to inform any updates or revisions that the district may deem necessary and appropriate.

Abel Gomez  
Page 2  
September 13, 2017

As the LCAP is still evolving at the State Board of Education and the California Department of Education, I expect to see changes at the next annual update refining any new guidance.

During the implementation period of the Local Control Funding Formula, PUSD should be prepared to share information with its stakeholders about the new funding formula and its impact on the district's budget, the budget development process, and the expectations for the LCAP.

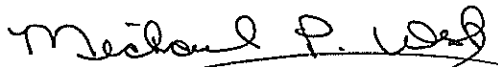
**BUDGET REVIEW COMMENTS/FINDINGS:**

Upon review of the adopted budget, PUSD's 2017-18 budget was **approved** as submitted with the following comments:

- Based upon the multi-year projections and assumptions provided by PUSD, it appears the district will meet the unrestricted General Fund reserve requirement for the current fiscal year and two subsequent fiscal years.
- Notify us immediately, and provide for our review, any changes to the budget, including negotiations.
- Continue to closely monitor future enrollment trends and inform us of budget adjustments should enrollment trends fluctuate.

I sincerely thank PUSD for completing both the district LCAP and budget in a timely manner. LCAP quality improves each year, and I hope the LCAP process is becoming more straightforward for PUSD and its stakeholder community. I anticipate that the three-year static template will make completing the LCAP document easier next year. As always, CCOE is committed to assisting your district in developing an effective plan to provide high-quality services for your students.

Sincerely,



Michael P. West  
Colusa County Superintendent of Schools

MW/go

cc Carol Geyer  
Daena Meras

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Pierce Joint Unified School District		
Contact Name and Title	Carol Geyer Superintendent	Email and Phone	cgeyer@pierce.k12.ca.us (530) 476-2892

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Pierce Joint Unified School District had an enrollment of 1,480 students in the 2016/17 school year. The district serves the rural communities of Arbuckle, College City, Dunnigan, Grimes, and the surrounding areas that encompass approximately 435 square miles in the southern one-third of Colusa County and extending six miles into Yolo County. Pierce district is located about 50 miles to the north of Sacramento along Interstate 5. Pierce JUSD operates two TK-5 elementary schools. One with an enrollment of over 630 students and one with an enrollment with just over 50 students. There is one middle school in the district, one comprehensive senior high school and one alternative high school. Agriculture is the main industry in the district including annually cultivated crops and orchards as well as a few food processing plants.

Pierce Joint Unified School District has a diverse student population that it serves as represented below.

Hispanic Students: 75%

White Students: 21%

English Learners: 33%

Economically Disadvantaged: 67%

Homeless/Foster Youth: 2.7%

State Academic Standards are implemented in the classrooms. Aligned curriculum to these state standards has been purchased for language arts and math. Professional development is ongoing in the district. Wednesdays are used for Professional Learning Community time at the sites. This time is also used for grade and department level planning. Staff training takes place on Wednesdays too. Instructional coaches are hired to support teachers. New teachers are provided mentors.

Because of its rural location, the Pierce District struggles with being able to attract and keep qualified teachers. Teachers who commute long distances to teach in the district many times do not stay long-term because they eventually find jobs nearer their homes. Maintaining a competitive salary schedule is important to the district to retain qualified staff in order to serve its diverse student population.



## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Pierce Joint Unified School District and its stakeholders determined that the district would continue with its three, previously set, goals over the course of the next three years. These goals are broad and measured by the many metrics included under each of the goals themselves.

GOAL 1 - Pierce Joint Unified School District students will graduate high school college and career ready. 34 Actions/Services (p.28)

GOAL 2 - Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools. 11 Actions/Services (p. 63)

GOAL 3 - Pierce Joint Unified School District will engage families and members of the greater school community as educational partners. 8 Actions/Services (p. 75)

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

This year the Pierce District was one of twenty-two districts in the state that was recognized by the College Board for its increase in the percentage of students taking and passing Advanced Placement (AP) tests with a score of 3 or higher, including an increase in its subgroups. The district pays for all students in AP classes to take the AP exam at the end of the course. This will continue for those students. Graduation rates in the district continue to be in the very high category (100%) for all students and subgroups. One hundred percent of the facilities throughout the district meet the standard of being in good repair. Suspension rates as a district overall are in the medium category (4.2%) and showed a decline (1.9%) as indicated by the Spring 2017 LCAP dashboard. Reducing out-of-school suspension has been a priority this year. The district adopted a new Discipline Guide and will continue to look for alternatives to suspension when appropriate. In terms of State Academic Indicators, the district has purchased state adopted curriculum for language arts and math. At the high school level, English Learner progress on the LCAP rubrics resulted in a "green" because it had a status of 'high' and maintained in terms of change. The district strives to maintain these successes.

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

In the area of mathematics, the LCAP evaluation rubric places the district in the "orange" category because of its low status (41.1 points below level 3) and declining change (8.2 points) based on the 2016 CAASPP scores. All math subgroups were also in the orange with the exception of Students with Disabilities being in the "red" category. The district seeks to have fully credentialed teachers in the classroom for teaching math. An instructional coach works with and supports intern teachers. New math curriculum will be piloted at the high school next year in some classes. As a district, the English Learner Progress from the LCAP Evaluation Rubric indicated an area of concern as evidenced by the "orange" ranking which was due to the decline of scores (-4.4%) when looking at change from one year to the next even though the status was at 73% which is in the medium range. The district will maintain the additional ELD teachers that have been added to ensure students are getting their designated ELD time. English language arts is an area of concern for the subgroups of socioeconomically disadvantaged and students with disabilities subgroups. Both of these groups scored an orange and red respectfully. Implementation in terms of ELA curriculum will continue to be a focus in this next year which will be the second year with new curriculum. The literacy coach will be providing trainings in the summer and throughout the year. Suspension data shows that students with disabilities are getting suspended at a high rate as indicated by the "red" on the rubric. Alternatives to suspensions will be sought when appropriate. Examples of alternatives include counseling and conflict mediation.

## GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

Suspension for Students with Disabilities had a performance gap when compared to 'all' students. The district has adopted a new Discipline Guide for the 2017/18 school year. This guide offers alternatives to suspensions when appropriate so that students are not missing educational opportunities. A performance gap also exists in language arts for Students with Disabilities. Special Education teachers and regular education teachers will collaborate during staff development time to further the implementation of instruction of the state academic standards in language arts.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The district will be hiring an additional 6th grade teacher in order to maintain smaller class sizes. All-day Transitional Kindergarten and Kindergarten classes will be implemented and support time from para-educators will be added to these classrooms. Physical Education teachers had their schedules rearranged to have a teacher on site all day at the middle school. This will allow for class sizes to be balanced throughout the day. Additional campus supervisor time will be required due to this change so that locker rooms can be supervised. The high school will have four English teachers this year.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$15,827,817
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,247,963

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The following are General Fund Budget Expenditures not included in the LCAP:

- Core Instructional costs for salary and benefits, textbooks, instructional materials, and supplies/equipment.
- Health Services, Administrative services, Transportation, and Special Education excess cost.
- Maintenance and Operations, Deferred Maintenance, Routine Restricted Maintenance and Facility Costs.

\$13,849,132

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1</b>	Pierce Joint Unified School District students will graduate high school college and career ready.
-------------------	---

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- (a) 92 students enrolled in 3 AP classes, increase to 160 students with 8 AP classes
- (b) 98-100% AP exam participation rate (15-16), maintain
- (c) 48.6% AP exam passage rate, increase by 10% (14-15 data)
- (d) 28.7% UC/CSU a-g enrollment rate of seniors, increase to 33% (14-15 data)
- (e) 38% CAASPP ELA proficiency, increase to 44%; 33% CAASPP math proficiency (14-15 data), increase to 38%
- (f) AMAO #1 maintain meeting target of 60.5% - no new data release expected
- (g) AMAO #2 <5 years, maintain meeting target of 24.2% - no new data release expected
- (h) AMAO #2 >5 years, maintain meeting target of 50.9% - no new data release expected
- (i) 15% EAP college ready criteria met in ELA (14-15 data), increase to 20%
- (j) 10% EAP college ready criteria met in math (14-15 data), increase to 15%

### ACTUAL

- (a) 139 students enrolled in 8 AP classes (16-17)
- (b) 100% participation rate
- (c) 48.6% AP exam passage rate was actually the 15-16 data. 2016-17 data will not be available until after June 30.
- (d) 27.3% UC/CSU a-g enrollment rate of seniors (15-16)
- (e) 39% CAASPP ELA proficiency; 29% math proficiency (15/16)
- (f) AMAO data not available
- (g) AMAO data not available
- (h) AMAO data not available
- (i) 10.5% EAP college ready criteria in ELA (15/16)
- (j) 1.9% EAP college ready criteria in math (15/16)

(k) 98.8% High school graduation rate (14-15 data), maintain at 95%

(l) 1.2% high school drop-out rate (14-15 data), maintain

(m) 34.2% AES/13.7% GI (grades K-5) students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5%

(n) 44.9% JJH students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5%

(o) 47.6% PHS students(grades 9-11) at or above grade level mean RIT on NWEA reading (15-16), increase 5%

(p) 0% middle school dropout rate (14-15 data), maintain

(q) 100% of teachers are properly credentialed and assigned, maintain

(r) 100% of students have standards-aligned instructional materials, maintain

(s) 100% of K-12 teachers will have at least 3 days of professional development in ELA, math or subject area specific content of CCSS, ELD training, and Next Generation Science Standards and/or STEM

(t) 10.2% Reclassification Rate (14-15 data), increase to 20%

(u) 47.7% of 5th graders met 6/6 fitness standards on the PFT, increase to 50%

(v) 21.8% of 7th graders met 6/6 fitness standards on the PFT, increase to 25%

(w) 32.5% of 9th graders met 6/6 fitness standards on the PFT, increase to 35%

(x) 33% of 5th graders Pro/Adv. on CST science test (14-15 data), increase by 5%

(y) 43% of 8th graders Pro/Adv. on CST science test (14-15 data), increase by 5%

(z) 30% of 10th graders Pro/Adv. on CST science test (14-15 data), increase by 5%

(aa) 85% CTE pathway completer (14-15), increase by 3%

(bb) 100% of students have access to and are enrolled in all required areas of study, maintain

(cc) 25% CTE course enrollment rate (14-15)

(dd) API data no longer available

(k) 99.9% graduation rate (15/16)

(l) .01% high school drop-out rate (15/16)

(m) 37.5% AES/30.3% GI students at or above norm grade level mean RIT on NWEA reading (16-17), increase of 3.3% and 16.6% respectively

(n) 34% JJH students at or above norm grade level mean RIT on NWEA reading (16-17), decrease of 10.9%

(o) 62% PHS students (9-11) at or above norm grade level mean RIT on NWEA reading (16-17), 14.4% increase

(p) 0% middle school dropout rate (15/16)

(q) 95.7% of teachers are properly credentialed and assigned

(r) 100% of students have standards-aligned instructional materials

(s) 100% of TK-12 teachers have at least 3 days of professional development in ELA, Math or subject area specific content of CCSS, ELD training, and Next Generation Science Standards and/or STEM

(t) 10.2% Reclassification rate (15/16)

(u) 39.1% of 5th graders met 6/6 fitness standards on the PFT (15/16)

(v) 36.6% of 7th graders met 6/6 fitness standards on the PFT (15/16)

(w) 41.1% of 9th graders met 6/6 fitness standards on the PFT (15/16)

(x) 34.3% of 5th graders Pro/Adv. on CST science test (15/16)

(y) 46% of 8th graders Pro/Adv. on CST science test (15/16)

(z) 32% of 10th graders Pro/Adv. on CST science test (15/16)

(aa) 89% CTE pathway completers (15/16)

(bb) 100% of students have access to and are enrolled in all required areas of study

(cc) 44% CTE course enrollment rate (15/16)

(dd) API data not available

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	<p><b>PLANNED</b> Continue administrative &amp; staff training and feedback on effective instructional strategies for quality first instruction in the classroom and EL engagement strategies</p>	<p><b>ACTUAL</b> Principals did weekly instructional messages to staff. They conducted walk-throughs in the classroom and provided teachers written feedback. English Learner (EL) Coordinator provided staff development to teachers.</p>
Expenditures	<p><b>BUDGETED</b> Base Supplemental and Concentration \$15,000 Title II \$15,000</p>	<p><b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Base \$22,332 Supplemental and Concentration</p>
Action	2	
Actions/Services	<p><b>PLANNED</b> Purchase Common Core aligned ELA adoption ELD materials, STEM materials, computer technology curriculum and supplementary materials</p>	<p><b>ACTUAL</b> English Language Arts and English Language Development curriculum was purchased K-12. STEM materials were purchased for the elementary and middle schools. Curriculum for the computer technology class was purchased. Curriculum for dual enrollment classes was purchased for the high school.</p>
Expenditures	<p><b>BUDGETED</b> Base Supplemental and Concentration \$35,000 Discretionary Funds 4000-4999: Books And Supplies \$327,306</p>	<p><b>ESTIMATED ACTUAL</b> 4000-4999: Books And Supplies Supplemental and Concentration \$27,361 Discretionary Funds 4000-4999: Books And Supplies \$348,181</p>
Action	3	
Actions/Services	<p><b>PLANNED</b> Grade level &amp; team collaboration time for instructional conversations around the Common Core State Standards, which could include aligning units and assessments.</p>	<p><b>ACTUAL</b> Grade level and department collaboration took place on Wednesdays during early-release time.</p>
Expenditures	<p><b>BUDGETED</b> Base 1000-3999: Salary and Benefits Supplemental and Concentration \$165,590 1000-3999: Salary and Benefits Title I \$10,000 1000-3999: Salary and Benefits Title II \$15,000</p>	<p><b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$194,402</p>

Action **4**

Actions/Services

**PLANNED**  
Common Core, STEM, NGSS, ELD, technology and formative assessment professional development trainings on and offsite

**ACTUAL**  
Trainings were held during staff development days that were part of the teacher calendar and during early-release time on Wednesdays. ELD Coordinator and instructional coaches along with the principals facilitated the trainings. Teams of teachers attended off-site trainings as well including Next Generation Science Standards and the Kindergarten Conference.

Expenditures

**BUDGETED**  
1000-3999: Salary and Benefits Supplemental and Concentration \$89,000  
1000-3999: Salary and Benefits Title I \$5,000  
1000-3999: Salary and Benefits Title II \$5,000

**ESTIMATED ACTUAL**  
\$45,000  
1000-3999: Salary and Benefits Supplemental and Concentration

Action **5**

Actions/Services

**PLANNED**  
Continue vertical articulation time between and amongst schools including release time for peer observations

**ACTUAL**  
Vertical articulation conversations among teachers regarding curriculum implementation took place among grade levels and subjects at school sites. Vertical articulation between schools did not occur due to scheduling conflicts between school sites.

Expenditures

**BUDGETED**  
1000-3999: Salary and Benefits Supplemental and Concentration \$6,500

**ESTIMATED ACTUAL**  
1000-3999: Salary and Benefits Supplemental and Concentration \$4,933

Action **6**

Actions/Services

**PLANNED**  
Provide training to staff on using the digital library as a resource including the utilization of Interim Block Assessments (IBA) for instructional feedback

**ACTUAL**  
Instructional coaches and testing coordinator attended two-day training on the digital library and the IABs (Interim Assessment Blocks). The coaches then came back and presented to each of the schools. Teachers committed to administering some of the IABs.

Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$43,217

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$16,060

Action **7**

Actions/Services

**PLANNED**  
Continue utilizing Illuminate as student assessment data information system, grading system and report cards for grades TK-5. Create assessments in Illuminate linked to standards for

**ACTUAL**  
Illuminate is being used as the student grading system for grades TK-5. Teachers at the elementary schools and high school are using the system for formative assessment as well.

	grades TK-12. Utilize training provided by Illuminate or teachers on site.	Administrators received training on the Business Intelligence Tool in Illuminate.
Expenditures	<b>BUDGETED</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$18,000	<b>ESTIMATED ACTUAL</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,222
Action	<b>8</b>	
Actions/Services	<b>PLANNED</b> Continue with additional para-educator time at Grand Island	<b>ACTUAL</b> Para-educator position was continued at Grand Island.
Expenditures	<b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$13,530	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$17,005
Action	<b>9</b>	
Actions/Services	<b>PLANNED</b> Maintain .5 ELD teacher at GI & maintain additional .5 ELD teacher at AES. Provide ELD teacher specific to JJH for designated ELD time.	<b>ACTUAL</b> .5 ELD teacher at Grand Island and additional .5 ELD teacher at AES was maintained. A full-time ELD teacher was hired for the middle school for designated ELD time.
Expenditures	<b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$197,622	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$99,453 1000-3999: Salary and Benefits Title III \$56,983 1000-3999: Salary and Benefits Title I \$56,983
Action	<b>10</b>	
Actions/Services	<b>PLANNED</b> Maintain agriculture/fabrication wood program as a CTE course	<b>ACTUAL</b> Agriculture/fabrication wood CTE program was maintained.
Expenditures	<b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$96,487	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$97,753
Action	<b>11</b>	
Actions/Services	<b>PLANNED</b> Maintain K-3 CSR & 5th grade instructors	<b>ACTUAL</b> K-3 CSR and 5th grade teachers were maintained.
Expenditures	1000-3999: Salary and Benefits Supplemental and Concentration \$212,235	1000-3999: Salary and Benefits Supplemental and Concentration \$224,969
Action	<b>12</b>	
Actions/Services	<b>PLANNED</b> Maintain and remain current with 1:1 technology devices for	<b>ACTUAL</b> Maintained 1:1 devices for grades 1-12. Purchased 36 student

student access to technology. Also, maintain teacher's classroom technology tools such as iPads, document cameras, Apple TVs

devices for TK and kindergarten. Teacher devices were purchased as necessary.

Expenditures

**BUDGETED**  
4000-4999: Books And Supplies Supplemental and Concentration \$250,000

**ESTIMATED ACTUAL**  
4000-4999: Books And Supplies Base \$146,226

Action **13**

Actions/Services

**PLANNED**  
Continue having technology employee provide staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use

**ACTUAL**  
Computer technician provided staff development to teachers during staff development time. She worked 1:1 with teachers as needed to support technology use. She worked on technology issues that were submitted through the work order process.

Expenditures

**BUDGETED**  
1000-3999: Salary and Benefits Base \$31,822  
1000-3999: Salary and Benefits Supplemental and Concentration \$31,822

**ESTIMATED ACTUAL**  
1000-3999: Salary and Benefits Base \$34,708  
1000-3999: Salary and Benefits Supplemental and Concentration \$34,708

Action **14**

Actions/Services

**PLANNED**  
Continue transportation for late bus route to extend school day for Rtl. Continue to provide late bus route to Grimes to accommodate students at JJH and PHS. Continue transporting GI ASES students home after the program.

**ACTUAL**  
Late bus route ran for students staying for interventions on Mondays, Tuesdays and Thursdays. Buses took students to Dunnigan and Grimes. Transportation provided for Grand Island ASES program every evening.

Expenditures

**BUDGETED**  
1000-3999: Salary and Benefits Supplemental and Concentration \$30,389  
1000-3999: Salary and Benefits After School Education and Safety (ASES) \$10,936

**ESTIMATED ACTUAL**  
1000-3999: Salary and Benefits Supplemental and Concentration \$17,593  
1000-3999: Salary and Benefits After School Education and Safety (ASES) \$8,095

Action **15**

Actions/Services

**PLANNED**  
Maintain three additional staff development days for teacher training

**ACTUAL**  
Three additional staff development days were included in the teacher calendar.

Expenditures

**BUDGETED**  
1000-3999: Salary and Benefits Supplemental and Concentration \$88,183

**ESTIMATED ACTUAL**  
1000-3999: Salary and Benefits Supplemental and Concentration \$97,346

Action **16**

Actions/Services

**PLANNED**  
Teacher salary and health benefits increased in 14/15 to retain

**ACTUAL**  
Teacher salary and health benefits that were increased in



experienced and qualified staff. Pay for beginning teacher training for those teachers clearing their credential through the Tri-County Induction Program.

14/15 to retain experienced and quality staff continued. District paid for Induction Program for beginning teachers.

Expenditures

**BUDGETED**  
 Base  
 1000-3999: Salary and Benefits Supplemental and Concentration \$394,322

**ESTIMATED ACTUAL**  
 1000-3999: Salary and Benefits Supplemental and Concentration \$432,787

Action **17**

Actions/Services

**PLANNED**  
 Sacramento State Summer Academies for high school students, including registration fees, transportation for students

**ACTUAL**  
 Approximately 76 students are scheduled for the Summer Academies in the summer of 2017. Registration fees, lunches and transportation will be provided.

Expenditures

**BUDGETED**  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000

**ESTIMATED ACTUAL**  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$16,825

Action **18**

Actions/Services

**PLANNED**  
 Hire a TK-12 Instructional Coach

**ACTUAL**  
 TK-12 grade instructional coach was hired.

Expenditures

**BUDGETED**  
 1000-3999: Salary and Benefits Supplemental and Concentration \$89,663

**ESTIMATED ACTUAL**  
 1000-3999: Salary and Benefits Title I \$98,787

Action **19**

Actions/Services

**PLANNED**  
 Continue having tutors after school at the high school to assist with math.

**ACTUAL**  
 Tutors were not hired to assist with math. Math teachers provided the tutoring after school. Some of the math classes had access to Fueled Education online math support.

Expenditures

**BUDGETED**  
 1000-3999: Salary and Benefits Supplemental and Concentration \$3,213

**ESTIMATED ACTUAL**  
 1000-3999: Salary and Benefits Supplemental and Concentration \$4,878

Action **20**

Actions/Services

**PLANNED**  
 Continue increasing library book collections at the elementary and middle schools. Add access to online research resources at the high school such as EBSCOhost and California Streaming.

**ACTUAL**  
 Library books were purchased at all of the school sites. California Streaming was purchased for the high school. EBSCO host did not get implemented at the high school this year because it was not offered through LACOE this year.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**  
 4000-4999: Books And Supplies Supplemental and Concentration \$703

Instructional Material-Lottery 4000-4999: Books And Supplies \$6,500

Instructional Material-Lottery 4000-4999: Books And Supplies \$2,250

Action **21**

**Actions/Services**  
**PLANNED**  
 Partner with Woodland Community College for dual enrollment for students at our high school to receive both high school and college credit for qualifying courses. Purchase textbooks for the qualifying courses.

**ACTUAL**  
 Dual enrollment classes began at PHS. Five classes with a total of 15 sections were offered. Textbooks were purchased to support those classes.

**Expenditures**  
**BUDGETED**  
 Instructional Materials-Lottery 4000-4999: Books And Supplies \$3,000

**ESTIMATED ACTUAL**  
 Instructional Materials-Lottery 4000-4999: Books And Supplies \$3,500

Action **22**

**Actions/Services**  
**PLANNED**  
 Continue to use Edvivate as an online resource tool for staff development and instructional feedback.

**ACTUAL**  
 Edvivate is continuing to be used by the site administrators to provide written feedback to teachers following walk-through observations.

**Expenditures**  
**BUDGETED**  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,596

**ESTIMATED ACTUAL**  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,980

Action **23**

**Actions/Services**  
**PLANNED**  
 Continue to hire regular day teachers to provide tutoring and instruction after school.

**ACTUAL**  
 Teachers were hired and provided tutoring to students after school.

**Expenditures**  
**BUDGETED**  
 1000-3999: Salary and Benefits Supplemental and Concentration \$35,863  
 1000-3999: Salary and Benefits Title I \$15,500  
 1000-3999: Salary and Benefits After School Education and Safety (ASES) \$17,461

**ESTIMATED ACTUAL**  
 1000-3999: Salary and Benefits Supplemental and Concentration \$26,678  
 1000-3999: Salary and Benefits After School Education and Safety (ASES) \$17,038

Action **24**

**Actions/Services**  
**PLANNED**  
 Advanced Placement exam dues paid for students taking AP courses

**ACTUAL**  
 Advanced Placement exam dues paid for students enrolled in AP classes.

**Expenditures**  
**BUDGETED**  
 Base  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000

**ESTIMATED ACTUAL**  
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,174

Action **25**

<p>Actions/Services</p>	<p><b>PLANNED</b> Provide summer school instruction four hours per day for 15 days grades K-12</p>	<p><b>ACTUAL</b> Summer school instruction to take place June 12-30.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$31,681 Migrant Ed 1000-3999: Salary and Benefits \$38,382</p>	<p><b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$32,483 Migrant Ed 1000-3999: Salary and Benefits \$38,328</p>

Action **26**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue ST Math subscriptions for grades TK, K-6, and intervention licenses for grades 7 &amp; 8. Continue using Edmentum at the high school level for intervention and credit recovery. Purchase Compass Learning online resource for student use in grades TK-5.</p>	<p><b>ACTUAL</b> ST Math subscriptions were continued for grades TK-6 and intervention licenses for grades 7 &amp; 8. Edmentum was purchased for use at the high school. Compass Learning was purchased for the elementary schools. Fueled Ed online resource was purchased for use in the high school math classes taught by a substitute teacher.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,781 5000-5999: Services And Other Operating Expenditures Title I \$1,634  5000-5999: Services And Other Operating Expenditures Title III \$3,182 Discretionary funds 5000-5999: Services And Other Operating Expenditures \$35,687 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$7,000</p>	<p><b>ESTIMATED ACTUAL</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,441 Instructional Materials 5000-5999: Services And Other Operating Expenditures \$28,030  Discretionary Funds 5000-5999: Services And Other Operating Expenditures \$30,633 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$12,054</p>

Action **27**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue NWEA and MAP assessment licensing</p>	<p><b>ACTUAL</b> NWEA and MAP assessment licensing was purchased.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,065</p>	<p><b>ESTIMATED ACTUAL</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,065</p>

Action **28**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue using NWEA assessment system, trainings for teachers and administrators, and reporting to stakeholders</p>	<p><b>ACTUAL</b> NWEA assessment is being utilized 3 times per year and reported to School Site Councils and school board. Teachers</p>
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		have received training on how to read the reports. Teachers are using the reports to set goals with students. Reports are being given to parents.
Expenditures	<b>BUDGETED</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000	<b>ESTIMATED ACTUAL</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,428
Action	<b>29</b>	
Actions/Services	<b>PLANNED</b> Continue to offer 5 periods of support during the regular day utilizing the Edmentum Curriculum	<b>ACTUAL</b> Five periods of support during the regular day were offered utilizing Edmentum.
Expenditures	<b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$70,381	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$75,154
Action	<b>30</b>	
Actions/Services	<b>PLANNED</b> Provide career/college exploration field trip opportunities for middle school students offered through nearby colleges.	<b>ACTUAL</b> Students attended a STEM workshop for middle school girls at Butte College. A visit to UC Davis also took place for middle school students.
Expenditures	<b>BUDGETED</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000	<b>ESTIMATED ACTUAL</b> 0
Action	<b>31</b>	
Actions/Services	<b>PLANNED</b> Purchase curriculum for Special Education students	<b>ACTUAL</b> Online curriculum was purchased to be used for students with disabilities in the special education classrooms.
Expenditures	<b>BUDGETED</b> Instructional Materials-Lottery 4000-4999: Books And Supplies \$5,100	<b>ESTIMATED ACTUAL</b> Instructional Materials-Lottery 4000-4999: Books And Supplies \$5,815
Action	<b>32</b>	
Actions/Services	<b>PLANNED</b> Hire computer/technology teacher for middle school and purchase curriculum for the class.	<b>ACTUAL</b> Computer/technology teacher was hired at the middle school and Learning.com curriculum was purchased.
Expenditures	<b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$68,384	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$55,544 Instructional Materials 4000-4999: Books And Supplies \$3,500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were implemented as planned with the only exception being the hiring of tutors for high school students and vertical articulation between schools. These tutors were not hired because the high school teachers themselves offered tutoring after school three days per week. Articulation among schools took place but not between schools. With the shortage of teachers, the district employed two interns and one teacher on a short-term staff permit. Two long-term substitutes were on permits as well.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With the addition of more Advanced Placement (AP) classes and paying the AP testing fee for students, the district received recognition from the College Board for increasing the number of students testing for AP and for increasing the number of students with passing scores including subgroups. The high school graduation rate reached 100% and the drop-out rate was less than 1%. Dual enrollment classes at the high school level are allowing students to receive college course credit this year for the first time. Our UC/CSU a-g enrollment rate is not showing an increase as of yet because the data being utilize is 4-year cohort data; however, we know the results will be positive over the course of the next few years because many additional courses have been a-g approved.

NWEA is now fully implemented at all of the school sites. This assessment is given to students three times per year. Teachers and administrators now have local data to analyze throughout the year to see how students are progressing and to be able to determine areas where students need extra support.

Students K-12 have new language arts curriculum that is aligned to the state standards. This was the first year of the district teachers utilizing that particular curriculum. Teachers received staff development for that specific curriculum. Further training on the ELD standards is needed even though the materials are part of the language arts adoption.

Support for interns, teachers on permits and beginning teachers was substantially increased this year with the hiring of an instructional coach who provided training and feedback. The literacy coach supported classroom teachers as well. Both the literacy coach and the instructional coach provided staff development to teachers at all sites and were participating members of grade level or content specific Professional Learning Communities (PLC).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service #1 - ELD Coordinator time for delivering EL content was not included in the budgeted amount but is included in the estimated actual.  
Action/Service #6 - Cost of implementing IAB training was less than anticipated causing the estimated actual to be lower than the budgeted amount.  
Action/Service #12 - Overestimated the need for getting 1:1 with technology devices for students and additional technology equipment for teachers.  
Action/Service #30 - Students participated in the programs but a grant through probation covered the costs including transportation.  
All Actions/Services that included salaries were underestimated in the budget because staff received a pay

increase during the school year that was retroactive to July 2016.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to Expected Outcomes and Metrics:

State Indicators will be used in 2017/18 LCAP where applicable.

Changes to Actions/Services from 2016/17 LCAP to 2017/18 LCAP:

Deleting Action/Service #19 - Tutors are not being hired to assist high school students with math because teachers are doing the tutoring after school.

Deleting Action/Service #28 - completed action

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 2</b>	Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- (a) 97.1% attendance rate (15-16), maintain
- (b) 13% chronic absenteeism rate (15-16), decrease by 2%
- (c) 6% suspension rate (15-16), decrease to 5%
- (d) 0% expulsion rate (15-16), maintain at <1%
- (e) 4.3% F's at high school per semester (spring 15-16), maintain at 5% or less
- (f) 9% D's at high school per semester (spring 15-16), decrease 8% or less
- (g) 43 Discipline referrals at AES (15-16 data), maintain at 50 or less
- (h) 1 Discipline referrals at GI (15-16 data), maintain at 10 or less
- (i) 400 Discipline referrals at PHS (15-16 data), decrease to 350
- (j) 50 Discipline referrals at JJH (15-16), maintain
- (k) 17 Discipline referrals at AAHS (15-16), maintain at 20 or less
- (l) 15 Bus referrals district-wide (15-16), maintain at 20 or less
- (m) 100% of school sites have a facility rating of exemplary based on FIT data (15-16 data), maintain
- (n) 21% of 5th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 30% for 17/18 school year
- (o) 81% of 7th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 85% for 17/18 school year
- (p) 62% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 67% for 17/18 school year
- (q) 48% of 11th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 53% for 17/18 school year
- (r) 81% of 5th graders on the HKS agree or strongly agree that they feel safe at school, increase to 84% for 17/18 school year

### ACTUAL

- (a) 96.6% (16/17)
- (b) 6% (15/16) the reported 13% was an error; 4.9% (16/17)
- (c) 3.6% suspension rate for (16/17)
- (d) 2 students expelled in 16/17 school year
- (e) 3.3% F rate (fall semester 15/16)
- (f) 10.5% D rate (fall semester 15/16)
- (g) 176 discipline referrals (16/17)
- (h) 38 discipline referrals (16/17)
- (i) 368 discipline referrals (16/17)
- (j) 30 discipline referrals (16/17)
- (k) 8 discipline referrals (16/17)
- (l) 51 bus referrals (16/17)
- (m) 100% of school sites have exemplary facility rating (16/17)
- (n) data not available this year
- (o) data not available this year
- (p) data not available this year
- (q) data not available this year
- (r) data not available this year

(s) 82% of 7th graders on the HKS agree or strongly agree that they feel safe at school, increase to 85% for 17/18 school year  
 (t) 77% of 9th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79% for 17/18 school year  
 (u) 74% of 11th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79%  
 (v) 11 F's in high school P.E. per semester (spring 2016 data), maintain at 10 or less students

(s) data not available this year  
 (t) data not available this year  
 (u) data not available this year  
 (v) 16 F's in high school PE (fall semester 15/16)

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>1</b>		
Actions/Services		<b>PLANNED</b> Maintain prevention/intervention counselor	<b>ACTUAL</b> Prevention/intervention counselor position maintained.
Expenditures		<b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$105,710	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$113,018
Action	<b>2</b>		
Actions/Services		<b>PLANNED</b> Maintain facility services at school sites which included an additional 1.5 hours to overall classified custodial staff time that was increased in the 15/16 school year.	<b>ACTUAL</b> Facility services were maintained at the school sites including the additional 1.5 hours added to the overall classified custodial staff time that was increased in the 15/16 school year.
Expenditures		<b>BUDGETED</b> 1000-3999: Salary and Benefits Base \$6,348	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Base \$6,538
Action	<b>3</b>		
Actions/Services		<b>PLANNED</b> Maintain extra-curricular funding	<b>ACTUAL</b> Extra curricular funding was maintained.
Expenditures		<b>BUDGETED</b> 4000-4999: Books And Supplies Base \$12,000	<b>ESTIMATED ACTUAL</b> 4000-4999: Books And Supplies Base \$12,000
Action	<b>4</b>		



<p>Actions/Services</p>	<p><b>PLANNED</b> Maintain school clubs and activities for academic enrichment</p>	<p><b>ACTUAL</b> School clubs and activities for academic enrichment were maintained.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$8,750 1000-3999: Salary and Benefits After School Education and Safety (ASES) \$8,750</p>	<p><b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$9,013 1000-3999: Salary and Benefits After School Education and Safety (ASES) \$8,750</p>
<p>Action <b>5</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b> Maintain campus supervisor position for students waiting for bus for late route</p>	<p><b>ACTUAL</b> Campus supervisor position for students waiting for bus for late route was maintained.</p>
<p>Expenditures</p>	<p>1000-3999: Salary and Benefits Supplemental and Concentration \$5,450</p>	<p>1000-3999: Salary and Benefits After School Education and Safety (ASES) \$1,205</p>
<p>Action <b>6</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b> Maintain para-professional for TK classroom to provide academic support and supervision due to no classroom restroom</p>	<p><b>ACTUAL</b> Para-educator for TK classroom to provide academic support and supervision due to no classroom restroom was maintained.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1000-3999: Salary and Benefits Title I \$20,541</p>	<p><b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$22,136</p>
<p>Action <b>7</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b> Maintain college/career counseling technician to work with high school counselor to support students on their college and career readiness plans beginning in middle school and continuing in high school. Continue with career navigation software.</p>	<p><b>ACTUAL</b> College/career counseling technician to work with high school counselor to support students on their college and career readiness plans beginning in middle school and continuing in high school was maintained. Career navigation software continued to be used.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$49,221</p>	<p><b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$52,266</p>
<p>Action <b>8</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b> Maintain full time elementary vice principal for student support</p>	<p><b>ACTUAL</b> Full-time elementary vice principal for student support was maintained.</p>

Expenditures	<b>BUDGETED</b> 1000-3999: Salary and Benefits Base \$69,295	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Base \$74,217
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Action **9**

Actions/Services	<b>PLANNED</b> Maintain additional Physical Education teacher at elementary level to ensure required PE minutes are met.	<b>ACTUAL</b> Additional PE teacher time at the elementary school was maintained which ensured students received the required number of PE minutes.
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Expenditures	1000-3999: Salary and Benefits Base \$74,088	1000-3999: Salary and Benefits Base \$71,228
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Action **10**

Actions/Services	<b>PLANNED</b> Continue to offer ROP/CTE courses for students	<b>ACTUAL</b> ROP/CTE courses continued to be offered.
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Expenditures	1000-3999: Salary and Benefits Base \$95,552	1000-3999: Salary and Benefits Base \$95,522
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Action **11**

Actions/Services	<b>PLANNED</b> Continue College and Career Club program by creating a semester-long course for both 7th and 8th grades. Continue with curriculum and teacher salary for 4 periods of the course offering.	<b>ACTUAL</b> College and Career Club became a semester long course for both 7th and 8th grades for 4 periods of the school day. Curriculum continued to be used.
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Expenditures	<b>BUDGETED</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$55,081	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Supplemental and Concentration \$42,970
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Action **12**

Actions/Services	<b>PLANNED</b> Add additional music teacher to increase the offerings at PHS & JJH. Purchase musical instruments for the necessary courses	<b>ACTUAL</b> Music teacher was added that worked only at PHS because an art teacher resigned at the last minute and additional sections of music were needed for the master schedule. Musical instruments were purchased.
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Expenditures	1000-3999: Salary and Benefits Base \$87,781	1000-3999: Salary and Benefits Base \$92,458
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Action **13**

Actions/Services	<b>PLANNED</b> Purchase video camera system for buses	<b>ACTUAL</b> Video camera system was purchased and installed in buses.
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Expenditures	<b>BUDGETED</b> 6000-6999: Capital Outlay Base \$30,237	<b>ESTIMATED ACTUAL</b> 6000-6999: Capital Outlay Base \$29,914
Action	<b>14</b>	
Actions/Services	<b>PLANNED</b> Hire part-time nurse and health aide	<b>ACTUAL</b> Part-time nurse and part-time health aide were hired.
Expenditures	<b>BUDGETED</b> 1000-3999: Salary and Benefits Base \$37,227	<b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits Base \$39,787

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and services for this goal were fully implemented. Most of the actions/services were ones that were being maintained from previous years. Adding a music teacher, installing bus video cameras and hiring a part-time nurse and health aide were completed. The music teacher position only served the high school because additional sections were needed for the master schedule because of a resignation of an art teacher that was not filled.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>This year the California School Dashboard has the district suspension rate at 4.2% for status and a decline of 1.9% for change based on 2014-15 data. For 2015-16 our suspension data has been calculated at 6% for status which would be an increase of 1.8%. With that data information, the district will be perceived as performing worse on the suspension rate; however, we anticipate an improvement based on 2016-17 calculations that will not be reported on the California School Dashboard because the state data is not as current as the local data. A focus this year on transitioning from a discipline matrix to a discipline guide has allowed for administration to look at each discipline offense as a unique situation which has led to an anticipated decrease in the total number of suspensions. Sites are seeking alternatives to suspensions in order to keep students in school and learning.</p> <p>Monitoring of Chronic Absenteeism has been a focus this year. It is anticipated that there will be a slight decrease in the percent of students labeled as Chronically Absent. As of April 2017 there were 5.8% students that were considered such, down from 6% last year. We need to continue to focus early in the year with the students who are on course to be defined as chronically absent.</p> <p>Video cameras on the school buses has increased the positive behavior on the buses according to anecdotal comments from the bus drivers. Administrators and the director of transportation can use the videos when incidents occur on the routes to clearly get an understanding of what occurred and deal with it appropriately,</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service #5 - Campus supervisor position was for 3 days per week and not for the entire school year. It was budgeted for more time.  
All Actions/Services that included salaries were underestimated in the budget because staff received a pay increase during the school year that was retroactive to July 2016.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to Expected Outcomes and Metrics:

Grades of D & F will not be used at the high school level as an indicator. The state College/Career Indicator will gauge student readiness and their being on track for college and career. Discipline referrals and bus referrals will not be tracked as a metric, instead the state Suspension Indicator will be used to monitor school climate. The metric of monitoring grades of F in Physical Education will no longer be a metric. By removing PE grades from this goal, LCAP State Priority #8 will no longer apply to Goal #2.

Changes to Actions/Services from 2016/17 LCAP to 2017/18 LCAP:

Actions/Services #6, 7, & 11 were moved to Goal #1. These particular Actions/Services match with Goal #1 more so than with Goal #2.  
Action #11 will be changing from College and Career Club class and curriculum to middle school version of Get Focused, Stay Focused curriculum for the 8th grade. Life Skills will be the 7th grade course. This is now Action/Service #13 in Goal #1 of 17/18 LCAP  
Action/Service #6 in Annual Update can now be found under Goal #1, Action/Service #3 in 17/18 LCAP  
Action/Service #7 in Annual Update can now be found under Goal #1, Action/Service #11 in 17/18 LCAP

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 3</b>	Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- (a) 35.4% of JJH parents have access to grading portal, increase to 40%
- (b) 56.6% of high school parents have access to grading portal, increase to 60%
- (c) 26 DART referrals, decrease to 25 or less
- (d) Offer PIQE parent engagement workshop for elementary level parents
- (e) 100% of school sites will request parent feedback through end-of-year surveys, maintain

### ACTUAL

- (a) 53.3% as of 2/23/17
- (b) 81.5% as of 2/23/17
- (c) 58 DART referrals
- (d) PIQE workshops held
- (e) 100% conducted parent surveys

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action 1</b>			
Actions/Services	<table border="0" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; width: 50%; vertical-align: top;"> <b>PLANNED</b>                      Maintain parent training on how to access abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.                 </td> <td style="background-color: #d9ead3; width: 50%; vertical-align: top;"> <b>ACTUAL</b>                      In lieu of training, information sheets were mailed to parents on how to access the parent portal and create parent accounts. The information sheets contained school contact                 </td> </tr> </table>	<b>PLANNED</b> Maintain parent training on how to access abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	<b>ACTUAL</b> In lieu of training, information sheets were mailed to parents on how to access the parent portal and create parent accounts. The information sheets contained school contact
<b>PLANNED</b> Maintain parent training on how to access abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	<b>ACTUAL</b> In lieu of training, information sheets were mailed to parents on how to access the parent portal and create parent accounts. The information sheets contained school contact		

		information if parents needed assistance with the process.
Expenditures	<b>BUDGETED</b> 4000-4999: Books And Supplies Supplemental and Concentration \$1,055	<b>ESTIMATED ACTUAL</b> 4000-4999: Books And Supplies Supplemental and Concentration \$300
Action	<b>2</b>	
Actions/Services	<b>PLANNED</b> Continue staff training and time for using Aeries system to communicate with parents regarding grades and upcoming assignments	<b>ACTUAL</b> Staff received training on inputting information into the system to allow parents to see assignments that were forthcoming.
Expenditures	<b>BUDGETED</b> 5000-5999: Services And Other Operating Expenditures Base \$8,050	<b>ESTIMATED ACTUAL</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,550
Action	<b>3</b>	
Actions/Services	<b>PLANNED</b> Continue Edu-link contract to allow phone and email message communication with parents.	<b>ACTUAL</b> Edu-link contract was continued for phone and email communication with parents.
Expenditures	<b>BUDGETED</b> Year 3 of a 3 year contract	<b>ESTIMATED ACTUAL</b> 0
Action	<b>4</b>	
Actions/Services	<b>PLANNED</b> Continue holding CTE/Agriculture advisory committee meetings four times per year	<b>ACTUAL</b> CTE/Agriculture advisory committee meetings were held four times during the year.
Expenditures	<b>BUDGETED</b> No cost associated with this action	<b>ESTIMATED ACTUAL</b> 0
Action	<b>5</b>	
Actions/Services	<b>PLANNED</b> Continue to update and provide high school parents by grade level with a timeline of important dates for ensuring their student is prepared for college or career entry. This includes dates of assessments such as PSAT, AP, SAT, ACT, and dates of college deadlines and scholarship deadlines. This is a type of Parent "Survival" guide.	<b>ACTUAL</b> Parents of high school students were provided with grade level timelines of important dates for ensuring their student is prepared for college or career entry. This information included dates of assessments for PSAT, AP, SAT, Act and dates of college deadlines and scholarship deadlines.
Expenditures	4000-4999: Books And Supplies Supplemental and Concentration \$282	4000-4999: Books And Supplies Supplemental and Concentration \$282

Action <b>6</b>		
Actions/Services	<p><b>PLANNED</b> Continue to communicate with parents on a regular basis regarding student opportunities to fulfill college and career goals. Meet with incoming 8th graders and their parents to work on student's high school plan.</p>	<p><b>ACTUAL</b> Parents continue to receive information on opportunities for their students to fulfill college and career goals through newsletters, emails, parent conferences and parent workshops. Parents of 8th graders were able to attend an informational evening on registering for classes for high school.</p>
Expenditures	<p><b>BUDGETED</b> 1000-3999: Salary and Benefits 4000-4999: Books And Supplies Supplemental and Concentration \$2,691</p>	<p><b>ESTIMATED ACTUAL</b> 1000-3999: Salary and Benefits 4000-4999: Books And Supplies Supplemental and Concentration \$2,691</p>
Action <b>7</b>		
Actions/Services	<p><b>PLANNED</b> Continue to provide transportation for parents to Sacramento State Academy Orientation</p>	<p><b>ACTUAL</b> Orientation will not occur until June. This is still available to parents.</p>
Expenditures	<p><b>BUDGETED</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500</p>	<p><b>ESTIMATED ACTUAL</b> 0</p>
Action <b>8</b>		
Actions/Services	<p><b>PLANNED</b> Maintain App for district and site information/communication with parents and community</p>	<p><b>ACTUAL</b> Mobile App for district and site communication is being used.</p>
Expenditures	<p><b>BUDGETED</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500</p>	<p><b>ESTIMATED ACTUAL</b> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500</p>
Action <b>9</b>		
Actions/Services	<p><b>PLANNED</b> Continue Parent Institute for Quality Education (PIQE). Training will be for elementary school parents</p>	<p><b>ACTUAL</b> PIQE was offered in the fall at the elementary school.</p>
Expenditures	<p><b>BUDGETED</b> Migrant Education 5000-5999: Services And Other Operating Expenditures \$3,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000</p>	<p><b>ESTIMATED ACTUAL</b> Migrant Education 5000-5999: Services And Other Operating Expenditures \$3,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,938</p>

Action **10**

Actions/Services	<b>PLANNED</b> Provide classroom space for CCOE to offer adult ESL classes in the evenings	<b>ACTUAL</b> Classroom space was provided to CCOE for the ESL classes.
Expenditures	<b>BUDGETED</b> In-kind \$850	<b>ESTIMATED ACTUAL</b> 0

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and services for this goal have been implemented as planned with the exception of providing a parent training for accessing the parent portal because information sheets were sent home instead and parents attending the Sacramento State Academy Orientation due to the fact that it is not offered until the middle of June. All of the actions/services were continued or maintained from the previous year except for the providing classroom space for adult ESL classes.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Parent graduation from the PIQE program has been at least 30-40 parents each year taking part in the 11 week classes. There has been an increase in the number of parents who now have access rights to the student information system for students of high school and middle school. Communication to parents is done through various methods including phone calls, emails and push notifications on the district App. School sites keep their websites current with up-to-date information. Communication to parents is either in English or Spanish based on parents preference.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action/Service #2 - More training time was budgeted than was actually needed for teachers to become competent in using the system. Action/Service #7 - Students did not attend an orientation so there was not a need to transport the parents.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Changes to Expected Outcomes and Metrics:  For the 2017/18 LCAP the district will be measuring parent participation by tracking attendance at advisory committee meetings to meet the requirement of 'seeking input in school/district decision making'. For 'promoting participation in programs', the district will track the number of trainings or workshops offered for parents/guardians that are linked to student learning and/or social-emotional development and growth. The previously listed outcomes and metrics from the 2016/17 LCAP will not be utilized any longer.  Changes to Actions/Services from 2016/17 LCAP to 2017/18 LCAP:



Deleting Action/Service #2 because the teachers have been trained. Deleting Action/Service # 7 because students are receiving orientation at the school versus going to the college campus.

# Stakeholder Engagement

LCAP Year

 2017–18    2018–19    2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Pierce Joint Unified School District embraces the process of stakeholder engagement and appreciates the input and discussions regarding the LCAP that come from these meetings.

11/8/16 Administrative Team meeting with Superintendent  
 12/13/16 Administrative Team meeting with Superintendent  
 2/6/17 District English Learner Advisory Committee (DELAC) meeting with Superintendent  
 2/7/17 District Advisory Committee (DAC) meeting with Superintendent  
 2/8/17 Pierce High School staff meeting for LCAP input  
 2/8/17 Pierce High School School Site Council meeting with principal for LCAP input  
 2/9/17 School Site Council meeting at Grand Island with site principal  
 3/17/17 Johnson Jr. High Staff reviewed CA Data Dashboard during staff development day  
 3/22/17 Board of Trustees and administrators reviewed the CA Data Dashboard and the Annual Update. Input to the LCAP for 17/18 was given.  
 3/29/17 Arbuckle Elementary and Grand Island Elementary Staff reviewed CA Data Dashboard during staff development time  
 4/3/17 Johnson Jr. High School Site Council reviewed CA Dashboard Data and gave input to LCAP  
 4/18/17 Parent, staff stakeholder meeting, including CSEA union, reviewed annual update, CA Dashboard Data and input into LCAP development  
 4/18/17 Arbuckle Elementary School Site Council reviewed CA Dashboard Data and gave input for next year's LCAP  
 4/19/17 Met with Pierce High School students from Leadership Class to review annual update and seek input into next year's LCAP  
 4/20/17 Grand Island School Site Council reviewed CA Dashboard Data and gave input into LCAP for following year.  
 5/2/17 DELAC meeting with Superintendent  
 6/15/17 DAC meeting with Superintendent  
 6/22/17 Public Hearing of LCAP and LCFF at regularly scheduled board meeting  
 6/26/17 Board approval of LCAP and LCFF at regularly scheduled board meeting

Community Engagement - The following groups were actively involved in the LCAP development process:

Parents: Principals presented the Annual Update progress during the year at School Site Council Meetings and English Learner Advisory Committee meetings. California Data Dashboard information was presented to the groups and input for the 17/18 LCAP was sought.

District English Language Advisory Committee: Superintendent met two times during the year with this committee. The first meeting was sharing progress on current year's LCAP. Second meeting was to present Annual Update to the group, California Dashboard Data for the district and to seek input for 17/18 LCAP.

Administrative Staff: At administrative team meetings the group checked progress of LCAP and worked on Annual Update. They dissected the district data from the California Data Dashboard. Input was given by the group as the LCAP was being developed.

Students: Superintendent met with the students in a leadership class at the high school. The Annual Update was shared and input was given by the students.

Teachers, including teachers from the local bargaining unit: Principals at all sites presented the Annual Update to the teachers. At a later date they presented the California Data Dashboard for the district and their specific sites. Teachers were given the opportunity to give input into the 17/18 LCAP.

Classified Staff including local bargaining unit members: Annual Update was reviewed along with data from the state in regards to the district. Input was sought for the development

of the 17/18 LCAP.

Board of Trustees: LCAP updates were part of the regular board meetings. During an administrative planning day, the board was presented with the California Data Dashboard information from the district. The Annual Update was reviewed and input for the 17/18 LCAP was given.

District Advisory Committee: Met with Superintendent to review progress on the current year's LCAP in February. These members are also part of each of the schools' site councils so they were able to give input there. In June this group met to review the draft LCAP.

## IMPACT ON LCAP AND ANNUAL UPDATE

### How did these consultations impact the LCAP for the upcoming year?

Discussions and feedback were based on (1) what is already in place that needs to continue, (2) what is already in place that needs to be improved, (3) what can be eliminated, and (4) ideas for adding actions/services that are not already included in the LCAP.

Ideas that emerged from the different stakeholder groups included; improving math scores, focusing on Next Generation Science Standards and curriculum for those standards, continuing with instructional coaches, adding additional sections of English at the high school level, supporting the implementation of full-day kindergarten, furthering class size reduction, continuing college-going mindset, supporting clubs, sports and enrichment activities, strengthen vertical articulation between schools, offer reading incentives at the middle school, dividing PE time for more balanced class sizes, continuing credit recovery at the high school level through computer programs, deeper implementation of ELA curriculum

Specific Actions and Services added as a result of this stakeholder engagement process include:

1. Hiring para-educators to support the implementation of full-day kindergarten
2. Hiring 6th grade teacher to reduce class size for large student cohort group next year
3. Ensuring each site has one PE teacher on campus all day to balance class sizes for core courses and hiring campus supervisor(s) to supervise locker rooms when only one PE teacher is available and two locker rooms need supervising
4. Purchasing 6th grade math that articulates from the K-5 program
5. Providing staff development specific to language arts and the newly adopted curriculum

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 1

Pierce Joint Unified School District students will graduate high school college and career ready.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

[Identified Need](#)

2015/16 California Dashboard Data for English Language Arts Academic Indicator - Status & Change

District Data:  
 All students - status: low, 24.5 points below level 3; change:maintained, .04 points  
 English Learners - status: low, 45.1 points below level 3; change: maintained, 1.8 points  
 Socioeconomically Disadvantaged - status: low, 40.2 points below level 3; change: low, declined -1.1 points  
 Students with Disabilities - status: very low, 98.5 points below level 3; change: maintained 3.1 points  
 Hispanic - status: low, 36.4 points below level 3; change: maintained -0.7

Johnson Jr. High Data:  
 All students - status: low, 13.6 points below level 3; change: maintained, 6 points  
 English Learners - status: low, 36.4 points below level 3; change: increased, 8.1 points  
 Socioeconomically Disadvantage - status: low, 28.3 points below level 3; status: maintained, 4.5 points  
 Students with Disabilities - status: very low, 94.3 points below level 3; change: increased significantly, 23.1 points  
 Hispanic - status: low, 23.7 points below level 3; change: maintained, 4.5 points  
 White - status: high, 13.7 points above level 3; change: declined, -2.7 points

Arbuckle Elementary Data:  
 All students - status: low, 32.2 points below level 3;change: declined 5.8 points  
 English Learners - status: low, 50 points below level 3; change: declined: 2.9 points  
 Socioeconomically Disadvantaged: status: low, 48.6 points below level 3; change: declined, 6 points  
 Students with Disabilities - status: very low, 106.8 points below level 3; change: declined significantly 24.6 points  
 Hispanic - status: low, 45.3 points below level 3; change: declined 4 points

2015/16 College and Career Indicator (local indicator) Distance from level 3 ELA for grade 11 on CAASPP  
 26.1 points below level 3 (status only)

2015/16 California Dashboard Data for Math Indicator - Status & Change

District Data:  
 All students - status: low 41.1 points below level 3; change: declined, 8.2 points

English Learners - status: low, 56.5 points below level 3; change: declined 6 points  
 Socioeconomically Disadvantaged - status: low, 54 points below level 3; change: declined -7.7 points  
 Students with disabilities - status: very low, 121.3 points below level 3; change: declined significantly, 25.5 points  
 Hispanic - status: low, 49.7 points below level 3; change: declined 7.1 points  
 White - status: medium, 8.9 points below level 3; change: declined significantly 10.6 points

Johnson Jr. High Data:

All students - status: low, 56.4 points below level 3; change: declined significantly, 12.2 points  
 English Learners - status: low, 77.3 points below level 3, change: declined, 6.8 points  
 Socioeconomically Disadvantages - status: low, 69.7 points below level 3; change: declined 10 points  
 Students with Disabilities - status: very low, 151 points below level 3; change: declined significantly, 16.2 points  
 Hispanic - status: low, 66.5 points below level 3; change: declined significantly, 12.6 points  
 White - status: medium, 23.2 points below level 3; change: declined significantly, 18.6 points

Arbuckle Elementary Data:

All students - status: medium, 22.5 points below level 3; change: declined, 1.3 points  
 English Learners - status: low, 36.4 points below level 3; change: maintained, -.4 points  
 Socioeconomically Disadvantaged - status: low, 36.8 points below level 3; change: declined, 2.8 points  
 Students with Disabilities - status: low, 36.8 points below level 3; change: declined significantly, 29 points  
 Hispanic - status: low, 31.7 points below level 3; change: maintained, .3 points

2015/16 College and Career Indicator (local indicator) Distance from level 3 math for grade 11 on CAASPP  
 110 points below level 3 (status only)

2015/16 California Dashboard Data for English Learner Progress Indicator -  
 Status: medium, 73%; Change: declined, 4.4%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Academic Indicator (Grades 3-8): English Language Arts	1. a. All Students: 24.5 points below level 3, maintained .4 b. English Learners: 45.1 points below level 3, maintained 1.8  c. Socioeconomically Disadvantaged: 40.2 points below level 3, maintained 1.1  d. Students with Disabilities: 98.5 points below level 3, maintained 3.1  e. Hispanic: 36.4 points below level 3, maintained .7 f. White: 13.6 points above level	1. a. All Students: decrease points below level 3 by 7 to 17.5 points below b. English Learners: decrease points below level 3 by 7 points to 38.1 points below c. Socioeconomically Disadvantaged: decrease points below level 3 by 7 points to 33.2 points below d. Students with Disabilities: decrease points below level 3 by 10 points to 88.5 points below e. Hispanic: decrease points below level 3 by 7 to 29.4 points below	1. a. All Students: decrease points below level 3 by 7 points to 10.5 points below b. English Learners: decrease points below level 3 by 7 points to 31.1 points below c. Socioeconomically Disadvantaged: decrease points below level 3 by 7 points to 26.2 points below d. Students with Disabilities: decrease points below level 3 by 10 points to 78.5 points below e. Hispanic: decrease points below level 3 by 7 points to 22.4 points below	1. a. All Students: decrease points below level 3 by 7 points to 3.5 points below b. English Learners: decrease points below level 3 by 7 points to 24.1 points below c. Socioeconomically Disadvantaged: decrease points below level 3 by 7 points to 19.2 points below d. Students with Disabilities: decrease points below level 3 by 10 points to 68.5 points below e. Hispanic: decrease points below level 3 by 7 points to 15.4 points below

<p>2. Academic Indicator (Grades 3-8): Math</p>	<p>3, maintained 3</p> <p>2. a. All Students: 41.1 points below level 3, declined 8.2 points b. English Learners: 56.5 points below level 3, declined 6 points</p> <p>c. Socioeconomically Disadvantaged: 54 points below level 3, declined 7.7 points</p> <p>d. Students with Disabilities: 121.3 points below level 3, declined 25.5 points</p> <p>e. Hispanic: 49.7 points below level 3, declined 7.1 points f. White: 8.9 points below level 3, declined 10.6 points</p>	<p>f. White: increase points above level 3 by 5 to 18.6 points above</p> <p>2. a. All Students: decrease points below level 3 by 5 to 36.1 points below level 3 b. English Learners: decrease points below level 3 by 5 to 51.5 points below level 3 c. Socioeconomically Disadvantaged: decrease points below level 3 by 5 to 49 points below level 3 d. Students with Disabilities: decrease points below level 3 by 5 to 116.3 points below level 3 e. Hispanic: decrease points below level 3 by 5 to 44.7 points below level 3 f. White: decrease points below level 3 by 5 to 3.9 below level 3</p>	<p>f. White: increase points above level 3 by 3 to 21.6 points above</p> <p>2. a. All Students: decrease points below level 3 by 5 to 31.1 points below level 3 b. English Learners: decrease points below level 3 by 5 to 46.5 points below level 3 c. Socioeconomically Disadvantaged: decrease points below level 3 by 5 to 44 points below level 3 d. Students with Disabilities: decrease points below level 3 by 5 to 111.3 points below level 3 e. Hispanic: decrease points below level 3 by 5 to 39.7 points below level 3 f. White: decrease points below level 3 by 5 to 2 points above level 3</p>	<p>f. White: increase points above level 3 by 3 to 24.6 points above</p> <p>2. a. All Students: decrease points below level 3 by 5 to 26.1 points below level 3 b. English Learners: decrease points below level 3 by 5 to 41.5 points below level 3 c. Socioeconomically Disadvantaged: decrease points below level 3 by 5 to 39 points below level 3 d. Students with Disabilities: decrease points below level 3 by 5 to 106.3 points below level 3 e. Hispanic: decrease points below level 3 by 5 to 34.7 points below level 3 f. White: increase points above level 3 by 5 to 7 points above level 3</p>
<p>3. College/Career Indicator</p>	<p>3. ELA - All Students (grade 11): 26.1 points below level 3, declined 13.4 points</p> <p>Math - All Students (grade 11): 110.5 points below level 3, declined 25 points</p> <p>Advanced Placement Passage Rate 48.6% (15/16)</p> <p>EAP Passage rate: ELA - 10.5% (15/16) Math - 1.9% (15/16)</p>	<p>3. ELA - All students: decrease points below level 3 by 7 to 19.1 points below level 3 Math - All Students: decrease points below level 3 by 5 to 105.5 points below level 3 Advanced Placement Passage Rate: increase to 52%</p> <p>EAP Passage rate: ELA- 15% Math - 7%</p>	<p>3. ELA - All students: decrease points below level 3 by 7 to 12.1 points below level 3 Math - All Students: decrease points below level 3 by 5 to 100.5 points below level 3 Advanced Placement Passage Rate: increase to 56%</p> <p>EAP Passage rate: ELA- 20% Math - 12%</p>	<p>3. ELA - All students: decrease points below level 3 by 7 to 5.1 points below level 3 Math - All Students: decrease points below level 3 by 5 to 95.5 points below level 3 Advanced Placement Passage Rate: increase to 60%</p> <p>EAP Passage rate: ELA- 25% Math - 17%</p>
<p>4. English Learner Progress Indicator which includes CELDT data and Reclassification rate data</p>	<p>4. Status: 73% Change: Decline 4.4%</p> <p>Reclassification Rate: 10.2% (15/16)</p>	<p>4. Increase to 75%</p> <p>Reclassification Rate: increase to 15%</p>	<p>4. Data will be unavailable due to change in assessment to ELPAC Reclassification Rate: increase to 20%</p>	<p>4. Data will be unavailable due to change in assessment to ELPAC Reclassification Rate: increase to 25%</p>
<p>5. Graduation Rate Indicator</p>	<p>5. Status: 100%</p>	<p>5. Maintain &gt; or = 95%</p>	<p>5. Maintain &gt; or = 95%</p>	<p>5. Maintain &gt; or = 95%</p>
<p>6. Maintain 'met'</p>	<p>6. Maintain 'met' - Students have</p>	<p>6. Maintain 'met'</p>	<p>6. Maintain 'met'</p>	<p>6. Maintain 'met'</p>

<p>6. LCFF Priority 1: Basic (Availability of Textbooks, and Correctly Assigned Teachers)</p> <p>7. LCFF Priority 2: Implementation of State Academic Standards</p> <p>8. LCFF Priority 7: Access to a Broad Course of Study</p> <p>9. LCFF priority 8: Outcomes in a Broad Course of Study</p>	<p>textbooks and teachers are appropriately credentialed</p> <p>7. Maintain 'met' - school sites surveyed on level of implementation for all content areas</p> <p>8. Maintain 'met' - All students, including unduplicated pupils and students with exceptional needs have access to core content classes, CTE classes and electives</p> <p>9. CTE Pathway completers: 89% (15/16)</p>	<p>6. Maintain 'met'</p> <p>7. Maintain 'met'</p> <p>8. Maintain 'met'</p> <p>9. CTE Pathway completers: maintain at 85% or higher</p>	<p>7. Maintain 'met'</p> <p>8. Maintain 'met'</p> <p>9. CTE Pathway completers: maintain at 85% or higher</p>	<p>7. Maintain 'met'</p> <p>8. Maintain 'met'</p> <p>9. CTE Pathway completers: maintain at 85% or higher</p>
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**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p><u>Students to be Served</u></p>	<p><input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/></p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:</p>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income</p>
<p><u>Scope of Services</u></p>	<p><input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)</p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>AES, JJH, GI</u> <input type="checkbox"/> Specific Grade spans:</p>

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain .5 ELD teacher at GI, additional .5 ELD teacher at AES and full time ELD teacher at JJH

BUDGETED EXPENDITURES

**2017-18**

Amount \$96,314

Source Supplemental and Concentration

Budget Reference 1000-3999: Salary and Benefits

Amount \$56,319

Source Title I

Budget Reference 1000-3999: Salary and Benefits

Amount \$56,319

Source Title III

Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount

Source

Budget Reference

Amount

Source Title I

Budget Reference

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:



Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: GI  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain additional para-educator at GI

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$17,238

Source Supplemental and Concentration

Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source Supplemental and Concentration

Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: AES  Specific Grade spans: TK

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Maintain para-educator for TK classroom

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$21,790

Source Supplemental and Concentration

Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: JJH  Specific Grade spans: 6

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Hire additional 6th grade teacher to maintain smaller class sizes

**2018-19**

New  Modified  Unchanged

teacher no longer needed because smaller student cohort

**2019-20**

New  Modified  Unchanged

teacher no longer needed because smaller student cohort

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
 Source   
 Budget Reference

**2018-19**

Amount   
 Source   
 Budget Reference

**2019-20**

Amount   
 Source   
 Budget Reference

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools: AES  Specific Grade spans: K

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Hire 2 four hour/day para-educators for extended day kindergarten

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
Source   
Budget Reference

**2018-19**

Amount   
Source   
Budget Reference

**2019-20**

Amount   
Source   
Budget Reference

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools: PHS  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Maintain agriculture/wood fabrication program as a CTE course

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$98,615  
 Source Supplemental and Concentration  
 Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount  
 Source  
 Budget Reference

**2019-20**

Amount  
 Source  
 Budget Reference

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain computer technology technician to provide training to teachers and to maintain equipment		

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$34,245
Source	Supplemental and Concentration
Budget Reference	1000-3999: Salary and Benefits
Amount	\$34,245
Source	Base
Budget Reference	1000-3999: Salary and Benefits

**2018-19**

Amount	
Source	
Budget Reference	
Amount	
Source	Base
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain TK-12 instructional coach

BUDGETED EXPENDITURES

**2017-18**

Amount \$96,633

Source Title I

Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount

Source Title I

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools: PHS  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Maintain teacher in order to have 5 class periods of support at the high school

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$91,337

Source Supplemental and Concentration

Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools: JJH  Specific Grade spans:

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged



Maintain computer/technology teacher for middle school

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$ 98,100  
 Source Supplemental and Concentration  
 Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount  
 Source  
 Budget Reference

**2019-20**

Amount  
 Source  
 Budget Reference

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: JJH, PHS  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain college/career counseling technician to work with both high school and middle school students

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$51,610  
 Source Supplemental and Concentration  
 Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount  
 Source  
 Budget Reference

**2019-20**

Amount  
 Source  
 Budget Reference

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: JJH  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain teachers for four class periods to teach Get Focused, Stay Focused middle school curriculum at 8th grade and Life Skills class at 7th grade

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$49,829	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	1000-3999: Salary and Benefits	Budget Reference		Budget Reference	

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: AES  Specific Grade spans: TK-3, 5

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain TK-3 Class Size Reduction (CSR) & additional 5th grade teacher for smaller class sizes

BUDGETED EXPENDITURES

**2017-18**

Amount \$218,602

Source Supplemental and Concentration

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Budget Reference	1000-3999: Salary and Benefits	Budget Reference		Budget Reference	
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Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain teacher salary and health benefits increased in 14/15 to retain experienced and qualified staff		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$406,152	Amount:	Amount:
Source: Supplemental and Concentration	Source:	Source:
Budget Reference: 1000-3999: Salary and Benefits	Budget Reference:	Budget Reference:

Action **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: JJH, PHS  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Balance class sizes throughout the day at middle school by having one full-time PE teacher there all day versus having two half-time people there at the same time. This change requires hiring a campus supervisor for locker room supervision for PE class(es) at high school.

BUDGETED EXPENDITURES

**2017-18**

Amount

Amount

Source

Budget

**2018-19**

Amount

Amount

Source

Budget

**2019-20**

Amount

Amount

Source

Budget

Reference <input style="width:90%;" type="text"/>	Reference <input style="width:90%;" type="text"/>	Reference <input style="width:90%;" type="text"/>
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**Action 16**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Continue administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom and English Learner engagement strategies

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$22,779
Source	Supplemental and Concentration
Budget Reference	1000-3999: Salary and Benefits

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

Action **17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain three additional staff development days added to certificated calendar

BUDGETED EXPENDITURES

**2017-18**

Amount \$99,153  
 Source Supplemental and Concentration  
 Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount  
 Source  
 Budget Reference

**2019-20**

Amount  
 Source  
 Budget Reference

Action **18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue to use Edivate as an online resource tool for staff development and instructional feedback

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$ 13,495

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **19**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities



[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue Professional Learning Communities during Wednesday staff development time by grade level and department with an emphasis on instructional planning and delivery of the state academic content standards, formative assessment, and data analysis. Provide time for vertical articulation between schools by content area. e.g. 7-12 math, ELA, science, social science, computers

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$201,852  
 Source Supplemental and Concentration  
 Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount  
 Source  
 Budget Reference

**2019-20**

Amount  
 Source  
 Budget Reference

Action **20**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide training and coaching on state academic content standards in the following areas: NGSS, ELD/ELA, math, history/social science, CTE, Health Education, PE, visual and performing arts. Continue to train teachers on the digital library and utilization of the Interim Assessment Blocks (IAB). Continue technology integration training including the use of technology in regards to formative assessment. Pay for training of beginning teachers to clear their credentials through the Tri-County Induction Program

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$132,185  
 Source Supplemental and Concentration  
 Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount \_\_\_\_\_  
 Source \_\_\_\_\_  
 Budget Reference \_\_\_\_\_

**2019-20**

Amount \_\_\_\_\_  
 Source \_\_\_\_\_  
 Budget Reference \_\_\_\_\_

Action **21**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continue to hire regular day teachers to provide tutoring and instruction after school

BUDGETED EXPENDITURES

**2017-18**

Amount	\$27,212
Source	Supplemental and Concentration
Budget Reference	1000-3999: Salary and Benefits
Amount	\$17,038

**2018-19**

Amount	
Source	
Budget Reference	
Amount	

**2019-20**

Amount	
Source	
Budget Reference	
Amount	

Source	After School Education and Safety (ASES)	Source		Source	
Budget Reference	1000-3999: Salary and Benefits	Budget Reference		Budget Reference	

**Action 22**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide summer school instruction four hours/day for 15 days for grades K-12

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount \$35,098

Budget Reference 1000-3999: Salary and Benefits Migrant Ed

**2018-19**

Amount

Budget Reference

**2019-20**

Amount

Budget Reference

Amount	\$32,483	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	1000-3999: Salary and Benefits	Budget Reference		Budget Reference	

**Action 23**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools: JJH/PHS  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide opportunity for high school students to attend Sacramento State Summer Academies, paying for registration and transportation.  
Provide career/college exploration field trip opportunities for middle school students offered through nearby colleges

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount \$25,030

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures  
1000-3999: Salary and Benefits

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **24**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue transportation for late bus route to Dunnigan, College City and Grimes to allow students to extend school day as needed.  
Continue transportation for Grand Island After School Program.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
 Source   
 Budget Reference

**2018-19**

Amount   
 Source   
 Budget Reference

**2019-20**

Amount   
 Source   
 Budget Reference

Action **25**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities   
Location(s)  All Schools  Specific Schools: PHS  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continue partnership with Woodland community college for dual enrollment courses for students at high school and purchase necessary curriculum

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	<input type="text" value="\$3,500"/>	Amount	<input type="text"/>	Amount	<input type="text"/>
Budget Reference	4000-4999: Books And Supplies Lottery Instructional Materials	Budget Reference	<input type="text"/>	Budget Reference	<input type="text"/>

**Action 26**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Maintain and remain current with 1:1 technology devices for student access to technology while following a 20-25% replacement rotation each year with Chromebooks. Purchase Chromebooks for 2 additional Kindergarten classrooms. Maintain teacher's classroom technology tools such as iPads, document cameras, Apple TVs

**2018-19**

New  Modified  Unchanged

Maintain and remain current with 1:1 technology devices for student access to technology while following a 20-25% replacement rotation each year with Chromebooks. Maintain teacher's classroom technology tools such as iPads, document cameras, Apple TVs

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount

**2018-19**

Amount

**2019-20**

Amount



Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	
Budget Reference	4000-4999: Books And Supplies	Budget Reference		Budget Reference	

Action **27**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>AES/GI</u>	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue utilizing Illuminate as student assessment data information system, grading system and report cards for grades TK-5		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$8,173	Amount:	Amount:
Source: Supplemental and Concentration	Source:	Source:

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference		Budget Reference	
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Action **28**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continue licensing of Northwest Evaluation Association (NWEA) and Measures of Academic Progress (MAP) for assessment data usage

BUDGETED EXPENDITURES

**2017-18**

Amount	\$22,065
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

And Operating Expenditures

Action **29**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools: PHS  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Pay Advanced Placement (AP) exam fees for students taking AP classes

BUDGETED EXPENDITURES

**2017-18**

Amount \$10,174

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **30**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Purchase curriculum materials for two brand-new classrooms for extended day Kindergarten  
 Purchase curriculum for brand-new sixth grade classroom  
 Purchase sixth grade math curriculum aligned to K-5 program  
 Continue to purchase computer class curriculum at middle school  
 Purchase Get Focused, Stay Focused and Life Skills Curriculum for middle school

**2018-19**

New  Modified  Unchanged

Purchase State Academic Standard aligned curriculum for science  
 Continue to purchase computer class curriculum at middle school  
 Continue to purchase Get Focused, Stay Focused and Life Skills curriculum for middle school

**2019-20**

New  Modified  Unchanged

Purchase State Academic Standard aligned curriculum for social science  
 Continue to purchase computer class curriculum at middle school  
 Continue to purchase Get Focused, Stay Focused and Life Skills curriculum for middle school

BUDGETED EXPENDITURES

**2017-18**

Amount \$65,550

**2018-19**

Amount

**2019-20**

Amount

Budget Reference

4000-4999: Books And Supplies  
Instructional Lottery

Budget Reference

Budget Reference

Action **31**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continue software subscriptions and licensing for ST Math, Compass Learning, iXL math, Edmentum for intervention and credit recovery where applicable

BUDGETED EXPENDITURES

**2017-18**

Amount \$15,690

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **32**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continue license for curriculum for special education students

BUDGETED EXPENDITURES

**2017-18**

Amount \$5.100

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **33**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continue to increase site library collections and replace obsolete or damaged materials as needed.

BUDGETED EXPENDITURES

**2017-18**

Amount \$5,000

Source Lottery

Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount

Source Lottery

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **34**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: AES  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide breakfast in the classroom for all Transitional Kindergarten and Kindergarten students. Provide free meals to students qualifying for reduced priced meals.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$28,448

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount

Source Base

Budget Reference

**2019-20**

Amount

Source

Budget Reference



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 2

Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

Suspension Rate District-wide:  
 Students with Disabilities: Very High status 9.2%, Declined change -.7%

Suspension Rate at high school:  
 English Learners: Very High status 13%, Increased Significantly change +3.5%  
 White: High status 8.4%, Increased Significantly change +3.3%

Chronic Absenteeism Rate: 6%

Healthy Kids Survey: 21% of 5th graders 'feel safe at school' (15/16 data)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. LCFF Priority 1: Basic (Adequate Facilities) 2. LCFF Priority 5: Chronic Absenteeism 3. State Suspension Rate Indicator  4. Attendance Rate 5. Middle-school dropout rate	1. 'Exemplar' facility rating based on FIT data for all school sites. 2. 6% Chronic absenteeism rate  3. 4.2% status, 1.9% decline - state Suspension Rate Indicator  4. 97% attendance rate 5. 0% middle-school dropout rate	1. Maintain 'Exemplar' rating  2. Decrease Chronic absenteeism rate to 5% 3. Decrease Suspension rate to 4%  4. Maintain 97% attendance rate 5. Maintain 0% middle school	1. Maintain 'Exemplar' rating  2. Maintain Chronic absenteeism rate at 5% or less 3. Decrease Suspension rate by .3% to 3.7%  4. Maintain 97% attendance rate 5. Maintain 0% middle school dropout	1. Maintain 'Exemplar' rating  2. Maintain Chronic absenteeism rate at 5% or less 3. Decrease Suspension rate by .3% to 3.4%  4. Maintain 97% attendance rate 5. Maintain 0% middle school

<p>6. LCFF Priority 6: School Climate Healthy Kids Survey Data</p> <p>7. District Expulsion Rate 8. High School Dropout Rate</p>	<p>6. * 21% of 5th graders on the HKS agree or strongly agree that they feel they are part of the school *81% of 7th graders on the HKS agree or strongly agree that they feel they are part of the school *62% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school *48% of 11th graders on the HKS agree or strongly agree that they feel they are part of the school *81% of 5th graders on the HKS agree or strongly agree that they feel safe at school *82% of 7th graders on the HKS agree or strongly agree that they feel safe at school *77% of 9th graders on the HKS agree or strongly agree that they feel safe at school *74% of 11th graders on the HKS agree or strongly agree that they feel safe at school</p> <p>7. 0% Expulsion rate 8. .01% High School Dropout Rate</p>	<p>dropout 6. *Increase to 30% 5th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 85% 7th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 67% 9th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 53% 11th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 84% 5th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 85% 7th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 79% 9th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 79% 11th graders on the HKS agree or strongly agree that they feel safe at school</p> <p>7. Maintain Expulsion rate at 2% or less 8. Maintain High School Dropout Rate at 2% or less</p>	<p>6. Not Applicable</p> <p>7. Maintain at 2% or less 8. Maintain High School Dropout Rate at 2% or less</p>	<p>dropout 6. * Increase to 35% 5th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 87% 7th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 70% 9th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 58% 11th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 86% 5th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 87% 7th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 81% 9th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 81% 11th graders on the HKS agree or strongly agree that they feel safe at school</p> <p>7. Maintain Expulsion rate at 2% or less 8. Maintain High School Dropout Rate at 2% or less</p>
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**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)     All     Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Maintain prevention/intervention counselor. Hire an additional prevention/intervention counselor focusing on attendance, alternatives to suspensions and freshmen with failing grades.

**2018-19**

New  Modified  Unchanged

Maintain two prevention/intervention counselors

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount	\$111,279
Source	Supplemental and Concentration
Budget Reference	1000-3999: Salary and Benefits
Amount	\$107,858
Source	Other
Budget Reference	1000-3999: Salary and Benefits Learning Communities for Schools Grant

**2018-19**

Amount	\$ 113,505
Source	Supplemental
Budget Reference	1000-3999: Salary and Benefits
Amount	\$110,015
Source	Other
Budget Reference	1000-3999: Salary and Benefits Learning Communities for Schools Grant

**2019-20**

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: AES  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain campus supervisor position for students waiting for late bus route

BUDGETED EXPENDITURES

**2017-18**

Amount \$1,214

Source After School Education and Safety (ASES)

Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount \$

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: AES  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain full-time elementary vice-principal for student support

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
 Source   
 Budget Reference

**2018-19**

Amount   
 Source   
 Budget Reference

**2019-20**

Amount   
 Source   
 Budget Reference

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: PHS  Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New  Modified  Unchanged  New  Modified  Unchanged  New  Modified  Unchanged

Maintain ROP/CTE teachers

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	<input type="text" value="\$122,852"/>	Amount	<input type="text"/>	Amount	<input type="text"/>
Source	<input type="text" value="Base"/>	Source	<input type="text"/>	Source	<input type="text"/>
Budget Reference	<input type="text" value="1000-3999: Salary and Benefits"/>	Budget Reference	<input type="text"/>	Budget Reference	<input type="text"/>

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools: AES  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain one full-time Physical Education Teacher to ensure PE minutes		

**BUDGETED EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount <input type="text" value="\$71,498"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text" value="Base"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text" value="1000-3999: Salary and Benefits"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

**Action 6**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain part-time nurse and part-time health aide

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Source

Budget Reference

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools: PHS  Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income



[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain music position at PHS

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$ 71,499

Source Base

Budget Reference 1000-3999: Salary and Benefits

**2018-19**

Amount \$

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain facility services at school sites which include an additional 1.5 hours to overall classified custodial staff time in the 15/16 school year

**BUDGETED EXPENDITURES**

**2017-18**

Amount: \$6,669  
 Source: Base  
 Budget Reference: 1000-3999: Salary and Benefits

**2018-19**

Amount:  
 Source:  
 Budget Reference:

**2019-20**

Amount:  
 Source:  
 Budget Reference:

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain extra-curricular funding and funding for school clubs and activities for academic enrichment

BUDGETED EXPENDITURES

**2017-18**

Amount \$12,000  
Source Base  
Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount  
Source  
Budget Reference

**2019-20**

Amount  
Source  
Budget Reference

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools: PHS  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Continue to purchase musical instruments for new music classes

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$20,000

Source Other

Budget Reference 4000-4999: Books And Supplies Donation

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Maintain video camera systems on buses and at school sites. Purchase new cameras as needed

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$4,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 3

Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

Engaging parents of English Learners and Low Income parents is a challenge for the district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. LCFF Priority 3: Parent Engagement	1a. Offer Parent Institute for Quality Education (PIQE) workshops or 4 other parent trainings yearly for parents of all students including unduplicated and those with exceptional needs 1b. Maintain District English Learner Advisory Committee (DELAC) parent meeting attendance at 15 or more parents per meeting	1a. PIQE workshops or 4 other parent trainings offered  1b. 15 parents or more attended DELAC meeting	1a. PIQE workshops or 4 other parent trainings offered  1b. 15 parents or more attended DELAC meeting	1a. PIQE workshops or 4 other parent trainings offered  1b. 15 parents or more attended DELAC meeting

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue Edu-link contract to allow phone and email messaging to families. Continue with Mobile App for communication

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$ 3,500

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Amount \$4,200

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount \$

Source

Budget Reference

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: JJH  Specific Grade spans: 8

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Meet with parents of 8th graders to work on student's high school plan

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount	\$2,771
Source	Base
Budget Reference	1000-3999: Salary and Benefits
Amount	\$

**2018-19**

Amount	
Source	
Budget Reference	
Amount	\$

**2019-20**

Amount	
Source	
Budget Reference	
Amount	



Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

School sites will seek parent input through surveys including the Healthy Kids Survey

BUDGETED EXPENDITURES

**2017-18**

Amount	\$500
Source	Base
Budget Reference	1000-3999: Salary and Benefits

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools: JJH/PHS  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continue to provide parents with information on how to access the parent portal to monitor their child's grades and attendance

BUDGETED EXPENDITURES

**2017-18**

Amount

Source

Budget Reference

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **5**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools: PHS  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide high school parents with updated timelines each year of important dates and deadlines in relation to college and career entry

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Source

Budget Reference

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **6**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue holding at least two District English Learner Advisory Committee (DELAC) meetings and two District Advisory Committee (DAC) meetings per year

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount \$250.00  
 Source Base  
 Budget Reference 1000-1999: Certificated Personnel Salaries

**2018-19**

Amount  
 Source  
 Budget Reference

**2019-20**

Amount  
 Source  
 Budget Reference

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  Migrant

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continue to offer Parent Institute for Quality Education (PIQE) workshops and/or other parent workshops

BUDGETED EXPENDITURES

**2017-18**

Amount	\$6,202
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$ 2,275,350

Percentage to Increase or Improve Services: 20.12%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Pierce Joint Unified School District has planned expenditures on a district-wide and school-wide basis due to the fact that our unduplicated student count is 70.90%. Because our English Learners and Low Income Students generate these dollars, those students will be targeted specifically for the planned services, but any student, regardless of whether or not they are an English Learner or Low Income Student, will be eligible for the service if the service is needed to improve academic and/or social and emotional needs that lead to the district meeting its goals. Services in the plan include: teacher training, academic intervention, technology-driven intervention resources, social-emotional and behavioral support, English Learner support, college and career readiness, parent involvement, class size reduction, extended learning time, assessment systems, and after school enrichment activities including transportation.

Pierce Joint Unified is expending the majority of its Supplemental and Concentrated funds district and school-wide as stated above with targeted students as a priority.

The following added services are planned for 2017/18:

- Hire additional 6th grade teacher
- Hire two new para-educators to support extended-day Kindergarten
- Hire campus supervisors for locker room supervision for PE to allow a PE teacher at the middle school all day to ensure balanced class sizes in all courses
- Purchase additional Chromebooks to accommodate the new kindergarten classrooms
- Hire a consultant to deliver staff development for Next Generation Science Standards
- Provide breakfast in the classroom for all Transitional Kindergartners and Kindergartners at Arbuckle Elementary

The following services that were added in previous years and are ongoing:

- Hire district-wide instructional coach (16/17)
- Create high school media center with online research resources (16/17)
- Add computer teacher to the middle school (16/17)
- Purchase curriculum to support Special Education classes (16/17)

- Add ELD teacher specifically for middle school for designated support (16/17)
- Offer college/career field trip opportunities to middle school students (16/17)
- Equip buses with video camera systems (16/17)
- Hire an additional music teacher (16/17)
- Hire a part-time nurse and part-time health clerk (16/17)
- One additional staff development day added for teachers to improve their content knowledge and instructional delivery (15-16)
- School sites reviewed and determined ELA curriculum adoption materials (15-16)
- Hired tutor to support students after school at the high school (15-16)
- Purchase additional library books at the elementary and middle schools to give students more variety and serve the reading level of all students (15-16)
- Strategic planning held for administrators to set the professional development path for teachers, including EL strategies (15-16)
- Hired .5 FTE to teach ELD at Arbuckle Elementary to have a total of 1.5 ELD teachers (15-16)
- Edvivate online teacher resource tool was implemented to assist teachers with continual improvement (15-16)
- AP exam costs began being paid by the district so that all students in an AP class will take the AP exam (15-16)
- 3 week summer school program for students not meeting proficiency (15-16)
- Purchased ST math subscriptions for grades TK-6 and 7 & 8 grade intervention licenses to build math concept knowledge (15-16)
- Purchased NWEA and MAP assessments to be able to gauge student progress throughout the school year (15-16)
- Hired college/career technician to support counselor; work with students and parents on goal setting and steps for college/career preparation beginning in middle school (15-16)
- Hired full-time elementary vice principal for student support (15-16)
- Hired additional PE teacher for smaller class sizes, and this increase created grade level collaboration time for planning because entire grade levels will have PE at the same time (15-16)
- Began College and Career Club program in grades 7 and 8. (15-16)
- Added band to 9th graders schedule as a course offering during 7th period (15-16)
- Trained parents on how to access new abi.net portal to allow them to see students' attendance and grades (15-16)
- Communicated with parents regarding high school requirements for students and college and career options for students (15-16)
- Created district App for Smart Phones as a means for parent communication (15-16)
- Offered Parent Institute for Quality Education (PIQE) workshops for parents on information regarding the schooling system (15-16)
- Teacher and administrative training on EL strategies, instructional strategies, assessment strategies, Common Core, STEM, NGSS and technology both on and off-site (14-15)
- Math Common Core materials being utilized (14-15)
- Utilization of Illuminate as assessment data information system (14-15)
- Para-educator time at Grand Island to support combination classrooms and high EL student population (14-15)
- .5 FTE for ELD teacher at Grand Island (14-15)
- Agriculture, wood fabrication class as a CTE course (14-15)
- Teachers hired for K-3 CSR and 5th grade teacher to keep class sizes lower (14-15)
- Purchase Chromebooks so that we are at 1:1 with devices in grades 2-12 (14-15)
- Technology employee maintains devices and provides teachers with training in the area of technology (14-15)
- Transportation for late bus route to extend school day for intervention participation (14-15)
- Two staff development days added to teacher calendar through negotiations (14-15)
- Salary and health benefits increase to retain trained, quality staff (14-15)

- Teacher induction paid by the district for beginning teachers (14-15)
- Full-time prevention/intervention counselor (14-15)
- Sacramento State Summer Academy tuition paid and transportation provided for 9-11 graders (14-15)
- Teachers provide intervention and instruction after school (14-15)
- School clubs and activities for academic enrichment (14-15)
- Campus supervisor position for students waiting to take the late bus (14-15)
- Para-professional for TK classroom (14-15)
- ROP/CTE courses (14-15)
- Parent college visit to Sacramento State (14-15)
- Edu-link messaging contract for parent communication (14-15)
- EL academic support periods at high school level (14-15)
- Reading Intervention Teacher at elementary school (14-15)
- EL support class provided by para-educator at kindergarten (14-15)



# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

### Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

### Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

### Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

### Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

### Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

#### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

##### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

##### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;



- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

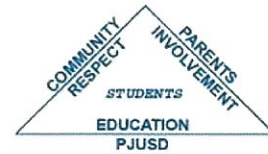
## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

# Pierce Joint Unified School District

P.O. Box 239 • Arbuckle CA 95912 • (530) 476-2892 • Fax (530) 476-2289



Carol Geyer, Superintendent

## Pierce Joint Unified School District Citizens' Bond Oversight Committee for Measure B Meeting Minutes Monday, September 18, 2017

Members Present: Mike Doherty, Barbara Scheimer, Chuck Wayman, Ariel Alonso, Joh Lauwerijssen, Ellen Voorhees, and Edella Maldonado

Others Present: Carol Geyer, Daena Meras

1. Meeting was called to order by chairman, Mick Doherty at 8:33 a.m. in the Pierce Technology Building at 940A Wildwood Road, Arbuckle
2. Approval of the Agenda – Chuck Wayman made a motion to approve the agenda, Edella Maldonado seconded the motion. Voting Aye: Mr. Lauwerijssen, Ms. Alonso, Mr. Wayman, Ms. Scheimer, Mr. Doherty, Ms. Maldonado and Ms. Voorhees. Voting No: None Absent: None
3. Hearing of the Public – none
4. Approval of June 19, 2017 Citizens' Bond Oversight Committee Meeting Minutes. Motion made by Joh Lauwerijssen and seconded by Ariel Alonso. Voting Aye: Mr. Lauwerijssen, Ms. Alonso, Mr. Wayman, Ms. Scheimer, Mr. Doherty, Ms. Maldonado and Ms. Voorhees. Voting No: None Absent: None
5. Current Bond Projects – Carol Geyer reported that the remodeling of the junior high school was complete. This project was not funded through the bond. She went on to talk about the progress of the new Pierce High School Multi-purpose Room construction which is a bond funded project. Daena Meras talked about the payment structure and that payments toward the project are made about once a month.


Carol explained about the future projects that the district is working on including building a new classroom wing at Arbuckle Elementary and modernizing the existing cafeteria at Pierce High School. Both of these projects are slated to begin in June of 2018. The district is still awaiting the release of state bond funds that can be used toward these projects.

Other bond projects slated for the district include building a new locker room at Pierce High School. This would entail tearing down the existing locker room and building both a male and female locker room in its place. Modernizing the lobby of the existing gym would be planned for this same project including remodeling of the bathrooms in that area. A PE classroom is part of the planned projects too. These projects could possibly begin in the Spring of 2019.

6. The meeting was adjourned at 9:00 a.m. by chairman, Mike Doherty

The next meeting is scheduled for December 18 at 8:30 a.m. in the Technology Building

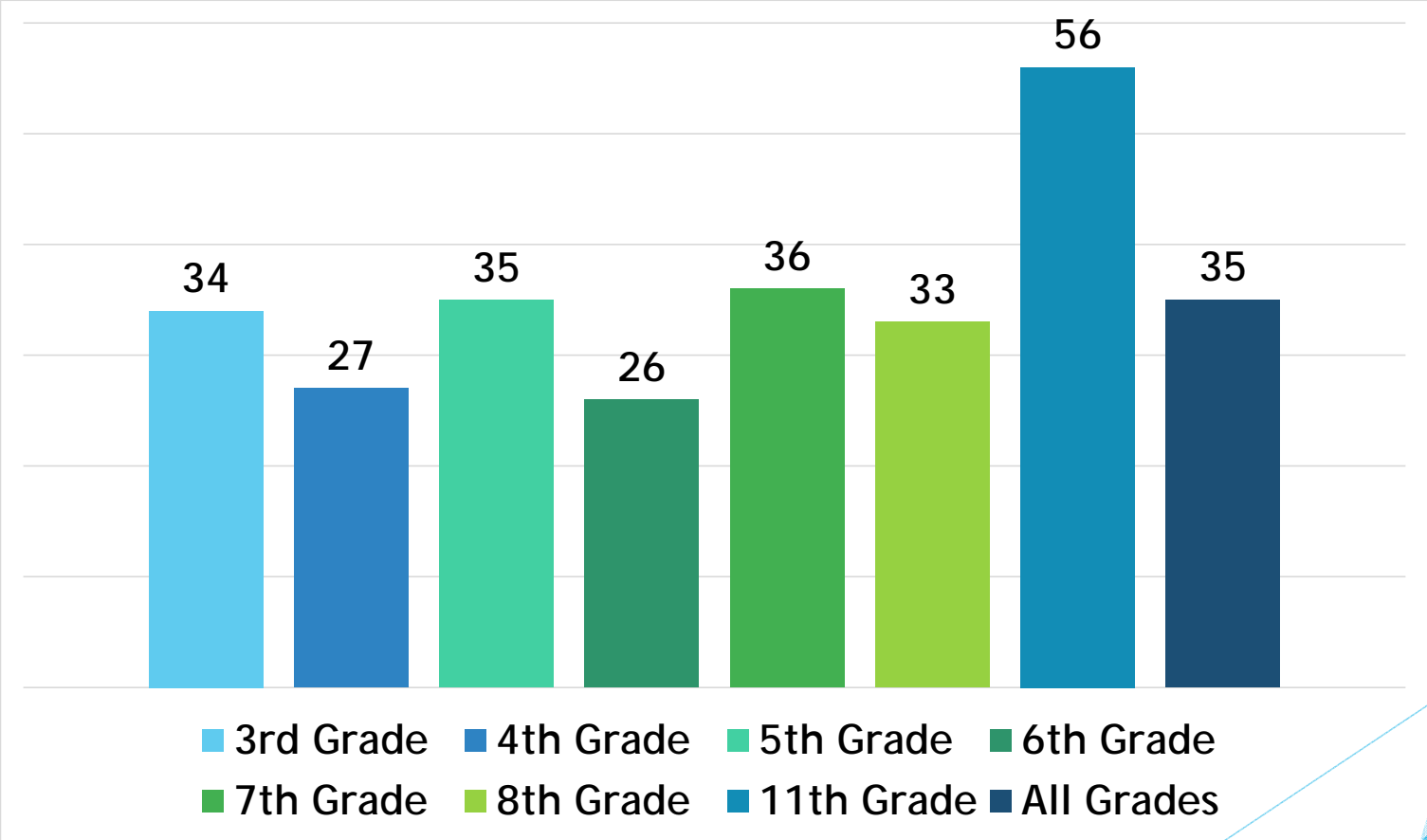
Board of Trustees: **Abel Gomez** • **John Friel** • **Nadine High** • **George Green** • **Amy Charter**  
*President Vice-President Clerk Member Member*



Pierce Joint Unified  
School District  
2016/17 CAASPP Results

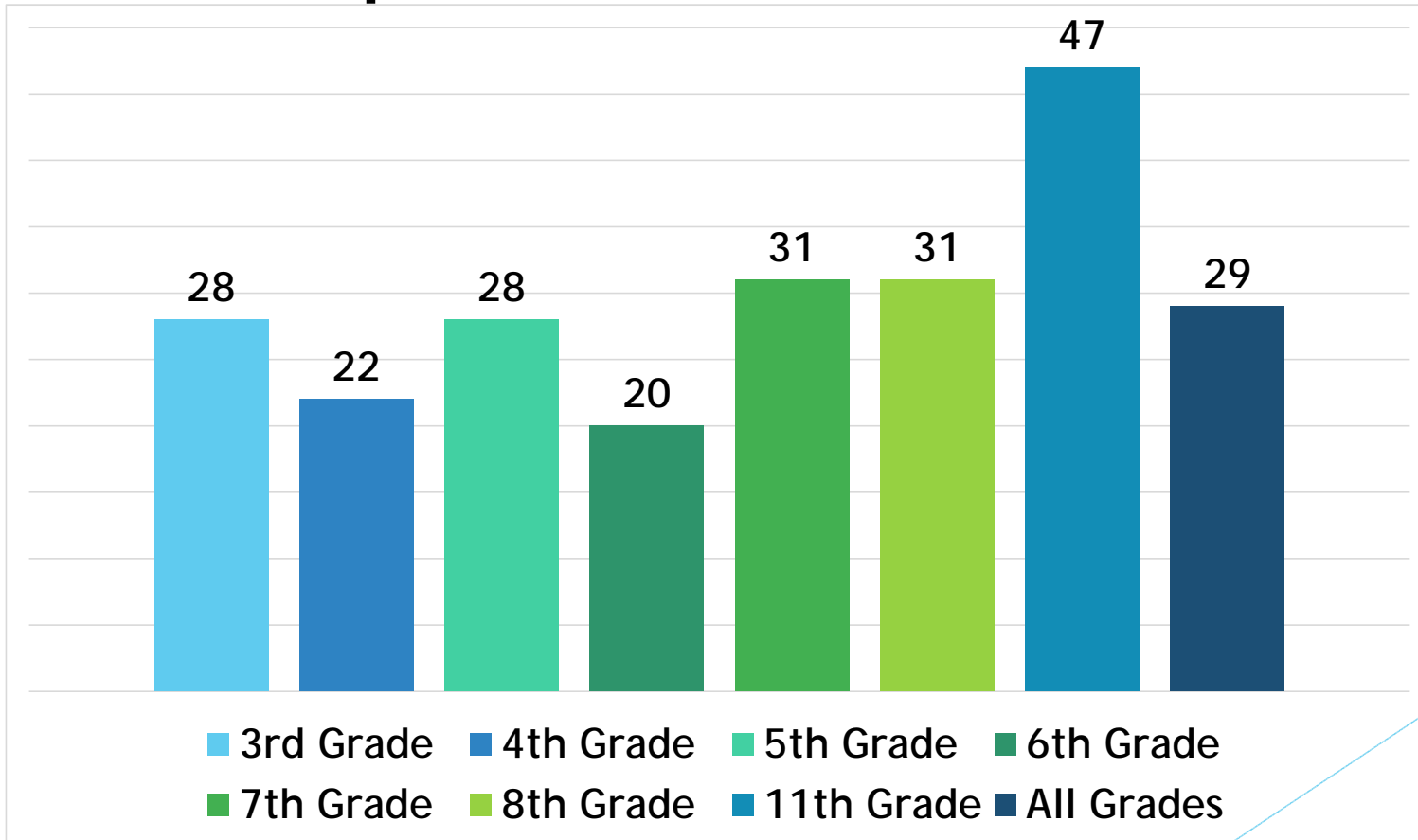
English Language Arts:  
Met or Exceeded Standard

# ELA - All Students:

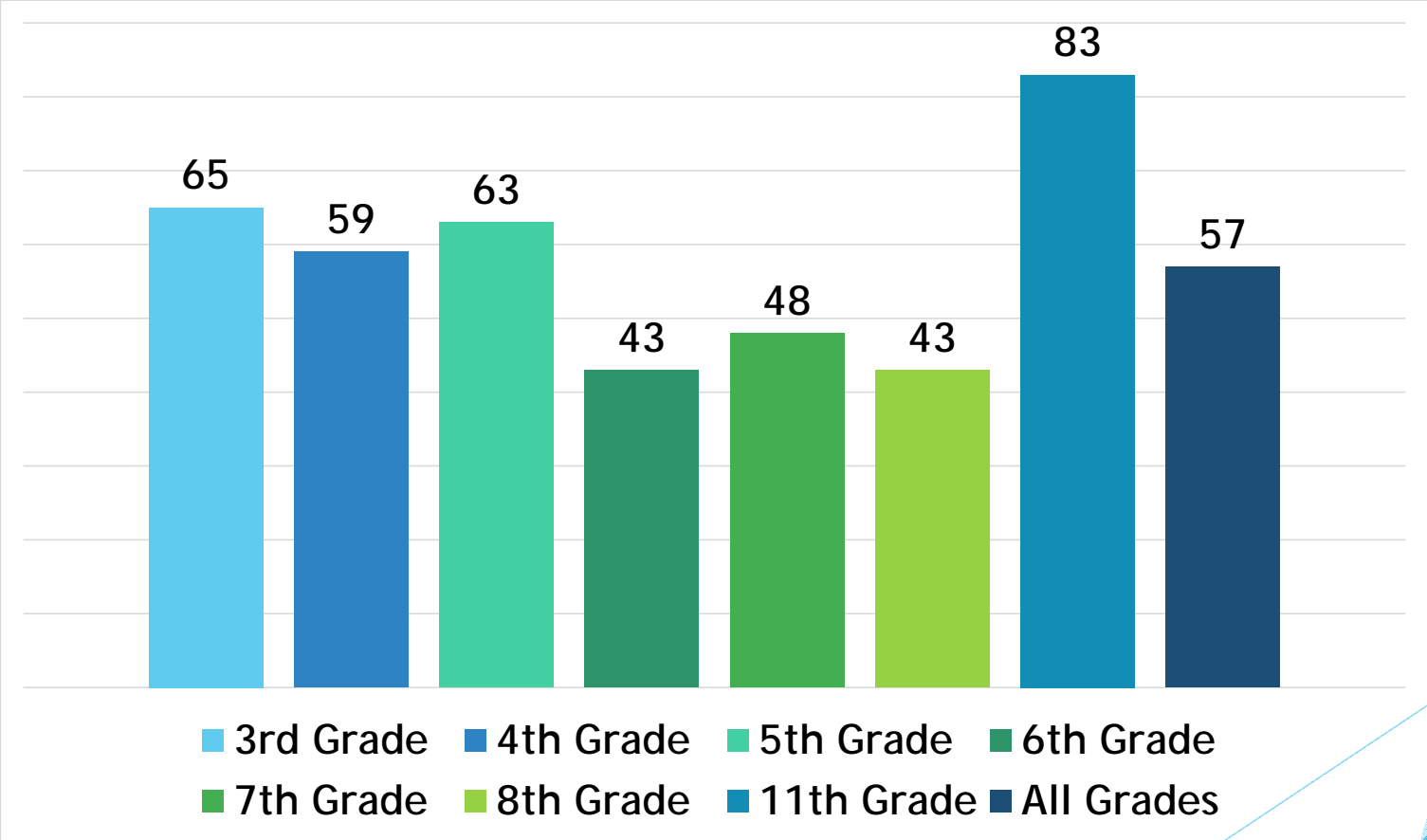




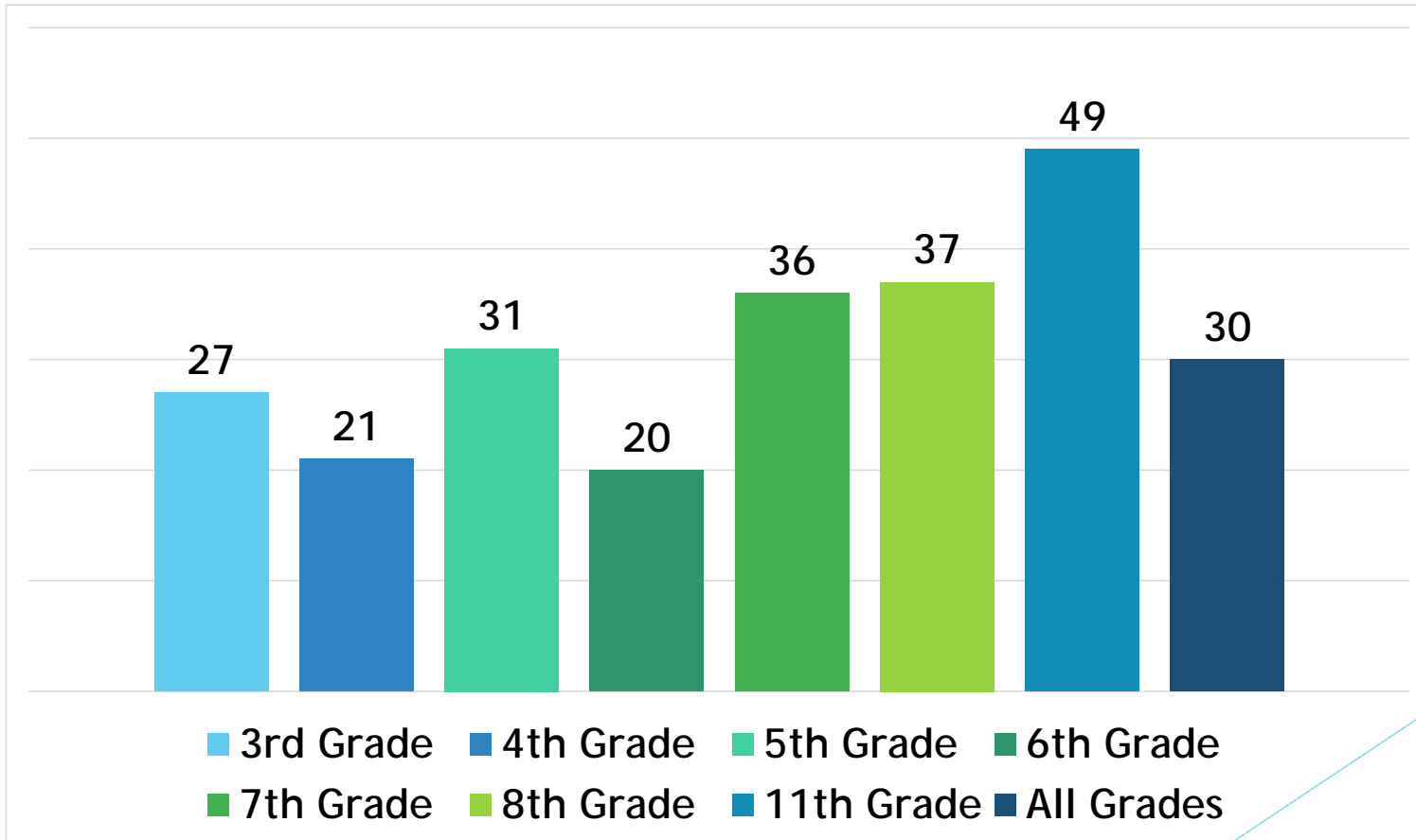
# ELA - Hispanic Students:



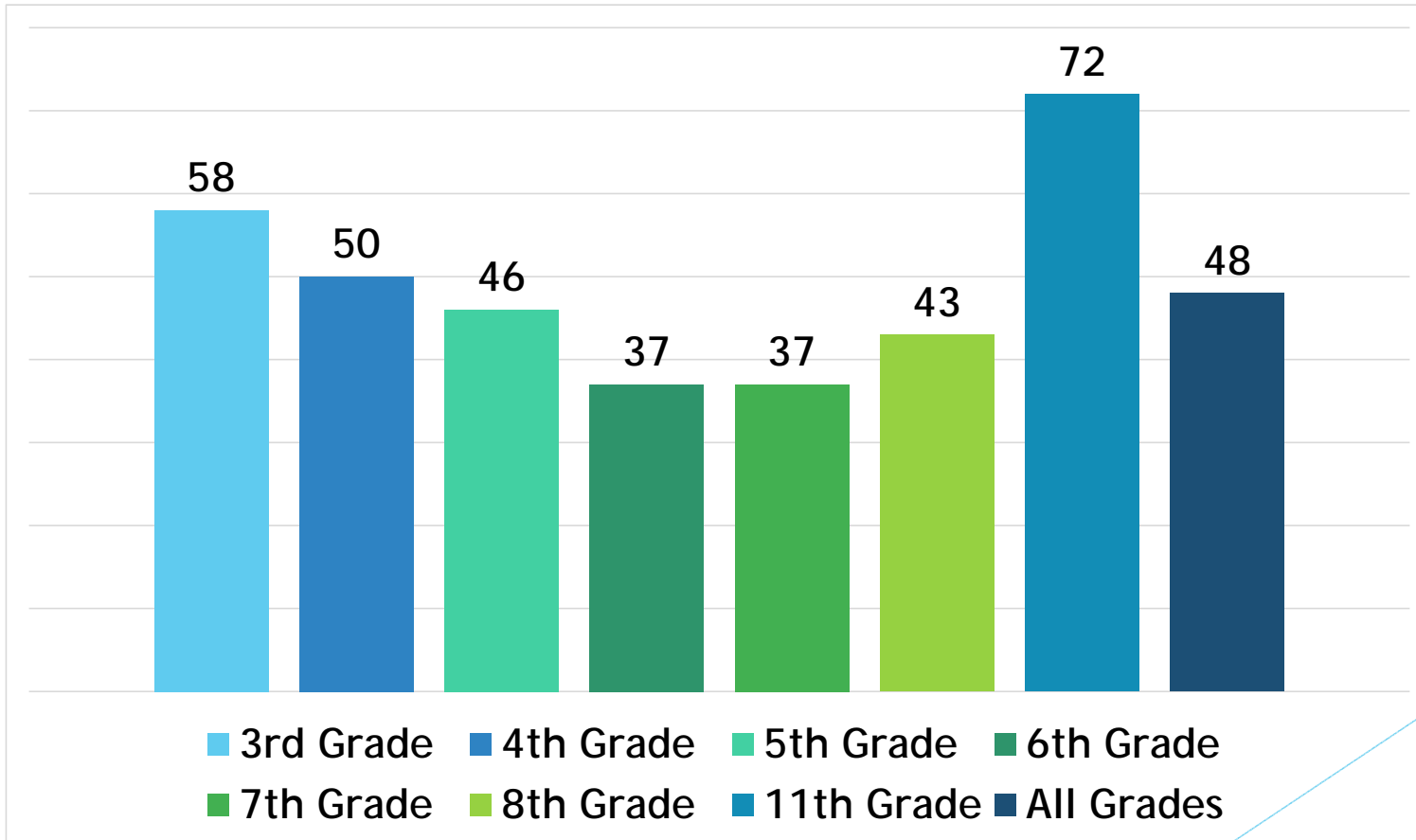
# ELA - White Students:



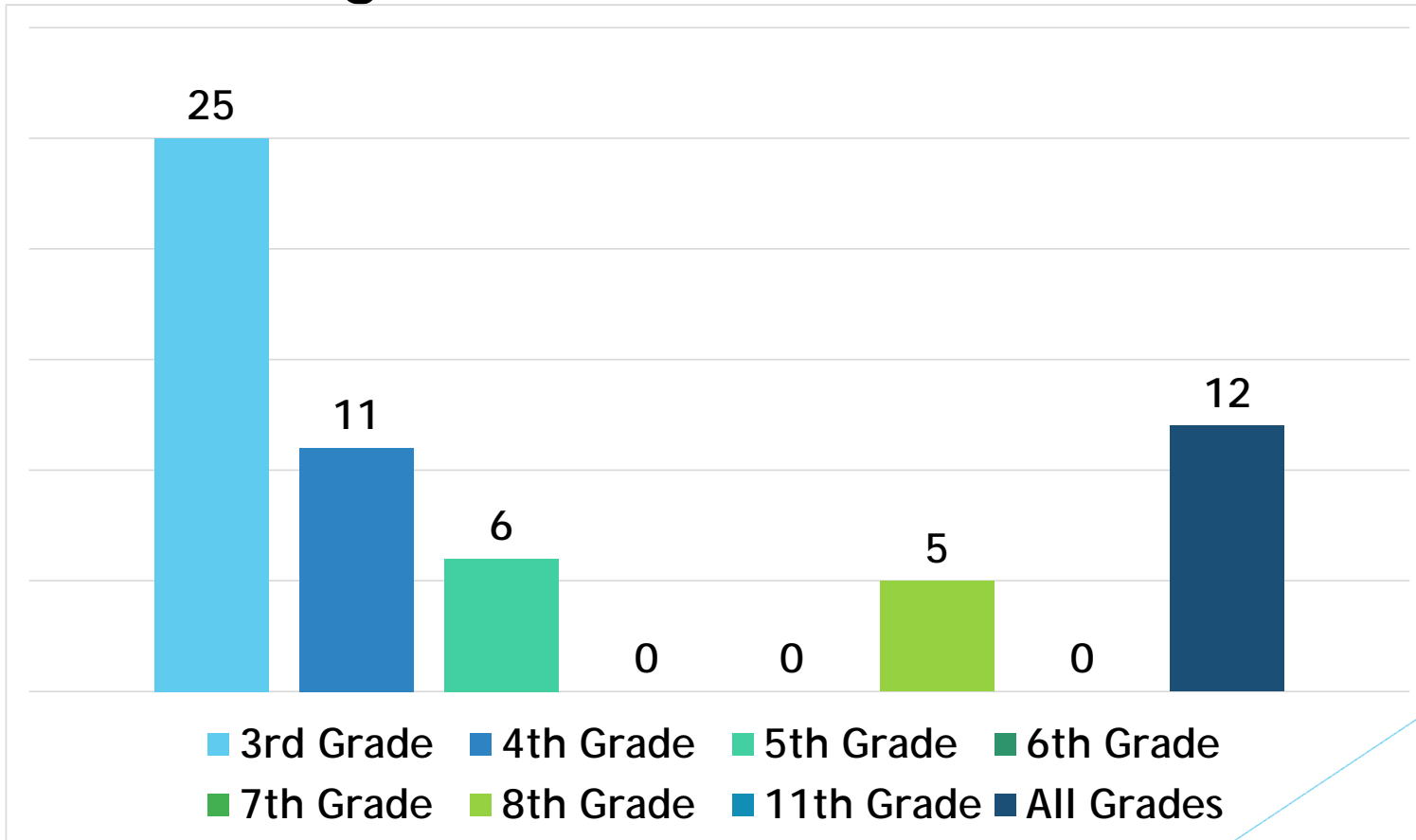
## ELA - Economically Disadvantaged Students:



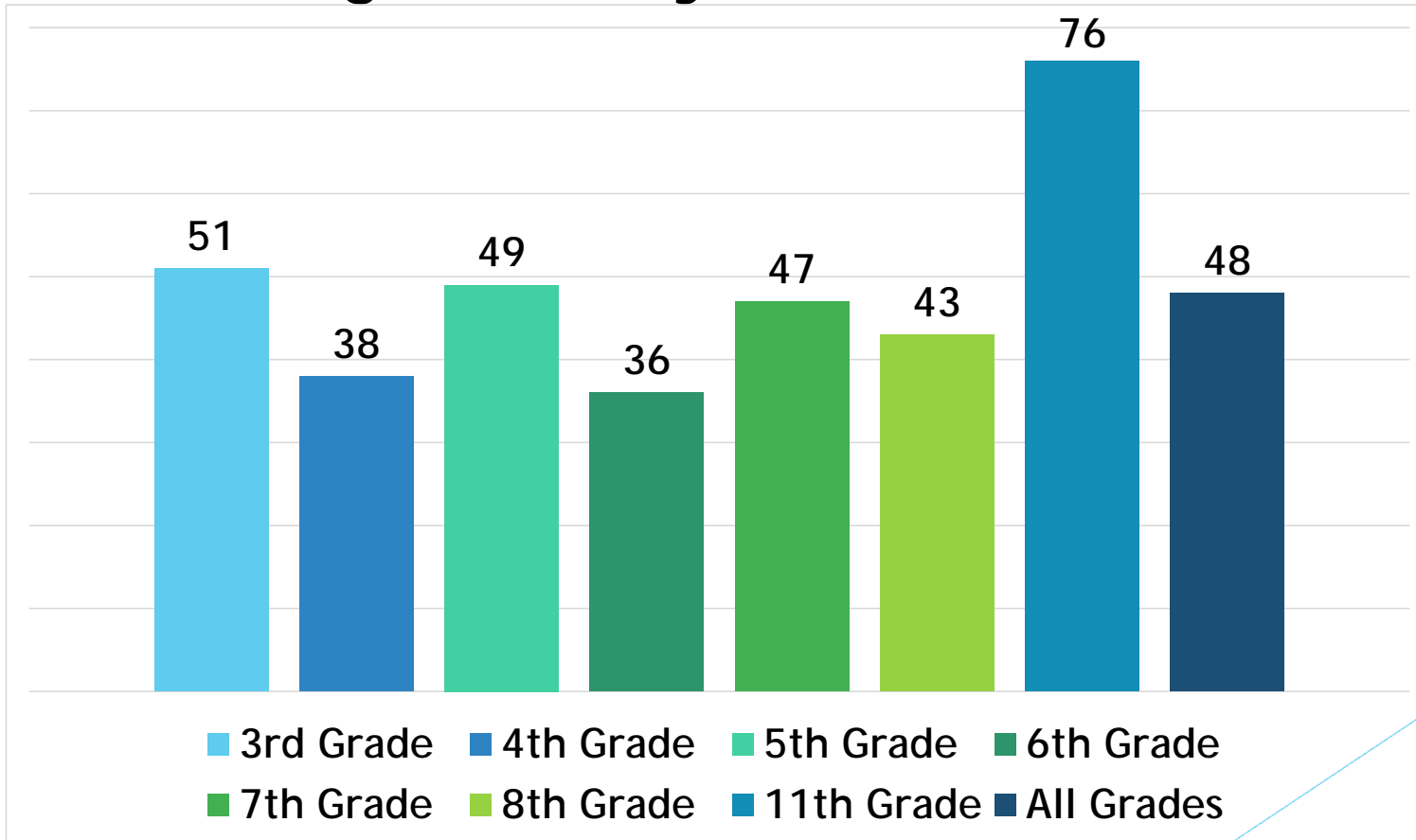
## ELA - Not Economically Disadvantaged Students:



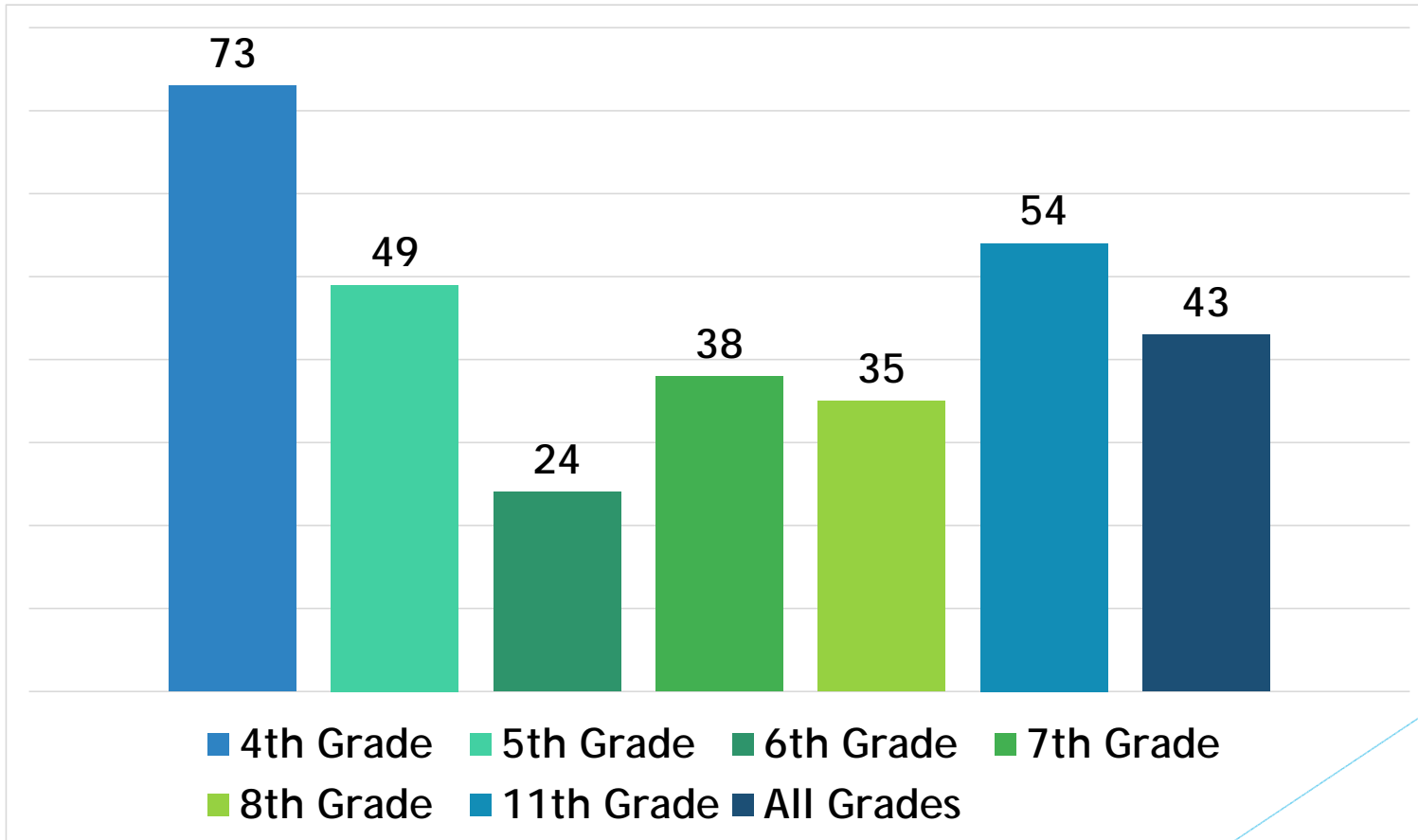
# ELA - English Learner Students:



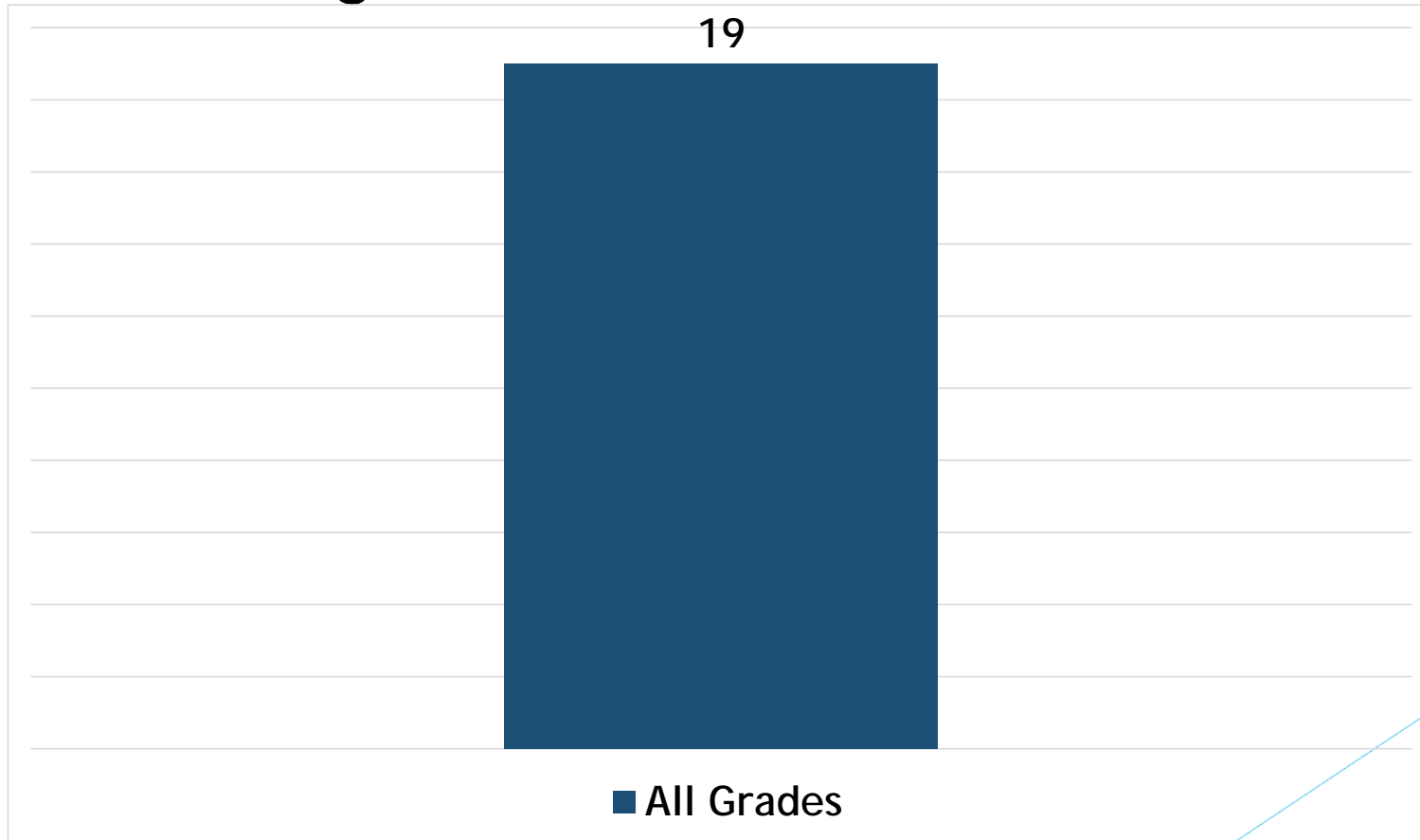
# ELA - English Only Students:



# ELA - Reclassified Students:

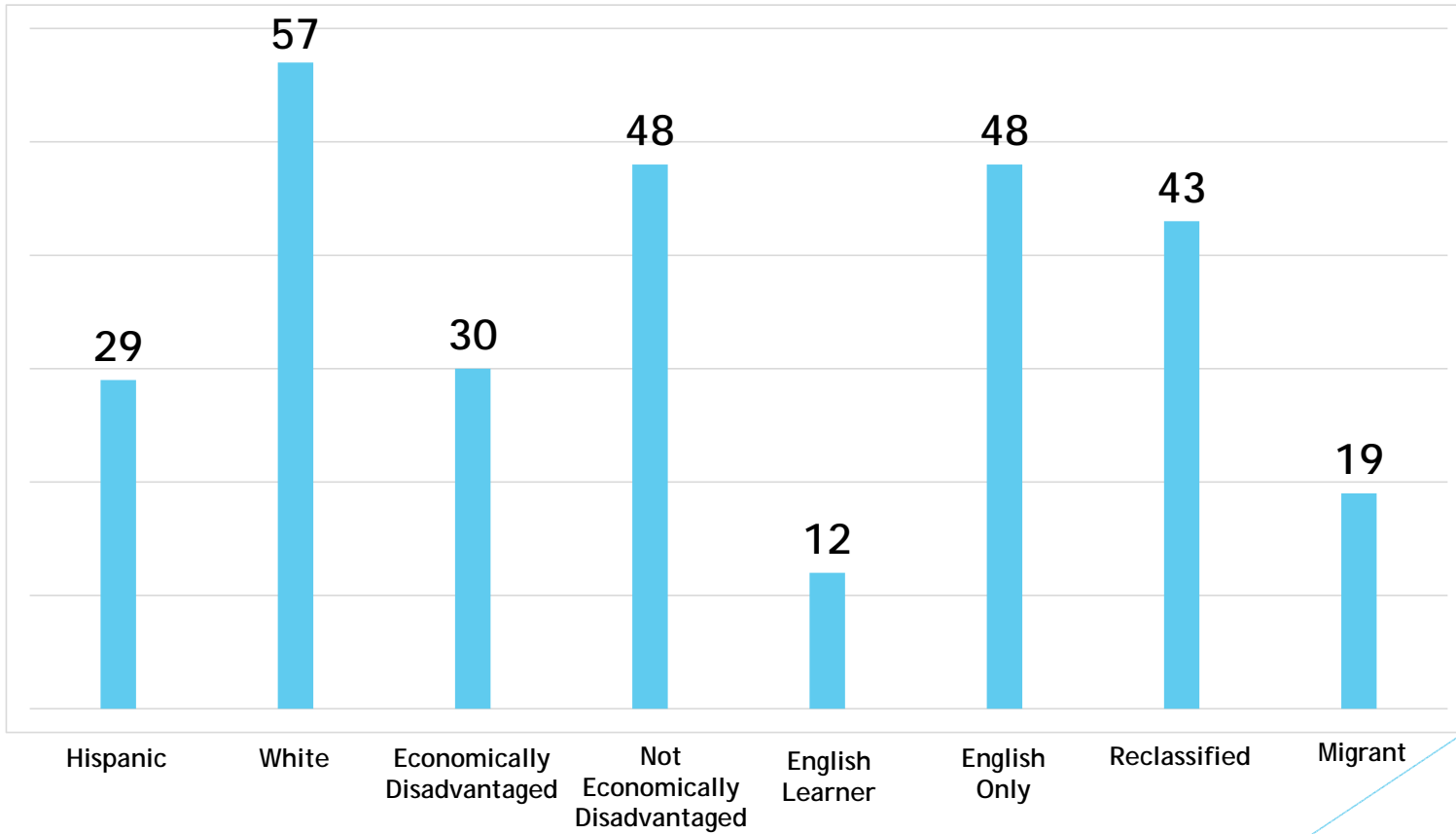


# ELA - Migrant Students:

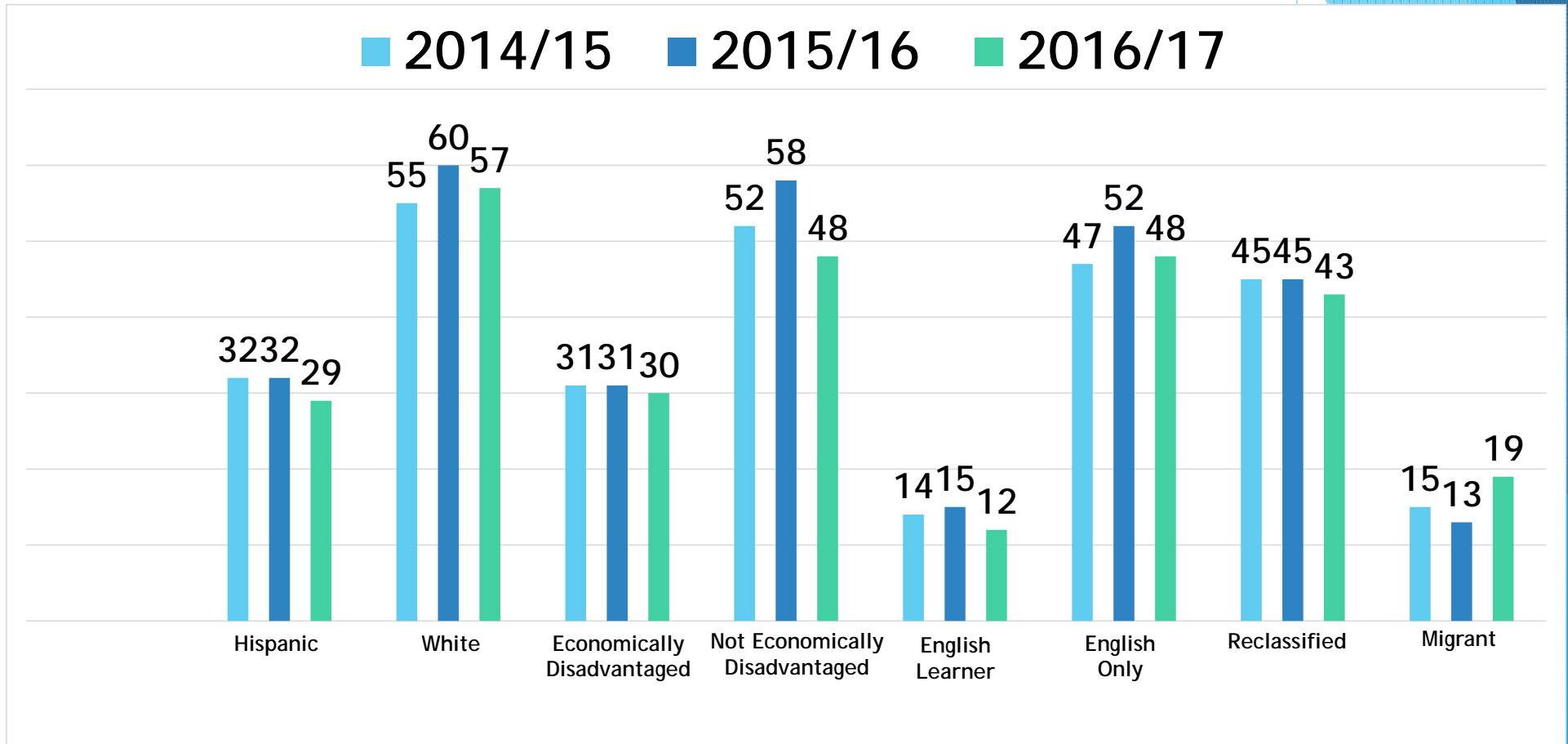




# ELA - All Grades:



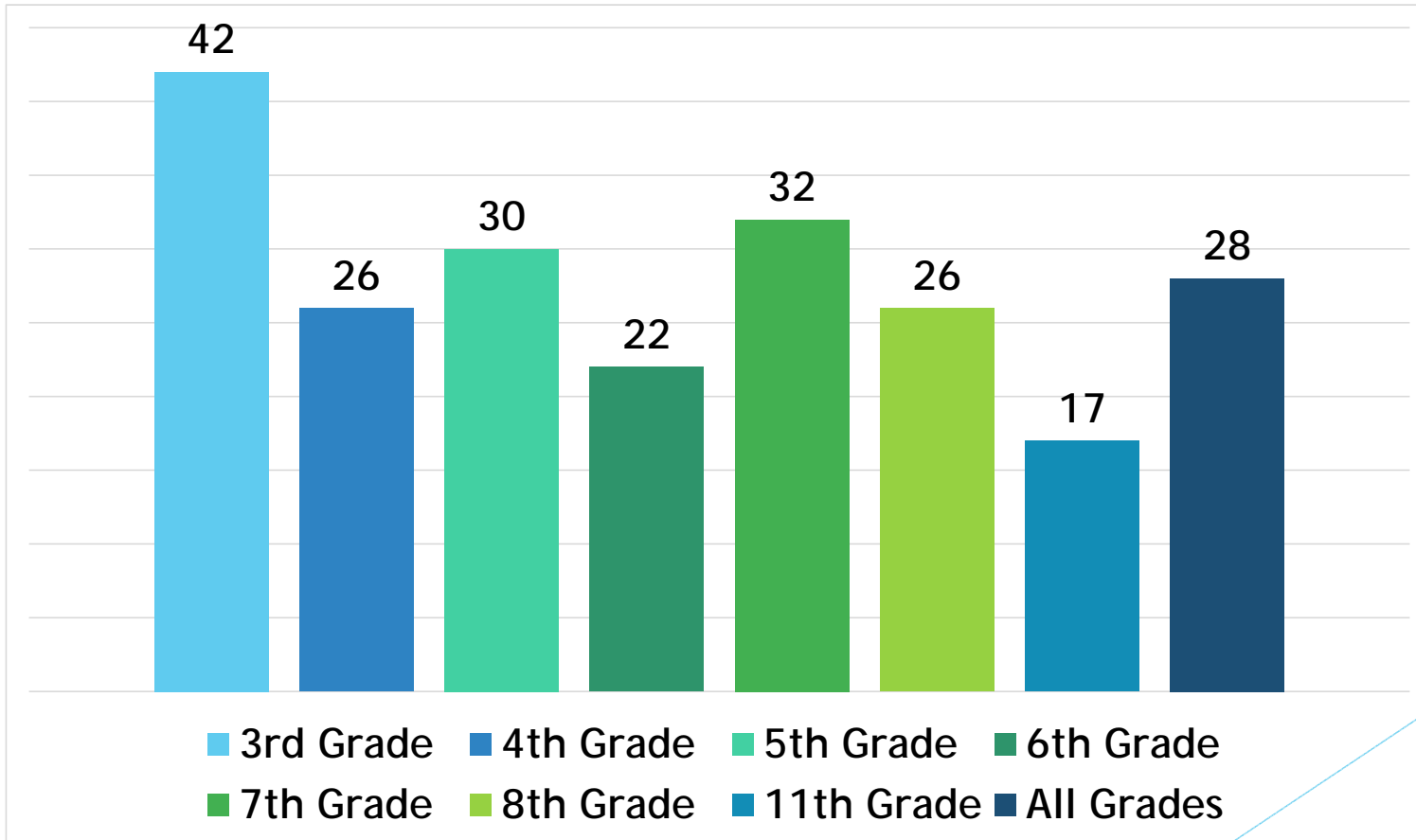
# ELA - Comparisons:



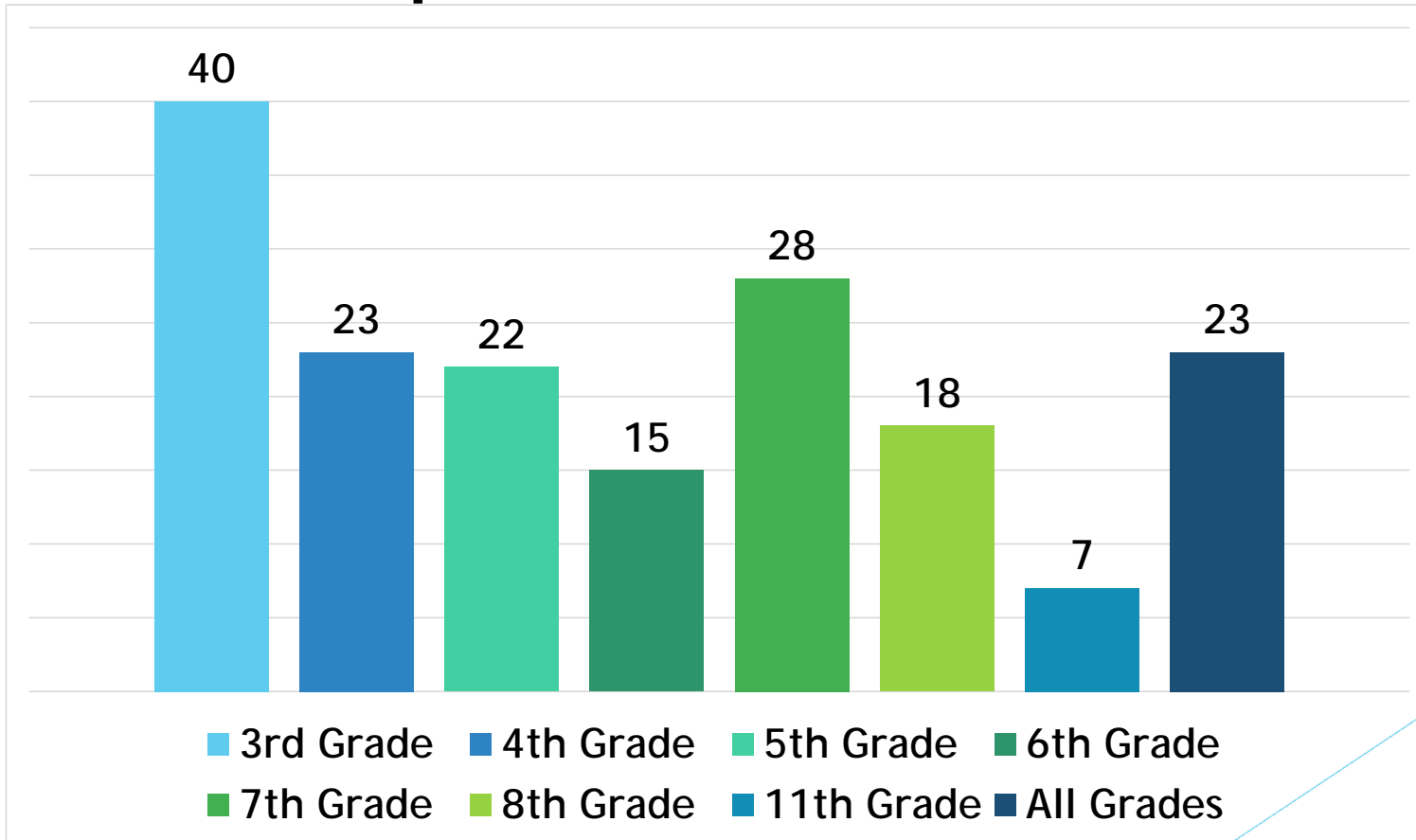
# Pierce Joint Unified School District 2016/17 CAASPP Results

**Mathematics:  
Met or Exceeded Standard**

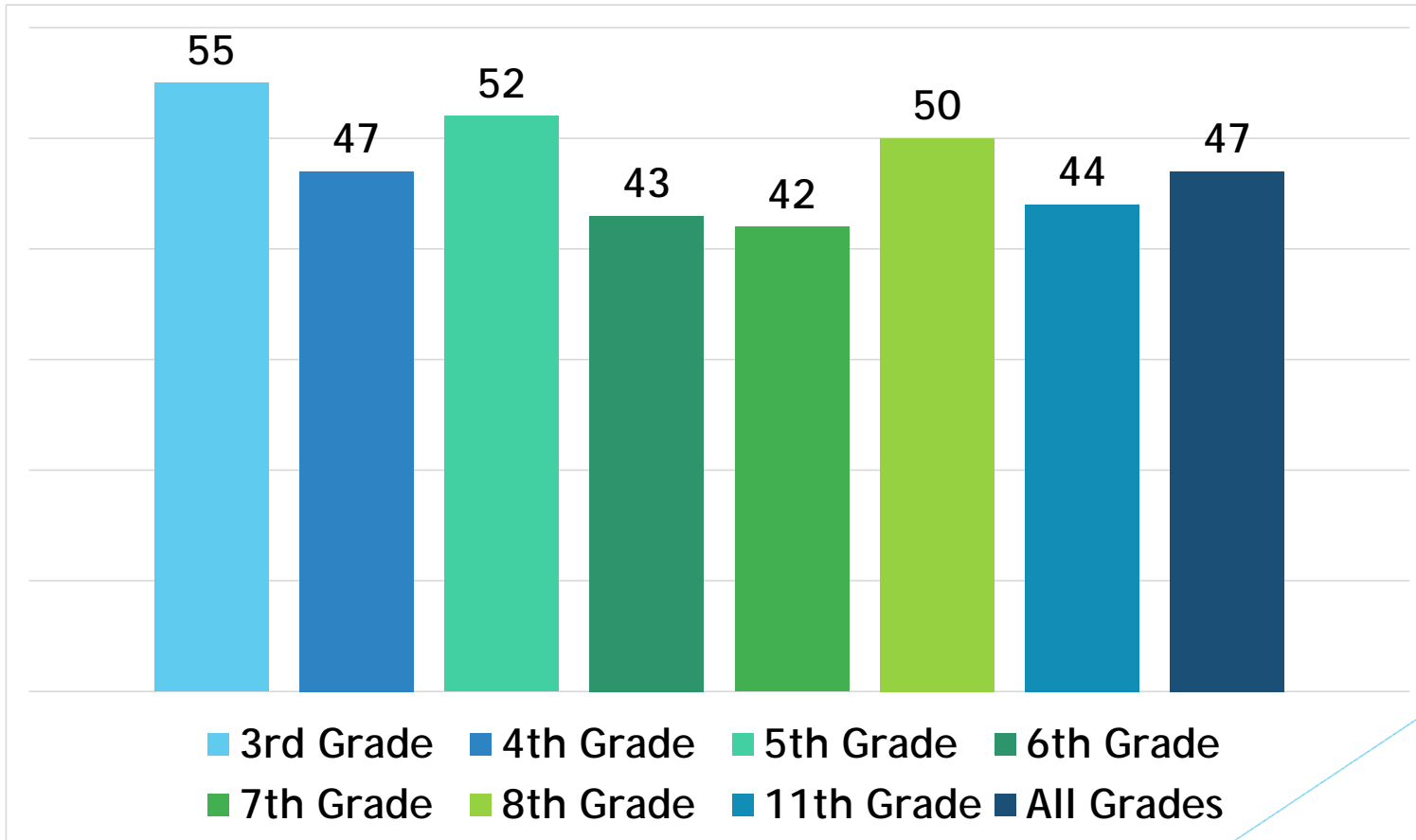
# Math - All Students:



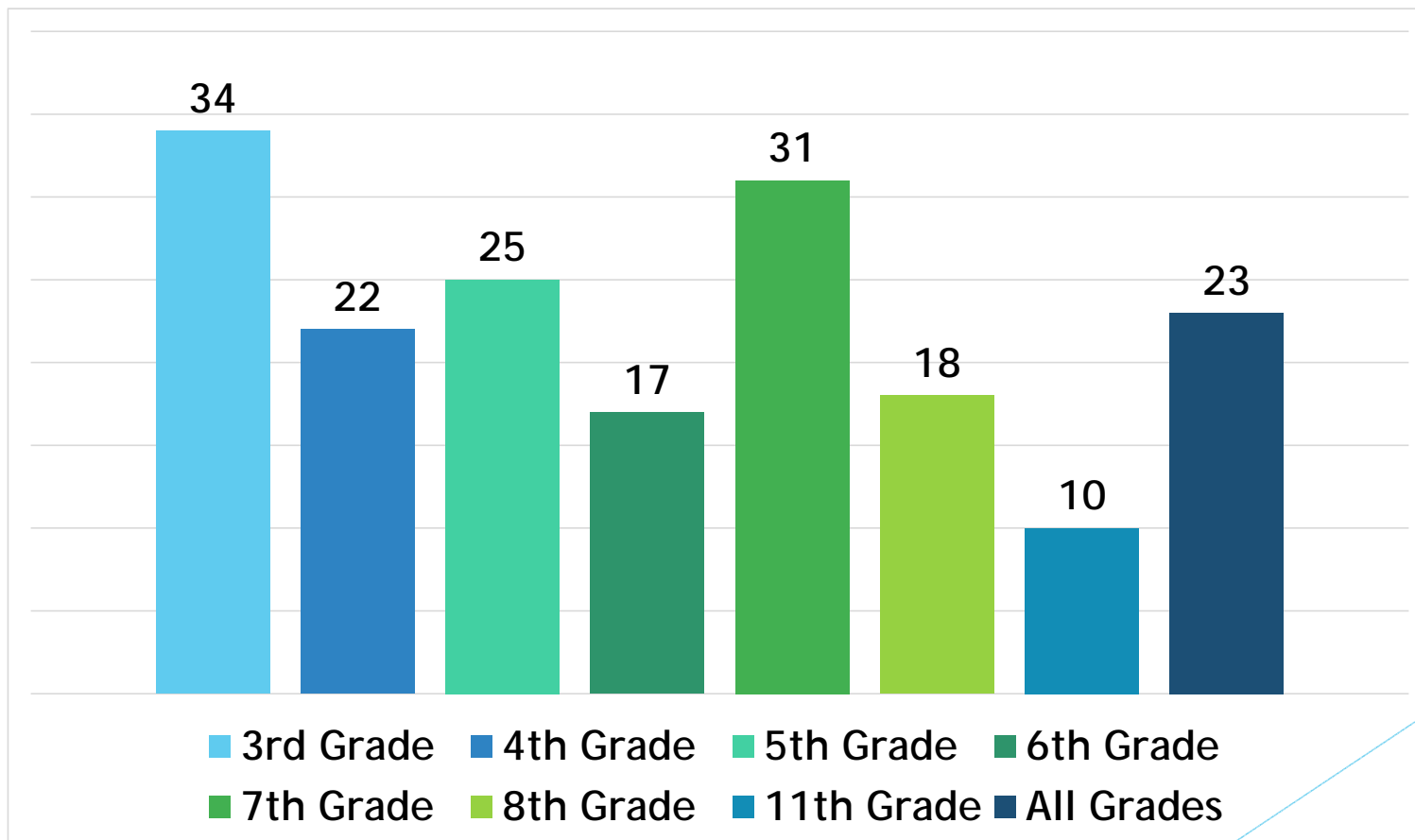
# Math - Hispanic Students:



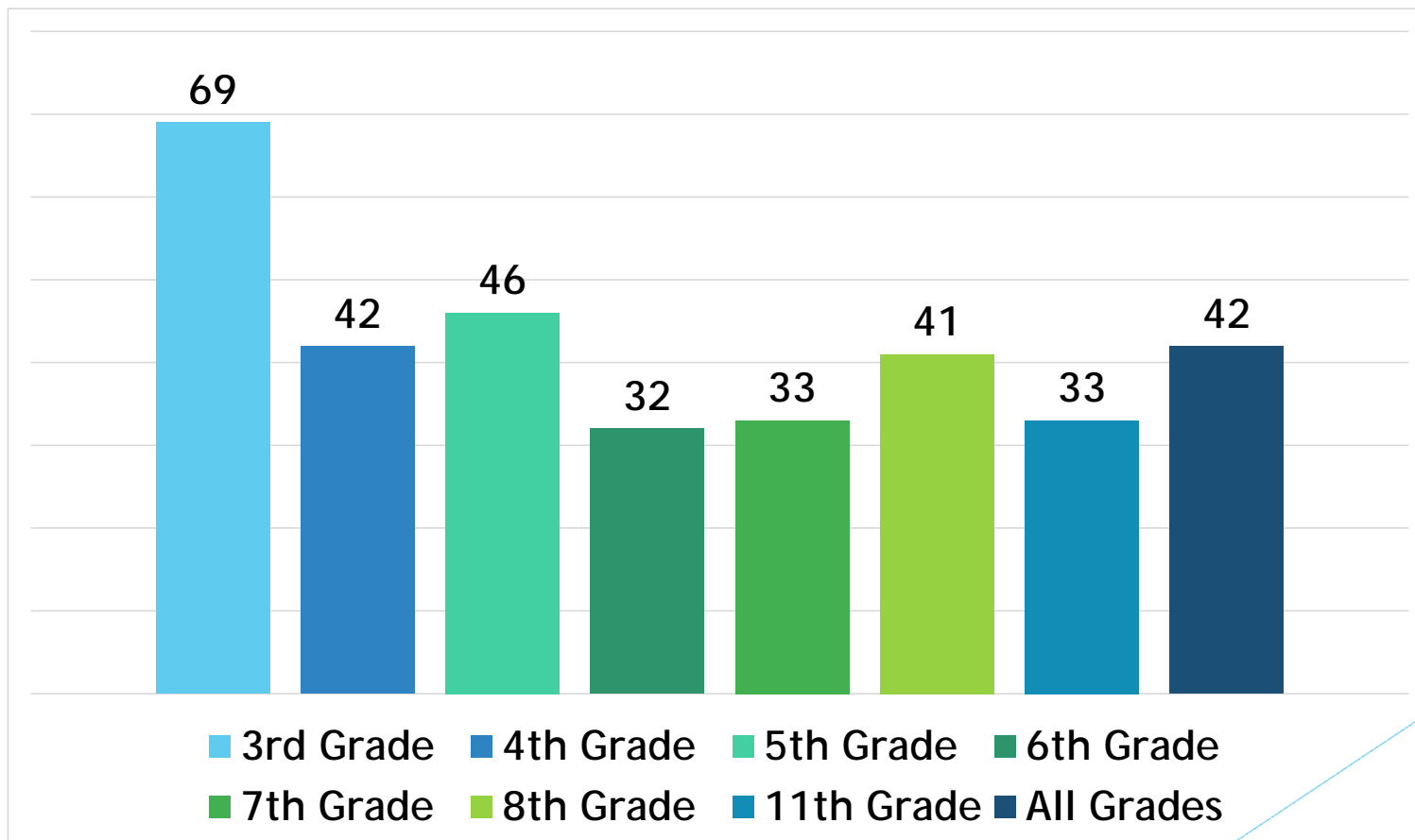
# Math - White Students:



## Math - Economically Disadvantaged Students:

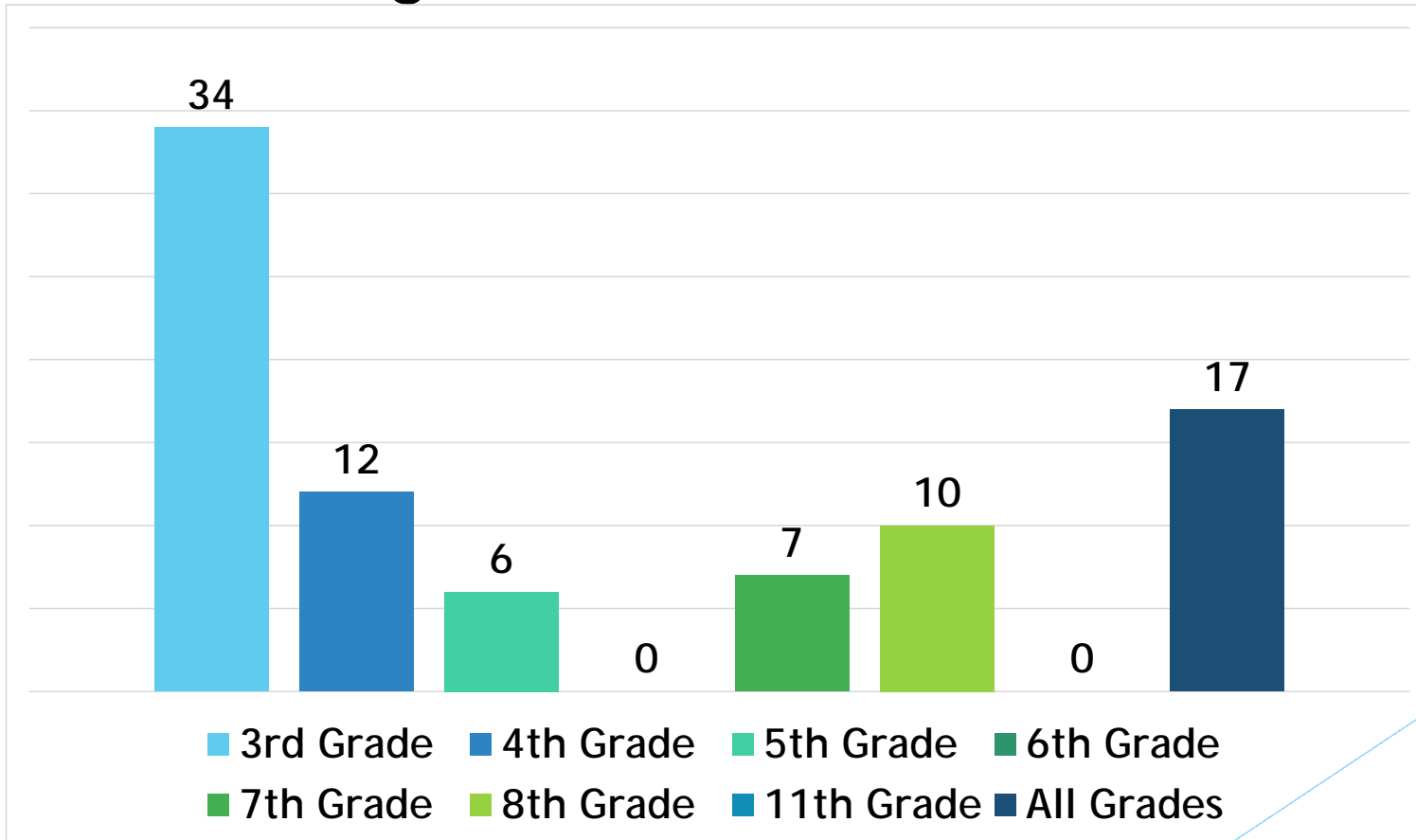


## Math - Not Economically Disadvantaged Students:

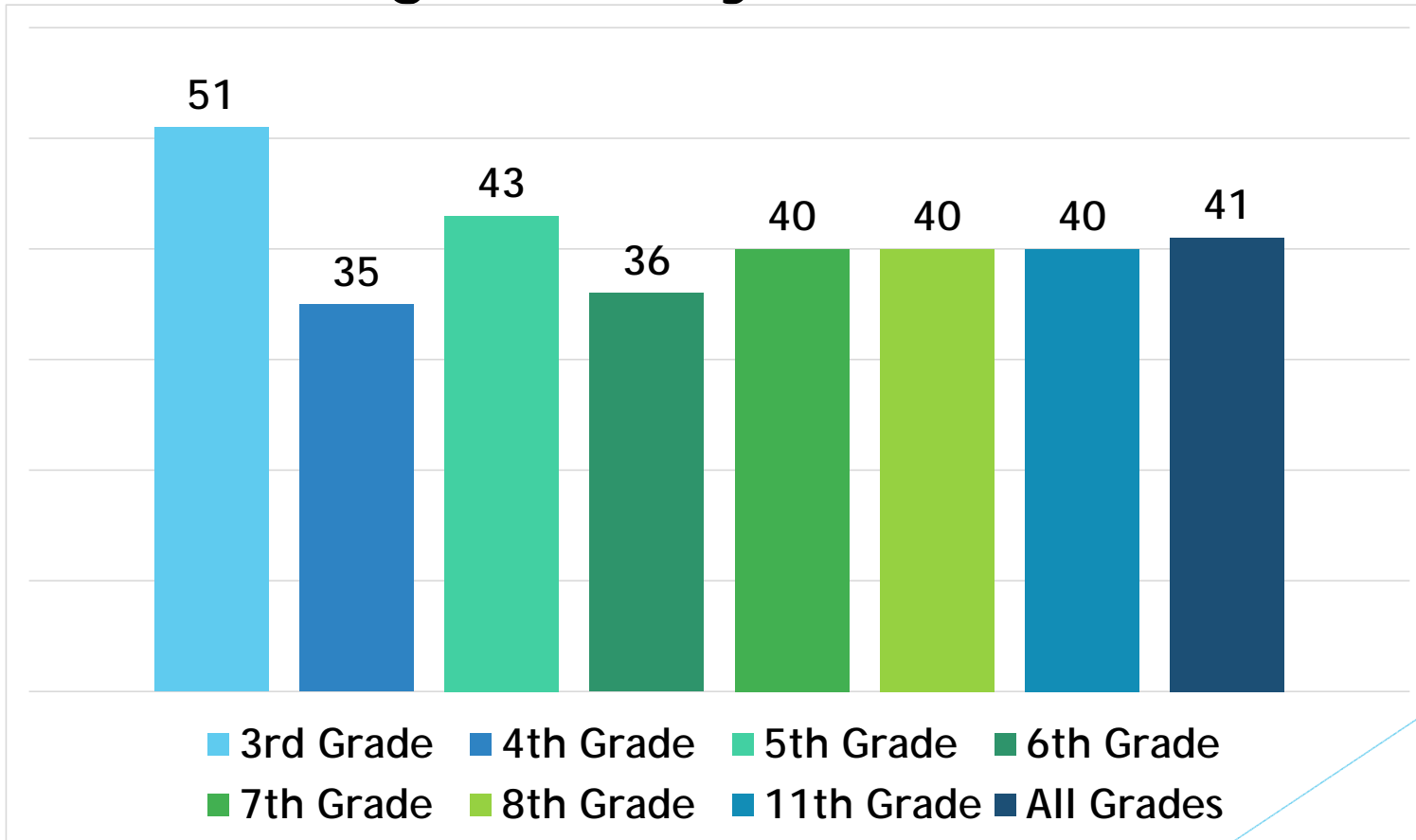




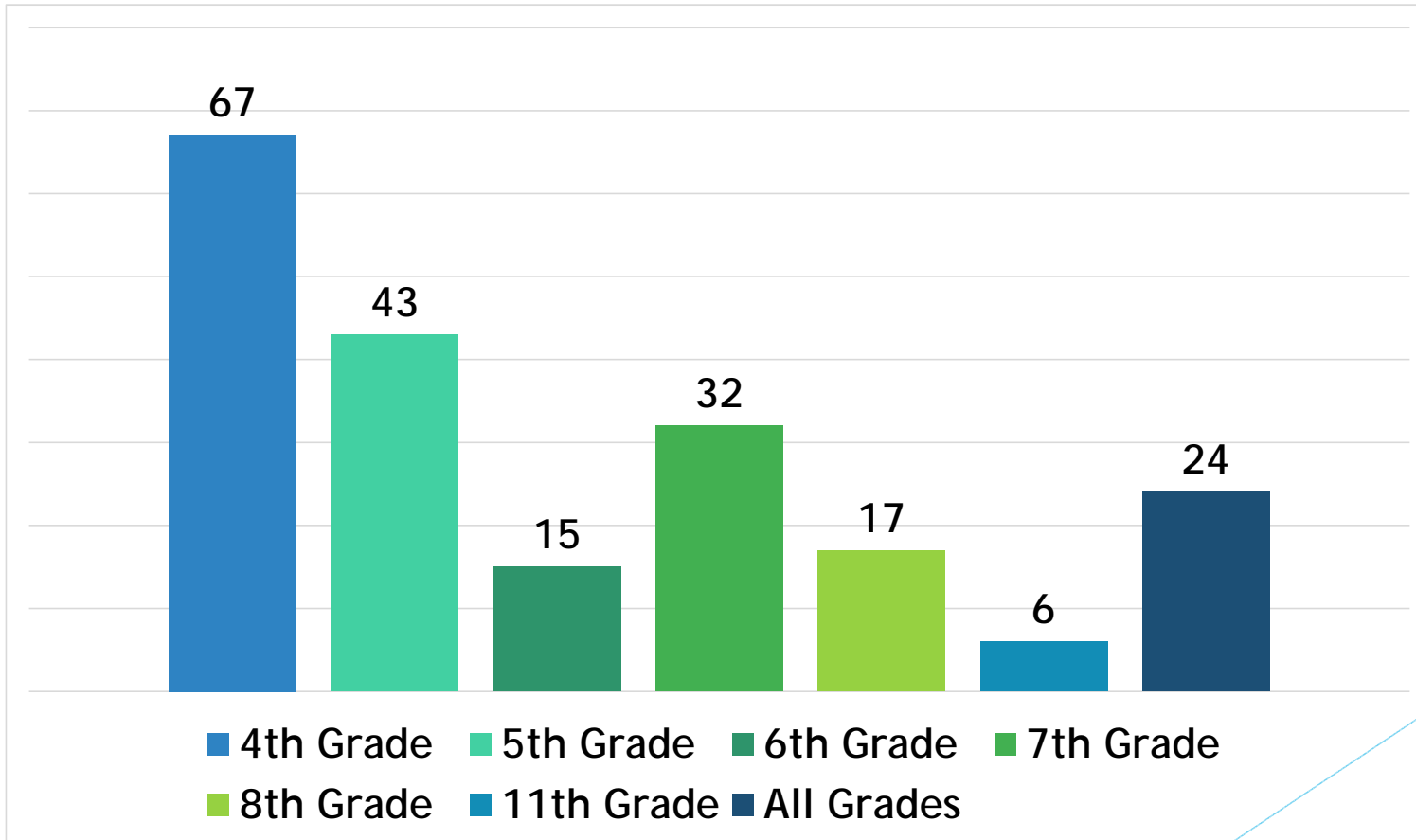
# Math - English Learner Students:



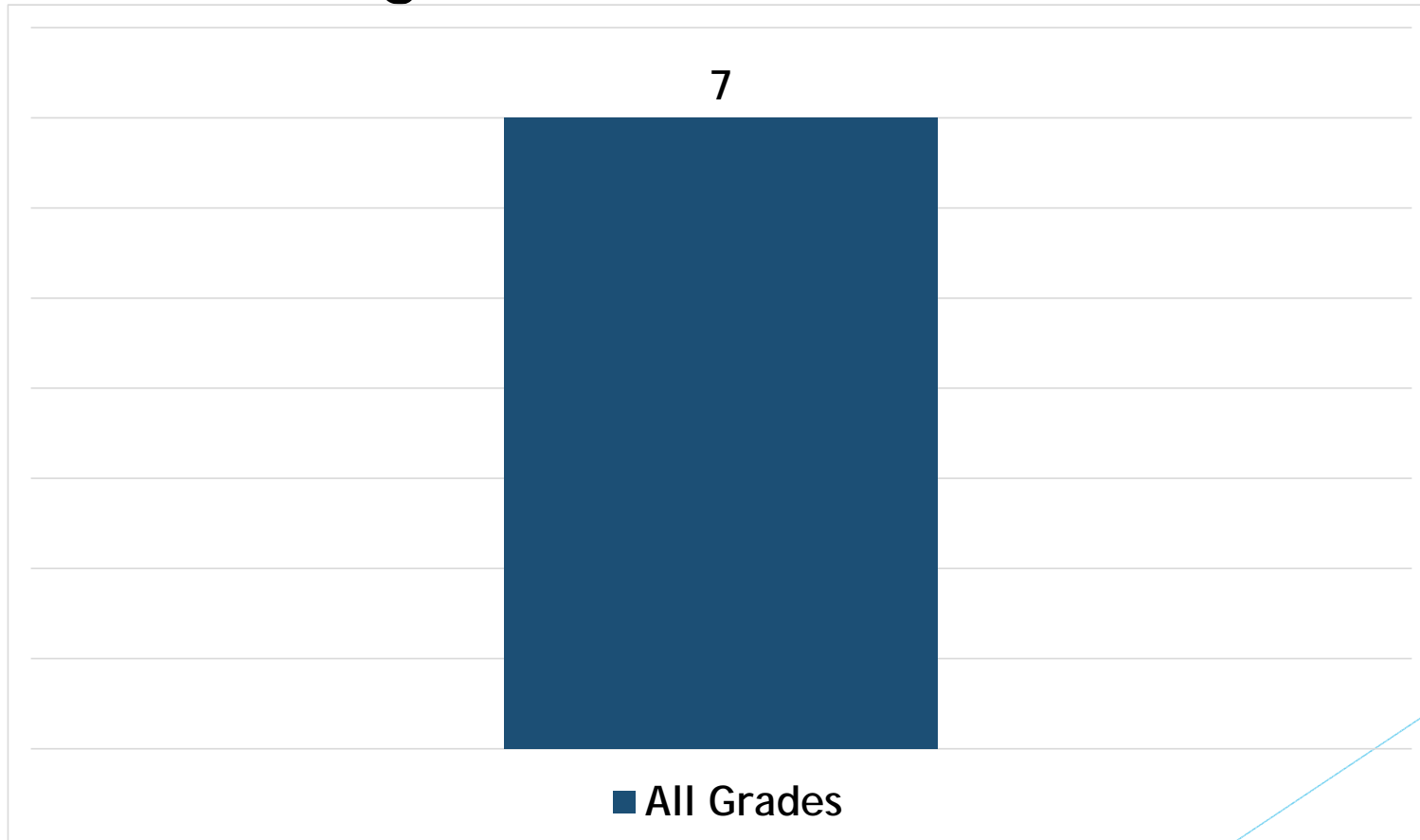
# Math - English Only Students:



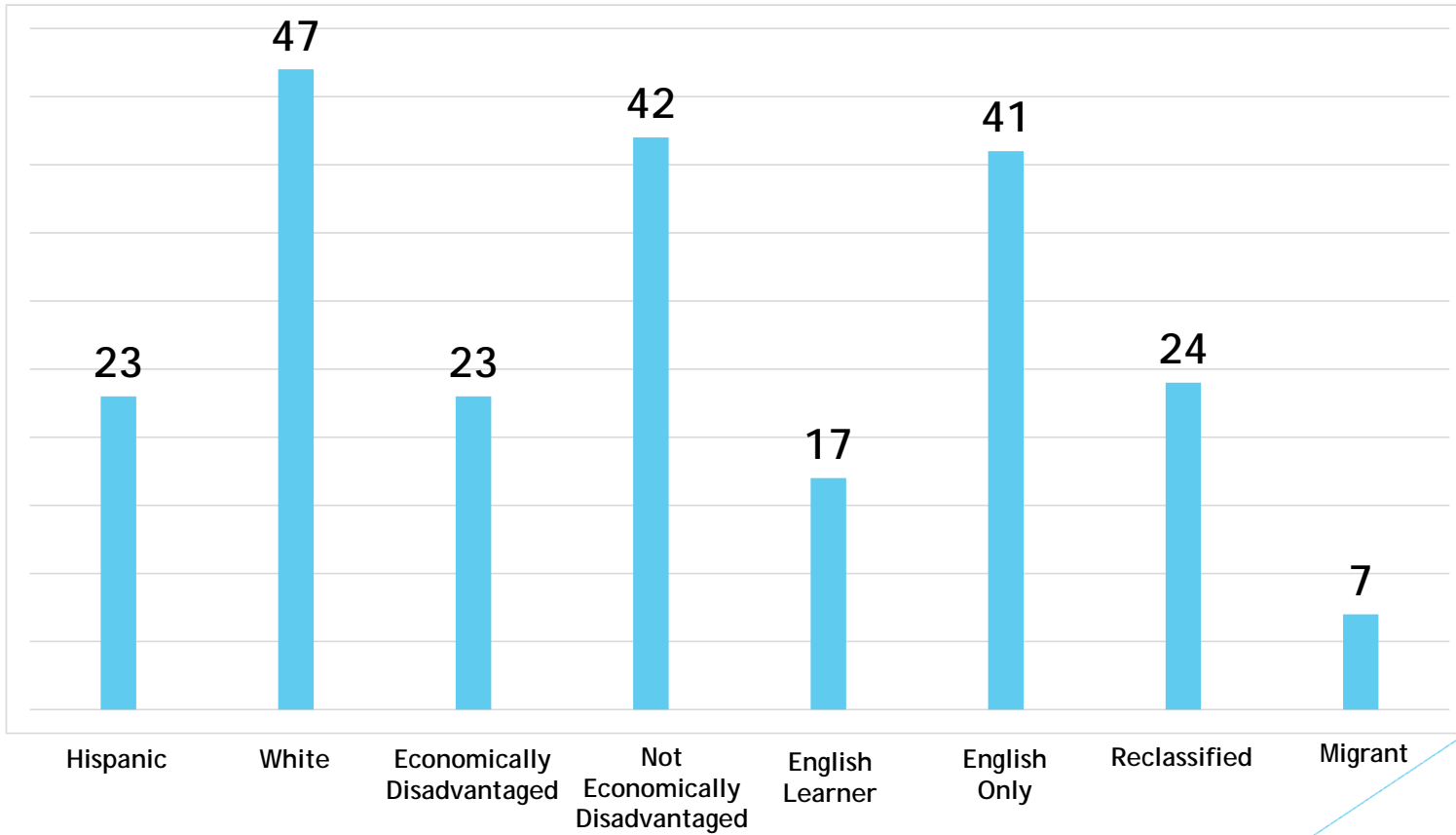
# Math - Reclassified Students:



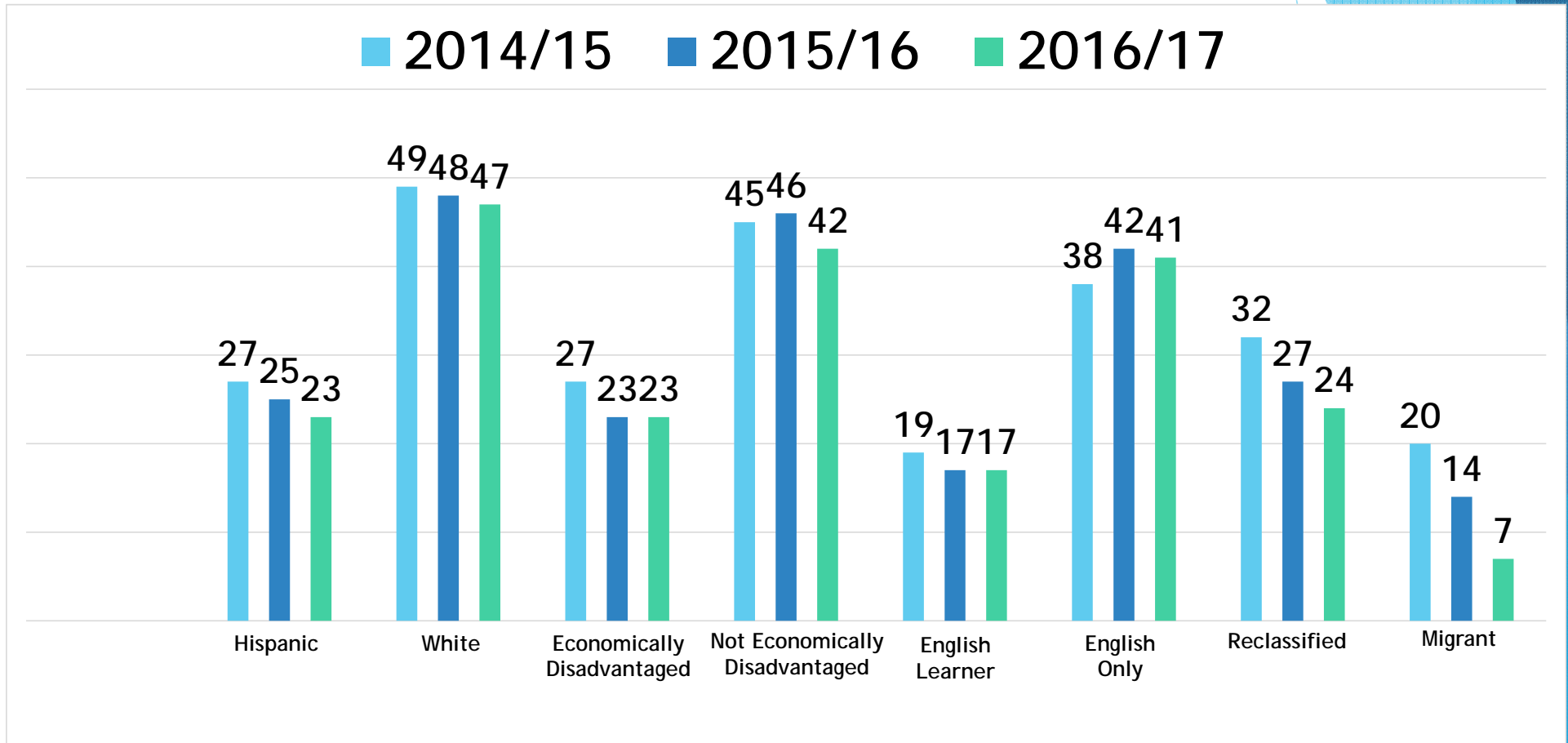
# Math - Migrant Students:



# Math - All Grades:



# Math - Comparisons:



## College Readiness Letter for: PIERCE JOINT UNIFIED SCH DIST

September 07, 2017  
Code: 057088

SUPERINTENDENT  
PIERCE JOINT UNIFIED SCH DIST  
PO BOX 239  
ARBUCKLE, CA 95912



694050027



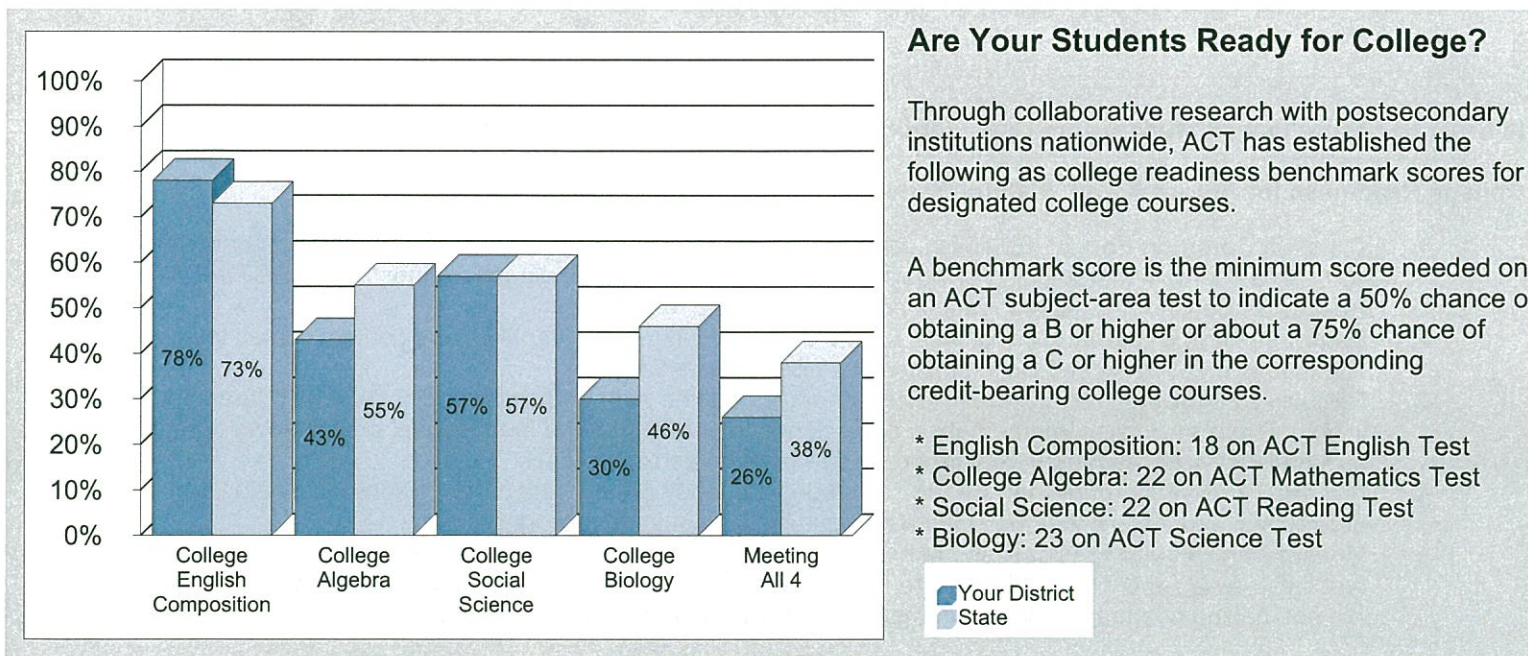
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2013	12	107,243	18.3	21.6	20.0	22.8	18.7	22.3	19.2	21.5	19.2	22.2
2014	17	113,732	18.4	21.8	20.6	22.8	21.2	22.3	19.3	21.7	19.9	22.3
2015	20	121,815	17.7	22.1	20.0	22.7	19.0	22.6	18.2	22.0	18.9	22.5
2016	28	127,225	20.6	22.1	22.6	22.7	21.0	22.9	21.5	22.1	21.6	22.6
<b>2017</b>	<b>23</b>	<b>130,665</b>	<b>21.5</b>	<b>22.5</b>	<b>21.0</b>	<b>22.7</b>	<b>22.0</b>	<b>23.1</b>	<b>20.3</b>	<b>22.2</b>	<b>21.2</b>	<b>22.8</b>

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**

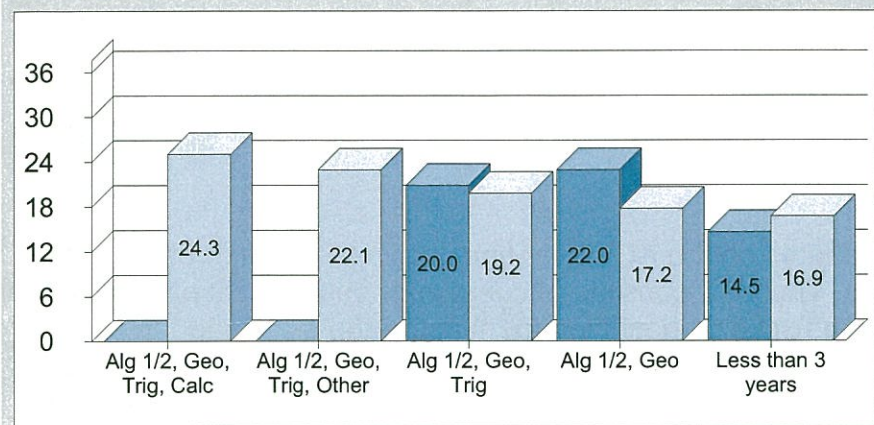


A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

## College Readiness Letter for: PIERCE JOINT UNIFIED SCH DIST

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

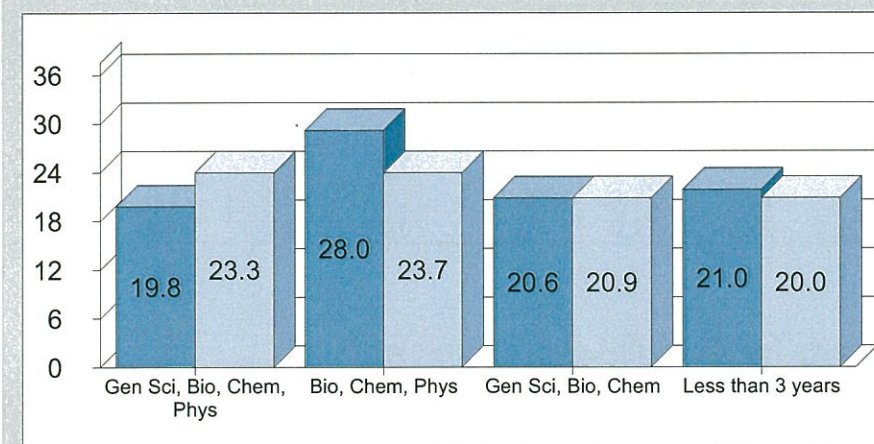
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



### Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

**Figure 3. Average ACT Science Scores by Course Sequence**



### Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

#### College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or [customerservices@act.org](mailto:customerservices@act.org).



**PIERCE JOINT UNIFIED SCHOOL DISTRICT**  
**2017/18 BUDGET REVISION**  
 October 19, 2017

**RESOLUTION #17/18-6**

2017-18 Beginning Balance	\$7,894,674
Estimated Income	<u>15,663,765</u>
Total Income + Beg. Balance	<b>23,558,439</b>

**REVENUES:**

Resource # and Description

3010 Title I  
 3550 CD Perkins  
 6387 CTE Incentive Grant-carryover

<i>Current Budget</i>	<i>Revenue Revision</i>	<i>Revised Budget</i>
268,261	10,141	278,402
10,797	(1,695)	9,102
0	60,482	60,482

Revenue Revision	68,928
Revised Revenue	<u>15,732,693</u>
Revised Revenue + Beg. Balance	<u><b>23,627,367</b></u>

**EXPENDITURES**

Resource # and Description

0000 Unrestricted  
 0500 LCFF-Supplemental/Concentration-carryover  
 0620 Deferred Maintenance - carryover  
 0715 Instructional Material - carryover  
 1100 Lottery - carryover  
 3010 Title I  
 3550 CD Perkins  
 6230 Ca Clean Energy Jobs Act - carryover  
 6300 Lottery: Instructional Materials - carryover  
 6387 CTE Incentive Grant-carryover  
 7338 College Readiness - carryover  
 9090 Donations

<i>Current</i>	<i>Expenditure Revision</i>	<i>Revised Expenditures</i>
8,688,413	58,017	8,746,430
1,674,533	37,053	1,711,586
110,000	285,720	395,720
88,080	167,816	255,896
214,272	73,426	287,698
268,261	10,141	278,402
10,797	(1,695)	9,102
0	49,543	49,543
66,967	144,312	211,279
0	60,482	60,482
0	52,662	52,662
0	78,173	78,173

Expenditure Revision	1,015,650
Total Current Expenditures	<u>15,827,817</u>
Revised Expenditure Budget	<u><b>16,843,467</b></u>

2017-18 Beginning Balance	\$7,894,674
+Total Revised Revenue	15,732,693
Less Revised Expenditure Budget	<u>(16,843,467)</u>
Estimated Ending Fund Balance	<u><b>\$6,783,900</b></u>

PASSED AND ADOPTED this 19th day of October 2017 at a meeting of the Board of Trustees of Pierce Joint Unified School District.

AYES:  
 NOES:  
 ABSENT:

\_\_\_\_\_  
 Carol Geyer, Superintendent

\_\_\_\_\_  
 Date

**PIERCE JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION #17/18 – 7:**

**RESOLUTION OF INTENTION TO EXCHANGE REAL PROPERTY OWNED BY THE DISTRICT FOR REAL PROPERTY OWNED BY DENNIS LOHMAN PURSUANT TO EDUCATION CODE SECTION 17536 AND AUTHORIZATION OF THE NEGOTIATION AND EXECUTION OF AN EXCHANGE AGREEMENT IN CONNECTION THEREWITH.**

**WHEREAS**, Pierce Joint Unified School District ("District") owns approximately 0.26 acres of land located at 501 1<sup>st</sup> Street, in the city of Arbuckle, California (APN 020-085-001-000; "District Property"), which is more particularly described on Exhibit "A" attached hereto; and

**WHEREAS**, Mr. Dennis Lohman owns approximately 0.14 acres of land located at 504 7<sup>th</sup> Street, in the city of Arbuckle, California (APN 020-028-004-000; "Lohman Property"), which is more particularly described on Exhibit "B" attached hereto; and

**WHEREAS**, the District Property is currently a vacant lot in a residential area, but the District has a need for additional space to address parking shortage at Arbuckle Elementary School; and

**WHEREAS**, the Lohamn Property is located directly across the street from Arbuckle Elementary School and would provide sufficient space to address the parking issues in a more convenient location; and

**WHEREAS**, the District and Mr. Lohman desire to exchange fee ownership of the District Property with fee ownership of the Lohman Property; and

**WHEREAS**, California Education Code Section 17536 *et seq.* provides that the governing board of a school district, upon a two-thirds vote of its members, may exchange any of its real property for real property of another person upon such terms and conditions as the parties thereto may agree, without complying with any provisions in the Education Code; and

**WHEREAS**, pursuant to California Public Resources Code Section 21151.2, the District provided notice to the Colusa County Planning Commission on September 26, 2017, to seek a written recommendation of the District's intent to acquire the Lohman Property and is awaiting response; and

**NOW, THEREFORE**, the Governing Board of the Pierce Joint Unified School District hereby finds, determines, declares, orders and resolves as follows:

Section 1. That all of the recitals set forth above are true and correct, and the Governing Board so finds and determines.

Section 2. That it is the intent of this Governing Board to convey the District Property to Mr. Lohman in exchange for the Lohman Property.

Section 3. That the exchange of the aforementioned properties shall be pursuant to an Agreement for the Exchange of Real Property ("Exchange Agreement") between the District and Mr. Lohman, to be presented to the Governing Board for review and approval at a subsequent meeting of the Governing Board.

Section 4. That the Exchange Agreement will, by way of illustration and not limitation, be subject to the following conditions:

- (a) A written report from the Colusa County Planning Commission of its investigation and recommendations concerning acquisition of the Lohman Property.
- (b) Completion and certification of required California Environmental Quality Act (CEQA) analysis, as required by law, including filing a Notice of Exemption, if appropriate.
- (c) Conveyance of title to each of the respective parties by means of a grant deed.

Section 5. That the District's Superintendent and his designee are authorized and directed to do any and all things to negotiate, execute and deliver any and all documents which, in consultation with staff and District's legal counsel, are deemed necessary or advisable to effectuate the purpose and intent of this Resolution, including but not limited to, the negotiation of an Exchange Agreement.

Section 6. That this Resolution shall take effect immediately upon adoption.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Pierce Joint Unified School District on the 19th day of October, 2017, by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

---

President of the Governing Board  
Pierce Joint Unified School District

---

Clerk of the Governing Board  
Pierce Joint Unified School District  
00500-00124/4119723.1

Parcel No. 020-085-001-000  
501 1<sup>st</sup> Street, Arbuckle CA

Lots Nos. 4 and 5 in Block No. 15 East Arbuckle, as said lots and block are shown on the official map or plat thereof on file in the office of the County Recorder of the said County of Colusa, State of California

**LEGAL DESCRIPTION**

**Exhibit "B"**

THE LAND REFERRED TO HEREIN BELOW IS SITUATED IN THE CITY OF ARBUCKLE, COUNTY OF COLUSA, STATE OF CALIFORNIA, AND IS DESCRIBED AS FOLLOWS:

All that real property situated in the Town of Arbuckle, County of Colusa, State of California, and being located in a portion of Section 35 Township 14 North, Range 2 West, Mount Diablo Base and Meridian, also being a portion of Lots 11, 12, 13 and 14, as shown on that certain map entitled, "map of Arbuckle City" filed in Book F of Patents, at page 198, in the office of the County Recorder, said County Records, and being more particularly described as follows:

Beginning at the Southwest corner of said Lot 14 of said Map, said point being distant the following two (2) courses and distances from an 1 1/2" bronze monument located at the intersection of Seventh Street and Amanda Street as shown on Book 4 of Record of Surveys at page 197, said County Records: (1) along the centerline of said Seventh Street, South 27° 09' 20" East 140.00 feet to a point on said centerline at the Westerly projection of the South line of said Lot 14; and (2) along said Westerly projection, North 62° 50' 40" East 40.00 feet to the point of beginning; thence, from said Point of beginning, and along the West line of said Lot 14, 13, 12, and 11, North 27° 09' 20" West 100.00 feet to the Northwest corner of said Lot 11; thence, along the North line of said Lot 11, North 62° 50' 40" East 61.79 feet to a point on said North line; thence, leaving said North line, South 27° 09' 20" East 100.00 feet to a point on the South line of said Lot 14; said point also being distant North 62° 50' 40" East 61.79 feet from the Southwest corner of said Lot 14; thence, along said South line, South 62° 50' 40" West 61.79 feet to the point of beginning.

APN: 020-028-004

**PIERCE JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION #17/18 – 8:**

**RESOLUTION OF INTENTION TO EXCHANGE REAL PROPERTY OWNED BY THE DISTRICT FOR REAL PROPERTY OWNED BY JOSE TAPIA PURSUANT TO EDUCATION CODE SECTION 17536 AND AUTHORIZATION OF THE NEGOTIATION AND EXECUTION OF AN EXCHANGE AGREEMENT IN CONNECTION THEREWITH.**

**WHEREAS**, Pierce Joint Unified School District ("District") owns approximately 0.26 acres of land located at 406 2<sup>nd</sup> Street, in the city of Arbuckle, California (APN 020-084-006-000; "District Property"), which is more particularly described on Exhibit "A" attached hereto; and

**WHEREAS**, Mr. Jose Tapia owns approximately 0.13 acres of land located at 504 Putnam Way, in the city of Arbuckle, California (APN 020-028-005-000; "Tapia Property"), which is more particularly described on Exhibit "B" attached hereto; and

**WHEREAS**, the District Property is currently used as a residential rental property, but the District has a need for additional space to address parking shortage at Arbuckle Elementary School; and

**WHEREAS**, the Tapia Property is located directly across the street from Arbuckle Elementary School and would provide sufficient space to address the parking issues in a more convenient location; and

**WHEREAS**, the District and Mr. Tapia desire to exchange fee ownership of the District Property with fee ownership of the Tapia Property; and

**WHEREAS**, California Education Code Section 17536 *et seq.* provides that the governing board of a school district, upon a two-thirds vote of its members, may exchange any of its real property for real property of another person upon such terms and conditions as the parties thereto may agree, without complying with any provisions in the Education Code; and

**WHEREAS**, pursuant to California Public Resources Code Section 21151.2, the District provided notice to the Colusa County Planning Commission on September 26, 2017, to seek a written recommendation of the District's intent to acquire the Tapia Property and is awaiting response; and

**NOW, THEREFORE**, the Governing Board of the Pierce Joint Unified School District hereby finds, determines, declares, orders and resolves as follows:

Section 1. That all of the recitals set forth above are true and correct, and the Governing Board so finds and determines.

Section 2. That it is the intent of this Governing Board to convey the District Property to Mr. Tapia in exchange for the Tapia Property.

Section 3. That the exchange of the aforementioned properties shall be pursuant to an Agreement for the Exchange of Real Property ("Exchange Agreement") between the District and Mr. Tapia, to be presented to the Governing Board for review and approval at a subsequent meeting of the Governing Board.

Section 4. That the Exchange Agreement will, by way of illustration and not limitation, be subject to the following conditions:

- (a) A written report from the Colusa County Planning Commission of its investigation and recommendations concerning acquisition of the Tapia Property.
- (b) Completion and certification of required California Environmental Quality Act (CEQA) analysis, as required by law, including filing a Notice of Exemption, if appropriate.
- (c) Conveyance of title to each of the respective parties by means of a grant deed.

Section 5. That the District's Superintendent and his designee are authorized and directed to do any and all things to negotiate, execute and deliver any and all documents which, in consultation with staff and District's legal counsel, are deemed necessary or advisable to effectuate the purpose and intent of this Resolution, including but not limited to, the negotiation of an Exchange Agreement.

Section 6. That this Resolution shall take effect immediately upon adoption.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Pierce Joint Unified School District on the 19<sup>th</sup> day of October, 2017, by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

---

President of the Governing Board  
Pierce Joint Unified School District

---

Clerk of the Governing Board  
Pierce Joint Unified School District  
00500-00124/4119722.1

Parcel No. 020-084-006-000  
406 2<sup>nd</sup> Street, Arbuckle CA

Lots Nos. 8 and 9 in Block No. 14 of East Arbuckle, as said lots and block are shown on the official map or plat thereof on file in the office of the County Recorder of the said County of Colusa, State of California



## Exhibit "B"

### LEGAL DESCRIPTION

Real property in the City of Arbuckle, County of Colusa, State of California, described as follows:

Parcel No. 1:

All that real property situate in the Town of Arbuckle, County of Colusa, State of California, and being located in a portion of Section 35, Township 14 North, Range 2 West, Mount Diablo Base and Meridian, also being a portion of Lots 11, 12, 13, and 14, as shown on that certain map entitled "Map of Arbuckle City" filed in Book F of Patents, at page 198, in the office of the County recorder, said County Records, and being more particularly described as follows:

Beginning at a point on the South line of said Lot 14 of said Map, said point being distant the following two (2) courses and distances from an 1 1/2" bronze monument located at the intersection of Seventh Street and Amanda street as shown on Book 4 of record of Surveys at page 197, said County Records: (1) along the centerline of said Seventh Street, South 27° 09' 20" East 140.00 feet to a point on said centerline at the Westerly projection of the said South line of said Lot 14; and (2) along said westerly projection, North 62° 50' 40" East 101.79 feet to the point of beginning; thence, from said Point of beginning, and along the said South line of said Lot 14, North 62° 50' 40" East 53.21 feet to the Southeast corner of said Lot 14; thence, along the East line of said Lots 14, 13, 12, and 11, North 27° 09' 20" West 100.00 feet to the Northeast corner of said Lot 11; thence, along the North line of said Lot 11, South 62° 50' 40" West 53.21 feet to a point on said North line; said point also being distant North 62° 50' 40" East 61.79 feet from the Northwest corner of said Lot 11; thence, leaving said North line, South 27° 09' 20" East 100.00 feet to the point of beginning.

Parcel No. 2:

Underground utility easement and rights incidental thereto, as reserved in Deed of Canchola Properties LLC, et al recorded May 30, 2006 as Instrument No. 2006-0003109, in, over and underneath the following described strip of land: All that real property situate in the Town of Arbuckle, county of Colusa, State of California, and being located in a portion of Section 35, Township 14 North, Range 2 West, Mount Diablo Base and meridian, also being a portion of Lots 11, 12, 13, and 14, as shown on that certain map entitled "Map of Arbuckle City" filed in Book F of Patents, at page 198, in the office of the County Recorder, said County Records, and being more particularly described as follows:

Beginning at a point on the West line of said Lot 14 of said Map, said point being distant the following three (3) courses and distances from an 1 1/2" bronze monument located at the intersection of Seventh Street and Amanda Street as shown in Book 4 of Record of surveys at page 197, said County Records; (1) along the centerline of said Seventh Street, South 27° 09' 20" East 140.00 feet to a point on said centerline at the Westerly projection of the South line of said Lot 14; (2) along said Westerly projection, North 62° 50' 40" East 40.00 feet to the Southwest corner of said Lot 14; and (3) along the West line of said Lot 14, North 27° 09' 20" West 9.00 feet to the point of beginning; thence, from said Point of Beginning, and along said West line of said Lot 14, North 27° 09' 20" West 5.00 feet to a point on said West line; thence, leaving said West line, North 62° 50' 40" East 61.79 feet; thence South 27° 09' 20" East 5.00 feet; thence South 62° 50' 40" West 61.79 feet to the point of beginning.

APN: 020-028-005

**Lloyd G. Johnson Junior High Winter Season**

Name	Sport	Level	Position	Cleared	Two years			One time		PAF	Application	Safeschool Videos		Name
					CPR/AED	First Aid	Cardiac Arrest	Coaching Course	Concussion Course			Completion Date	Completion Date	
Amy Korynta	Girls Basketball	7th	Head Coach	cg 10/11/17	10/06/19	10/07/19	09/18/19	10/08/17	09/18/17	yes	N/A	08/07/17	08/07/17	Amy Korynta
Lauren Bonino	Girls Basketball	8th	Head Coach	cg 10/11/17	10/05/19	10/06/19	10/05/19	10/05/17	10/05/17	yes	N/A	08/07/17	08/07/17	Lauren Bonino
Francisco Mendoza	Soccer b&g	7th/8th	Head Coach	cg 10/11/17	7/11/2019	7/11/2019	8/26/2019	10/1/2013	8/25/2017	Repeat	N/A	8/7/2017	8/7/2017	Francisco Mendoza

**Pierce High School Winter Coaches**

Name	Sport	Level	Position	Cleared	Two years			One time		PAF	Application	Safeschool Videos		Name
					CPR/AED	First Aid	Cardiac Arrest	Coaching Course	Concussion Course			Completion Date	Completion Date	
Allen, John	Boys Basketball	JV	Head Coach	tm 9/6/17	7/11/19	7/11/19	9/6/19	6/9/03	5/3/12	Repeat	Yes	8-7-17	8-7-17	Allen, John
Burnum, Scott	Boys Basketball	Varsity	Head Coach	tm 9/20/17	9/20/19	9/20/19	9/6/19	6/24/10	12/21/12	Repeat	Yes	8-7-17	8-7-17	Burnum, Scott
Mattos, Kevin	Boys Basketball	Varsity	Assistant/Volunteer	cg 10/11/17	7/20/19	7/20/19	7/25/19	7/24/17	7/25/17	Yes	Yes	7-21-17	7-21-17	Mattos, Kevin
Kuykendall, Steve	Girls Basketball	Varsity	Head Coach	tm 9/25/17	8/20/18	8/20/18	9/6/19	9/13/14	10/19/14	Repeat	Yes	9-25-17	9-25-17	Kuykendall, Steve
Reilly, Mary	Girls Basketball	JV	Head Coach	tm 9/23/17	9/23/19	9/23/19	9/6/19	2/8/17	2-6-17	Yes	Yes	8-7-17	8-7-17	Reilly, Mary
Kitchen, Mark	Girls Basketball	JV	Assistant/Volunteer	cg 10/11/17	10/21/19*	10/21/19*	10/11/19	11/3/12	11/15/12	Yes	n/a	8-3-17	10-12-17	Kitchen, Mark
Wilderman, Jennifer	Girls Soccer	Varsity	Head Coach	tm 8/28/17	7/11/19	7/11/19	6/21/19	3/5/09	6/21/17	Yes	Yes	7-25-17	8-7-17	Wilderman, Jennifer
Mendoza, Francisco	Boys Soccer	Varsity	Head Coach	tm 8/28/17	7/11/19	7/11/19	8/26/19	10/29/13	8/25/17	Repeat	Yes	8-7-17	8-7-17	Mendoza, Francisco
					*need verification									

## Pierce Joint Unified School District Job Description

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**JOB TITLE:** Capital Projects Manager

**SALARY SCHEDULE:** Capital Projects Manager Salary Schedule - Classified Management

**REPORTS TO:** Superintendent

**BOARD APPROVED:**

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This is an anticipated opening for a position which will be limited to the term of the bond projects. The term of the projects will depend on the construction schedules. Final closeout may be as early as August 2020.

**Summary:** Works under the direction of the District Superintendent or his/her designee. The Capital Projects Manager position has been established for the purpose of planning and coordinating projects funded through the recent voter approved \$15 M bond. Throughout this project the CPM will keep all stakeholders informed and act as an owner's representative when dealing with contractors or State agencies.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Assists in developing specifications for construction, repair and modification projects as assigned (e.g. educational specifications, permits, project schedules, cost analysis, permits, purchasing/bid time and construction, etc.) for the purpose of providing them to architects, contractors, specialists, construction management firms, etc. for selection and awarding of contracts.
- Maintains and evaluates the District Facilities Master Plan and capital construction/improvement plans for the purpose of understanding and preparing for District enrollment and academic change.
- Coordinates capital construction activities (e.g. renovations, inspections, contractor and architect meetings, permitting activities, project close-out and building commission activities, calendars, mandated reports, etc.) for the purpose of ensuring that all phases of construction project are completed within specifications, on schedule, and with minimal interruption to site personnel and student instruction time.
- Coordinate activities between architects, contractors and inspectors.
- Evaluates potential sites and/or condition of existing locations for the purpose of determining construction and/or renovation requirements and ensuring that locations decided upon meet all project needs, requirements and specifications.
- Inspects and/or assists in inspecting all aspects of construction (e.g. exterior, interior, walls, electrical, roof, concrete, paint, etc.) for the purpose of ensuring compliance with plans, specifications, and local codes and ordinances.
- Maintains an organized set of files and/or records (e.g. architectural publications, material samples, district directives, job related communications, etc.) for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines.
- Monitors project activities (e.g. costs, time and materials, schedules, budgets, change orders, etc.) for the purpose of ensuring district objectives are achieved within budget and timeframes and in compliance with established requirements.

- Prepares written materials (e.g. correspondence, memos, budgets, costs, bid invitations, calendars, schedules, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Recommends policies, procedures and/or actions on issues that relate to construction projects for the purpose of providing information and/or direction for making decisions within the district construction program.
- Responds to inquiries (e.g. administrative staff, local inspectors, contractors, architects, the public etc.) for the purpose of providing required information and/or referring to appropriate source.
- Reviews a variety of construction-related information for the purpose of ensuring completeness of records and insurance claims.
- Serves as a District and/or department representative in a variety of meetings (e.g. planning, community, vendor, etc.) for the purpose of conveying and receiving information related to assigned projects and activities.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Ensure project personnel adhere to district policies and procedures.
- Community updates and reports for the Citizens Oversight Committee.
- Assist the district with bidding and contract awards; Develops RFP/RFQ's for construction services.
- Assist with rebate programs and reporting.
- Assist with procuring additional funding sources.
- Assist in planning activities.

#### **KNOWLEDGE AND ABILITIES:**

- Ability to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying pertinent codes, policies, regulations and/or laws; communicating with diverse groups; operating equipment used in building construction including blueprints, specifications etc.; preparing and maintaining accurate records; and planning and managing projects.
- Ability is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a number of factors when using equipment.
- Flexibility is required to work with others in a variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods.
- Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment.
- Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate.
- Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work environment and/or priorities; adhering to safety practices; being attentive to details; meeting deadlines and schedules; working with frequent interruptions; and working under time constraints
- Knowledge is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions.

- Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: construction trades, codes, blue prints, etc.
- Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and monitoring budget expenditures.
- Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.
- The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 30% sitting, 20% walking, and 50% standing. The job is performed in a generally hazard free environment.

**EDUCATION, EXPERIENCE AND CERTIFICATES:**

- Bachelor's Degree with preference for a degree in administration, management, architecture, business or related field and/or job related experience within field with increasing levels of responsibility is required.
- A minimum of 5 years of experience in Architecture, Civil Engineering, Construction and/or Building Management.
- Valid Driver's License.
- Criminal Justice Fingerprint/Background Clearance

Pierce Joint Unified School District  
 2017/18  
 Capital Projects Manager Salary Schedule  
 Classified Management

STEPS	
1	66,851
2	70,194
3	73,703
4	77,388
5	81,258
6	85,321
7	89,587
8	94,066
9	98,769
10	103,708
11	108,893
DAYS WORKED	226.00

Bachelor's Degree = \$500 Stipend

Medical/Dental/Vision: \$10,288.00 Annual District Contribution; \$857.33 per month.

\*12 month position with no vacation accrual and no holidays in addition to 226 work days

Pending Board Approval 10/19/2017

Pierce Joint Unified School District

BOARD DECLARATION  
SURPLUS EQUIPMENT/VEHICLE

October 19, 2017

Subject: Declaration of Obsolete School Bus

Comments: The district owns a 1992 Thomas Bus  
Vin#: 71T79NB23N1113038 that is non-operational

Educational Impact: None

Financial Impact: None

Recommendation: It is recommended that the Board of Education declare and approve the sale, donation, and/or disposal a non-operational 1992 Thomas School Bus


Submitted by: Carol Geyer

**Pierce Joint Unified School District  
Student Body Fund Raising Schedule  
Fiscal Year: 2017-2018**

School: Pierce High School

Report prepared by: Mary Ombaun

Date: 10/12/2017

Principal Approval: 

Sponsoring Club	Event	Date (month)	New Event	One Time Event	Ongoing Event	Club Advisor	Estimated Net Revenue	ASB Approval on file? Y/N
ASB	Shoe Collection	TBA		X		Burnum, Scott		Y
Astronomy	Fidget Spinners				X	Franklin		Y
Boys Basketball	Boys Basketball Tournament	11/29-12/1			X	Burnum, Scott		Y
Basketball	Alumni Game	TBA			X	Burnum, Scott		Y
Boys Basketball	VB Snack Bar	Sept-Nov			X	Burnum, Scott		Y
Soccer	FB Snack Bar	8/25			X	Wilderman		Y
Cheer	Rice Bowl T Shirts	9/8			X	Solario		Y
Drama	Concessions at Plays	11/14 & 11/16			X	Castro		Y
FFA	Field Day	Feb.			X	Rohde		Y
FFA	Christmas Trees	Dec			X	Rohde		Y
FFA	Butter Braids	Oct			X	Vanlaningham		Y
FFA	Tri Tip Dinners	TBA			X	Rohde		Y
FFA	Pumpkin Patch	Oct			X	Vanlaningham		Y
FFA	Bear Receiver Covers	-			X	Rohde		Y
FFA	Flower Sales	-			X	Sweet		Y
FFA	Christmas Wreaths	Dec			X	Sweet		Y
FFA	Greenhand Conference Meals	Sept			X	Sweet		Y
FFA	Nickel's Estate Field Day lunch	TBA			X	Rohde		Y
FFA	Hats & Stickers	-			X	Vanlaningham		Y
FBLA	Glowsticks/Beads	-			X	Keiser		Y
FBLA	Soda/Water @ Carnitas Feed	May			X	Keiser		Y
FBLA	Candles & Pretzel Sticks	TBA			X	Keiser		Y
FBLA	March of Dimes Coin Drive	TBA			X	Keiser		Y
Class of 2021	Football Snack Bar	11/3			X	Howard		Y
Class of 2021	Homecoming Dance	10/20			X	Howard		Y
Class of 2021	Halloween Cand Grams	Oct			X	Howard		Y
Class of 2020	Football Snack Bar	9/15			X	Burnum, Lisa		Y
Class of 2020	Sadie Hawkins	TBA			X	Burnum, Lisa		Y
Class of 2020	St. Patricks Day Cookies	March			X	Burnum, Lisa		Y
Class of 2019	Prom	TBA			X	Sweet		Y
Class of 2019	Christmas Candy Grams	Dec			X	Sweet		Y
Class of 2019	Vintage Pierce Patch	-	X			Sweet		Y
Class of 2019	Football Snack Bar	10/20			X	Sweet		Y
Class of 2018	See's Candy	Dec			X	Burnum, Scott		Y
Class of 2018	Snowball Dance	Dec			X	Burnum, Scott		y
Class of 2018	Stickers, Candy Grams & Tshirt Sales	TBA			X	Burnum, Scott		Y



# Pierce High Fundraisers

**ASB** - Shoe Collection Fundraiser

**Astronomy Club**- Fidget spinners

**Boys Basketball and ASB** - Boys Basketball Tourney

**Boys Basketball and Girls Basketball** - Alumni Game

**Boys Basketball** - Snack Bar VB games

**Boys Soccer/Girls Soccer** - FB Snack Bar Aug 25th

**Cheer**: Rice bowl shirts, Cheer camp

**Drama Club**- Concessions at plays (Nov 14 and 16, unknown spring date), advertisements on play program, Christmas card sales, Lip Sync/Talent Show

**FFA**: Field day, Christmas trees, Butter Braids, Tri tip dinners (1 in the spring and 1 in the fall), Pumpkin Patch, Bear receiver covers, Flower sales, Christmas Wreaths, Greenhand Conference meals, Nickel's Estate Field Day lunch, FFA hats and stickers

**FBLA**: Candles, Pretzel sticks, Glowsticks/Beads, Soda/Water at Carnitas Feed & Car Show, Coin Drive for March of Dimes, other off site fundraisers as opportunities arise.

**Football Snack Bar** - Classes as follows:

**Sr.** September 8th "Ricebowl"

**Soph.** September 15th

**Jr.** October 20th "Homecoming"

**Fresh.** November 3rd

**Freshmen**: Homecoming dance, Halloween Candy grams

**Juniors**: Prom, Christmas Candy grams, vintage Pierce Patch sales

**Seniors**: See's Candy, Snow ball, T-shirt sales, Valentines Day Candy Grams, Parking lot, Bear Stickers

**Sophomores**: Sadies, St. Patrick's day cookies

**Pierce Joint Unified School District**  
**540-A 6th Street    Arbuckle, CA 95912**  
**(530) 476-2892 \* FAX (530) 476-2289**  
**Thursday, September 14, 2017 6:00 pm**  
**Pierce Joint Unified School District**  
**Technology Building**  
**940A Wildwood Road, Arbuckle CA 95912**  
**Regular Board Meeting Minutes**

**Governing Board:**

Abel Gomez, President

John Friel, Vice President

Nadine High, Board Clerk

George Green, Member

Amy Charter, Member

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1. CALL TO ORDER

President Abel Gomez called the meeting to order at 6:01 p.m.  
Members Present: Amy Charter, Nadine High, George Green,  
and Abel Gomez. John Friel arrived at 6:07 p.m.

Absent: None

Others Present: Carol Keiser, Ron Fisher, Nicole Newman,  
Summer Shadley, Carol Geyer, Daena Meras, and Melanie  
Brackett

Ms. High led the *Pledge of Allegiance*

A. *Pledge of Allegiance*

A motion was made by Ms. Charter and seconded by Ms. High  
to approve the agenda. Voting Aye: Mr. Friel, Ms. High, Mr.  
Green, Ms. Charter, and Mr. Gomez. Voting No: None.  
Absent: None

2. APPROVAL OF AGENDA

3. HEARING OF THE PUBLIC (Speakers will be given  
three (3) minutes to speak with a twenty (20) minute limit per  
topic)

A. Regarding Sufficiency of Instructional  
Materials

No one spoke at this time.

4. PHS Student Body Representative Report

Esmerelda Salud introduced herself as the Executive ASB Vice-  
President for the 2017/18 school year. She reported for ASB  
President, Lauren Ornbaun who was playing in a volleyball  
game. A successful rally was held for the Rice Bowl. Pierce  
won the Rice Bowl. She reported that homecoming game will  
be held October 20<sup>th</sup>. The theme will be music genres. The  
freshman class has proposed to have a hall way dance the night  
of the homecoming game. The football and volleyball teams are  
off to strong starts and the cross country track team finally had  
their first meet in Redding. ASB is excited for the rest of the  
school year.

5. Get Focused – Stay Focused: Life Choices and  
Advisory Program Presentation

Ms. Newman introduced Carol Keiser who presented on the Get  
Focused – Stay Focused program at Pierce High School. Ms.  
Keiser outlined the career planning program for the Board. The  
program starts as a required class for all 9<sup>th</sup> graders and follows

them throughout their high school career in advisement classes. It ends with a required senior presentation.

## 6. PRINCIPAL'S REPORTS

- A. Arbuckle Elementary  
School/Grand Island Elementary School
- B. Lloyd G. Johnson Junior High School
- C. Pierce High School/Arbuckle  
Alternative High School

Summer Shadley reported that things are going well at Arbuckle Elementary and Grand Island Elementary. She reported that the new counselor, Laila Murhi, presented at the Wednesday staff meeting on restorative justice. It was a really informative training for the teachers. Interventions have started in a couple of grade levels and the intervention bus home is at capacity. Mr. Kitchen is doing a weekly kindness challenge along with the Character Matters assembly. This month is Keeping the Campus Clean. Students earn Bulldog Dollars at AES and Bear Dollars at GI as incentives. Mr. Kitchen and Ms. Lopez are getting ready for Conflict Facilitation training. The Parent's Club has completed some large projects for AES including donating to the Bulldog Store, donating funds for the new slide, and for the rock that goes around the track at AES. She thanked the Parent's Club for their generosity. Ms. Shadley gave an update on the All-Day Kindergarten classes. She reported that it is going well and that the extra kids on campus make a big difference. The enrollment at AES is at 612 and 55 at GI.

Ron Fisher reported that after-school clubs started at Lloyd G. Johnson Junior High School on Monday. He listed the clubs being offered. The staff is trying to come up with classes that the students want to stay after school to attend. Enrollment was a bit less than expected but hopefully once parents know more about the clubs, more students will stay for the clubs. The Parent's Club is working hard this year. Fund raising efforts have been turned over to them and a number of meetings have been held. Popcorn sales are going on right now and the Annual Pancake Breakfast is on the 30<sup>th</sup>. Mr. Fisher thanked the Parent's Club for taking the lead on 6<sup>th</sup> grade fund raising and for taking some of the pressure off of the 6<sup>th</sup> grade teachers. The Volleyball team has not won very many games but they remain positive. The first rally was held last Friday. The students always enjoy watching the teachers make fools of themselves. PIQE started at Johnson Junior High School two weeks ago. There was a School Site Council Meeting on Monday the 11<sup>th</sup> that went well. Policies and procedures were a focus. There are currently 360 students at Johnson Junior High.

Nicole Newman reported that there are currently ten students at Arbuckle Alternative High School and there are four students on independent study. Ms. Schaap will be doing an art unit and has asked for electrical tape and duct tape. Ms. Newman will send pictures of the art projects in the Bear Facts. Grades went out and the D and F rate was surprisingly low. The D rate was at 5.9% and the F rate was 5.1%. Ms. Newman will keep an eye on the rates. She has asked teachers to contact the parents of the students on the D and F list. A School Site Council meeting will be held on the 26<sup>th</sup>. An ELAC meeting will take place on October 3<sup>rd</sup>. All departments have been working on Wednesdays on their Smart Goals and identifying focus students which they will track during the school year. Academic conferences with teachers has started. CTE teachers have been working on their program development to make sure pathways are aligned correctly. She thanked Melanie for being patient with Calpads submissions. Ms. Newman, Melanie and Perla will attend a training on pathways in October. Science teachers have been working on aligning courses with NGSS. They met yesterday and mapped out the standards and courses. Last Wednesday marked the 20<sup>th</sup> day for math placement. The students have been tracked and grades have been monitored to ensure proper math placement. There will be a Math Night next Wednesday. It will be for anyone that wants to participate, but the focus will be Math 1, Math 1A and Math 1B. Mr. Geierman will be facilitating Math Night. There is an Ag Advisory meeting on October 4<sup>th</sup> at 6:00 pm. The football and volleyball teams play home this week. After this week the volleyball team does not have a home game until the 3<sup>rd</sup> of October and the homecoming game will be the next football home game. Ms. Newman made arrangements for the volleyball team to play at least one home game during Homecoming Week.

7. REPORTS:

A. Facilities / Transportation Report

Mrs. Geyer reported that she has been working diligently on transportation. She outlined the requirements for bus drivers and how many hours they can drive. She has been working with coaches to make the trips feasible. Vans and suburbans are being used to accommodate the driver's schedules. Mrs. Geyer created a transportation calendar that is viewable for individuals to view and to keep on top of all travel events. Work orders are being completed by Paco and Bill. They have been doing a great job of cleaning up different areas around the bus shed and are taking on the challenge well. Mr. Friel asked if there is a plan in place for a project manager. Mrs. Geyer responded that there is a plan. Mr. Gomez commented that the snack bar looks great.

Daena Meras outlined the Unaudited Actuals Budget Report for the Board. There were no questions.

Each site principal submitted their Safe School Plan Evaluation to the Board. Mr. Don Friel, Pierce High School Vice-Principal, outlined the evaluation for Pierce High School. He reported on a home visit with the new counselor Laila Murhi. There was a brief discussion regarding the importance of culture at school sites. There was further discussion on bullying. Mrs. Geyer reported that the district is looking into bringing in a speaker on bullying for the students. Mr. Friel asked if the district has an updated the chain of command during an emergency. Mrs. Geyer assured him that every site has the proper procedures in place for determining who is in charge during an emergency.

The Independent Study Report was submitted to the Board. Mrs. Geyer gave a brief description of the report. There were no questions.

No report was given.

No report was given. Mrs. Geyer reported that the association has a meeting scheduled for next week.

A motion was made by Mr. Friel and seconded by Mr. Green to approve Resolution 17/18 – 4: Resolution Regarding Sufficiency of Instructional Materials Fiscal Year 2017/18. Voting Aye: Mr. Friel, Ms. High, Ms. Charter, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None.

A motion was made by Mr. Green and seconded by Mr. Friel to approve Resolution #17/18 – 5: Adopting the Gann Limit. Voting Aye: Mr. Friel, Ms. High, Ms. Charter, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None.

A motion was made by Ms. High and seconded by Ms. Charter to approve the Unaudited Actuals Financial Report. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

B. Unaudited Actuals Budget Report

C. Evaluation of Site Safe School Plans

D. Independent Study Report

8. PJUEA (Pierce Joint Unified Educators Association)
9. CSEA (California School Employees Association)
10. Consider and approve **Resolution #17/18 – 4: Resolution Regarding Sufficiency of Instructional Materials Fiscal Year 2017/18**
11. Consider and approve **Resolution #17/18 – 5: Adopting the Gann Limit**
12. Consider and approve **Unaudited Actuals Financial Report**

A motion was made by Mr. Friel and seconded by Ms. Charter to approve the Board Declaration of Surplus Materials – Refrigerator at Pierce High School. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Ms. Charter and seconded by Ms. High to approve the Declaration of Surplus Vehicle – 1993 Red Ford Van. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Ms. High and seconded by Ms. Charter to approve the Board Declaration of Surplus Equipment – Three (3) HVAC Units. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

13. Consider and approve **Board Declaration of Surplus Materials – Refrigerator at Pierce High School**

14. Consider and approve **Declaration of Surplus Vehicle – 1993 Red Ford Van**

15. Consider and approve **Board Declaration of Surplus Equipment – Three (3) HVAC Units**

16. Consider and approve **Consent Agenda:**
  - A. Minutes of August 2, 2017 Special Board Meeting
  - B. Minutes of August 17, 2017 Special Board Meeting
  - C. Minutes of August 17, 2017 Regular Board Meeting
  - D. Warrant List for August 2017
  - E. Interdistrict Transfers:
    1. Transferring **IN** for the **2017/18** School Year:
      - a. Seven (7) Students from Colusa CA ((3)continuing)
      - b. Two (2) Students from Orland CA (continuing)
    2. Transferring **OUT** for the **2017/18** School Year:
      - a. Eight (8) Students to Woodland CA ((1) continuing)
      - b. Five (5) Students to Colusa CA (continuing)
      - c. One (1) Student to Winters CA (continuing)
  - F. Donations:
    1. Arbuckle Elementary Parent’s Club: AES

A correction was made to the Minutes of August 17, 2017 Special Board Meeting. Item #4 was changed from “Groundbreaking Ceremony for the New Pierce High School Multi-Purpose Room” to “Facility Planning Meeting”. Mr. Green asked about the clause in Item G.1: which states that anyone in the public can attend the courses taught at PHS that are dual enrollment. Mrs. Geyer responded that it is correct, but people don’t enroll because at the community college the course is a two day a week course and at PHS it is 5 days a week for the entire school year. A motion was made by Mr. Friel and seconded by Ms. Charter to approve the consent agenda. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

G. Contracts:

1. Memorandum of Understanding between Pierce Joint Unified School District and Woodland Community College for Dual Enrollment Partnership

17. BOARD POLICIES:

A. FIRST READING:

1. BP/AR 0000 – Vision
2. BP 0100 – Philosophy
3. BP 2140 – Evaluation of the Superintendent
4. AR 4112.2 – Certification
5. BP/AR 4112.61/4212.61/4312.61 – Employment References
6. BP/E 6161.1 – Selection and Evaluation of Instructional Materials
7. BP 7212 – Mello-Roos Districts
8. BB 9121 – President
9. BB 9220 – Governing Board Elections
10. BB 9230 – Orientation
11. BB 9400 – Board Self – Evaluation

No ACTION was taken on FIRST READING. The Board had questions regarding the optional paragraph in BB 9230 regarding new Board Member orientation. Mr. Green requested to take the Board Policies to a second reading at the October board meeting. There was further discussion on the difference between “shall” and “may” in BB 9121.

18. Items to be agendized for next regular meeting:

Williams Complaint Procedure Quarterly Report  
CAASPP Report  
Benchmark Assessment Reports  
Citizens’ Bond Oversight Committee Meeting Minutes  
Reclassification Ceremony

19. Superintendent’s Report

Mrs. Geyer reported on the water outage that happened on Tuesday and Wednesday. She outlined the timeline of when the water was shut off due to the construction work at PHS, and how long it was off. The water was off longer than what the contractors intended it to be. Daena Meras was in constant communication with the contractors at PHS and water was delivered to sites that needed it. There was further discussion regarding the water being dirty after it was turned back on. Mr. Gomez explained the issue with old pipes and valves and the sediment that can accumulate. Mrs. Geyer sent out an email to the staff apologizing for the water being off. Mrs. Geyer talked to Casey Cox at the Arbuckle Fire Department and was told that if something like this happens again, the fire station has a water tanker that can be utilized to provide water to the affected site. The Prop 39 lighting projects are finished. Paco and Bill will do a final walk through to make sure there are no concerns. The Prop 39 air conditioning units at Arbuckle Elementary will be installed in October. There is a Citizens’ Bond Oversight Committee Meeting on Monday. The district continues to get ready for the Federal Program Monitoring Compliance visit.

No report given.

20. Board President’s Report

21. CLOSED SESSION:

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

<b>Certification</b>	<b>Position</b>	<b>Status</b>
Classified	Technology Support Technician	Hiring
Classified	Custodian/ Groundsworker/ Bus Driver	Hiring
Classified	Campus Supervisor – PHS	Hiring
Classified	Director of Facilities/ Transportation	Resignation
Student Worker	Cafeteria Helper	Hiring
Classified	Para-Educator – GI	Resignation



- B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release
- C. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code 54956.9 – One Case
- D. CONFERENCE WITH REAL PROPERTY NEGOTIATORS: Pursuant to Government Code sec. 54956.8, the Board will meet in CLOSED SESSION to meet with Agency Negotiator, Carol Geyer, to discuss price to obtain the following properties: Parcel 020-028-004-000 and Parcel 020-028-005-000

The Board went into CLOSED SESSION at 7:26 p.m.

22. OPEN SESSION

- A. Report Action Taken in CLOSED SESSION

The Board reconvened at 7:55 p.m. and reported action taken on the following:

- A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

**A motion was made by Ms. High and seconded by Ms. Charter to approve the Public Employment A. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None**

Certification	Position	Status
Classified	Technology Support Technician	Hiring
Classified	Custodian/ Groundswoker /Bus Driver	Hiring
Classified	Campus Supervisor – PHS	Hiring
Classified	Director of Facilities/ Transportation	Resignation

Student Worker	Cafeteria Helper	Hiring
Classified	Para-Educator - GI	Resignation

- B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline / dismissal / release. **No ACTION was taken.**
  
- C. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code 54956.9 – One Case. **No ACTION was taken.**
  
- D. CONFERENCE WITH REAL PROPERTY NEGOTIATORS: Pursuant to Government Code sec. 54956.8, the Board will meet in CLOSED SESSION to meet with Agency Negotiator, Carol Geyer, to discuss price to obtain the following properties: Parcel 020-028-004-000 and Parcel 020-028-005-000. **No ACTION was taken.**

The Board adjourned at 7:56 p.m.

23. ADJOURN

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Carol Geyer, Secretary to the Board  
of Trustees

**Pierce Joint Unified School District**  
540-A 6th Street    Arbuckle, CA 95912  
(530) 476-2892 \* FAX (530) 476-2289  
**Thursday, September 14, 2017**  
**1:00 p.m.**  
**Pierce Technology Building**  
**940A Wildwood Rd, Arbuckle CA 95912**  
**Special Board Meeting Minutes**

**Governing Board:**

Abel Gomez, President

John Friel, Vice President

Nadine High, Board Clerk

George Green, Member

Amy Charter, Member

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1. CALL TO ORDER

President Abel Gomez called the meeting to order at 1:00 p.m.

Members Present: Nadine High, Amy Charter, Abel Gomez,  
John Friel, and George Green

Absent: None

Others Present: Carol Geyer, Daena Meras, Trent Sommers,  
Summer Shadley, Cathy Marsh, and Eliana Montoya

Ms. Charter led the *Pledge of Allegiance*

A. *Pledge of Allegiance*

A motion was made by Mr. Friel and seconded by Mr. Green to approve the agenda. Voting aye: Ms. High, Mr. Green, Ms. Charter, Mr. Friel, and Mr. Gomez. Voting no: None. Absent: None

2. APPROVAL OF AGENDA

No one spoke at this time.

3. HEARING OF THE PUBLIC

Trent Sommers, the architect, reported that the construction project is still moving along a good rate. He said that the water is all hooked up and should not have to be turned off again. As far as making the gas connections, this will be done over the Thanksgiving break. After all of the underground connections are complete, he will be sharing with the board the change orders that have occurred. Some will result in an increase of the project cost and some will result in a credit. He is hoping that these will even out over the course of the project. Concrete will begin being poured in 3-4 weeks.

4. Facility Planning Meeting

A timeline for when modernization would occur on the current high school campus was discussed. The committee would like to remain on the timeline that this be on schedule to happen in the summer of 2018.

It was brought up that upgrading the bell system at the high school may be needed during the modernizing phase.

Materials for the Arbuckle Elementary Classroom wing were presented to the group. For the exterior, this included roofing, brick, cement plaster and wood. The committee would like to explore the possibility of having the brick on the new building more closely match in color with the existing building.

Boards with interior finishes were shown as well.

The next meeting will be October 19 at 1 p.m. at the IT Building

The Board adjourned at 2:15 p.m.

5. ADJOURN

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Carol Geyer, Secretary to the Board  
of Trustees

BATCH 9

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/08/2017

09/07/17 PAGE 9

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
4200	BOOKS OTHER THAN TEXTBOOKS	586.43
4300	MATERIALS AND SUPPLIES	9,622.71
4400	NONCAPITALIZED EQUIPMENT	10,260.29
5200	TRAVEL AND CONFERENCE	284.29
5500	OPERATIONS & HOUSEKEEPING SERV	3,470.21
5600	RENTALS, LEASES AND REPAIRS	5,377.67
5800	CONSULTING SERV/OPERATING EXP	6,613.64
5900	COMMUNICATIONS	788.49
6400	EQUIPMENT	38,138.44
	TOTAL FUND :	75,142.17

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/08/2017

09/07/17 PAGE 10

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	420.00
	TOTAL FUND :	420.00

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 21

BUILDING FUND

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	1,925.00
6200	NEW & IMPROVEMENT OF BUILDINGS	503,433.08
	TOTAL FUND :	505,358.08

APY280 L.00.03

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/08/2017

FUND : 25

09/07/17 PAGE 12  
CAPITAL FACILITIES FUND

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	1,101.03
6200	NEW & IMPROVEMENT OF BUILDINGS	6,292.50
	TOTAL FUND :	7,393.53
	TOTAL DISTRICT:	588,313.78



DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0009 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
001120	A-Z BUS SALES INC PV-000229	FLD NOT USED	389967	UNDISTRIBUTED WARRANT TOTAL	NONCAPITALIZED EQUIPMENT	1,114.31 \$1,114.31 *
000125	ALL ACTION AWARDS PO-000143	PIERCE HIGH SCHOOL	389968	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	28.50 \$28.50 *
001828	DWIGHT BAILEY PV-000222	FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	389969	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE	51.68 40.66 64.20 20.33 \$176.87 *
004470	BETTS TRUCK PARTS PV-000225 PV-000226 PV-000227	FLD NOT USED FLD NOT USED FLD NOT USED	389970	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES RENTALS, LEASES AND REPAIRS	422.38 33.72 107.00 \$563.10 *
001485	CALIFORNIA DEPT OF ED PV-000240	FLD NOT USED	389971	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	1,925.00 \$1,925.00 *
005264	DE LAGE LANDEN PUBLIC FINANCE PV-000232	FLD NOT USED ARBUCKLE ELEMENTARY SCHOOL JOHNSON JR HIGH SCHOOL	389972	UNDISTRIBUTED REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	COPY MACHINE MAINTENANCE COPY MACHINE MAINTENANCE COPY MACHINE MAINTENANCE	1,429.08 2,200.08 1,641.51 \$5,270.67 *
000588	DEMCO INC PO-000165	JOHNSON JR HIGH SCHOOL	389973	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	58.63 \$58.63 *
005520	EAGLE ARCHITECTS PV-000239	FLD NOT USED	389974	UNDISTRIBUTED WARRANT TOTAL	NEW & IMPROVEMENT OF BUILDINGS	6,292.50 \$6,292.50 *
000127	FRONTIER PV-000234 PV-000235 PV-000236	FLD NOT USED FLD NOT USED FLD NOT USED	389975	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	COMMUNICATIONS COMMUNICATIONS EQUIPMENT	715.82 72.67 38,138.44 \$38,926.93 *
005246	GREAT AMERICA FINANCIAL SVCS. PV-000237	FLD NOT USED	389976	REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	3,011.64

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0009 AP

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
-----					
WARRANT TOTAL					\$3,011.64 *
005482	HIGBY'S COUNTRY FEED INC. PO-000017 PIERCE HIGH SCHOOL	389977	VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	242.67
WARRANT TOTAL					\$242.67 *
004996	HOUGHTON MIFFLIN HARCOURT PUB. PO-000150 ARBUCKLE ELEMENTARY SCHOOL JOHNSON JR HIGH SCHOOL	389978	REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	2,402.00
WARRANT TOTAL					\$3,602.00 *
005222	J.M. KING CONSULTING INC. PV-000224 FLD NOT USED	389979	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	1,101.03
WARRANT TOTAL					\$1,101.03 *
002978	J.W. PEPPER & SONS INC PO-000099 PIERCE HIGH SCHOOL	389980	REGULAR EDUCATION, K-12	BOOKS OTHER THAN TEXTBOOKS	374.07
WARRANT TOTAL					\$374.07 *
001758	KELLEHER PAINT PV-000231 FLD NOT USED	389981	UNDISTRIBUTED	MATERIALS AND SUPPLIES	735.74
WARRANT TOTAL					\$735.74 *
000483	BLAKE KITCHEN PV-000219 ARBUCKLE ELEMENTARY SCHOOL	389982	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	21.44
WARRANT TOTAL					\$21.44 *
005621	MCF CONSTRUCTION SERVICES PV-000241 FLD NOT USED	389983	UNDISTRIBUTED	NEW & IMPROVEMENT OF BUILDINGS	12,000.00
WARRANT TOTAL					\$12,000.00 *
003216	MCGRAW-HILL SCHOOL EDUCATION PO-000160 ARBUCKLE ELEMENTARY SCHOOL	389984	REGULAR EDUCATION, K-12	BOOKS OTHER THAN TEXTBOOKS	212.36
WARRANT TOTAL					\$212.36 *
003999	DAENA MERAS PV-000218 FLD NOT USED	389985	UNDISTRIBUTED	TRAVEL AND CONFERENCE	25.35
WARRANT TOTAL					\$25.35 *
000094	PACIFIC GAS & ELECTRIC CO PV-000223 FLD NOT USED	389986	UNDISTRIBUTED	GAS AND ELECTRICITY	202.67
WARRANT TOTAL					\$202.67 *
003740	PIONEER DRAMA SERV INC PO-000180 PIERCE HIGH SCHOOL	389987	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	223.25
WARRANT TOTAL					\$223.25 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0009 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
004206	RECOLOGY BUTTE PV-000233	COLUSA COUNTIES FLD NOT USED	389988	UNDISTRIBUTED WARRANT TOTAL	GARBAGE	3,267.54 \$3,267.54 *
003466	SAC-VAL PV-000230	FLD NOT USED	389989	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	6,286.86 \$6,286.86 *
004512	SCHOOL NURSE SUPPLY PO-000156	ARBUCKLE ELEMENTARY SCHOOL	389990	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	729.30 \$729.30 *
000620	DEBRA L. SCOTT PV-000220	ARBUCKLE ELEMENTARY SCHOOL	389991	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	89.62 \$89.62 *
005061	SUMMER SHADLEY PV-000221	GRAND ISLAND ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL	389992	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE	55.64 78.11 \$133.75 *
001125	SHIFFLER EQUIP SALES INC PV-000228	FLD NOT USED	389993	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	698.92 \$698.92 *
005609	SIMILE CONSTRUCTION SERVICE INC PV-000242	FLD NOT USED	389994	UNDISTRIBUTED WARRANT TOTAL	NEW & IMPROVEMENT OF BUILDINGS	491,433.08 \$491,433.08 *
005386	STRICTLY TECHNOLOGY LLC PO-000134 PO-000176	ARBUCKLE ELEMENTARY SCHOOL PIERCE HIGH SCHOOL	389995	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	NONCAPITALIZED EQUIPMENT NONCAPITALIZED EQUIPMENT	3,174.60 975.62 \$4,150.22 *
005035	VALLEY TRUCK & TRACTOR CO. PO-000095	PIERCE HIGH SCHOOL	389996	VOCATIONAL EDUCATION WARRANT TOTAL	NONCAPITALIZED EQUIPMENT	4,995.76 \$4,995.76 *
004592	VOLTAGE SPECIALISTS PV-000238	FLD NOT USED	389997	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	420.00 \$420.00 *
***	BATCH TOTALS ***		TOTAL NUMBER OF WARRANTS: 31		TOTAL AMOUNT OF WARRANTS:	\$588,313.78*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF WARRANTS: 31		TOTAL AMOUNT OF WARRANTS:	\$588,313.78**

Batch 10

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/15/2017

09/14/17 PAGE 11

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
4200	BOOKS OTHER THAN TEXTBOOKS	4,967.59
4300	MATERIALS AND SUPPLIES	36,052.86
4400	NONCAPITALIZED EQUIPMENT	24,738.97
5200	TRAVEL AND CONFERENCE	1,339.94
5500	OPERATIONS & HOUSEKEEPING SERV	1,397.15
5600	RENTALS, LEASES AND REPAIRS	2,895.25
5800	CONSULTING SERV/OPERATING EXP	9,006.01
	TOTAL FUND :	80,397.77

APY280 L.00.03

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/15/2017

FUND : 13

09/14/17 PAGE 12  
CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	619.63
4700	FOOD	174.10
8600	LOCAL REVENUES	58.70
	TOTAL FUND :	852.43

APY280 L.00.03

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/15/2017

FUND : 25

09/14/17 PAGE 13  
CAPITAL FACILITIES FUND

OBJECT	DESCRIPTION	AMOUNT
6200	NEW & IMPROVEMENT OF BUILDINGS	28,462.50
	TOTAL FUND :	28,462.50

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/15/2017

09/14/17 PAGE 14

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 41

SPECIAL RESERVE-CPTL.OUTLAY

OBJECT	DESCRIPTION	AMOUNT
6200	NEW & IMPROVEMENT OF BUILDINGS	6,561.40
	TOTAL FUND :	6,561.40

APY280 L.00.03

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/15/2017

09/14/17 PAGE 15  
FUND : 95 STUDENT BODY FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	224.25
	TOTAL FUND :	224.25
	TOTAL DISTRICT:	116,498.35



DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

FOR WARRANTS DATED 09/15/2017  
6998

BATCH 0010 ap

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
005576 A	PLUS PAINTING PV-000305 PV-000306	FLD NOT USED FLD NOT USED	390158	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	NEW & IMPROVEMENT OF BUILDINGS NEW & IMPROVEMENT OF BUILDINGS	2,571.70 3,989.70 \$6,561.40 *
001120 A-Z	BUS SALES INC PV-000287	FLD NOT USED	390159	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	469.37 \$469.37 *
001350	ACADEMIC INNOVATION PO-000106 PO-000173 PO-000195	PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL	390160	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS BOOKS OTHER THAN TEXTBOOKS BOOKS OTHER THAN TEXTBOOKS	1,582.13 443.93 64.63 \$2,090.69 *
002380	ALHAMBRA PV-000268	FLD NOT USED FLD NOT USED FLD NOT USED	390161	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	33.14 38.15 80.09 \$151.38 *
000128	ALSCO-GEYER IRRIGATION INC PO-000016 PV-000283 PV-000291	PIERCE HIGH SCHOOL FLD NOT USED FLD NOT USED	390162	VOCATIONAL EDUCATION UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	492.94 617.78 528.35 \$1,639.07 *
004503	ALSCO-GEYER/ACE HARDWARE PO-000102 PO-000142 PV-000314	PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL FLD NOT USED FLD NOT USED ARBUCKLE ELEMENTARY SCHOOL FLD NOT USED FLD NOT USED	390163	VOCATIONAL EDUCATION VOCATIONAL EDUCATION UNDISTRIBUTED UNDISTRIBUTED REGULAR EDUCATION, K-12 UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	414.72 450.01 2,258.84 656.09 109.30 61.07 79.34 \$4,029.37 *
000516	APPEAL DEMOCRAT PV-000259	FLD NOT USED	390164	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	67.95 \$67.95 *
005159	APPLE INC. PO-000175	PIERCE HIGH SCHOOL	390165	REGULAR EDUCATION, K-12 WARRANT TOTAL	NONCAPITALIZED EQUIPMENT	1,531.71 \$1,531.71 *
000141	ARBUCKLE PUBLIC UTILITIES PV-000261	FLD NOT USED	390166	UNDISTRIBUTED	WATER	42.00

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0010 ap

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
-----					
WARRANT TOTAL					\$42.00 *
005255	WILLA KATHY BOEHM PV-000275 FLD NOT USED FLD NOT USED	390167	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES TRAVEL AND CONFERENCE	18.65 24.61
WARRANT TOTAL					\$43.26 *
000179	BUSWEST NORTH PV-000252 FLD NOT USED PV-000281 FLD NOT USED PV-000282 FLD NOT USED	390168	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES RENTALS, LEASES AND REPAIRS	63.43 566.96 1,066.53
WARRANT TOTAL					\$1,696.92 *
001849	BUTTE SAND & GRAVEL PV-000300 FLD NOT USED	390169	UNDISTRIBUTED	MATERIALS AND SUPPLIES	432.82
WARRANT TOTAL					\$432.82 *
003705	CASCADE ATHLETIC SUPPLY PO-000181 PIERCE HIGH SCHOOL	390170	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	994.96
WARRANT TOTAL					\$994.96 *
001845	CENTRAL DRUG SYSTEM INC PV-000289 FLD NOT USED	390171	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	143.00
WARRANT TOTAL					\$143.00 *
000071	CLOSE LUMBER INC PO-000104 ARBUCKLE ELEMENTARY SCHOOL PO-000168 JOHNSON JR HIGH SCHOOL PV-000256 FLD NOT USED PIERCE HIGH SCHOOL	390172	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 UNDISTRIBUTED REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	374.95 80.29 300.59 65.08
WARRANT TOTAL					\$820.91 *
002908	COASTAL BUSINESS SYSTEMS PV-000312 JOHNSON JR HIGH SCHOOL	390173	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	303.00
WARRANT TOTAL					\$303.00 *
000295	COLUSA CO WATER WORKS DIST #1 PV-000262 FLD NOT USED	390174	UNDISTRIBUTED	WATER	120.00
WARRANT TOTAL					\$120.00 *
000043	COLUSA COUNTY OFFICE OF ED PV-000267 FLD NOT USED	390175	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	350.00
WARRANT TOTAL					\$350.00 *
000044	COLUSA MOTOR SALES PV-000284 FLD NOT USED	390176	UNDISTRIBUTED	MATERIALS AND SUPPLIES	929.98
WARRANT TOTAL					\$929.98 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0010 ap

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
004992	MOLLY CONRADO PV-000276	ARBUCKLE ELEMENTARY SCHOOL	390177	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	24.00 \$24.00 *
000736	CRESO FRESNO PO-000167	FLD NOT USED PIERCE HIGH SCHOOL	390178	UNDISTRIBUTED NONAGENCY-EDUCATIONAL WARRANT TOTAL	NONCAPITALIZED EQUIPMENT NONCAPITALIZED EQUIPMENT	3,671.36 3,430.93 \$7,102.29 *
000028	DEPT OF JUSTICE PV-000288	FLD NOT USED	390179	UNDISTRIBUTED WARRANT TOTAL	FINGERPRINTING	320.00 \$320.00 *
005053	DIAMOND ELEVATOR PV-000273	FLD NOT USED	390180	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	75.00 \$75.00 *
000514	ELFRINK'S INC. PV-000294	FLD NOT USED	390181	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	118.91 \$118.91 *
004122	ERIC ARMIN INC PO-000174	JOHNSON JR HIGH SCHOOL	390182	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	2,664.86 \$2,664.86 *
005138	EVERBANK COMMERCIAL FINANCE PV-000271	GRAND ISLAND ELEMENTARY SCHOOL	390183	REGULAR EDUCATION, K-12 WARRANT TOTAL	COPY MACHINE MAINTENANCE	219.06 \$219.06 *
005408	RON FISHER PV-000303	JOHNSON JR HIGH SCHOOL	390184	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	72.48 \$72.48 *
002888	FOLLETT SCHOOL SOLUTIONS INC PO-000161	ARBUCKLE ELEMENTARY SCHOOL	390185	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	45.35 \$45.35 *
005625	FOUNDATION OF CALIF COMMUNITY PO-000213	GRAND ISLAND ELEMENTARY SCHOOL	390186	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	53.00 \$53.00 *
005447	TROY GEIERMAN PV-000244	PIERCE HIGH SCHOOL	390187	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	192.49 \$192.49 *
005623	SUZY GONZALEZ PV-000265	FLD NOT USED	390188	UNDISTRIBUTED	FOOD SERVICE SALES	25.00

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0010 ap

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
WARRANT TOTAL						\$25.00 *
004902	GEORGE GRIFFIN PV-000248	GRAND ISLAND ELEMENTARY SCHOOL	390189	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	222.56 \$222.56 *
005119	HD SUPPLY FACILITIES MAINT CM-000005 CM-000006 CM-000007 PV-000253 PV-000254 PV-000255 PV-000285 PV-000302	FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	390190	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	3.01- 2.73- 6.50- 934.09 184.13 164.05 552.44 470.96 \$2,293.43 *
003518	HOLT OF CALIFORNIA PV-000293	FLD NOT USED	390191	UNDISTRIBUTED WARRANT TOTAL	RENTALS, LEASES AND REPAIRS	807.36 \$807.36 *
005461	IMAGE MARKET PV-000307	FLD NOT USED	390192	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	224.25 \$224.25 *
001787	INLAND BUSINESS SYSTEMS PV-000304	FLD NOT USED	390193	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	3,138.47 \$3,138.47 *
000226	INTERSTATE MUSIC SUPPLY PO-000113	JOHNSON JR HIGH SCHOOL	390194	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	522.90 \$522.90 *
002978	J.W. PEPPER & SONS INC PO-000098 PO-000099	PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL	390195	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS BOOKS OTHER THAN TEXTBOOKS	2,188.20 171.61 \$2,359.81 *
000475	JEFF SAVAGE PLUMBING PV-000257	FLD NOT USED	390196	UNDISTRIBUTED WARRANT TOTAL	RENTALS, LEASES AND REPAIRS	802.30 \$802.30 *
000084	JOHNSON PRINTING & DESIGN INC PV-000263	FLD NOT USED	390197	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	200.66 \$200.66 *
000483	BLAKE KITCHEN PV-000245	FLD NOT USED	390198	REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	41.89

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0010 ap

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
	PV-000247	GRAND ISLAND ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	69.55 \$111.44 *
005192	CATHERINE LOPEZ PV-000243	FLD NOT USED	390199	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	41.35 \$41.35 *
005624	GUISELA MENDOZA PV-000264	FLD NOT USED	390200	UNDISTRIBUTED WARRANT TOTAL	FOOD SERVICE SALES	33.70 \$33.70 *
004019	MISSOURI TURF PAINT PV-000258	FLD NOT USED	390201	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	1,227.98 \$1,227.98 *
003755	MJB WELDING INC PO-000137	PIERCE HIGH SCHOOL	390202	VOCATIONAL EDUCATION WARRANT TOTAL	NONCAPITALIZED EQUIPMENT	2,872.58 \$2,872.58 *
005611	LAILA MURHI PV-000309	FLD NOT USED	390203	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	44.09 \$44.09 *
000376	NASCO PV-000290	JOHNSON JR HIGH SCHOOL	390204	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	18.99 \$18.99 *
000094	PACIFIC GAS & ELECTRIC CO PV-000249 PV-000260	FLD NOT USED FLD NOT USED	390205	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	GAS AND ELECTRICITY GAS AND ELECTRICITY	561.39 129.78 \$691.17 *
000682	PLATT ELECTRIC SUPPLY PV-000277	FLD NOT USED	390206	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	819.52 \$819.52 *
000594	POPLERS MUSIC STORE PO-000189	GRAND ISLAND ELEMENTARY SCHOOL	390207	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	80.94 \$80.94 *
004206	RECOLOGY BUTTE COLUSA COUNTIES PV-000278	FLD NOT USED	390208	UNDISTRIBUTED WARRANT TOTAL	GARBAGE	543.98 \$543.98 *
001861	RON RECTOR PV-000246 PV-000310	GRAND ISLAND ELEMENTARY SCHOOL JOHNSON JR HIGH SCHOOL	390209	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE BOOKS OTHER THAN TEXTBOOKS	20.87 233.33

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0010 ap

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
				WARRANT TOTAL		\$254.20 *
003703	RESOURCES FOR EDUCATORS PV-000270	ARBUCKLE ELEMENTARY SCHOOL	390210	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	468.00 \$468.00 *
000759	RR DONNELLEY PO-000120	FLD NOT USED	390211	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	602.99 \$602.99 *
004863	RUSSELL SIGLER INC PV-000286	FLD NOT USED	390212	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	683.02 \$683.02 *
003466	SAC-VAL PV-000297 PV-000298 PV-000299	FLD NOT USED FLD NOT USED FLD NOT USED	390213	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	128.19 1,422.65 447.70 \$1,998.54 *
005364	SCHOOL DATEBOOKS INC. PO-000002	JOHNSON JR HIGH SCHOOL	390214	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	957.09 \$957.09 *
003187	SCHOOL SAFETY SOLUTIONS.LLC PV-000266	FLD NOT USED	390215	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	300.00 \$300.00 *
000310	SCHOOL SPECIALTY INC PO-000151 PO-000177	FLD NOT USED JOHNSON JR HIGH SCHOOL	390216	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	NONCAPITALIZED EQUIPMENT MATERIALS AND SUPPLIES	637.16 190.86 \$828.02 *
005310	SCOUT PO-000162	PIERCE HIGH SCHOOL	390217	REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS	169.00 \$169.00 *
001125	SHIFFLER EQUIP SALES INC PO-000178 PV-000251 PV-000301	PIERCE HIGH SCHOOL FLD NOT USED FLD NOT USED	390218	REGULAR EDUCATION, K-12 UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	99.08 11.58 622.11 \$732.77 *
002097	SIERRA CHEMICAL CO CM-000008 PV-000279	FLD NOT USED FLD NOT USED	390219	COMMUNITY SERVICES COMMUNITY SERVICES WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	410.00- 1,043.10 \$633.10 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0010 ap

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
005309	SOMMERS ARCHITECTURE PV-000311	FLD NOT USED	390220	UNDISTRIBUTED WARRANT TOTAL	NEW & IMPROVEMENT OF BUILDINGS	28,462.50 \$28,462.50 *
001953	STAPLES ADVANTAGE PO-000108	FLD NOT USED	390221	UNDISTRIBUTED	MATERIALS AND SUPPLIES	93.72
	PO-000125	PIERCE HIGH SCHOOL		UNDISTRIBUTED	MATERIALS AND SUPPLIES	15.43
	PO-000129	GRAND ISLAND ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	594.32
	PO-000153	JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	331.08
	PO-000166	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	44.21
	PO-000169	JOHNSON JR HIGH SCHOOL		UNDISTRIBUTED	MATERIALS AND SUPPLIES	168.20
	PO-000182	ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	43.36
				REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	59.46
				WARRANT TOTAL		\$1,349.78 *
005397	STEVENSON PEST CONTROL PV-000296	FLD NOT USED	390222	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	370.00 \$370.00 *
004205	JEFFREY STUIVENBERG PV-000308	FLD NOT USED FLD NOT USED	390223	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE CONSULTING SERV/OPERATING EXP	41.73 54.51 \$96.24 *
003643	THE KEYBOARD TEACHER PO-000133	PIERCE HIGH SCHOOL	390224	REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS	114.76 \$114.76 *
002090	TONYA PORTER PV-000272	FLD NOT USED	390225	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	70.24 \$70.24 *
005115	TOP TIER DATACOM INC. PV-000313	FLD NOT USED	390226	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	166.25 \$166.25 *
005315	TURNITIN LLC PO-000158	PIERCE HIGH SCHOOL ARBUCKLE ALTERNATIVE HIGH SCH	390227	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	2,527.50 250.00 \$2,777.50 *
005545	U.S. BANK CORP PAYMENT SYSTEM RC-000002	FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	390228	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES TRAVEL AND CONFERENCE	65.86 686.05 729.00 2,485.75 587.80

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0010 ap

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
		PIERCE HIGH SCHOOL		REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	34.99
		JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	124.92
		FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	540.29
		FLD NOT USED		UNDISTRIBUTED	FOOD	174.10
				WARRANT TOTAL		\$5,428.76 *
000057	VACAVILLE REPORTER/VALLEJO PV-000269	FLD NOT USED	390229	UNDISTRIBUTED	NEWSPAPER ADVERTISEMENTS	636.05
				WARRANT TOTAL		\$636.05 *
005035	VALLEY TRUCK & TRACTOR CO. PV-000292	FLD NOT USED	390230	UNDISTRIBUTED	MATERIALS AND SUPPLIES	400.20
				WARRANT TOTAL		\$400.20 *
001392	VIRCO INC PO-000152 PV-000274	JOHNSON JR HIGH SCHOOL PIERCE HIGH SCHOOL	390231	REGULAR EDUCATION, K-12 VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES NONCAPITALIZED EQUIPMENT	5,420.59 12,595.23
				WARRANT TOTAL		\$18,015.82 *
004592	VOLTAGE SPECIALISTS PV-000295	FLD NOT USED	390232	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	570.00
				WARRANT TOTAL		\$570.00 *
000111	WALLACE SAFE & LOCK CO INC PV-000250	FLD NOT USED	390233	UNDISTRIBUTED	MATERIALS AND SUPPLIES	25.81
				WARRANT TOTAL		\$25.81 *
***	BATCH TOTALS ***			TOTAL NUMBER OF WARRANTS: 76	TOTAL AMOUNT OF WARRANTS:	\$116,498.35*
***	DISTRICT TOTALS ***			TOTAL NUMBER OF WARRANTS: 76	TOTAL AMOUNT OF WARRANTS:	\$116,498.35**



APY280 L.00.03

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/22/2017

BATCH 11

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FUND : 01 GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
3400	HEALTH & WELFARE	15,487.00
4100	TEXTBOOKS	56.20
4200	BOOKS OTHER THAN TEXTBOOKS	166.81
4300	MATERIALS AND SUPPLIES	4,561.31
4400	NONCAPITALIZED EQUIPMENT	560.00
5200	TRAVEL AND CONFERENCE	138.03
5500	OPERATIONS & HOUSEKEEPING SERV	35,209.07
5600	RENTALS, LEASES AND REPAIRS	550.00
5800	CONSULTING SERV/OPERATING EXP	8,618.49
5900	COMMUNICATIONS	2,777.55
8600	LOCAL REVENUES	799.06
9514	HEALTH/WELFARE LIAB	14,090.00
	TOTAL FUND :	83,013.52

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/22/2017

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DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	494.00
4700	FOOD	1,807.30
5800	CONSULTING SERV/OPERATING EXP	531.28
8600	LOCAL REVENUES	23.80
	TOTAL FUND :	2,856.38

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/22/2017

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DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 21

BUILDING FUND

OBJECT	DESCRIPTION	AMOUNT
6200	NEW & IMPROVEMENT OF BUILDINGS	21,530.00
	TOTAL FUND :	21,530.00
	TOTAL DISTRICT:	107,399.90

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0011 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
005626	ALVES DOOR COMPANY INC PV-000337	FLD NOT USED	390378	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	51.42 \$51.42 *
000516	APPEAL-DEMOCRAT PV-000329	FLD NOT USED	390379	UNDISTRIBUTED WARRANT TOTAL	NEWSPAPER ADVERTISEMENTS	1,748.55 \$1,748.55 *
000139	ARBUCKLE FOOD CENTER PV-000319	PIERCE HIGH SCHOOL	390380	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	159.94 \$159.94 *
005474	CA GEOLOGICAL SURVEY PV-000340	FLD NOT USED	390381	UNDISTRIBUTED WARRANT TOTAL	NEW & IMPROVEMENT OF BUILDINGS	3,600.00 \$3,600.00 *
005400	CINTAS PV-000331	FLD NOT USED FLD NOT USED FLD NOT USED	390382	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	422.09 37.85 527.53 \$987.47 *
005534	FLYERS ENERGY LLC PV-000336	FLD NOT USED FLD NOT USED	390383	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	FUEL FUEL	569.26 2,342.10 \$2,911.36 *
005634	GENERAL PRODUCE COMPANY PV-000333 PV-000334	FLD NOT USED FLD NOT USED	390384	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	FOOD FOOD	710.30 447.85 \$1,158.15 *
000574	CAROL GEYER PV-000316	FLD NOT USED	390385	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	21.45 \$21.45 *
004976	HARRIS COMPUTER SYSTEMS PV-000332	FLD NOT USED	390386	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	3.75 \$3.75 *
002978	J.W. PEPPER & SONS INC PO-000198	PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL	390387	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS BOOKS OTHER THAN TEXTBOOKS	43.87 122.94 \$166.81 *
005098	JAMES MARTA & COMPANY LLP PV-000327	FLD NOT USED	390388	UNDISTRIBUTED	AUDIT EXPENSE	5,375.00

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0011 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
WARRANT TOTAL						\$5,375.00 *
005304	ELIZABETH KELLOGG PV-000317	JOHNSON JR HIGH SCHOOL	390389	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	120.91 \$120.91 *
005608	MACK BRASS OF VIRGINIA PO-000194	PIERCE HIGH SCHOOL	390390	REGULAR EDUCATION, K-12 WARRANT TOTAL	NONCAPITALIZED EQUIPMENT	560.00 \$560.00 *
003446	TAMMY MINTEN PV-000315	FLD NOT USED	390391	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	17.12 \$17.12 *
005635	MARIA MORENO PV-000328	FLD NOT USED	390392	UNDISTRIBUTED WARRANT TOTAL	FOOD SERVICE SALES	23.80 \$23.80 *
000094	PACIFIC GAS & ELECTRIC CO PV-000325	FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	390393	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED COMMUNITY SERVICES WARRANT TOTAL	GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY	9,626.98 1,714.11 15,698.86 6,989.59 332.57 846.96 \$35,209.07 *
000233	PJUSD REVOLVING ACCOUNT RC-000003	FLD NOT USED FLD NOT USED	390394	REGULAR EDUCATION, K-12 UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP ALL OTHER LOCAL REVENUE	45.00 799.06 \$844.06 *
003820	PURCHASE POWER PV-000321	FLD NOT USED	390395	UNDISTRIBUTED WARRANT TOTAL	COMMUNICATIONS	2,000.00 \$2,000.00 *
005187	QUALITEES PO-000200	FLD NOT USED	390396	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	51.84 \$51.84 *
005586	CHARLIE REISCHE PV-000318	FLD NOT USED	390397	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	450.00 \$450.00 *
003703	RESOURCES FOR EDUCATORS PV-000323	FLD NOT USED	390398	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	494.00 \$494.00 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0011 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
001535	ROHRER BROS INC PV-000335	FLD NOT USED	390399	UNDISTRIBUTED WARRANT TOTAL	FOOD	649.15 \$649.15 *
003187	SCHOOL SAFETY SOLUTIONS.LLC PV-000320	FLD NOT USED	390400	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	540.00 \$540.00 *
004986	ERIN SWEET PV-000341	PIERCE HIGH SCHOOL	390401	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	139.65 \$139.65 *
003621	SYNCB/AMAZON PO-000132 PO-000140 PO-000146 PO-000155 PO-000163 PO-000172 PO-000185 PO-000206 PO-000215	ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL JOHNSON JR HIGH SCHOOL ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL FLD NOT USED ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL JOHNSON JR HIGH SCHOOL	390402	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES TEXTBOOKS MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	169.86 56.20 48.72 123.28 59.96 186.92 582.00 40.97 13.94 \$1,281.85 *
005365	TERRACON CONSULTANTS INC PV-000322 PV-000338 PV-000339	FLD NOT USED FLD NOT USED FLD NOT USED	390403	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	NEW & IMPROVEMENT OF BUILDINGS NEW & IMPROVEMENT OF BUILDINGS NEW & IMPROVEMENT OF BUILDINGS	1,430.00 7,250.00 9,250.00 \$17,930.00 *
000841	TRI-COUNTY SCHOOLS PV-000324	FLD NOT USED FLD NOT USED FLD NOT USED	390404	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	HEALTH & WELFARE-CLASSIFIED HEALTH & WELFARE-CLASSIFIED HEALTH/WELFARE LIAB	6,865.00 8,622.00 14,090.00 \$29,577.00 *
001199	UMPQUA BANK PV-000326	FLD NOT USED	390405	UNDISTRIBUTED WARRANT TOTAL	RENTALS, LEASES AND REPAIRS	550.00 \$550.00 *
000610	VERIZON WIRELESS PV-000330	FLD NOT USED	390406	UNDISTRIBUTED WARRANT TOTAL	COMMUNICATIONS	777.55 \$777.55 *
***	BATCH TOTALS ***		TOTAL NUMBER OF WARRANTS: 29		TOTAL AMOUNT OF WARRANTS:	\$107,399.90*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF WARRANTS: 29		TOTAL AMOUNT OF WARRANTS:	\$107,399.90**

BATCH 12

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/29/2017

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DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 01 GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
4100	TEXTBOOKS	5,453.71
4200	BOOKS OTHER THAN TEXTBOOKS	1,603.36
4300	MATERIALS AND SUPPLIES	17,449.29
5200	TRAVEL AND CONFERENCE	25.00
5300	DUES AND MEMBERSHIPS	120.00
5800	CONSULTING SERV/OPERATING EXP	767.25
	TOTAL FUND :	25,418.61

APY280 L.00.03

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 09/29/2017

09/28/17 PAGE 9  
FUND : 13 CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	2,822.77
4700	FOOD	35,431.21
	TOTAL FUND :	38,253.98



DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 21

BUILDING FUND

OBJECT	DESCRIPTION	AMOUNT
6200	NEW & IMPROVEMENT OF BUILDINGS	1,890.00
	TOTAL FUND :	1,890.00
	TOTAL DISTRICT:	65,562.59

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0012 ACCOUNTS PAYABLE

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
001120	A-Z BUS SALES INC PV-000367 PV-000368	FLD NOT USED FLD NOT USED	390524	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	103.92 172.41 \$276.33 *
005441	ATLAS PEN & PENCIL LLC PO-000027	ARBUCKLE ELEMENTARY SCHOOL	390525	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	1,110.90 \$1,110.90 *
004069	LAUREN M BONINO PV-000365	JOHNSON JR HIGH SCHOOL	390526	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	49.97 \$49.97 *
000179	BUSWEST NORTH PV-000350	FLD NOT USED	390527	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	1,357.85 \$1,357.85 *
004919	CARVALHO'S HEATING & PV-000343 PV-000344 PV-000345 PV-000369	FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	390528	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	130.00 172.90 130.00 324.35 \$757.25 *
000429	CRYSTAL CREAMERY PV-000360	FLD NOT USED	390529	UNDISTRIBUTED WARRANT TOTAL	FOOD	3,443.91 \$3,443.91 *
001130	CSY ADMINISTRATORS' ASSOC PV-000359	FLD NOT USED	390530	UNDISTRIBUTED WARRANT TOTAL	DUES AND MEMBERSHIPS	120.00 \$120.00 *
000428	THE DANIELSEN CO. PV-000352 PV-000353	JOHNSON JR HIGH SCHOOL FLD NOT USED FLD NOT USED FLD NOT USED	390531	REGULAR EDUCATION, K-12 UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES FOOD	233.01 1,544.67 137.96 9,898.52 \$11,814.16 *
005604	JOSE DORANTES PV-000356	FLD NOT USED	390532	UNDISTRIBUTED WARRANT TOTAL	FINGERPRINTING	10.00 \$10.00 *
005534	FLYERS ENERGY LLC PV-000370	FLD NOT USED FLD NOT USED	390533	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	FUEL FUEL	398.14 2,256.65 \$2,654.79 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0012 ACCOUNTS PAYABLE

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
000387	LORI FOSTER PV-000355	ARBUCKLE ELEMENTARY SCHOOL	390534	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	129.65 \$129.65 *
004136	GERLINGER STEEL PO-000138	PIERCE HIGH SCHOOL	390535	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	1,956.25 \$1,956.25 *
000574	CAROL GEYER PV-000357	FLD NOT USED	390536	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	25.00 \$25.00 *
001651	GOLD STAR FOODS PV-000354	FLD NOT USED FLD NOT USED FLD NOT USED	390537	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES FOOD	1,016.42 123.72 22,088.78 \$23,228.92 *
005119	HD SUPPLY FACILITIES MAINT PV-000349 PV-000366	FLD NOT USED FLD NOT USED	390538	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	383.14 273.88 \$657.02 *
003049	HOME DEPOT CREDIT SERVICES PO-000071	PIERCE HIGH SCHOOL	390539	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	1,067.02 \$1,067.02 *
005193	GARY LEDERER PV-000358	PIERCE HIGH SCHOOL	390540	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	30.54 \$30.54 *
005227	LIEBOWITZ & BROWN OPTOMETRIST PO-000190	FLD NOT USED	390541	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	80.00 \$80.00 *
004019	MISSOURI TURF PAINT PV-000342	FLD NOT USED	390542	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	1,189.79 \$1,189.79 *
003755	MJB WELDING INC PO-000144	PIERCE HIGH SCHOOL	390543	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	793.09 \$793.09 *
004825	PEARSON CURRICULUM PO-000075	JOHNSON JR HIGH SCHOOL	390544	REGULAR EDUCATION, K-12 WARRANT TOTAL	TEXTBOOKS	1,976.15 \$1,976.15 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0012 ACCOUNTS PAYABLE

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
005633	RED BARN PO-000230	PIERCE HIGH SCHOOL	390545	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	1,484.00 \$1,484.00 *
003703	RESOURCES FOR EDUCATORS PV-000363	ARBUCKLE ELEMENTARY SCHOOL	390546	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	468.00 \$468.00 *
004863	RUSSELL SIGLER INC PV-000351	FLD NOT USED	390547	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	138.03 \$138.03 *
003466	SAC-VAL PV-000346 PV-000347 PV-000348	FLD NOT USED FLD NOT USED FLD NOT USED	390548	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	67.57 64.48 240.99 \$373.04 *
000310	SCHOOL SPECIALTY INC PO-000187	ARBUCKLE ELEMENTARY SCHOOL	390549	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	24.53
		ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	14.74
		ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	44.95
	PO-000201	ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	751.98
	PO-000204	GRAND ISLAND ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	7.24
				WARRANT TOTAL		\$843.44 *
003621	SYNCB/AMAZON PO-000116 PO-000117 PO-000118 PO-000136 PO-000139 PO-000141 PO-000145 PO-000154 PO-000171 PO-000183 PO-000184 PO-000211	PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL	390550	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS BOOKS OTHER THAN TEXTBOOKS MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES TEXTBOOKS MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES BOOKS OTHER THAN TEXTBOOKS MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES BOOKS OTHER THAN TEXTBOOKS	1,065.92 66.64 214.00 202.70 346.51 3,477.56 400.00 72.00 175.80 71.39 734.00 152.88 295.00 \$7,274.40 *
005365	TERRACON CONSULTANTS INC PV-000364	FLD NOT USED	390551	UNDISTRIBUTED WARRANT TOTAL	NEW & IMPROVEMENT OF BUILDINGS	1,890.00 \$1,890.00 *
000111	WALLACE SAFE & LOCK CO INC PV-000361	FLD NOT USED	390552	UNDISTRIBUTED	MATERIALS AND SUPPLIES	25.81

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0012 ACCOUNTS PAYABLE

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
PV-000362	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	337.28
			WARRANT TOTAL		\$363.09 *
***	BATCH TOTALS ***	TOTAL NUMBER OF WARRANTS:	29	TOTAL AMOUNT OF WARRANTS:	\$65,562.59*
***	DISTRICT TOTALS ***	TOTAL NUMBER OF WARRANTS:	29	TOTAL AMOUNT OF WARRANTS:	\$65,562.59**

Pierce Joint Unified School District  
Overnight Field Trip Request

Date Submitted: 9/26/2017

Site Approval: [Signature]

Date: 9/26/17

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: Thankful for ETS-Fall Campus Tours

Teacher(s) Submitting Request (*Field Trip Supervisor*): Uriel Delgado  
Xochitl Villasenor

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 15      Number of adult volunteers: 3

List adult volunteers/chaperones: \_\_\_\_\_

Uriel Delgado, Xochitl Villaseñor, and  
Maria Garcia-Gonzalez

For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: 11/20/2017 - 7am from WCC  
Colusa County Campus or 8am from WCC campus

Scheduled Return (include time): 11/21/2017 - 7:30pm - 8:30pm

Destination (address required): CSUS, UOP, CSU Fresno,  
UC Merced, and CSU Stanislaus

Contact Phone Number at Destination (required): Uriel Delgado (818)636-7325

(OVER)

JH

# Pierce Joint Unified School District Overnight Field Trip Request

Date Submitted: 10/4/17

Site Approval: [Signature]

Date: 10/4/17

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: R.E.A.C.H.

Teacher(s) Submitting Request (*Field Trip Supervisor*): Cathy Lopez

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 15 \*Number of adult volunteers: 3

List adult volunteers/chaperones: Sarah Regnani, Cathy Lopez, Randy Marler or Lalia ~~Marler~~ Murhi

Date transportation request submitted: \_\_\_\_\_

Funding source: Colusa County Girl's Circle

\*For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: March 1, 2018 10:00 Am

Scheduled Return (include time): March 3, 2018 8:00pm

Destination (address required): Richardson Springs - Chico CA

Contact Phone Number at Destination (required): 530-893-6750

(OVER)

Pierce Joint Unified School District  
Overnight Field Trip Request

Date Submitted: 10/4/17

Site Approval: [Signature]

Date: 10/10/17

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: R.E.A.C.H.

Teacher(s) Submitting Request (Field Trip Supervisor): Cathy Lopez

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 15 \*Number of adult volunteers: 3

List adult volunteers/chaperones: Sarah Regnani, Cathy Lopez, Randy Marker or Laila Murhi

Date transportation request submitted: \_\_\_\_\_

Funding source: Colusa County Girls Circle

\*For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: March 8, 2018 10:00 AM

Scheduled Return (include time): Marh 10, 2018 8:00 pm

Destination (address required): Richardson Springs - Chico CA

Contact Phone Number at Destination (required): 530-893-6750



## Sutter County Superintendent of Schools

### MEDI-CAL ADMINISTRATIVE CLAIMING AGREEMENT

This Agreement is made and entered into this 1<sup>st</sup> day of July, 2017, by and between the **Pierce Joint Unified School District**, (hereinafter referred to as “local educational agency” or “LEA”) having an address at 540 A Sixth Street, Arbuckle, CA 95945 and the Sutter County Superintendent of Schools, Region 3 Local Educational Consortium (hereinafter referred to as “LEC”) having an address at 970 Klamath Lane, Yuba City, CA 95993; (hereinafter referred to individually, the “Party” and collectively, the “Parties”).

#### RECITALS

- A. The Department of Health Care Services (“DHCS”) is the single State agency responsible for administering the California Medical Assistance Program (“Medi-Cal”) and the School-based Medi-Cal Administrative Activities Program (“SMAA”) for Local Educational Consortia, Region 3, in accordance with California Welfare and Institutions Code Section 14132.4(c)(1). The catalog of Federal Domestic Assistance (“CFDA”) number for this federal program is 93.778, Medical Assistance Program (“Medi-Cal”).
- B. LEC in accordance with California Welfare and Institutions Code Section 14132.47, subdivision (q)(1), is the agency responsible for coordination of SMAA for the California County Superintendents Educational Services Association (“CCSESA”) LEC Region 3.
- C. LEC has entered into that certain Agreement (Contract # 16-93196) with DHCS for Administrative Services Related to Medi-Cal Administrative Activities, dated July 1, 2016, and effective through June 30, 2018.
- D. Pursuant to the DHCS Contract, LEC has agreed to act as the administrative agency for matters on behalf of the local educational agencies claiming reimbursement of federal monies for Medi-Cal Administrative Activities (“MAA”) services in accordance with California Welfare & Institutions Code Section 14132.47.
- E. LEA is located within the LEC Region 3 and regularly makes claims under Medi-Cal. LEC and LEA desire to enter into an agreement memorializing the respective obligations of the Parties in connection with the submission of the Medi-Cal invoices to the DHCS for reimbursement from the Federal government.
- F. Four regional Local Educational Consortia formed the Central California SMAA Consortia (hereinafter referred to “CCSC”) to share the duties associated with the preparation of quarterly time studies using the RMTS (Random Moment Time Study) methodology. The CCSC is comprised of the following Regional Local Educational Consortia:
  - o Region 3 (Sutter County Superintendent of Schools)
  - o Region 4 (Contra Costa County Office of Education)
  - o Region 5 (Santa Cruz County Office of Education)
  - o Region 6 (Stanislaus County Office of Education)

G. While the CCSC will combine Local Educational Consortiums for the purpose of creating a viable sample pool that can create a statistically valid random sample of moments, the claiming units will continue to individually invoice DHCS through their respective Local Educational Consortiums. DHCS will continue to enter into signed agreements with the individual Local Educational Consortiums and not enter into any agreement(s) with any consortia as a whole.

- Each quarter's survey moments will be randomly distributed among the consortia's claiming unit participants. All of the claiming units within the consortia that have satisfied the established participant standards will use the quarter's RMTS results for calculation on their individual invoice to be submitted to DHCS.

NOW, THEREFORE, in consideration of the foregoing Recitals, and the terms and conditions contained herein, the Parties hereby agree as follows:

## **1. COMMENCEMENT, DURATION AND TERMINATION OF SERVICES**

This Agreement shall be effective for twelve (12) consecutive months commencing **July 1<sup>st</sup>, 2017** for preparing SMAA claims for LEA on a quarterly basis. The quarters are the three-month periods of July through September, October through December, January through March, and April through June. The first claim shall be submitted for the July through September quarter, 2017.

This Agreement shall automatically renew for additional periods of twelve (12) months unless one Party has provided written notice of cancellation to the other Party not less than ninety (90) days prior to the renewal date.

LEA may terminate this agreement, with or without cause, ninety (90) days prior to the beginning of any RMTS applicable quarter as defined above. However, once the LEA has submitted a "Time Study Participant Roster Report" according to the DHCS SMAA manual guidelines and requirements, they may not terminate until the next quarter survey period. The LEA will be responsible for maintaining participation during these quarters. If the LEA terminates on or before July 1<sup>st</sup> of any fiscal school year, the LEA will be responsible for the LEC fees for the next averaged quarter. Written notice must be sent to LEC and the LEA agrees to pay all LEC fees for services provided by the LEC through the effective date of termination.

## **2. OPERATING PROCEDURES/SERVICES PROVIDED**

LEC shall be responsible for supporting the processing of all those RMTS claims for services rendered by LEA and its employees or agents as incorporated in this agreement as Exhibit A.

- A. Services Provided: LEC will provide the following services to LEA's. The LEC shall:
- (1) Coordinate, schedule, and provide necessary training to representatives of each LEA according to the DHCS SMAA RMTS requirements.
  - (2) Review and code all SMAA RMTS "moments", reviewing the moments to ensure they are complete and assist participating LEA's to finalize the

“moments”.

- (3) Process RMTS moments for invoicing.
- (4) Provide the required SMAA documents for operational plans and give direction to LEA’s for gathering necessary audit materials for each claiming unit for each quarter.
- (5) Prepare invoices for submittal to the Department of Health Care Services for each participating LEA for each survey quarter.
- (6) Provide the LEA a “hard copy” RMTS methodology to capture the moments for those Time Survey Participants (TSP) who cannot access the SSP for completing the assigned moment.
- (7) Provide the “tape match percentage” from data submitted by LEA’s.
- (8) Assist LEAs to prepare for Center for Medicare and Medicaid Services and Department of Health Care Services site reviews and audits.
- (9) Perform all aspects of the Random Moment Time Study (RMTS) methodology processing and provide all necessary support, programs and processes for LEA participation.
- (10) LEC reserves the right to not certify invoices that do not comply with LEC, State and Federal SMAA requirements.
- (11) LEC shall certify to DHCS the amount of LEA general funds or other funds allowed under Federal law and regulation expended on the allowable SMAA activities.
- (12) LEC shall be the exclusive service provider for all SMAA Claiming Activities within Region 3 LEC Service Region, including but not limited to the administration of the State-approved time survey methodology, participant training, invoice preparation, program monitoring and audit compliance.
- (13) LEC shall delegate certain administrative activities to vendors to assist with the administration of the program.
- (14) LEC shall certify to DHCS:
  - a. The availability and expenditure of funds for all non-Federal share costs of performing Program activities.
  - b. The expenditures of LEA that represent costs eligible for Federal financial participation in the fiscal year.
- (15) Issue reimbursement to District on claims approved and paid by DHCS within 30 days of receipt.
- (16) Maintain LEC SMAA Audit Binder, pursuant to the State-approved SMAA Claiming Plan.
- (17) LEC will act as the liaison between LEA and DHCS.

B. LEA shall provide the following and as incorporated in this agreement as Exhibit A.

- (1) Adhere to all timelines established by LEC and DHCS. Submit all forms, documentation, and fiscal data in a manner prescribed by LEC and as required for the successful preparation and submission of SMAA RMTS claims pursuant to California law.
- (2) Initially and for every quarter thereafter, provide a list of participants with job titles and standardized work hours or “shifts” as defined for the RMTS System Software Platform (SSP) uploads and updates.

- (3) Yearly and quarterly, provide the LEC approved school calendars and notify the LEC of any changes in the approved school calendar throughout the school year.
- (4) Arrange for LEA Time Survey Participant (TSP) staff to have access to the SSP Vendor website for moment completion or provide a hard copy version to satisfy the moments.
- (5) Arrange for the LEA MAA Coordinator(s) or Designee to attend required training sessions related to the SSP and RMTS methodology and oversees the completion of the RMTS process.
- (6) Provide a contact person who shall serve as coordinator for all programmatic and fiscal LEA SMAA RMTS activities.
- (7) Notify LEC of any errors and/or omissions in information sent to LEC so that LEC may process a claim adjustment for submission to Medi-Cal.
- (8) During each time study quarter, the LEA will be required to maintain a minimum response rate of 85% of the moments assigned the LEA TSP's. If the LEA is unable to maintain a return rate of 85% of valid moments assigned, the LEA will have sanctions applied according to Section 11, SANCTIONS of this agreement.
- (9) Federal regulations require that a LEA maintain all records in support of allowable MAA activities for a minimum of five (5) fiscal years after the end of the quarter in which the LEC receives reimbursement from DHCS for the expenditures incurred. If an audit is in progress, or is identified as forthcoming, all records relevant to the audit must be retained throughout the audit's duration or final resolution of all audit exceptions, deferrals, and/or disallowances whichever is greater. All records retained must be stored ready-to-review in an Audit file: these files must be available to LEC, State, and Federal reviewers and auditors upon request in accordance with record retention requirements set forth under Title 42 of the Code of Federal Regulations (CFR), Section 433.32. Similarly, the documents that support the construction of a MAA claim must be kept five years after the last claim revision.
- (10) LEA will ensure that invoice claims conform to all DHCS requirements at the time such claims are processed.
- (11) In the event an LEA reimbursement is disallowed after disbursement, the LEA must repay the disallowed amount to DHCS via the LEC and develop a revised invoice for LEC's review and submittal to DHCS. LEC will submit the revised invoice and repayment to DHCS for reconsideration pursuant to California Welfare & Institutions Code Section 14132.47, subsection (k). Should LEC take action to collect disallowed costs not paid by the LEA, the LEA shall reimburse LEC for all costs associated with such action, including, but not limited to any attorney's fees.

### **3. FEE SCHEDULE**

LEA shall pay the LEC a quarterly fee according to the following structure:

1. LEA shall pay to LEC, a fee equivalent to 9% of the SMAA RMTS quarterly invoices paid by the Department of Health Care Services (DHCS) to the LEA. This fee includes the DHCS Participation Fee and all the services outlined above in the agreement. LEA fees will be deducted by the LEC from the DHCS reimbursements prior to disbursement to the LEA.
2. The DHCS administrative fee, including the LEC obligation to DHCS, may be reviewed and/or adjusted on a yearly basis so that the fees collected cover both the LEC and DHCS obligations.
3. LEA acknowledges that, as a result of this fee arrangement, the LEA **will not be entitled** to recover any of the fees charged by the LEC as SMAA reimbursable costs on the LEA invoices.

### **4. OWNERSHIP OF PROGRAMS AND CONFIDENTIALITY OF REPORTS**

All computer hardware supplied by LEC, operating system software, application software, programs, documentation, specifications, tapes, instruction manuals and similar material utilized and/or developed solely by LEC in connection with its systems and all patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between LEC and LEA, the sole and exclusive property of LEC. LEA agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession. All such material developed jointly with LEC and LEA shall remain the property of LEC.

LEC is the licensee of certain software and billing tools including, but not limited to, a web-site from a third-party contractor ("SSP Vendor"). In an agreement with the Vendor ("SSP Vendor Agreement") LEC, as the licensee, has agreed not to interfere with SSP Vendor's proprietary rights, to maintain the confidentiality of certain information and to restrictions on use of the SSP Vendor's product. LEC shall allow the LEA to use the licensed software and/or tools on the condition that the LEA also agrees to be bound by and comply with the licensee's obligations as set forth in Section 8 of the SSP Vendor Agreement. Section 8 of the SSP Vendor Agreement is attached hereto and incorporated herein as Exhibit "C."

### **5. CONFIDENTIALITY OF DATA**

The Parties agree that, because of the sensitive nature of data and in view of the proprietary nature of medical information, it is essential that all information, data and materials, whether transmitted in hard copy or in electronic media form, be maintained in each Party's confidence. Each Party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other Party shall be held in confidence to the extent held by law and each Party agrees not to reproduce, disclose, or relinquish any data, information or materials to any party other than an authorized representative of the other Party except as required by law.

The Parties agree that, because of the unique nature of the data and/or information and/or materials to be transmitted that money damages for breach of the foregoing provision shall be wholly inadequate to fully compensate the aggrieved Party and therefore the aggrieved Party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.

#### **6. INPUT DATA**

Accurate, complete, and correct data necessary for LEC to perform its services hereunder shall be the sole responsibility of LEA. LEC shall not be responsible for any delays or failure to prepare a claim because of incomplete, inaccurate, or incorrect data provided by LEA.

LEC shall be responsible for the input of all information given to LEC by LEA in a reasonably accurate, complete and correct form provided same is provided to LEC by LEA. Any errors, mistakes or liability in connection with the failure of LEC to input such data, provided such data has been accurately, completely and correctly transmitted to LEC, shall be the sole responsibility of LEC and shall be corrected by LEC.

#### **7. DESIGNATION AND RESPONSIBILITIES OF LEA FOR IT'S AUTHORIZED USERS.**

LEA shall designate those employees and other personnel ("Users") who shall be given access to the LEC approved SSP web-site for completion of the RMTS moments. LEA shall ensure that its Users are familiar with and will comply with the terms and conditions for use of the web-site as set forth in this Agreement. LEA shall be responsible for any unauthorized use by its employees and other personnel. LEA agrees that unauthorized use of passwords issued by LEC or SSP vendor is prohibited. LEA understands that Users and the LEA may be held liable for any unauthorized use and distribution of passwords.

#### **8. LIMITATION OF LIABILITY ARISING FROM DEFAULT IN SERVICES**

LEC shall not be liable or deemed to be in default for any delays or failure in performance or non-performance or interruption of service under this agreement resulting from any cause beyond the reasonable control of LEC. LEC's liability, under this agreement, is limited to the amount paid by LEA for the services under this agreement. LEC shall not be liable for any indirect, consequential, or incidental damages arising out of this agreement.

#### **9. WORKERS' COMPENSATION**

For the purpose of workers' compensation coverage, LEC shall be the employer and shall bear the responsibility of providing workers' compensation insurance or coverage for any person providing services covered by this Agreement.

#### **10. HOLD HARMLESS AND MUTUAL INDEMNIFICATION**

LEC and LEA shall each defend, indemnify, and hold the other Parties and their officials, officers, employees, consultants, subcontractors, volunteers, and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury, in law or equity, to property or persons, including wrongful death, to the extent arising out or incident to any negligent acts, omissions, or willful misconduct of the indemnifying Party or its officials, officers, employees, consultants, subcontractors, volunteers, and agents arising out of or in connection with the performance of this Agreement, including without limitation, the payment of consequential damages and attorney's fees and other related costs and expenses.

## 11. SANCTIONS

The SMAA RMTS methodology requires that the overall pool of moments have at least an 85% return rate of valid moments. If the return rate of valid moments is less than 85%, then all non-returned moments will be coded as non-allowable (Code 1).

To ensure that enough moments are met for the entire pool of moments, the moments assigned each LEA must have a minimum of 85% compliance. If the LEA has non-returns greater than 15% of the total moments assigned for a quarter, the claiming unit will receive a warning letter. The LEA's Superintendent or equivalent will be copied on all warning letters sent to the LEA Coordinator. If the LEA is in default the next quarter after being warned, they will not be able to participate for the remainder of that fiscal year.

## 12. GENERAL

- A. ENTIRE AGREEMENT - This Agreement constitutes the entire Agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings of the Parties in connection therewith.
- B. SUCCESSORS - This Agreement shall be binding upon and inure to the benefit of the successors, assigns and legal representatives of the respective Parties hereto. Each Party agrees that there are no third party beneficiaries to this Agreement except to the extent provided herein. Neither Party may assign this Agreement in whole or in part, without the prior written consent of the non-assigning Party except in connection with the sale of all or substantially all of its assets or outstanding capital stock.
- C. SEVERABILITY - In the event that any term or provision of this Agreement is held to be illegal, invalid or unenforceable under the laws, regulations or ordinances of the federal, state or local government, such term or provision shall be deemed severed from this Agreement and the remaining terms and provisions shall remain unaffected thereby.
- D. NOTICES - Any notice sent pursuant to this Agreement shall be sent by certified mail to the Parties at their respective addresses.
- E. STATE LAW - This Agreement shall be governed by and construed in accordance with the laws of California.
- F. ANTI-FRAUD AND ABUSE - Notwithstanding anything to the contrary herein, this Agreement shall be subject to all applicable federal, state and local laws, regulations and directives concerning the Medicare and Medicaid and other medical reimbursement fraud and abuse limitations. To the extent anything contained herein purportedly or actually violates or is challenged as violating any of the above laws, statutes, regulations or interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.
- G. DESCRIPTIVE HEADINGS - The descriptive headings in this Agreement are for convenience and reference only and in no way affect or alter the intent or effect of this Agreement.

- H. DEFINITIONS OF SUBRECIPIENTS AND VENDORS – Pursuant to Department of Health Care Services, PPL No. 13-004, dated May 17, 2013, *Notification of Contractual Agreement Language changes to add the Catalog of Federal Domestic Assistance Number 93.778 and Definitions of Subrecipients and Vendors*, attached as Exhibit B and incorporated into this agreement.
- I. INTEGRATION – This agreement, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the Parties’ rights, duties and obligations with respect to the transaction discussed in the agreement and supersedes all prior Contracts, understandings and commitments, whether written or oral.

**13. CONTRACTS WITH THIRD PARTY FOR SOFTWARE**

- A. Pursuant to California Welfare & Institutions Code Section 14132.47, subdivision (d), the LEC may subcontract with one or more third-party vendors for the provision of administrative activities necessary for the proper and efficient administration of the Medi-Cal program. These services may include software and/or tools including, but not limited to, a web-site, which can be used by LEC and LEA for the collection of data, records and information, for the maintenance of the data, records and information, and for other SMAA RMTS services provided pursuant to this Agreement.
- B. LEA understands and acknowledges that the LEC has heretofore entered into a license agreement with a third-party vendor (“Vendor”) for the provision of software and/or tools including, but not limited to, a web-site, which may be utilized by both Parties to transmit and store information in connection with this Agreement. Notwithstanding the foregoing, LEC shall not be in breach of this Agreement in the event that the current Vendor Agreement is terminated for any reason.
- C. If LEC enters into another third-party contract for the provision of software and/or tools and that third-party contractor will have access to LEA’s student records or be required to maintain the student records of LEA, LEC shall include in the third-party contract the same provisions, or provisions substantially similar to those set forth in Exhibit “C” attached hereto and incorporated herein.

**14. WARRANTY LIMITATION**

LEC makes no representation or warranties expressed or implied, including, but not limited to, the warranties of merchantability and fitness for a particular purpose, arising by operation of law or otherwise, except as expressly stated herein.



**15. LEA GOVERNING BOARD AUTHORIZATION**

If applicable, the LEA affirms that this Agreement has been approved by the Governing Board of the LEA at its meeting of October 19, 2017 and that the individual signing on behalf of the LEA below is authorized by the Governing Board to execute this Agreement.

IN WITNESS WHEREOF, the Parties hereto have set their hands and seals the day and year below written.

**LEA:** SCHOOL DISTRICT

**LEC:** SUTTER COUNTY  
SUPERINTENDENT OF SCHOOLS

**By:** DMeras

**By:** \_\_\_\_\_

**Name:** Daena Meras

**Name:** Dr. Baljinder Dhillon

**Title:** Chief Business Official

**Title:** Superintendent

**Date:** 9/22/17

**Date:** \_\_\_\_\_

**EXHIBIT A – Medi-Cal Administrative Claiming Agreement**

**Task**

<b>Operating Procedures with LEC as Invoicing facilitator</b>		<b>LEC Coordinator</b>	<b>LEA Coordinator</b>
1.	Evaluate LEA MAA program to ensure appropriate participation	✓	✓
2.	Develop and review audit files	✓	
3.	Maintain audit files and store data required to support operational plan		✓
4.	Review operational plan for quality assurance and compliance	✓	✓
5.	Provide and/or ensure RMTS training for coordinators	✓	
6.	Provide web-based RMTS Software System Platform (SSP) for RMTS moment completion	✓	
7.	Provide 100% coding of moments and clarification of moments if necessary	✓	
8.	Provide "Best Practices" - Hard Copy RMTS Moment (if applicable)	✓	✓
9.	Provide LEC an Approved School Calendar annually and every quarter thereafter as changes occur or upon request. Certify calendar in system after it has been entered by LEC		✓
10.	Input LEA Calendar into SSP, update periodically and certify	✓	
11.	Rosters: First period of RMTS implementation: TSP roster, including staff schedules must be uploaded using a template.	✓	
12.	Rosters: All subsequent quarters TSP roster/schedules must be updated quarterly		✓

13.	LEA/LEC to certify Coding Report	✓	✓
14.	Offer support both programmatically and fiscally	✓	
15.	Supply RMTS results for invoice process	✓	
16.	Generate/provide LEA Medi-Cal percentage (tape match)	✓	
17.	Provide fiscal training, materials and forms	✓	
18.	Review and provide all fiscal data necessary to process RMTS invoice	✓	✓
19.	Review LEA fiscal data and prepare invoice for reimbursement	✓	
20.	Prepare and submit invoice to DHCS for payment	✓	
21.	Process DHCS invoice reimbursements send reimbursement payments to LEAs	✓	

## EXHIBIT B – Medi-Cal Administrative Claiming Agreement

*Revised Contractual Agreement Language for Subrecipients and Vendors in Accordance with the Catalog of Federal Domestic Assistance Number 93.778 for School Based Medi-Cal Administrative Activities Program and Definitions for Subrecipients and Vendors incorporated into the contract between Sutter County Superintendent of Schools and Department of Health Care Services.*

### Definitions

A. The following definitions are applicable to this Contract.

- 1) “CFDA number” means the number assigned to a federal program in the Catalog of Federal Domestic Assistance (CFDA).
- 2) “Federal award” means federal financial assistance and federal cost-reimbursement contracts that non-federal entities receive directly from federal awarding agencies or indirectly from pass-through entities. It does not include procurement contracts, under grants or contracts, used to buy goods or services from vendors.
- 3) “Federal awarding agency” means the federal agency that provides an award directly to the recipient.
- 4) “Federal program” means all federal awards to a non-federal entity assigned to a single number in the CFDA.
- 5) “Pass-through entity” means a non-federal entity that provided a federal award to a subrecipient to carry out a federal program.
- 6) “Recipient” means a non-federal entity that expends federal awards received directly from a federal awarding agency to carry out a federal program.
- 7) “Subrecipient” means a non-federal entity that expends federal awards received from a pass-through entity to carry out a federal program, but does not include an individual that is a beneficiary of such a program. A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency. Guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.
  - A. “Vendor” means a dealer, distributor, merchant, or other seller providing goods or services that are required for the conduct of a federal program. These goods or services may be for an organization’s own use or for the use of beneficiaries of the federal program. Additional guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.

B. The definitions in Section 8, Item 8.A. shall be included in all of Contractor’s contracts with subrecipients and vendors.

## EXHIBIT C – Medi-Cal Administrative Claiming Agreement

### PROPRIETARY RIGHTS; PROTECTION OF CONFIDENTIAL INFORMATION; DATA STORAGE.

**1.1. Ownership.** LEA and LEC acknowledges that PCG owns the System Service, that the System Service is not generally published, and that the System Service embodies the Confidential Information of PCG. All right, title, and interest in and to the System Service, including, without limitation, all copyrights, trade secret rights, and other intellectual property rights pertaining in and to the System Service shall remain vested in PCG and its third-party licensors. PCG acknowledges that LEA and LEC owns all of the data inputted by each LEA and LEC User and any and all reports produced as a result of using the System Service. LEA and LEC acknowledge that PCG shall have the right to aggregate any data input by LEA and LEC Users for PCG's own purposes, but shall not use or disclose personal or individual identifying information.

**1.2. Confidentiality Obligations.** Each Party agrees that: (i) neither Party will disclose to any third party any of the other Party's Confidential Information except to the receiving Party's employees and contractors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein; (ii) each Party will use the same degree of care it uses to maintain the confidentiality of its own information of similar importance in its possession or control, but in no event less than a reasonable degree of care; and (iii) neither Party will use or authorize the use of Confidential Information for any purpose other than to fulfill such Party's obligations hereunder. Each Party agrees that neither Party will disclose to any third party any of the terms of this Agreement, which will be treated as Confidential Information, except to the receiving Party's employees, contractors, and advisors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein, and neither Party will use the terms of this Agreement for any purpose other than to fulfill such Party's obligations under this Agreement, except as either Party is otherwise required by law. The Parties may modify these obligations through express written agreements.

This section is referenced in Section 13.

SHADY CREEK OUTDOOR SCHOOL PROGRAM  
Management Services Provided By  
SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE  
Dr. Baljinder Dhillon, Superintendent  
970 Klamath Lane, Yuba City, CA 95993  
(530) 822-2949

ENVIRONMENTAL EDUCATION AGREEMENT 2017/2018

THIS AGREEMENT ("Agreement") is entered into between the Sutter County Superintendent of Schools ("Superintendent") Johnson Jr. High ("District"). Collectively Superintendent and District shall be referred to as "Parties."

WHEREAS, Superintendent owns an outdoor education facility known as Shady Creek Outdoor School ("Shady Creek"), which is located at 18601 Pathfinder Way, Nevada City, CA, and thereon operates the Shady Creek Outdoor School Program ("Program"), an outdoor educational program for the benefit of public school students; and

WHEREAS, District desires its students to participate in the Program and stay at Shady Creek on the terms and conditions set forth in this Agreement.

The Parties agree as follows:

1. Participation Fee: District will participate in the Shady Creek Outdoor School Program on the terms and conditions set forth in this agreement. District desires to reserve space for 130 pupils and agrees to pay an amount **equal to \$240.00 per pupil** if scheduled for a five-day week and **\$219.00** per pupil if scheduled for a four-day week to participate in the Shady Creek Program (Participation Fee). *There will be no adjustment to the per pupil fee for students arriving late or leaving early.* This contractual reserved space is based on numbers supplied by your school administrator. If there is a discrepancy with these numbers contact the Shady Creek office immediately. **Final Payment will be due no later than June 15, 2018.**
2. Deposit. This Participation Fee shall also cover the cost of lodging, food and recreational activities for the adult participants and cabin counselors provided by the District as required by sections 3 and 4 of this Agreement. District shall pay fifty percent (50%) of the Participation Fee for the number of Students identified in Section 1 as a nonrefundable deposit ("Deposit"). The Deposit shall be received by the Superintendent by **September 1, 2017 for fall scheduled schools and December 1, 2017, for spring scheduled schools** to reserve participation in the program. The District shall pay the balance of the Participation Fee once actual attendance is computed and final billing received by District. Final billing will be based on actual Student attendance, but in no event shall be less than Eight-five Percent (85%) of the number of Students identified in Section 1.
3. Adult Participation Requirements. District shall require the following adult participants, who shall stay at Shady Creek with the Students.
  - a. Program Coordinator. District shall designate one Program Coordinator who is responsible for coordinating the District's participation in the Program, including payment of the Participation Fee and coordination of Program activities. The Program Coordinator may be a teacher or administrator otherwise attending the Program. The Program Coordinator shall be responsible for communicating with the Shady

Creek Resident Director or designee to ensure that all requirements of this Agreement have been fulfilled prior to the arrival of the District at Shady Creek.

b. Teachers. District shall provide one teacher for each class of 20 or more Students at no additional cost. Districts with less than 20 students will have a prorated fee for the teachers food and lodging.

c. Administrator: District's attending shall coordinate to provide one administrator for each week Students are in attendance. If more than one district is participating in the Program during the Program Term, Districts shall provide an administrator on a rotating basis. The Shady Creek Director or designee shall be responsible for coordinating the rotation of the Administrator.

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d. Nurse. If all Students for the Program Term are from the same District, District shall provide one school nurse or health technician. If more than one district is participating in the Program during the Program Term, Districts shall provide a nurse or health technician on a rotating basis. The Shady Creek Director shall be responsible for coordinating the rotation of the school nurse. The Superintendent will pay the district a \$500.00 stipend for providing a School Nurse or a \$360.00 stipend for providing a Health Technician.

It is understood that small districts may wish to combine pupils or classes and jointly provide the required instructional and administrative personnel. The Program Coordinator for the District shall work with the Shady Creek Resident Director to confirm that adequate adult supervision is available in the event the District wishes to combine classes or supervision with another participating district.

4. Cabin Counselors. In addition to the adult supervision required in Section 3, District shall provide cabin counselors at a ratio of 1 to 7 for the girls and a ratio of 1 to 9 for the boys and no less than one counselor per cabin and shall establish a selection procedure which ensures competent and responsible counselors. The cabin counselors are not required to be over the age of 18. However, in the event that the cabin counselors are minors, District shall require a parent or guardian of the cabin counselor to sign the release on the counselor health form. Signed release shall be submitted to the Shady Creek Director or designee upon arrival at camp. If you bring additional counselors there will be a fee of ½ the student price for the additional counselors.

5. Transportation. District shall be responsible for providing transportation of all employees, students, counselors and staff to and from Shady Creek.

6. Safety. District shall be solely and completely responsible for the safety of all persons and property during times when District, its employees, volunteers and students access the Shady Creek. District, its employees, volunteers and students shall fully comply with all state, federal and other laws, rules, regulations, and orders relating to safety, and any rules posted at Shady Creek. Failure of the District, any Student or any other Program participant to comply with this section may result in the District, Student or Program participant being removed from the Program or the District not being allowed to participate in the Program in the future. Superintendent shall not be obligated to refund any Participation Fee to the District in the event any Student or other Program participant is removed from the Program as a result of violating this Section.

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7. Health Forms and Waiver of Liability: District shall be responsible for collecting a health form including the Waiver of Liability for each student, counselor, and teacher attending camp and submitting to the Shady Creek Director or designee upon arrival.

8. Indemnity. District agrees to indemnify, defend and hold harmless the Superintendent, its officers, agents and employees, from and against any and all claims and losses whatsoever accruing or resulting in connection with performance of this Agreement, and from all claims and losses accruing or resulting to a person, firm, or corporation for damages, injury or death arising out of or connected with this Agreement and participation in the Program and access to Shady Creek. Without limiting the District's indemnification, the District shall maintain in force at all times while participating in the Program a policy or policies of insurance covering such participation including but not limited to the following coverages, and in the minimum limits of liability as stated herein: Comprehensive general liability, including personal injury in combined single limit of \$1,000,000.00 (one million dollars).

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All such policies shall provide an endorsement naming the Superintendent, his officers, agents, employees, *as additional insured*. The above described coverage shall be maintained throughout District's participation in the Program. **District shall file with the Superintendent a certificate of insurance evidencing that the insurance coverage as required herein has been obtained and is currently in effect.**

9. Waiver and Release of Liability. No board member, officer, employee, representative, or agent of Superintendent, shall be personally liable in any manner or to any extent under or in connection with this Agreement District, its employees and participants hereby waive any and all claims of such personal liability.

10. Interpretation. This Agreement is made and entered into in the State of California and shall in all respects be interpreted, enforced and governed under the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Sutter. The language in all parts of this Agreement shall be in all cases construed as a whole according to their fair meaning and not strictly for or against either the District or Superintendent. Any headings in this Agreement are included only as a matter of convenience and for reference and in no way define the scope or extent of this Agreement or the construction of any provision.

11. Severability. If any term, provision, condition or covenant of this Agreement or its application to any party or circumstance shall be held, to any extent, invalid or unenforceable, then the remainder of this Agreement shall not be affected.

14. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which shall, together, constitute one and the same instrument.

15. Entire Agreement; Amendments. This Agreement and the documents referred to in this Agreement constitutes the entire agreement of the Parties hereto with respect to the matters contained herein, and prior or contemporaneous agreements or understandings, oral or written, pertaining to any such matters are merged herein and shall not be effective for any purpose. No provision of this Agreement may be amended or added to ~~except by an agreement in writing which is signed by the Parties hereto or their respect~~ successors-in-interest and indicates that it is an amendment of this Agreement. Neither party shall assign or transfer any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of the other party.



16. Authority. Superintendent has delegated authority to enter into this Agreement with District to the Shady Creek Resident Director.

Pierce Joint Unified School District

By: Carol Meyer  
(Authorized signature)

Dated: 10/12/17

Sutter County Superintendent of Schools

By: Shannon Cava  
Sutter County Superintendent of Schools

Dated: 9/1/2017

NOTE: Please sign and return one copy to Shady Creek Outdoor School, Sutter County Superintendent of Schools by **November 1, 2017**.

The District designates as Program Coordinator:

Name: Randy Marler

From: JTH  
(school or office)

Phone: 530 - 476 - 3261

Please provide us with an email address for further correspondence:

Email: rmarler@Pierce.k12.ca.us

Participating Teachers email address:

dscheid@Pierce.k12.ca.us

Nchechi@Pierce.k12.ca.us

dstephens@Pierce.k12.ca.us

etaylor@Pierce.k12.ca.us

rmarler@Pierce.k12.ca.us

**UNIFORM COMPLAINT PROCEDURES**

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing the following programs:
  - a. Adult Education
  - b. After School Education and Safety
  - c. Agricultural Vocational Education
  - d. American Indian Education Centers and Early Childhood Education Program Assessments
  - e. Bilingual Education
  - f. California Peer Assistance and Review Programs for Teachers
  - g. Career Technical and Technical Education; Career Technical; Technical Education
  - h. Career Technical Education
  - i. Child Care and Development
  - j. Child Nutrition
  - k. Compensatory Education
  - l. Consolidated Categorical Aid
  - m. Course Periods without Educational Content (for grades nine through twelve)
  - n. Economic Impact Aid

**UNIFORM COMPLAINT PROCEDURES** (continued)

- o. Education of Pupils in Foster, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district
  - p. English Learner Programs
  - q. Every Student Succeeds Act / No Child Left Behind (Titles I-VII)
  - r. Local Control and Accountability Plans (LCAP)
  - s. Migrant Education
  - t. Physical Education Instructional Minutes (for grades one through six)
  - u. Pupil Fees
  - v. Reasonable Accommodations to a Lactating Pupil
  - w. Regional Occupational Centers and Programs
  - x. School Safety Plans
  - y. Special Education
  - z. State Preschool
  - aa. Tobacco-Use Prevention Education
- and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

*(cf. 3553 - Free and Reduced Price Meals)*  
*(cf. 3555 - Nutrition Program Compliance)*  
*(cf. 5141.4 - Child Abuse Prevention and Reporting)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6171 - Title I Programs)*  
*(cf. 6174 - Education for English Learners)*  
*(cf. 6175 - Migrant Education Program)*  
*(cf. 6178 - Career Technical Education)*  
*(cf. 6178.1 - Work-Based Learning)*  
*(cf. 6178.2 - Regional Occupational Center/Program)*  
*(cf. 6200 - Adult Education)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

*(cf. 5146 - Married/Pregnant/Parenting Students)*

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

*(cf. 3260 - Fees and Charges)*

*(cf. 3320 - Claims and Actions Against the District)*

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

*(cf. 0460 - Local Control and Accountability Plan)*

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

*(cf. 6173.1 - Education for Foster Youth)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

*(cf. 6173 - Education for Homeless Children)*

8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

*(cf. 6173.3 - Education for Juvenile Court School Students)*

9. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

*(cf. 6152 - Class Assignment)*

10. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

*(cf. 6142.7 - Physical Education and Activity)*

11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

12. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

**UNIFORM COMPLAINT PROCEDURES** (continued)

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*  
*(cf. 5125 - Student Records)*  
*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

*(cf. 3580 - District Records)*

**Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

**UNIFORM COMPLAINT PROCEDURES** (continued)

4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination  
222 Reasonable accommodations; lactating students  
8200-8498 Child care and development programs  
8500-8538 Adult basic education  
18100-18203 School libraries  
32289 School safety plan, uniform complaint procedures  
35186 Williams uniform complaint procedures  
48853-48853.5 Foster youth  
48985 Notices in language other than English  
49010-49013 Student fees  
49060-49079 Student records  
49069.5 Rights of parents  
49490-49590 Child nutrition programs  
51210 Courses of study grades 1-6  
51223 Physical education, elementary schools  
51225.1-51225.2 Foster youth, homeless children, and former juvenile court school students; course credits; graduation requirements  
51228.1-51228.3 Course periods without educational content  
52060-52077 Local control and accountability plan, especially:  
52075 Complaint for lack of compliance with local control and accountability plan requirements  
52160-52178 Bilingual education programs  
52300-52490 Career technical education  
52500-52616.24 Adult schools  
54400-54425 Compensatory education programs  
54440-54445 Migrant education  
54460-54529 Compensatory education programs  
56000-56867 Special education programs  
59000-59300 Special schools and centers  
64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition  
422.6 Interference with constitutional right or privilege

*Legal Reference continued: (see next page)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

*Legal Reference: (continued)*

CODE OF REGULATIONS, TITLE 2

11023 Harassment and discrimination prevention and correction

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs

6801-7014 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

*Management Resources: (see next page)*



**UNIFORM COMPLAINT PROCEDURES** (continued)

*Management Resources:*

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

*Dear Colleague Letter: Title IX Coordinators, April 2015*

*Questions and Answers on Title IX and Sexual Violence, April 2014*

*Dear Colleague Letter: Bullying of Students with Disabilities, August 2013*

*Dear Colleague Letter: Sexual Violence, April 2011*

*Dear Colleague Letter: Harassment and Bullying, October 2010*

*Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

*Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002*

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <http://familypolicy.ed.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

**UNIFORM COMPLAINT PROCEDURES**

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

- (cf. 1312.1 - Complaints Concerning District Employees)*
- (cf. 1312.2 - Complaints Concerning Instructional Materials)*
- (cf. 1312.4 - Williams Uniform Complaint Procedures)*
- (cf. 4030 - Nondiscrimination in Employment)*

**Compliance Officers**

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

- (cf. 5145.3 - Nondiscrimination/Harassment)*
- (cf. 5145.7 - Sexual Harassment)*

Superintendent  
(title or position)  
P.O. Box 239, Arbuckle CA 95912  
(address)  
530-476-2892 x13000  
(telephone number)  
cgeyer@pierce.k12.ca.us  
(email)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

**UNIFORM COMPLAINT PROCEDURES** (continued)

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

*(cf. 4331 - Staff Development)*  
*(cf. 9124 - Attorney)*

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

**Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth, homeless students, and former juvenile court school students to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 3260 - Fees and Charges)*  
*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*  
*(cf. 5145.6 - Parental Notifications)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*  
*(cf. 6173.3 - Education for Juvenile Court School Students)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
  - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
  - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing

**UNIFORM COMPLAINT PROCEDURES** (continued)

may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

- d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
- e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
- i. A foster youth, homeless student, or former juvenile court school student who transfers into a district high school or between district high schools as applicable shall be notified of the district's responsibility to:
  - (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed

**UNIFORM COMPLAINT PROCEDURES** (continued)

- (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
  - (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- j. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
- In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.
- k. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- l. Copies of the district's UCP are available free of charge.

**District Responsibilities**

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the

**UNIFORM COMPLAINT PROCEDURES** (continued)

investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

**Filing of Complaints**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an

**UNIFORM COMPLAINT PROCEDURES** (continued)

investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

**Mediation**

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

**Investigation of Complaint**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her



**UNIFORM COMPLAINT PROCEDURES** (continued)

representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

**Report of Findings**

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar

**UNIFORM COMPLAINT PROCEDURES** (continued)

days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

**Final Written Decision**

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

**UNIFORM COMPLAINT PROCEDURES** (continued)

- a. Statements made by any witnesses
  - b. The relative credibility of the individuals involved
  - c. How the complaining individual reacted to the incident
  - d. Any documentary or other evidence relating to the alleged conduct
  - e. Past instances of similar conduct by any alleged offenders
  - f. Past false allegations made by the complainant
2. The conclusion(s) of law
  3. Disposition of the complaint
  4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
  - b. The type, frequency, and duration of the misconduct
  - c. The relationship between the alleged victim(s) and offender(s)
  - d. The number of persons engaged in the conduct and at whom the conduct was directed
  - e. The size of the school, location of the incidents, and context in which they occurred
  - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

**UNIFORM COMPLAINT PROCEDURES** (continued)

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
  - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
  - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

**Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

**UNIFORM COMPLAINT PROCEDURES** (continued)

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

**UNIFORM COMPLAINT PROCEDURES** (continued)

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If the district finds merit in a complaint regarding Pupil Fees, LCAPs, Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education Instructional Minutes (grades one through eight), the district shall provide a remedy.

In the case of complaints regarding: Course Periods without Educational Content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, the remedy shall go to the affected pupil.

In the case of complaints regarding: Pupil Fees, Physical Education Instructional Minutes and LCAP, the remedy shall go to all affected pupils and parents/guardians.

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

**Appeals to the California Department of Education**

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with the CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

**UNIFORM COMPLAINT PROCEDURES** (continued)

Upon notification by the CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE