

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$2,936,601

Percentage to Increase or Improve Services

23.79%

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 73.9%. Because our English Learners, Low Income Students, and Foster Youth 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, Low Income Student or Foster Youth, 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 2019/20:

- Offer Elevate math summer program
- Hire art teacher
- Add two additional days to summer school
- Chromebook take-home initiative in grades 7-12
- UC Davis C-STEM program implementation

The following services that were added in previous years and are ongoing unless specified:

- Hired additional English teacher at the middle school so 7th/8th grade students have two periods of English Language Arts (18/19)
- Purchased online curriculum for use in-lieu of suspensions (18/19)
- Provided 2 sections of math intervention for 7th/8th grade students (18/19)
- Provided 6 sections of Academic Advancement for 7th/8th grade students (18/19)
- Offered Long-term Independent Study option (18/19)
- Increased campus supervision for locker room to 3 additional class periods, making it a total of four (18/19)
- Provided training to staff on trauma and Social Emotional Learning (18/19)
- Purchased Character Development program for elementary schools (18/19)
- Purchased visitor and emergency management software platform for improved security (18/19)
- Purchased skill development software to be utilized at the middle school during Academic Advancement period (18/19)
- Hired additional 6th grade teacher (17/18 only)
- Hired two new para-educators to support extended-day Kindergarten (17/18)
- Hired 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 (17/18)
- Purchased additional Chromebooks to accommodate the new kindergarten classrooms (17/18 only)
- Hired a consultant to deliver staff development for Next Generation Science Standards (17/18)
- Provided breakfast in the classroom for all Transitional Kindergartners and Kindergartners at Arbuckle Elementary (17/18)
- Hired district-wide instructional coach (16/17)
- Created high school media center with online research resources (16/17)
- Added computer teacher to the middle school (16/17)
- Purchased curriculum to support Special Education classes (16/17)
- Added ELD teacher specifically for middle school for designated support (16/17)
- Offered college/career field trip opportunities to middle school students (16/17)
- Equipped buses with video camera systems (16/17)
- Hired an additional music teacher (16/17)
- Hired 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)
- Purchased 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)

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$2,716,669

Percentage to Increase or Improve Services

23%

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 73%. Because our English Learners, Low Income Students, and Foster Youth 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, Low Income Student or Foster Youth, 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 2018/19:

- Hire additional English teacher at the middle school so 7th/8th grade students have two periods of English Language Arts
- Purchase online curriculum for use in-lieu of suspensions
- Provide 2 sections of math intervention for 7th/8th grade students
- Provide 6 sections of Academic Advancement for 7th/8th grade students
- Offer Long-term Independent Study option
- Increase campus supervision for locker room to 3 additional class periods, making it a total of four
- Provide training to staff on trauma and Social Emotional Learning
- Purchase Character Development program for elementary schools
- Purchase visitor and emergency management software platform for improved security
- Purchase skill development software to be utilized at the middle school during Academic Advancement period

The following services that were added in previous years and are ongoing unless specified:

- Hire additional 6th grade teacher (17/18 only)
- Hire two new para-educators to support extended-day Kindergarten (17/18)
- 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 (17/18)
- Purchase additional Chromebooks to accommodate the new kindergarten classrooms (17/18 only)
- Hire a consultant to deliver staff development for Next Generation Science Standards (17/18)
- Provide breakfast in the classroom for all Transitional Kindergartners and Kindergartners at Arbuckle Elementary (17/18)
- 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)
- Edivate 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)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,275,350

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.

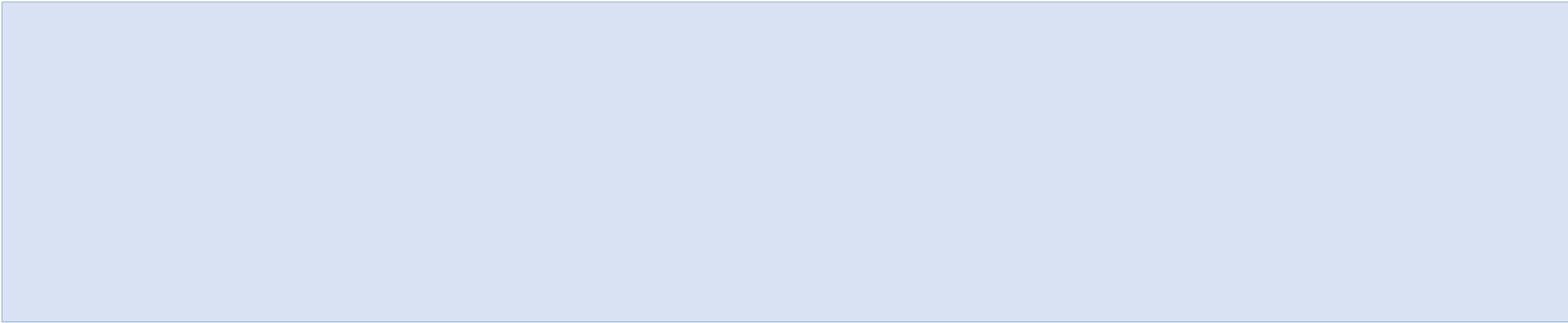
The following added services are planned for 2017/18:

- 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)



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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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.

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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. EC 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. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 EC 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 California Code of Regulations, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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 (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - 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 University of California (UC) or California State University (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 California English Language Development Test (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. S broad course of study including courses described under *EC* 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 *EC* 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 *EC* 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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 EC 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 *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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, January 2019

PIERCE JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #18/19-26

**RESOLUTION REGARDING THE
2019/20 EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Pierce Joint Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Pierce Joint Unified School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 20, 2019.

Board Member

Board Member

Board Member

Board Member

Board Member

Education Protection Account
 Program by Resource Report
 Expenditures by Function - Detail

Pierce Joint Unified School District

2019/20 Estimated EPA

Expenditures through: June 30, 2020

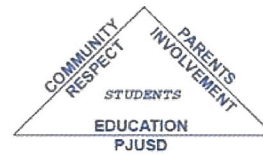
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	2,304,731.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		2,304,731.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	2,304,731.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,304,731.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Pierce Joint Unified School District

P.O. Box 239 • Arbuckle CA 95912 • (530) 476-2892 • Fax (530) 476-2289

Carol Geyer, Superintendent



To: Charles Franklin, President
Pierce Joint Unified Educators Association

From: Carol Geyer, Superintendent
Daena Meras, Chief Business Official
Pierce Joint Unified School District

Date: June 10, 2019

Subject: 2019/20 Sunshine Proposal from Pierce Joint Unified School District to Pierce Joint Unified Educators Association

Pierce Joint Unified School District is interested in negotiating the following:

- Compensation/Health Benefits

Board of Trustees: Nadine High • George Green • Amy Charter • Abel Gomez • Barbara Bair
President Vice-President Clerk Member Member

**Pierce Joint Unified Educator's Association
Sunshine Proposal to the Pierce Joint Unified School District
For the 2019-2020 Contract Year**

The PJUEA and the PJUSD are in parties to a Collective Bargaining Agreement (CBA) which remains in full effect until a new contract is reached. Pursuant to the EERA, the PUEA wishes to explore the following Articles for the 2019-2020 contract year. The parties may agree to add additional Articles as needed.

Article 7- Compensation:

- Salary
- Health and Welfare
- Retirement Incentive
- Appendix A- Salary Schedule
- Appendix B- Extra duty Schedule

Article 10- Hours of Employment

- TK/Kindergarten Minutes
- Sub Day for TK/Kindergarten teachers
- Collaboration time for TK/Kindergarten Teachers

Article 13/14- Leaves/Other leaves

- c Leave

ACCESS AGREEMENT

This Access Agreement, is made this **June 20, 2019** by and between Pierce Joint Unified School District ("Property Owner") and **Colusa County Waterworks District No. 1** ("CCWD1"). Property Owner is the owner of certain real property located at 551 Level Street, Grimes, CA 95950 ("Property").

This agreement grants CCWD1 and its contractors access to the Property to drill and zone sample a test well at the Property a location agreed-upon by the Property Owner and CCWD1 to evaluate the water quality surrounding aquifer.

CCWD1 and its contractors will drill a test well, perform a pump test, and collect groundwater samples ("Project Activities"). The proposed work will take place on or about July 8, 2019 through July 19, 2019. Should additional work be required, CCWD1 will notify and obtain approval by the Property Owner prior to the performance of any additional work. If acceptable, CCWD1 will utilize the same terms and conditions of this agreement for the additional work.

CCWD1 and its contractors will leave the property in relatively the same condition that was present prior to our work, excepting any repairs required that result from any sampling that is conducted.

CCWD1 and its contractors will conduct all Project Activities in a manner that does not unduly interfere with the Property Owner's activities or use of the Property. CCWD1 will provide the Property Owner with a copy of any laboratory report regarding any sampling work conducted on the Property; however, Property Owner assumes all risk from the use or reuse of any such information, and CCWD1 and its contractors shall not be liable for any damages incurred by Property Owner as a result of providing any such information.

The Property Owner agrees to provide CCWD1 and its contractors any information in its possession regarding the existence of any hazardous substances or conditions that are present on the Property, any safety requirements of Property Owner, and will provide escort, if necessary, to avoid hazardous conditions.

CCWD1 and its contractors are protected by Worker's Compensation insurance as required by applicable state laws and will maintain employer's liability coverage. During the performance of this agreement, CCWD1 and its contractors will maintain commercial general liability and automobile liability insurance each with a limit of not less than \$1 million on an occurrence basis.

IN WITNESS WHEREOF, Property Owner and CCWD1 have caused this Agreement to be executed on the day and date first above written.

Colusa County Waterworks District No. 1

Property Owner

By: _____

By: _____

Title: _____

Title: Daena Meras, Chief Business Official
Pierce Joint Unified School District

GRAND ISLAND ES

Test Well Location

Legend

 Grand Island Elementary School

Existing Well

Proposed Test Well

Google Earth

© 2018 Google

300 ft

249



CBOC 2018-19 ANNUAL REPORT

Letter from the CBOC Chair



Dear Community Members:

As the Chair of the Pierce Joint Unified School District (PJUSD) Measure B Citizens' Bond Oversight Committee (CBOC), it is my distinct pleasure to share the 2018-19 Annual Report to the Community. The committee Annual Report covers the reporting period from July 1, 2018 through June 1, 2019.

The role of the Citizens' Bond Oversight Committee (CBOC) is to provide oversight on the expenditures associated with the general obligation bond, Measure B approved by the voters in 2016. Pierce Joint Unified School District and the CBOC members are grateful for the commitment and continued support of our community in achieving educational excellence. It is with this support, learning environments within our community have been transformed promoting higher academic achievement, sustaining future generations of life-long learners.

Measure B, a \$15 million dollar general obligation bond initiative, was approved by district voters in November of 2016. Measure B authorizes funding for major repairs, renovations and construction projects throughout the district. The Board of Trustees have issued two separate bond sales (Series A & B) under Measure B in the amounts totaling \$15,876,321.80 which, after costs of issuance payments and setting aside for debt service holdings, provides the available funds for these construction projects in the amount of \$14,570,187.17.

The Governing Board of the District makes the decision on how funds from each series are spent and which projects are to be part of the Measure B initiative. Currently, Series A & B Bond dollars have funded the new Multipurpose Building and new Weight Room at Pierce High School as well as the newly completed Classroom Building at Arbuckle Elementary School. Other projects have been identified to receive Measure B Bond dollars and are in program development or in design. The District is actively seeking to access available State matching funds, and other grant opportunities for these projects to increase its ability to achieve all Measure B Bond goals.

The principal duties of the CBOC are to ensure that bond proceeds have been expended for the purpose set forth in the ballot language; to report on progress annually to the public, and to provide a statement of compliance certifying that the District, during the reporting period, has met all requirements established in both the ballot language and by statute. The CBOC can state that, to the best of its knowledge, based upon current audit reports and regular reporting by the District to the CBOC, the committee finds that the Pierce Joint Unified School District is in full compliance with the responsibilities as described in Article XIII A, Section 1 (b) (3) of the California State Constitution, which addresses bond indebtedness incurred by a public school district. The committee members volunteer their time to serve on the CBOC and there is no monetary compensation for their service.

The CBOC has consistently met on a quarterly basis since 2017 to monitor the progress of the Measure B projects. The committee is currently made up of seven members who represent various organizations in Colusa and Yolo Counties. Our meeting schedule, along with other pertinent information about the committee and the Measure B Bond Program can be found on our web site at <http://www.pierce.k12.ca.us/measure-b-bond-program/>.

Measure B contains strict financial safeguards, including a requirement that independent audits be conducted annually to ensure that bond funds are spent only on classroom and facility improvements as identified in the original ballot language. Since the 2018-19 fiscal year, PJUSD has complied in all material respects with the performance requirements set by Proposition 39 and Measure B, and that bond fund financial statements have presented fairly, in all material respects, the financial position of the bond program.

The CBOC wishes to thank the staff of Pierce Joint Unified School District for their help in fulfilling our obligations as committee members and responding to our requests for information in a prompt and efficient manner. Special thanks to Carol Geyer, Superintendent, Daena Meras, Chief Business Official and George Parker, Capital Projects Manager and for all of their assistance in the past year.

Mike Doherty - CBOC Chair



Mr. Mike Doherty
Chair of the Measure B CBOC

CBOC Members

Mike Doherty, Chair
Barbara Scheimer
Chuck Wayman
Joh Lauwerijssen
Ellen Voorhees
Edella Maldonado
Valerie Ehrke

Inside this Report

Photographs of Current Projects
Measure B Project Matrix Schedule



CBOC Committee Members
working with Contractor on
final finishes for the Arbuckle
Elementary School's New

CBOC 2018-19 ANNUAL REPORT

MEASURE B BOND PROGRESS



MEASURE B BOND PROGRESS



Demolition of old press box

Pierce High School

Out with the old and in with the new. Gregg LeMaster Field is getting a new look with a new press box and new grandstand seating.

Project includes seating for 780 spectators, ADA seating spaces and new scoreboard. New walkways will be provided with new LED walkway lighting. Stadium Bleachers and Scoreboard will have great visibility from Interstate 5 and provide for safe and compliant viewing of all sports activities.



New Concrete Foundations being placed by Contractor

ARBUCKLE ELEMENTARY SCHOOL



Progress Photo of the New Classroom Building

Pierce High School

Work has completed on the new P.E. Weight Room. The old boys locker room was renovated to provide state-of-the-art weight training. Students now can safely exercise in a modern facility that should last for generations to come.



CBOC 2018-19 ANNUAL REPORT

MEASURE B BOND PROGRESS



At a Glance Project Matrix

PROJECT		Initial Planning Pre-Design	A/E Selection	Programming	Schematic Design	Design Development	Construction Documents	DSA	Bid & Award	Construction	Close-out	REMARKS
AES-01	AES Classroom Addition									◆		Expected Completion by Summer of 2019
AES-02	Kitchen Modernization				◆							Project In Schematic Design
PHS-01	New Multi-Purpose Bldg.										◆	Project Complete
PHS-03	Construct Second Locker Room (Girls)						◆					Project in Design Phase
PHS-04	Modernize Existing Cafeteria			◆								Project on Hold due to Program Eval.
PHS-06	Construct New Weight Room										◆	Project Complete
PHS-08	Farm Expansion - Upgrades to Existing Barn	◆										Possible CTE Related Project
PHS-09	Agricultural Education Center	◆										CTE Planning Mtgs Being Scheduled
PHS-10	Modernization of Historic Main Bldg.											Project on Hold due to Budget Constraints
PHS-11	Improvements to Athletic Complex				◆							Under Construction
DM-01	Deferred Maintenance Project - All Sites Infrastructure	◆										Window Replacement at No. Gym
DM-02	Upgrades at AES & PHS	◆										Fiber Cable at PHS

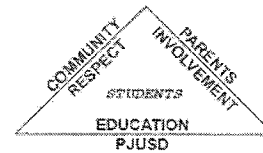
Notes:

Other Board approved projects are in suspense until State matching funds are available.

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
June 10, 2019
Pierce High School Multi-Purpose Room

1. Meeting was called to order at 8:32 by Michael Doherty.
2. Roll call of committee members – present: Chuck Wayman, Ellen Voorhees, Edella Maldonado, Michael Doherty, Joh Lauwerijssen & Barbara Scheimer; absent: Valerie Ehrke; Others present: George Parker, Carol Geyer, & Daena Meras
3. Pledge of Allegiance was recited by the group
4. A motion was made by Edella Maldonado to approve the agenda and seconded by Barbara Scheimer. Voting Aye: Chuck Wayman, Ellen Voorhees, Edella Maldonado, Michael Doherty, Joh Lauwerijssen & Barbara Scheimer; absent: Valerie Ehrke
5. Community Input/Presentations/Public Hearing: No one from the public spoke
6. a. A motion was made by Ellen Voorhees to approve the minutes from the previous meeting. Chuck Wayman seconded the motion. Voting Aye: Chuck Wayman, Ellen Voorhees, Edella Maldonado, Michael Doherty, Joh Lauwerijssen & Barbara Scheimer; absent: Valerie Ehrke
b. Terms for John Lauwerijssen, Chuck Wayman, Edella Maldonado & Ellen Voorhees are set to expire. All four members have agreed to a two year extension of their term pending board approval.
7. a. 2018-19 Annual Report – Committee reviewed the draft copy of the 2018-19 Annual Report and reported that they felt it was reflective of what had been done throughout the year in terms of Measure B bond funds.
b. Quarterly Progress Reports – Executive Summary – George reviewed the handouts with the notes discussing progress of projects including pictures. He outline contracts and procurements that had taken place since the last meeting. Discussion on setbacks caused by DSA in terms of the sky lights at AES took place. Due to DSA taking 4 months to review the plans for the skylights, these may be taken out of the scope of work for our current contractor in order to avoid delays and cost the district additional dollars. They will get installed but may be under a separate contract.
c. Program Budget Summary Report – George reviewed the spreadsheet with the group explaining where dollars have been spent and are obligated to be spent. He mentioned that we are still in line for state matching funds but may not see those funds until another state bond is passed. This makes it difficult to bridge additional projects after the locker room due to not knowing when state funds will be released. Discuss took place too around the CTE Facility Grant, and specifically that the district was not funded because Pierce is categorized as 'suburban' for this particular grant. The group talked about the need to work with our legislatures to let them know of our struggles. Frontier's internet service came up as well as far as letting our representatives know how poor their service is in terms of connectivity to the internet.
d. Program Update Matrix – George presented the matrix that shows the progress and status of the bond project list.

Next meeting was set for September 9, 2019 at 8:30 a.m. in the Technology Building.

Meeting adjourned at 9:17 and committee members walked to the weight room and then drove to see the new building at AES.

Board of Trustees: Nadine High • George Green • Amy Charter • Abel Gomez • Barbara Bair
President Vice-President Clerk Member Member

**PIERCE JOINT UNIFIED SCHOOL DISTRICT
SUSPENSION/DISCIPLINE REPORT
4th Quarter- 2018/19 School Year**

PJUSD Code	Education Code	Fourth Quarter										Year to Date									
		AES ISS	AES SUS	GI ISS	GI SUS	JJH ISS	JJH SUS	PHS ISS	PHS SUS	ALT ISS	ALT SUS	AES ISS	AES SUS	GI ISS	GI SUS	JJH ISS	JJH SUS	PHS ISS	PHS SUS	ALT ISS	ALT SUS
	Education Code 48900																				
01	Mutual Combat (a1)		3				2					6			4	5					
02	Battery/Assault (a2)											1				2					
03	Possession of Weapon (b)		1				1					1			1	2			1		
04	Alcohol/Intoxicant/Controlled Substance (c)							1	1		1							4	13		1
05	Sale of a Controlled Substance (d)																		1		
06	Robbery/Extortion (e)																				
07	Damage to School/Private Property (f)														1						
08	Stealing School/Private Property (g)														1	1					
09	Tobacco (h)																		7		
10	Obscenity or Habitual Profanity (i)				1		5	2	1		1			1		5	7	3			3
11	Unlawful Drug Paraphernalia (j)																	1	1		
12	Disruption/Insubordination (k)					3		3	1						5			4	4	2	
13	Received Stolen Property (l)																				
14	Imitation Firearms (m)																				
15	Sexual Assault/Battery (n)						1									1		2			
16	Harrassed Witness (o)																				
17	Sexual Harassment (0.2)																				
18	Attempted Threatened Hate Violence (0.3)																				
19	Created Intimidating or Hostile Environment (0.4)																				
20	Possession/Use of any Electronic Signaling Device (0.5)																				
21	Made a Terrorist Threat (0.7)																				
24	Offering, Arranging or Negotiating Sale of Soma (p)																				
25	Hazing (q)																				
26	Bullying (r)					1	5								1	6					
27	Aided or Abetted Physical Injury (t)																				
	Education Code 48915																				
28	Caused Physical Injury (a)(1)											1									
29	Possession of a Knife or Dangerous Object (a)(2)																				
30	Possession of a Controlled Substance (a)(3)																				
31	Committed Assault or Battery on a School Employee (a)(5)																				
32	Possession, Sale, Furnishing a Firearm (c)(1)																				
33	Brandishing a Knife (c)(2)																				
34	Sale of a Controlled Substance (c)(3)																				
35	Sexual Battery (c)(4)																				
36	Possession of an Explosive (c)(5)																				

**PIERCE JOINT UNIFIED SCHOOL DISTRICT
SUSPENSION/DISCIPLINE REPORT
4th Quarter- 2018/19 School Year**

PJUSD Code	Education Code 48900	YTD	YTD	Last Yr	Last Yr
		TOTALS ISS	TOTALS SUS	TOTALS ISS	TOTALS
01	Mutual Combat (a1)	4	11	0	27
02	Battery/Assault (a2)	0	3	0	21
03	Possession of Weapon (b)	1	4	0	7
04	Alcohol/Intoxicant/Controlled Substance (c)	4	14	0	4
05	Sale of a Controlled Substance (d)	0	1	0	0
06	Robbery/Extortion (e)	0	0	0	0
07	Damage to School/Private Property (f)	1	0	1	1
08	Stealing School/Private Property (g)	1	1	3	0
09	Tobacco (h)	0	7	0	0
10	Obscenity or Habitual Profanity (i)	7	12	9	15
11	Unlawful Drug Paraphernalia (j)	1	1	0	1
12	Disruption/Insubordination (k)	11	4	18	15
13	Received Stolen Property (l)	0	0	0	0
14	Imitation Firearms (m)	0	0	0	1
15	Sexual Assault/Battery (n)	0	3	0	0
16	Harrassed Witness (o)	0	0	0	1
17	Sexual Harassment (0.2)	0	0	0	1
18	Attempted Threatened Hate Violence (0.3)	0	0	0	0
19	Created Intimidating or Hostile Environment (0.4)	0	0	0	11
20	Possession/Use of any Electronic Signaling Device (0.5)	0	0	0	0
21	Made a Terrorist Threat (0.7)	0	0	0	0
24	Offering, Arranging or Negotiating Sale of Soma (p)	0	0	0	0
25	Hazing (q)	0	0	0	0
26	Bullying (r)	1	6	0	5
27	Aided or Abetted Physical Injury (t)	0	0	0	0
	Education Code 48915				
28	Caused Physical Injury (a)(1)	0	1	0	0
29	Possession of a Knife or Dangerous Object (a)(2)	0	0	0	0
30	Possession of a Controlled Substance (a)(3)	0	0	0	0
31	Committed Assault or Battery on a School Employee (a)(5)	0	0	0	0
32	Possession, Sale, Furnishing a Firearm (c)(1)	0	0	0	0
33	Brandishing a Knife (c)(2)	0	0	0	0
34	Sale of a Controlled Substance (c)(3)	0	0	0	0
35	Sexual Battery (c)(4)	0	0	0	0
36	Possession of an Explosive (c)(5)	0	0	0	0

2018/19 Staff Development - PJUSD

Date:	Topic:	Site/Dept	# of Teachers	# of Admin/coaches	Classified Staff
7/30	CPM Implementation Training - UCD	PHS	3	1	
7/31	CPM Implementation Training - UCD	PHS	3	1	
8/1	Study Sync Training	PHS	4	1	
8/1	CPM Implementation Training - UCD	PHS	1	1	
8/2	Study Sync Training	PHS	4	1	
8/2/18	New Teacher Training	AES/JJH/PHS	11	4	
8/2	CPM Implementation Training - UCD	PHS	1	1	
8/3	Trauma Training	District	91	12	60
8/3	CPM Implementation Training - UCD	PHS	1	0	
8/6/18	Crisis Prevention Intervention	AES/JJH	31	4	16
8/6/18	Advisement-Get Focused Stay Focused	PHS	26	2	
8/8/18	IEP/504 Info to all staff	PHS	26	2	
8/8/18	IEP/504 Info & Creation of a Common Schedule for the Academic Advisement	JJH	16	1	
8/8/18	Discipline in Aeries/Emergency Procedures	AES/GIE	32	2	
8/16	Math- Team Norms, SMART Goals, Curriculum Goals	PHS	3	1	
8/22/18	Impact Cycle Training #1	JJH/PHS	47	4	
8/22/18	Lexia program features	AES/GIE	32	2	
8/22/18	ISS 360	AES/GIE	32	2	
8/29/18	Impact Cycle Training #2	JJH/PHS	45	3	
8/30	Math-Getting Started -- Data Analysis (NWEA)	PHS	3	1	
8/30	CTE-CTE Course Mapping Development	PHS	5	1	
9/5/18	Coaching Model PD	AES/GIE	32	2	
9/12/18	NWEA Math Data Analysis	PHS	2	1	
9/12/18	NWEA English Dept. Data Analysis	PHS	4	1	
9/12/18	Mental Health Training-Matt	AES/GIE	32	2	
9/12	ELA Dept Data Analysis of ERWC	PHS	4	1	
9/12/18	English Dept. Class Data Anlysis (NWEA) - Amy	PHS	5	1	
9/13/18	Math-Class Data Analysis (NWEA)	PHS	3	1	

2018/19 Staff Development - PJUSD

Date:	Topic:	Site/Dept	# of Teachers	# of Admin/coaches	Classified Staff
7/30	CPM Implementation Training - UCD	PHS	3		1
9/19/18	Coaching Model PD	AES/GIE	32		2
9/20	Albert IO AP Online Courseware Training	PHS	6		1
9/22	ELA & Math IA Hand Scoring & Digital Library	PHS	2		3
9/26/18	CAASPP Data Analysis	AES/GIE	32		2
9/26/18	Routines for Building Oral and Written Language in De	AES/JJH	5		1
9/26	CPM Follow Up Training	PHS	1		
9/27	Standards for Mathematical Practice	PHS	3		1
9/27/18	Routines for Building Oral and Written Language in De	AES/JJH	5		1
9/28/18	PHS Math Department Performance Task Data Analysis Day	PHS	2		1
10/1/18	Dyslexia Guidelines-SCOE	AES	1		2
10/3/18	IAB/Performance Task	AES/GIE	14		1
10/3/18	Writing from Sources	AES/GIE	17		1
10/9/18	Map Partner Meeting SCOE	JJH/PHS			4
10/10/18	Explanations Follow Up & Focus Student Goal Setting	PHS	2		1
10/10/18	Mental Health Training-Matt	AES/GIE	32		2
10/10/18	Interactive Writing	AES/GIE	6		1
10/11	Math-NWEA Trimester Midpoint CheckIn	PHS	3		1
10/11/2018	English Dept. mid-semester checkin w/Focus-Amy	PHS	5		0
10/12/18	NWEA Math Data Analysis	PHS	2		1
10/12/18	NWEA English Dept. Data Analysis	PHS	4		1
10/15/18	Routines for Building Oral and Written Language in De	AES/JJH	5		1
10/16/18	Routines for Building Oral and Written Language in De	AES/JJH	5		1
10/17/18	UC Cal Fresh	AES	30		1
10/18	CTE Course Mapping - Dave	PHS			1
10/22/18	Illuminate Regional Meeting	AES/PHS	2		
10/24/18	Progress Adviser & PJUSD Look Fors	JJH	17		1
10/24/18	Mystery Science Overview	AES	30		1

2018/19 Staff Development - PJUSD

Date:	Topic:	Site/Dept	# of Teachers	# of Admin/coaches	Classified Staff
7/30	CPM Implementation Training - UCD	PHS	3		1
10/24/18	ELD Academic Vocabulary	AES	30		1
10/25	Standards for Mathematical Practice-Dave C	PHS	2		1
10/26	CPM Follow Up Training	PHS	1		
11/1	Restorative Practices Introduction- Laila Murhi	PHS	26		2
11/1/18	Restorative Practices Introduction- Laila Murhi	PHS	26		2
11-2	Full-Day PerfTask PD Rubric Selection & Grading	PHS	3		1
11/3/18	Fall Superior Region FFA Workshops	PHS	4		0
11/5/18	Routines for Building Oral and Written Language in De	AES/JJH	5		1
11/6/18	Routines for Building Oral and Written Language in De	AES/JJH	5		1
11-7	Performance Task Follow-Up and Next Steps	PHS	3		1
11-7	Performance Task planning for unit 2	PHS	5		1
11/14/18	CAASPP Data Analysis- Target	AES/GIE	32		2
11/14	ELA Dept Data Analysis of ERWC	PHS	4		1
11-27	Custom Reporting Illuminate Perla/Dave	PHS	1		1
12/5/18	Language for Academic Discussions 4th and 5th grade articulation		8		0
12/10/18	Routines for Building Oral and Written Language in De	AES/JJH	5		1
12/11/18	Routines for Building Oral and Written Language in De	AES/JJH	5		1
12/12/18	Mental Health Training-Matt	AESGI	32		2
12-13-18	Full-Day: Perf Task PD Grading (Math)	PHS	3		1
12-13-18	NWEA Data Analysis - Winter check in	PHS	5		2
1/16/19	ELPAC Designated Supports Available/ CA Data Dashboard	AES/GI	32		2
1/16/19	Effective vs. Ineffective Teaching Pt. 1	JJH	16		1
1/17	Teen Talk High School- Sexual Health Curriculum	PHS	1		0
1/17/19	ELPAC Training	PHS	1		1
1/23/19	Effective vs. Ineffective Teaching Pt. 2	JJH	18		1
1/23/19	Review emergency procedures/Raptor	AES	32		2
1/24/19	Advisement-Get Focused Stay Focused	PHS	26		2

2018/19 Staff Development - PJUSD

Date:	Topic:	Site/Dept	# of Teachers	# of Admin/coaches	Classified Staff
7/30	CPM Implementation Training - UCD	PHS	3		1
01/28/19	NWEA English Dept. Data Analysis	PHS	4		1
01/29/19	NWEA Math Data Analysis	PHS	2		1
1/30/19	TK-2nd Writing	AES/GI	17		
01/30-02/02/19	Illuminate Ed Conference in San Diego	PHS	0		1
02/04/19	Math Articulation Meeting	PHS	3		2
2/6/19	Bell to Bell Teaching & How to Plan for Early Finishers and Students who need remediation	JJH	18		1
2/6/19	History and Social Science Framework and updated STULL Goals	AES/GI	32		2
2/7	CPM Best Practices Coach w Pat	PHS	3		0
2/13/19	PHS English Department Data Analysis	PHS	5		1
2/13/19	Teaching with Enthusiasm	JJH	17		1
2/13/19	History and Social Science Curriculum Presentation-Pearson	AES/GI	32		2
2/13	ELA Dept Data Analysis of ERWC	PHS	4		1
2/15/19	Full-Day: PT P.D., Grading & Inst Focus	PHS	3		1
2/20/19	Teaching like a Great Coach	JJH	18		1
2/20/19	Grade Level PLC/ Amy K with Kinder and 1 setting benchmarks for students at risk	AES/GI	32		2
2/27/19	Be Here, There & Everywhere	JJH	18		1
2/27/19	History and Social Science Curriculum Presentation-Studies Weekly	AES/GI	32		2
3/6/19	CAASPP Testing Planning/Scheduling	JJH	16		1
3/6/19	NWEA Data Analysis/Action Plans	AES/GI	32		2
3/10/19	Spring Superior Region FFA Workshops	PHS	4		0
3/13/10	Math Team- District Planning, Remaining JJH staff-Invention Convention	JJH	14		1
03/13/19	Math Articulation Meeting	PHS	3		2
03/18/19	GFSF Webinar with Kari Rossen	PHS			
03/18/19	Care Coordination with Chuck Wayman	PHS			

2018/19 Staff Development - PJUSD

Date:	Topic:	Site/Dept	# of Teachers	# of Admin/coaches	Classified Staff
7/30	CPM Implementation Training - UCD	PHS	3		1
3/22/2019	Math-NWEA Trimester Midpoint CheckIn	PHS	3		1
3/27/19	Grade Level Review of Best Practices and share out	JJH	16		1
3/27/19	History Social Science Curriculum McGraw-Hill	AES/GI	32		2
4/3/19	Math Meeting	JJH	2		1
4/3/19	Grade Level PLC/ IAB's/ PT/ K-2 Articulation	AES/GI	32		2
04/03/19	Math Articulation Meeting	PHS	3		2
04/04/19	504 Plan training by Heather Edwards	District	0		6
04/04/19	4 Must Do's for Math Instruction	PHS			
4/10/19	Math articulation- Mathematical Mindset	AES/GI	32		2
4/10/19	CAASPP Designated Supports	AES/GI	14		2
4/11	ELA Dept Data Analysis of ERWC	PHS	4		1
4/12	Full-Day: Performance Task Calibration & Grading, IAB	PHS	3		1
4/15/19	Everyday Practices that Engage and Empower Readers and Writers (Heinemann)	JJH/PHS	2		1
04/23/19	CAASPP Proctor training	PHS	24		3
4/24/19	CAASPP Training/LCAP Indicator/Robo Blockly/Mash-Up Math	AES/GI	32		2
4/24/19	LCAP Indicators/SPSA input	JJH	16		1
05/01/19	Math Articulation Meeting	PHS	3		2
5/8/2019	ELA/ELD Dept Data Analysis & Student follow-up Amy	PHS	4		1
05/15/19	NWEA Math Data Analysis	PHS	2		1
05/16/19	NWEA English Dept. Data Analysis	PHS	4		1
5/23/19	ELD Coordinator Workshop	District	1		0
5/23	CPM Best Practices Coach w Pat	PHS	3		0
5/31/19	School Safety Symposium	AES/GI	0		1
07/17-07/20/18	AP Lit and Comp Summer Institute	PHS	1		
07/17-07/20/18	AP Lang & Comp Summer Institute	PHS	1		
07/17-07/20/18	AP Stats Summer Institute	PHS	1		

2018/19 Staff Development - PJUSD

Date:	Topic:	Site/Dept	# of Teachers	# of Admin/coaches	Classified Staff
7/30	CPM Implementation Training - UCD	PHS	3	1	
07/17-0720/18	AP Psychology Summer Institute	PHS	1		
10/23-10/28/18	FFA National Conf and Workshops	PHS	5		0
4/24 - 4/28/19	FFA State Conf and workshops	PHS	5		1
5/20-5/21/19	CalCurriculum Math Implementation Workshop	AES/JJH.PHS	4		1
7/9-12	Focus on Freshmen Conference	PHS	1		1

Pierce Joint Unified School District

School Year 2018-2019

Janet Myers RN, School Nurse

1. 47 Emergency Health Plans were prepared for students with health conditions, such as diabetes, seizure disorders, food allergies, and insect allergies. Appropriate school staff members were trained on Epi pen administration and emergency response for certain medical conditions.
2. Free Flu Vaccines were offered by the Colusa County Health Department to all students and staff. A flu shot clinic was organized and held at each school last fall. Permission slips/questionnaires were distributed and carefully reviewed prior to administration
 - 15 Grand Island students vaccinated
 - 214 Arbuckle Elementary students vaccinated
 - 101 Johnson Jr. High students vaccinated
 - 82 Pierce High School students vaccinated
 - 62 Staff members vaccinated
3. Hearing Screenings done to include:
 - 100 TK/Kindergarteners
 - 109 Second graders
 - 124 Fifth graders
 - 111 Eighth graders
 - 108 Tenth graders
 - 3 student referrals made for further testing. Followed up with parents.
4. Vision Screenings done to include (at least):
 - 106 TK/Kindergarteners
 - 111 Second graders
 - 125 Fifth graders
 - 114 Eighth graders
 - 40 plus students referred to an eye doctor
 - Color Vision screened on 51 First grade boys with 5 Referrals
5. Dental Screening by NVIH's dental hygienist was offered to every K-5 student at AES and Grand Island, minus 3rd grade (see below)
Paperwork with permission slips distributed and screening details organized
6. Participated in the "California Smile Survey" which was conducted by the California Department of Public Health to survey the oral health of 3rd grade students across the state
7. Participated in kindergarten registration and monitored immunization compliance
8. Numerous calls/letters to parents to follow up regarding student immunization requirements
9. Numerous student referrals to primary care physicians (or ER if indicated) for conditions such as asthma, chronic cough, conjunctivitis, ear infections, sprains/possible broken bones, skin conditions, ADHD. Follow up with MD as needed.
10. Provided health education for students, parents and staff
11. Assisted parents in obtaining CHDP physicals for their children
12. Assisted with the Growing Up Healthy Presentations for 5th grade girls at AES and GI
13. Completed required annual reports on Hearing screenings, K and 7th grade immunization compliance and kindergarten oral health assessments.

► Quantitative Reasoning with Advanced Mathematical Topics (QRAT)



UCOP “C- Advanced Mathematics” Approved

QRAT Course Outline	
Unit 1	Developing the Mathematical Practices
Unit 2	Algebraic Foundations for Higher Mathematics
Unit 3	Complex Numbers, Polar Coordinates and Vectors
Unit 4	Polynomial & Rational Functions
Unit 5	Introduction to the Concepts of Calculus
Unit 6	Inverse Functions
Unit 7	Piecewise & Non-Invertible Functions
Unit 8	Matrices & Linear Programming
Unit 9	Economic Applications

This course is intended for students who want to continue developing their mathematical knowledge and challenge their math skills while preparing for attendance at CSU or UC. These students may be interested in math intensive majors such as science, technology, engineering, and/or math (STEM) but this is not a requirement to participate in this course. **Successful completion of this course fulfills the high school “C” math area of the A-G requirements.**

The units of study revisit previous math concepts such as linear, quadratic and exponential functions, to provide opportunities for students to develop a greater perspective of the underlying structures of mathematics and how to connect mathematical topics. This enables students to continue to persevere through problem solving and develop quantitative reasoning skills necessary for success in college-level courses. Polynomial and rational functions, as well as basic calculus concepts, advance the students mathematical content knowledge through a quantitative reasoning lens. The course culminates with an in-depth unit on the mathematics of finance. The National Common Core Standards for Mathematical Practice are an

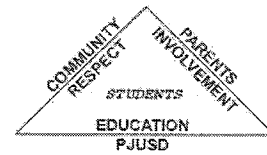
integral part of each lesson and specific high school Common Core State Standards are the focus of the mathematical content. Through a facilitative teaching approach, the lessons and tasks provide students with opportunities to solve challenging problems in which they gather, analyze, and evaluate information, work effectively in groups to make decisions using critical reasoning skills, as well as opportunities to communicate concisely through written and oral language. A letter grade of C or better in the second semester of this course (a UCOP designated Advanced Mathematics course) validates the entire high school college preparatory requirement.

For additional information, please visit:

Center for College & Career Readiness
California State University, Sacramento
Library North 4026
6000 J Street, Sacramento, CA 95819
T (916) 278-2603 | F (916) 278-5396
www.csus.edu/ccr

Pierce Joint Unified School District

P.O. Box 239 • Arbuckle CA 95912 • (530) 476-2892 • Fax (530) 476-2289



Carol Geyer, Superintendent

LCAP Task Force Meeting
June 10, 2019, 10 a.m.
Pierce High School Multi-Purpose Room

1. Meeting was called to order at 10:03 a.m.
2. Minutes from the March 25, 2019 meeting were reviewed
3. Local Control and Accountability Plan (LCAP) with Parent Budget Overview – Carol Geyer went through the Parent Budget Overview, Annual Update and 2019-20 LCAP plan. She drew attention to the explanation of differences between planned Actions/Services and actual Actions/Services and the difference between Expected and Actual Budgets in the Annual Update. The group then went through each of the modified or new Actions/Services in the 2019-20 LCAP plan. Questions were asked and answered as they came up in the conversations.
4. LCAP Addendum – Carol Geyer explained that this plan is the explanation of how Federal programs are handled in the district and how funds from these Titles are spent.
5. Consolidated Application Reporting System (CARS) – Daena Meras went through the report that she distributed with the committee.
6. Other – there were no other items
7. Meeting was adjourned at 11:10 a.m.

Board of Trustees: Nadine High • George Green • Amy Charter • Abel Gomez • Barbara Bair
President Vice-President Clerk Member Member

Extracurricular And Cocurricular Activities

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 - Use of School Facilities)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

(cf. 5148.2 - Before/After School Programs)

Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. (5 CCR 4925)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6145.5 - Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Unless specifically authorized by law, no student shall be charged a fee for his/her participation in educational activities, including extracurricular and cocurricular activities and materials or equipment related to such activities. (Education Code 49010, 49011)

(cf. 3260 - Fees and Charges)

(cf. 3452 - Student Activity Funds)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Annual Policy Review

The Board shall annually review this policy and implementing regulations. (Education Code 35160.5)

Legal Reference:

EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

48850 Participation of homeless students and foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49010-49013 Student fees

49024 Activity Supervisor Clearance Certificate

49700-49704 Education of children of military families

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), Coded Correspondence 10-11, July 20, 2010

WEB SITES

CSBA: <http://www.csba.org>

California Association of Directors of Activities: <http://www.cadal.org>

California Department of Education: <http://www.cde.ca.gov>

California Interscholastic Federation: <http://www.cifstate.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy PIERCE UNIFIED SCHOOL DISTRICT

adopted: June 26, 2017 Arbuckle, California

Extracurricular And Cocurricular Activities

Definitions

For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular activities shall be defined as follows: (Education Code 35160.5)

1. Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, do not take place during classroom time, and have all of the following characteristics:

- a. The program is supervised or financed by the school district.
- b. Students participating in the program represent the school district.
- c. Students exercise some degree of freedom in the selection, planning, or control of the program.
- d. The program includes both preparation for performance and performance before an audience or spectators.

2. Cocurricular activities are programs that may be associated with the curriculum in a regular classroom.

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.

(cf. 6143 - Courses of Study)

2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

The grade point average (GPA) used to determine eligibility for extracurricular and cocurricular activities shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5)

When a student becomes ineligible to participate in extracurricular or cocurricular activities in the upcoming grading period, or when he/she is subject to probation, the principal or designee shall provide written notice to the student and his/her parent/guardian.

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

Any non certificated person working with students in a district-sponsored extracurricular student activity program shall possess and Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal

background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 - Temporary Athletic Team Coaches. (Education Code 49024)

(cf. 1240 - Volunteer Assistance

(cf. 4127/4227/4327 - Temporary Athletic Coaches)

(cf. 4212.5 - Criminal Record Check)

Regulation PIERCE UNIFIED SCHOOL DISTRICT

approved: September 10, 2009 Arbuckle, California

revised: June 16, 2010

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arbuckle Elementary School	06616146003511	May 13, 2019	June 20, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan includes strategies to meet identified school needs and provide opportunities for all students, including each student group, to meet the state standards. This plan addresses the needs of all students in the school, particularly those at risk of not meeting the state standards. It also provides supports that will strengthen the academic program, improve learning and support enriched and accelerated curriculum while addressing the needs of all students in the school. This plan is aligned with the Local Control Accountability Plan and is monitored multiple times throughout the year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Arbuckle Elementary School (AES) we administer a student, staff and parent survey each year. The staff survey was the California Healthy Kids survey and the results were as follows: 100% of survey results revealed the learning environment is supportive and inviting, promotes academic success for all students, sets high standards for all students, and the adults at school ensure a safe and supportive environment. 76% of the staff feel they participate in decision making and 96% feel it is an inviting place to work. 100% of the staff feel that objective data is used to make decisions. 100% of the staff feel that the school is a safe place for students and staff. 92% believe the school gives equal access to extracurricular and enrichment activities. 92% believe the staff treats all students fairly. The parent survey results (167 surveys) revealed: 96% believe the school office and administrative staff is responsive and friendly. 94% believe (or don't know) that discipline is handled effectively. 86% believe the school environment is respectful and caring. 72% believe the playground is well supervised. 73% believe the school facility is safe and secure. The student survey results revealed that 85% of the students feel a sense of belonging at school and 90% feel they are safe while at school. 83% report that learning is fun and 92% like school. 96% feel that their teacher cares about them. 78.9% feel students at AES are friendly. 72% report that their family helps with homework and 96% believe their family thinks they can do well is school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal classroom observations are completed two times a year for probationary teachers and 1 time a year for tenured teachers up for evaluation. The formal observation includes a pre and post conference and teachers are expected to turn in written lesson plans. Informal classroom walkthroughs are completed on a semi-weekly basis and feedback is given through Progress Advisor. Probationary teachers are also given release time to allow them to observe their colleagues' classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state and local assessments to modify instruction and improve student achievement. The staff, School Site Council and the School Board reviews state scores in language arts, and mathematics annually, along with the local NWEA MAP district assessments and the ELPAC scores. Teachers meet individually with the principal at the beginning of the school year to conduct test chats based on the previous year's assessment data. These scores are analyzed as a whole and broken down by sub-groups to identify specific areas of focus for specific student groups. Once areas and students are identified, action plans go into effect on how to make improvements on the academic achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC #7). Unit tests and/or chapter test are given at the completion of each unit/chapter in both language arts and math. Academic Conferences are then held with the grade level teams to look at the scores and discuss current and best practices that are reflected in the results. The reading specialist, ELD teachers, and special education teachers are also part of the sharing of information about students. Following this analysis, teachers create action plans to meet the needs of individual students' academic achievement. Teachers write their annual Stull goals based on the data. These plans contain SMART goals, meaning they are specific, measurable, attainable, results based and time bound. These goals are monitored and evaluated on a regular basis. Results are reported to the principal and new action plans are created based on the new data. Along with end of unit assessments from the adopted curriculum, other assessments used include BPST (Basic Phonics Skill Test) in grades K-2, tri-annual running records on reading assessments, SRI (Scholastic Reading Inventory), writing assessments, NWEA MAP tri-annual data, Compass Learning data, and Lexia data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

This was part of NCLB and is no longer a requirement.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC # 5). All teaching staff are fully credentialed. All fourth and fifth grade teachers participated in a STEM training through UC Davis (2014, 2015). All staff received a training with the publisher of the newly adopted mathematics program, Go Math (2014, 2015). All teachers participated in a full day training with the publisher of the newly adopted ELA curriculum, Wonders (2016). The instructional coaches are receiving continuous training to support the staff. The staff received on-site training for Illuminate in 2014, 2015, and 2017. In April 2016, the administrator along with the instructional coach attended a training on building teacher capacities. In 2017, the district administration team attended a training on building coherence within the district. The ELD coordinator, literacy coach, instructional coach, and principal attended multiple training at Sacramento County Office of Education regarding ELD standards and the ELA/ELD framework. In 2017, the kindergarten team attended a kindergarten conference with the literacy coach and instructional coach. In 2018, the 1st grade teachers attended a 2 day training specifically for K/1 teachers. In 2018 the administrator attended the annual Illuminate conference. In 2018, teachers were certified in Crisis Prevention and Intervention (CPI) as well as strategies to deal with mental health, the administrator attended a CAFE training on the EL Roadmap, two representatives from the site attended a training on English Learner strategies hosted by Kate Kinsella and will be providing staff development on this topic to the whole staff.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff development to content standards, assessed student performance, and professional needs. Each year the staff determines the focus of staff development activities based on the school goals and plans set by the School Site Council and School Board. The equivalent of six days a year are designated as Staff Development Days, and are student non-attendance days. Additional instructional minutes allow early release of students on Wednesdays. Weekly, each grade level team of teachers meets to collaboratively look at student work and plan instruction. The staff then meets to receive training on instructional strategies and standards primarily in the areas of math, languages arts, STEM, and ELD (EPC #6 & 8). The ideas for additional staff development arise during academic conferencing. The instructional coaches fulfill those needs when they meet with individual grade level teams. Training on the Common Core State Standards (CCSS) have been attended by the principal and instructional coaches through Sacramento County Office of Education.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers (e.g. use of content experts and instructional coaches) (EPC #6). Previously, Dr. Marilyn Bates worked with the staff for four years on effective instructional strategies beginning in 2005. She worked directly with the principal to coach her on supporting the specific needs of the staff. The principal provides staff development to teachers on Quality First Instruction utilizing Explicit Direct Instruction. The principal and vice principal conduct walk-throughs to reinforce and refine teaching skills. All beginning teachers are assigned a TCIP (Tri County Induction Program) support provider for their first two years. The literacy and instructional coaches work closely with the teachers providing training, feedback, and modeling lessons. The ELD teachers provide resources as needed for English Language Learners. One staff meeting a month is dedicated to staff development in the area of ELD. Teachers are eligible to request assistance through the district's Peer Assistance and Review (PAR) if they are needing additional support. Teachers receiving "unsatisfactory" on their evaluations are assigned to PAR and given additional support from a PAR coach. The district has adopted Jim Knight's Impact Cycle for coaching and have begun to implement it through the instructional coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade level (K-5) (EPC#8). Time is built in for weekly collaboration among grade levels. Academic conferencing is held following ELA unit/chapter assessments and following the fall and winter administration of NWEA. This conferencing takes place during Wednesday release time. Seven staff members including the principal attended the Professional Learning Community training from the DuFours at Sacramento County Office of Education for two days in January 2012. The first grade team along with the principal attended a training offered through the Yolo County Office of Education (2016). The first grade teachers attended a 2 day training specifically for K/1 teachers (2018). The principal has created a leadership team which is comprised of a teacher representative from each grade level. The representative takes items back to the grade level team to discuss further and collaborate before bringing it back to the leadership team.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction, and materials to content and performance standards. Staff development for breaking down the standards for instructional purposes will be provided on an ongoing basis with an emphasis on the new ELA/ELD framework and standards. The newly adopted ELA Wonders curriculum became available during the 2016-2017 school year. Teachers were given time to align the curriculum to the standards and develop instructional opportunities that are aligned to CCSS. During the 2018-2019 school year we will look to pilot a science curriculum. Supplemental CCSS materials were purchased in math for grades K- 2 (2013/14). In 2017 additional kindergarten curriculum was purchased to support the extended kindergarten classrooms. In July 2014, the staff was trained with the new math adoption, Go Math. At this time teachers were given time to become familiar with the alignment of the new math curriculum with the CCSS. In August 2007, staff development was provided for the newly adopted Houghton Mifflin Science adoption. Instructional staff is committed to teaching the grade level content standards to all of the students in the grade and to supporting all students in achieving mastery. Teachers post standards based learning objectives in the classroom daily.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-5) (EPC #2). Two and one-half hours are allocated for instruction of language arts in grades K-3 each day. Two hours are allocated a day for grades four and five in language arts. For math, each grade level allocates 60 minutes in grades first through fifth, not including homework. Additional time, or leveled support, is given to students performing below grade level during workshop time and before and after school programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule (K-5) and master schedule flexibility for sufficient numbers of intervention courses (EPC #3). Each year, grade level teams develop a pacing schedule for language arts and mathematics. This schedule is turned into the principal. Teachers adhere to the schedule during the school year. Pacing is based on teaching all standards prior to the California Assessment of Student Performance and Progress (CAASPP). Additional time for individualized support is given to students performing below grade level during workshop time, and before or after school.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Availability of standards-based instructional materials appropriate to all student groups. Standards-based instructional materials are available to all students. Additional resources for particular groups include, Wonders Designated ELD Program and Rosetta Stone for English Language Learners. Compass Learning is available for all students to receive leveled instruction based on student NWEA MAP scores. Otter Creek Rocket Math for math facts is used in grades 1-5. During workshop, instruction is differentiated to meet the needs of all students. Read Naturally is another research-based resource used to build reading fluency. Lexia is an intervention support for students in the area of language arts. FASTT Math is utilized to build fluency with math facts.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC #1). All curriculums in language arts, mathematics, science and social studies are state approved. Intervention materials for each adoption were purchased when available. The language arts adoption included Program 2 for English Learners.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program that enable underperforming students to meet standards (EPC #1). Adaptations of curriculum, instruction and/or assessment will be made for underperforming students in the form of modifications or accommodations based upon the student's needs. Students not making adequate yearly progress based on their CELDT levels, receive ELD instruction four times per week for 40 minutes. English learners making yearly language progress are supported in the core curriculum through the use of EL support materials within the adopted program. Students identified as under-performing can also receive support in the following ways: individual or small group instruction from the classroom teacher, literacy group with the Reading Specialist, and/or flexible groupings at student's developmental levels during workshop.

Evidence-based educational practices to raise student achievement

Research-based educational practices to raise student achievement at this school (EPC #1). Direct instruction is used as a primary strategy for instruction. Active participation is a practice used by all teachers to engage students during academic time. Time on task and teaching to the content standards is maximized to ensure learning. Integrating the use of technology as a tool for the teacher is a part of best practices. Building background knowledge, vocabulary, and academic language is another major focus of the school based on the gains found in research. Students setting their own goals with the support of the teacher and monitoring those goals on a regular basis are an additional practice in place which research again shows is effective. Teachers have set Wildly Important Goals (WIG) and have identified lead and lag measures to discuss with the accountability on a weekly basis.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available from family, school, district, and community to assist under-achieving students. The school district provides the After School Education and Safety (ASES) program on a daily basis for 90 students in grades 2-5. Parents are highly encouraged to participate in their child's education through the attendance of Back-to-School Night, family nights, parent-teacher conferences, and Open House. Additional parent trainings are offered throughout the year. Parents are also a vital component of our Student Success Team (SST) meetings. During an SST meeting, a student's progress is reviewed and an intervention plan is facilitated to best support the student. Possible resource supports include: access to mental health services, including Primary Intervention Program (PIP), and Second Step. The Family Action Center located on campus also serves as a resource for after school care, homework help, tutoring, adult education classes, the facilitation of Medi-cal applications, and a link to additional resources a family may need. The District Attendance Review Team (DART) made up of site administrators, meets with parents and students with attendance issues. Parents sign a contract stating their child will be at school daily. Failing to do so results in a referral to the county probation department. In 2016, the Parent Institute for Quality Education (PIQE) was offered to parents in English and Spanish. In 2018 PIQE will be offered at PHS but all parents are encouraged to attend.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Involvement of parents, community representatives, classroom teachers, other school personnel, in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932). The School Site Council meets on a monthly -basis to monitor the consolidated application programs. The council is made up of parents and staff members. During the 2017-2018 school year, a Categorical Program Monitoring (CPM) took place and there were no findings of non-compliance under the programs overseen by the School Site Council. The English Language Advisory Committee (ELAC) meets at least twice a year. This committee is made up of parents of English Language Learners and staff. The District English Language Advisory Committee (DELAC) meets a minimum of two times per year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds that enable under-performing students to meet standards (EPC #9). A minimum of 10% of Title I funds are allocated for staff development. Instructional coaches train and coach teachers in reading and writing instructional strategies. An ELD teacher provides instruction to beginning language learners and also provides training for teachers. A reading specialist instructs students not meeting grade level standards in reading. Before and after school interventions are taught by classroom teachers to support under-performing students. The library clerk is hired part time to keep the library in working order. She also opens the library before school to allow students to take Reading Counts quizzes and check out books as needed.

Fiscal support (EPC)

Supplemental and concentrated funds are prioritized and aligned to support the EPCs and the Single Plan for Student Achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder input is a large part of our planning process for the SPSA. The plan is reviewed with the School Site Council (SSC) in November and March. The plan is also reviewed at our English Learner Advisory Committee Meetings (ELAC) in December and February. At SSC and ELAC we monitor the progress of the plan as well as provide input for the following years plan. At least twice per year the school staff meets to discuss LCAP input and provides suggestions or ideas for the next years plan. A draft of the plan is brought to SSC in April where the council can make changes. A final draft is then brought to SSC in May for final approval. After final approval from SSC the plan is taken to the school board for approval in June.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities were identified as part of the needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	%			
African American	1.6%	1.1%	0.49%	10	7	3
Asian	1.0%	0.8%	0.65%	6	5	4
Filipino	%	%	0.16%			1
Hispanic/Latino	76.6%	77.2%	77.74%	480	483	475
Pacific Islander	0.2%	0.2%	%	1	1	
White	19.0%	18.7%	18.00%	119	117	110
Multiple/No Response	1.6%	%	1.15%	10		7
Total Enrollment				627	626	611

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	103	117	112
Grade 1	88	86	98
Grade 2	108	96	88
Grade3	99	107	97
Grade 4	118	100	114
Grade 5	111	120	102
Total Enrollment	627	626	611

Conclusions based on this data:

1. We have roughly 100 students per grade level.
2. Hispanic and white students makup the majority of students enrolled.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	334	338	334	53.3%	54.0%	54.7%
Fluent English Proficient (FEP)	50	46	46	8.0%	7.3%	7.5%
Reclassified Fluent English Proficient (RFEP)	37	39	47	11.6%	11.7%	13.9%

Conclusions based on this data:

1. Over 50% of our student population are English Learners (EL's).
2. We increased the number of students reclassified by 2% from the previous two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	96	107	89	94	105	87	94	105	87	97.9	98.1	97.8
Grade 4	119	104	114	117	104	113	117	104	113	98.3	100	99.1
Grade 5	107	124	106	107	122	101	107	122	101	100	98.4	95.3
All Grades	322	335	309	318	331	301	318	331	301	98.8	98.8	97.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2414.	2399.	2446.	16	18.10	31.03	27	15.24	27.59	24	31.43	27.59	33	35.24	13.79
Grade 4	2442.	2423.	2447.	16	12.50	15.93	20	14.42	23.01	24	25.00	23.89	40	48.08	37.17
Grade 5	2454.	2455.	2478.	5	11.48	12.87	24	22.13	24.75	24	27.05	27.72	47	39.34	34.65
All Grades	N/A	N/A	N/A	12	13.90	19.27	23	17.52	24.92	24	27.79	26.25	40	40.79	29.57

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	14	18.10	27.59	47	32.38	52.87	39	49.52	19.54	
Grade 4	16	12.50	15.93	44	44.23	50.44	40	43.27	33.63	
Grade 5	13	14.75	17.82	33	40.98	45.54	54	44.26	36.63	
All Grades	14	15.11	19.93	41	39.27	49.50	45	45.62	30.56	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	22.86	36.78	60	40.95	42.53	29	36.19	20.69
Grade 4	13	11.54	15.93	46	43.27	46.02	41	45.19	38.05
Grade 5	11	19.67	21.78	45	43.44	46.53	44	36.89	31.68
All Grades	12	18.13	23.92	50	42.60	45.18	38	39.27	30.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	9.52	21.84	73	69.52	64.37	17	20.95	13.79
Grade 4	15	6.73	12.39	68	66.35	70.80	18	26.92	16.81
Grade 5	9	9.84	5.94	64	55.74	66.34	27	34.43	27.72
All Grades	11	8.76	12.96	68	63.44	67.44	21	27.79	19.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	20.00	27.59	53	37.14	55.17	24	42.86	17.24
Grade 4	24	12.50	21.24	49	49.04	51.33	27	38.46	27.43
Grade 5	14	15.57	17.82	59	44.26	48.51	27	40.16	33.66
All Grades	20	16.01	21.93	53	43.50	51.50	26	40.48	26.58

Conclusions based on this data:

1. We saw a significant increase of students Meeting/Exceeding Standards from 16-17 to 17-18 with an increase of 13%.
2. In 16-17 reading was the lowest of the 4 domains with 45% of the students performing below standard. In 17-18 the number of students Below Standard in reading decreased to 30% for grades 3-5.
3. We saw an increase in Standard Exceeded and Standard Met in Grades 3-5 from 16-17 to 17-18. We also saw a significant decline in students scoring Standard Not met from 16-17 to 17-18.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	96	107	89	95	105	87	95	105	87	99	98.1	97.8
Grade 4	119	104	114	117	104	114	117	104	114	98.3	100	100
Grade 5	107	124	106	107	124	104	107	124	104	100	100	98.1
All Grades	322	335	309	319	333	305	319	333	305	99.1	99.4	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2434.	2416.	2452.	19	14.29	22.99	31	27.62	39.08	32	27.62	22.99	19	30.48	14.94
Grade 4	2473.	2441.	2456.	15	3.85	8.77	26	24.04	25.44	41	40.38	35.09	18	31.73	30.70
Grade 5	2474.	2482.	2490.	10	9.68	14.42	14	21.77	16.35	36	33.87	40.38	40	34.68	28.85
All Grades	N/A	N/A	N/A	14	9.31	14.75	24	24.32	26.23	36	33.93	33.44	26	32.43	25.57

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	33	31.43	47.13	39	29.52	34.48	28	39.05	18.39	
Grade 4	30	14.42	18.42	38	39.42	35.96	32	46.15	45.61	
Grade 5	18	17.74	19.23	33	41.94	38.46	50	40.32	42.31	
All Grades	27	21.02	26.89	37	37.24	36.39	37	41.74	36.72	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	20.00	29.89	56	47.62	50.57	29	32.38	19.54
Grade 4	18	6.73	15.79	56	50.00	50.00	26	43.27	34.21
Grade 5	9	8.87	14.42	36	50.00	45.19	54	41.13	40.38
All Grades	14	11.71	19.34	49	49.25	48.52	37	39.04	32.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	13.33	32.18	54	50.48	52.87	16	36.19	14.94
Grade 4	20	6.73	15.79	58	48.08	42.11	22	45.19	42.11
Grade 5	6	8.87	12.50	49	45.97	49.04	46	45.16	38.46
All Grades	18	9.61	19.34	54	48.05	47.54	28	42.34	33.11

Conclusions based on this data:

1. We increased the percent of students proficient by 7.4% from 33.6% in 16-17 to 41% in 17-18.
2. We decreased the percent of students Below Standard in each of the 3 domains. Concepts and Procedures went from 41.7% in 16-17 to 36.72% in 17-18. Problem Solving and Modeling Data Analysis went from 39.04% in 16-17 to 32.13% in 17-18. Communicating Reasoning went from 42.34% in 16-17 to 33.11% in 17-18. The domain with the highest percentage of students Below Standard is Concepts and Procedures which is a shift from 16-17 when we had the largest percentage Below Standard in Communicating Reasoning.
3. Problem Solving and Modeling/Data Analysis has the most students Above Standard (19.34%) and 48.52% At or Near Standard with a total of 67.86% Above or At Standard. Concepts and Procedures has 63.28% At or Above Standard and Communicating Reasoning has 66.88% At or Above Standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1406.7	1416.5	1383.8	80
Grade 1	1452.9	1454.7	1450.5	53
Grade 2	1491.2	1486.4	1495.6	54
Grade 3	1476.8	1471.7	1481.6	41
Grade 4	1497.0	1490.8	1502.7	49
Grade 5	1504.4	1503.3	1505.1	42
All Grades				319

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	30	37.50	28	35.00	14	17.50	80
Grade 1	18	33.96	26	49.06	*	*	*	*	53
Grade 2	29	53.70	17	31.48	*	*	*	*	54
Grade 3			20	48.78	15	36.59	*	*	41
Grade 4	*	*	28	57.14	*	*	*	*	49
Grade 5	16	38.10	14	33.33	*	*	*	*	42
All Grades	76	23.82	135	42.32	70	21.94	38	11.91	319

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	15.00	37	46.25	20	25.00	11	13.75	80
Grade 1	26	49.06	18	33.96	*	*	*	*	53
Grade 2	35	64.81	13	24.07	*	*	*	*	54
Grade 3	*	*	22	53.66	*	*	*	*	41
Grade 4	20	40.82	17	34.69	*	*	*	*	49
Grade 5	26	61.90	*	*	*	*	*	*	42
All Grades	125	39.18	115	36.05	52	16.30	27	8.46	319

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	15.00	*	*	38	47.50	22	27.50	80
Grade 1	14	26.42	20	37.74	*	*	*	*	53
Grade 2	23	42.59	21	38.89	*	*	*	*	54
Grade 3			*	*	19	46.34	12	29.27	41
Grade 4	*	*	21	42.86	16	32.65	*	*	49
Grade 5	*	*	18	42.86	*	*	*	*	42
All Grades	58	18.18	98	30.72	97	30.41	66	20.69	319

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	33	41.25	40	50.00	*	*	80
Grade 1	41	77.36	*	*	*	*	53
Grade 2	38	70.37	15	27.78	*	*	54
Grade 3	*	*	26	63.41	*	*	41
Grade 4	16	32.65	24	48.98	*	*	49
Grade 5	19	45.24	16	38.10	*	*	42
All Grades	156	48.90	130	40.75	33	10.34	319

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	13.75	46	57.50	23	28.75	80
Grade 1	14	26.42	34	64.15	*	*	53
Grade 2	36	66.67	16	29.63	*	*	54
Grade 3	14	34.15	23	56.10	*	*	41
Grade 4	30	61.22	15	30.61	*	*	49
Grade 5	31	73.81	*	*	*	*	42
All Grades	136	42.63	142	44.51	41	12.85	319

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	64	80.00	*	*	80
Grade 1	20	37.74	23	43.40	*	*	53
Grade 2	31	57.41	18	33.33	*	*	54
Grade 3			23	56.10	18	43.90	41
Grade 4	*	*	34	69.39	13	26.53	49
Grade 5	*	*	26	61.90	*	*	42
All Grades	66	20.69	188	58.93	65	20.38	319

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	25	31.25	31	38.75	24	30.00	80
Grade 1	11	20.75	37	69.81	*	*	53
Grade 2	16	29.63	37	68.52	*	*	54
Grade 3	*	*	28	68.29	*	*	41
Grade 4	*	*	34	69.39	*	*	49
Grade 5	14	33.33	22	52.38	*	*	42
All Grades	79	24.76	189	59.25	51	15.99	319

Conclusions based on this data:

1. In 2017, 37.5% of the Kindergarten students performed at the Moderately and Well Developed level. 83% of the 1st grade students, 85% of 2nd grade students, 48% of 3rd grade students, 57% of 4th grade students at 71% of 5th grade students performed Moderately or Well Developed.
2. The Reading Domain has the lowest percentage of students performing at the Well Developed level with 20.69%.
3. The Listening Domain has the highest percentage of students performing at the Well Developed level with 89.9%.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
611	74.8%	54.7%	1.0%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	334	54.7%
Foster Youth	6	1.0%
Homeless	28	4.6%
Socioeconomically Disadvantaged	457	74.8%
Students with Disabilities	48	7.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5%
Asian	4	0.7%
Filipino	1	0.2%
Hispanic	475	77.7%
Two or More Races	11	1.8%
White	110	18.0%






Conclusions based on this data:

1. Over half of the students enrolled at Arbuckle Elementary School are English Learners.
2. Nearly 3/4 of the students are socioeconomically disadvantaged.
3. White students are the next largest student group with 18%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Chronic Absenteeism and Suspension Rate are areas that need direct attention based on the orange color rating.
2. Gains in mathematics brought our color rating to green.
3. Although a significant increase (13%) in the percentage of students proficient or advanced from 16-17 to 17-18 in ELA we earned a yellow rating.

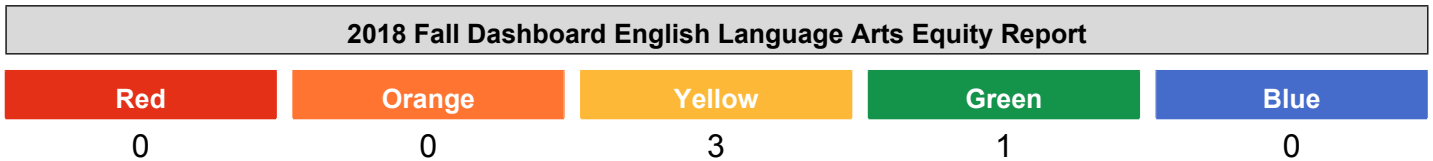
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>12.7 points below standard</p> <p>Increased 28.6 points</p> <p>291 students</p>	<p>English Learners</p> <p>Yellow</p> <p>23.7 points below standard</p> <p>Increased 33.6 points</p> <p>191 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>52.8 points below standard</p> <p>12 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>21.9 points below standard</p> <p>Increased 33.7 points</p> <p>230 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>95.3 points below standard</p> <p>Increased 48.1 points</p> <p>30 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.7 points below standard Increased 34.2 points 228 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students	 Green 15.1 points above standard Increased 8.9 points 52 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.7 points below standard Increased 11.6 points 115 students	39.8 points above standard Increased 26.4 points 76 students	8.5 points above standard Increased 21.5 points 100 students

Conclusions based on this data:

- Overall performance color rating for all students was yellow. All subgroups were yellow except for the white group which was green.
- Reclassified English Learners were 39.8 points above standard which was an increase of 26.4 points from 16-17. Current English Learners were 11.6 points below standard which was an increase in 11.6 points from 16-17. The English Only subgroup was 8.5 points above standard which was an increase of 21.5 points from 16-17.

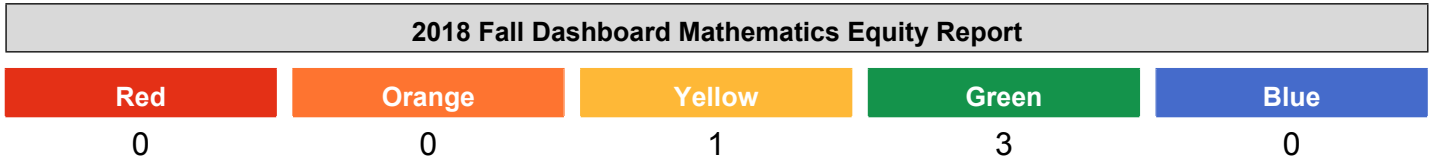
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>16.6 points below standard</p> <p>Increased</p> <p>10.3 points 291 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>26.3 points below standard</p> <p>Increased</p> <p>21.4 points 191 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>41.1 points below standard</p> <p>12 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>24.5 points below standard</p> <p>Increased</p> <p>23.3 points 230 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>95.8 points below standard</p> <p>Increased</p> <p>10.4 points 30 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.2 points below standard Increased 20.7 points 228 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students	 Green 5.9 points above standard Increased 5.5 points 52 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.8 points below standard Maintained 2 points 115 students	21.5 points above standard Increased 26 points 76 students	2 points above standard Increased 16 points 100 students

Conclusions based on this data:

1. Overall performance color rating for all students was green. All subgroups were green except for the English Learner subgroup which was yellow.
2. English Learners need additional supports in place to be successful in mathematics.
3. Reclassified students are maintaining Above Standard status.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
319	23.8%	42.3%	21.9%	11.9%

Conclusions based on this data:

1. Nearly 1/3 of our English Learners are performing in the Somewhat Developed and Beginning Stage on ELPAC. Additional supports are needed for these students.
2. Designated and integrated ELD strategies are proving to be effective with nearly 2/3 of the English Learners performing in the Well Developed and Moderately Developed stages.

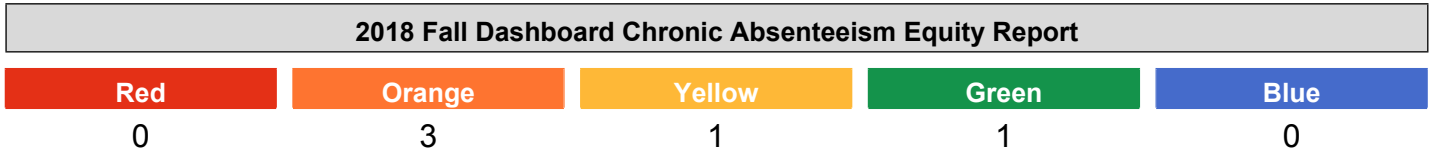
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 6.7% chronically absent Increased 1.2% 641 students	<p>English Learners</p>  Green 5.1% chronically absent Declined 0.5% 351 students	<p>Foster Youth</p>  No Performance Color 15.4% chronically absent 13 students
<p>Homeless</p>  No Performance Color 14.6% chronically absent Declined 11.7% 41 students	<p>Socioeconomically Disadvantaged</p>  Orange 7.9% chronically absent Increased 0.8% 495 students	<p>Students with Disabilities</p>  Orange 11.5% chronically absent Increased 3.5% 52 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5% chronically absent Increased 0.5% 499 students	 No Performance Color 27.3% chronically absent Increased 8.5% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 11.6% chronically absent Increased 5.7% 121 students

Conclusions based on this data:

- The overall performance color for chronic absenteeism is orange. All subgroups are orange except Hispanic which is yellow and English Learners which are green.
- Continued support is needed to promote the importance of attendance.

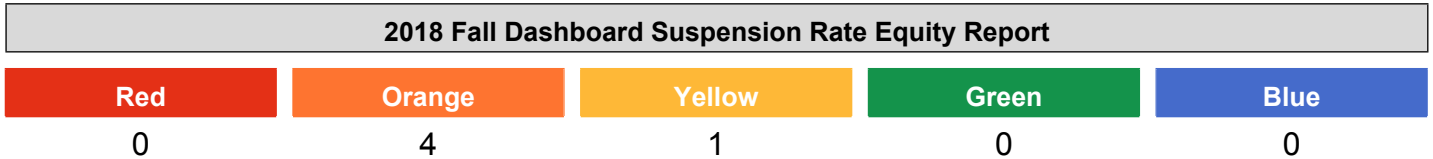
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.1% suspended at least once Increased 1.1% 655 students	<p>English Learners</p>  Orange 1.7% suspended at least once Increased 1.1% 356 students	<p>Foster Youth</p>  No Performance Color 20% suspended at least once 15 students
<p>Homeless</p>  No Performance Color 6.5% suspended at least once Increased 1.3% 46 students	<p>Socioeconomically Disadvantaged</p>  Orange 2.4% suspended at least once Increased 1.1% 508 students	<p>Students with Disabilities</p>  Yellow 5.7% suspended at least once Declined -0.3% 53 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.6% suspended at least once Increased 1.2% 509 students	 No Performance Color 9.1% suspended at least once Increased 9.1% 11 students	 No Performance Color Less than 11 Students - Data 1 students	 Orange 3.2% suspended at least once Increased 1.5% 124 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.5% suspended at least once	1.1% suspended at least once	2.1% suspended at least once

Conclusions based on this data:

1. The overall performance indicator color for suspension rate is orange. All subgroups are orange except students with disabilities which is yellow.
2. There were 655 students accounted during this school year. Our rate went from 1.1% in 2017 to 2.1% which was a total of 14 students suspended in 2018.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Arbuckle Elementary Students will meet or exceed standards on the 2019/2020 California Assessment of Student Performance and Progress (CAASPP). Seventy percent of Arbuckle Elementary School Students will be proficient on SRI in grades 2-5 by the end of the year.

Identified Need

56% of our students are scoring below standard on CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (Grades 3-5 English Language Arts)	44% of the students were proficient or advanced on CAASPP in 2018	49% of students will be proficient or advanced on CAASPP in 2019
a.) Overall distance from standard for all students	All students were 12.7 points below standard	Decrease the points below standard by 5 points from 12 to 7 points below
b.) Distance from standard for English Learners	English Learners were 23.7 points below standard	Decrease points below standard by 7 points from 23.7 to 16.7 points below
c.) Distance from standard for Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students were 21.9 points below standard	Decrease points below standard by 7 points from 21.9 to 14.9 points below
d.) Distance from standard for Students with Disabilities	Students with Disabilities were 95.3 points below standard	Decrease points below standard by 10 points from 95.3 to 85.3 points below
e.) Distance from standard for Hispanic sub group	Hispanic students were 17.7 points below standard	Decrease points below standard by 7 from 17.7 points to 10.7 points below
f.) Distance from standard for White subgroup	White students were 15.1 points below standard	Increase points above standard by 5 to 20.1 points above
Scholastic Reading	48% of students are proficient or advanced on SRI	Increase percentage of students proficient or advanced

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		on SRI by 7 percentage points from 48% to 55%.
Projected RIT proficiency	49% of students were projected to score a level 3 or 4 on CAASPP as of March 2019	Increase projected proficiency from 49% to 51%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Model classroom lessons, coach teachers as they teach lessons, provide staff development to teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

227,828

Source(s)

LCFF: Supplemental/Concentration

NCLB: Title I, Part A, Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting grade level standards

Strategy/Activity

Small group reading intervention for struggling readers 4 days per week for 30 minutes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

101,759

500

Source(s)

NCLB: Title I, Part A, Basic Grants Low-Income and Neglected

LCFF: Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will receive the recommended usage on Lexia in relation to the skill level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,900

Source(s)

Lottery: Instructional Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting grade level standards

Strategy/Activity

Students will be placed in before or after school intervention and have access to Compass Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,144

Source(s)

LCFF: Supplemental/Concentration

500

LCFF: Supplemental/Concentration

15,356

Lottery: Instructional Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Recognize students with ribbons, books and trophies for reading

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

Lottery: Unrestricted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase additional materials needed for full implementation of programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Lottery: Instructional Materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students enrolled in After School Program

Strategy/Activity

Provide assistance with homework and offer curriculum enrichment activities for students enrolled in the After School Program (ASES).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

117,000

Source(s)

After School and Education Safety (ASES)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive training on Explicit Direct Instruction strategies with an EL emphasis

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students in grades 1-5 will do SRI assessments every 6 weeks and take Reading Counts Quizzes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will insist on students setting goals for Reading Counts and insisting on reaching their reading challenge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Lottery: Unrestricted

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Online teacher resources and videos for teachers to use in the classroom to supplement instruction. Online student resources for research projects.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,130

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parent trainings on reading instruction and reading programs, and/or Common Core State Standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase computer software for library book check-out system allowing students access to reading books

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

LCFF: Supplemental/Concentration

20,047

NCLB: Title I, Part A, Basic Grants Low-Income and Neglected

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School library and computer lab will be open one day a week for 2 hours in the summer for students to check-out books and take Reading Counts Quizzes. This will be a 6 week program. Students will receive a pool pass for participating and will be recognized at an assembly at the beginning of the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase copier paper for instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

Lottery: Unrestricted

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Available for all students

Strategy/Activity

Continue transportation for late bus route to extend school day for Rtl

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,377

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase additional books to increase library collections

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Lottery: Instructional Materials

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Open library during the winter vacation so students can take reading counts quizzes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented each of the actions in goal 1. We saw a 13% increase in students proficient on CAASPP which is progress toward our goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Distance from level 3 will be monitored for various sub groups to determine future areas of focus or need. We will continue with previous actions as we are seeing positive results.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Arbuckle Elementary School Students will meet or exceed standards on the 2019/2020 California Assessment of Student Performance and Progress (CAASPP) in mathematics. Seventy percent of students in K-2 will be at grade level proficiency on the NWEA Maps test. We will have a projected proficiency of 70% on the NWEA MAPS assessment.

Identified Need

59% of the students are not meeting grade level standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (Grades 3-8): Math	44% of the students were proficient or advanced on CAASPP in 2018	49% of the students will be proficient or advanced on CAASPP in 2019
a.) Distance from standard for all students	All students were 16.6 points below standard	Decrease points below standard by 5 from 16.6 to 11.6 points below standard
b.) Distance from standard for English Learners	English Learners were 26.3 points below standard	Decrease points below standard by 5 from 26.3 to 21.3 points below standard
c.) distance from standard for Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students were 24.5 points below standard	Decrease points below standard by 5 from 24.5 to 19.5 points below standard
d.) Distance from standard for Students with Disabilities	Students with Disabilities were 95.8 points below standard	Decrease points below standard by 10 points from 95.8 to 85.8 points below standard
e.) Distance from standard for Hispanic sub group	Hispanic students were 17.7 points below standard	Decrease points below standard by 5 from 17.7 to 12.7 points below standard
f.) Distance from standard for White sub group	White students were 15.1 points above standard	Increase points above standard by 5 to 20.1 above standard
Academic Indicator: NWEA Projected Proficiency	43% of students were projected to score a level 3 or 4 on CAASPP as of March 2019	Increase projected proficiency from 43% to 45%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide FASTT Math computer program for math facts for all students in grades 1-5. Program usage will be monitored by teacher and principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will be placed in before, during or after school intervention and have access to Compass Learning. Compass usage for interventions will be monitored by teacher and principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18,144

LCFF: Supplemental/Concentration

1500

LCFF: Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase additional math resource materials as needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Lottery: Instructional Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Recognize students for passage of math facts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

700

Source(s)

Lottery: Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide training on math content and math programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional focus on the 8 mathematical practices during staff development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 3-5

Strategy/Activity

Implement math performance tasks and analyze results at least 6x year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting standards

Strategy/Activity

Math intervention classes will be focused on number sense and will be hands on in nature. Lessons will include math games to build number sense and encourage students to enjoy math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

FASTT Math computer program was not utilized with fidelity across the grade levels. We focused on Mathematical Mindset as opposed to the 8 Mathematical Practices.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We had budgeted \$600 for training on math content but we actually spent about \$6,000 to send teachers to training.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue focusing on the Mathematical Mindset and integrating the 8 Mathematical Practices in to staff development. We will be working as a staff to determine best way to hold students accountable with math facts.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

Students who have been enrolled at Arbuckle Elementary since kindergarten will be reclassified by 5th grade.

Identified Need

Reading continues to have the lowest percentage of students at the Well Developed level and therefore is the main reasons students are not reclassified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Students Reclassified in Grades 3-5	In 2018 we reclassified 33 students, which was 9% of the EL's	Increase the percentage of students being reclassified from 9% to 14%
Number of Long Term EL's	9 students are Long Term EL in the current 5th grade class	Decrease this number by 2 students
Number of 5th Grade Students Not Reclassified	40% of the students going to 6th grade are English Learners	Decrease this percentage from 40% to 35%
Percent of Level 1 and 2 on ELPAC for K-5	In 2018 we had 21.94% in level 2 and 11.91% in level 1	Decrease percent of student in level 1 and 2 from 33.8% to 28.33%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Teachers will review ELPAC data a minimum of 2 times per year. They will also analyze classroom assessments and district benchmark assessment data to be sure EL students are progressing academically.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,144

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Students not progressing one language level per year will receive ELD instruction from the ELD teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

171,139

Source(s)

NCLB: Title III, Limited English Proficiency (LEP) Student Program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students new to the United States

Strategy/Activity

Rosetta Stone computer software will be utilized for ELL students at levels 1 & 2 who are newcomers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

English Learners making language level proficiency goals receive EL support through designated and integrated ELD with the use of the adopted language arts program in the regular classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Instructional aide will support Kindergarten students needing ELD services. She will do ELPAC testing and clerical work related to the ELPAC test.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

30,379	LCFF: Supplemental/Concentration
--------	----------------------------------

250	LCFF: Supplemental/Concentration
-----	----------------------------------

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Attend ELD trainings offered off site

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

1500	LCFF: Supplemental/Concentration
------	----------------------------------

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELD training will be provided to ELD staff and classroom teachers a minimum of 1x a month

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th grade English Learners

Strategy/Activity

Purchase Kate Kinsella curriculum to be utilized in ELD workshops for 4th and 5th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions in goal 3 were implemented as planned. We still have a large percentage of students who do not meet the reclassification criteria in 5th grade and reading appears to be a major factor that holds students back.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between actions and implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be purchasing a curriculum to use in 4th and 5th grade designated ELD workshop. This action has been added to goal 3. We will also educate parents on the importance of reading and provide strategies they can implement at home.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

5th graders will score in the Healthy Fitness Zone (HFZ) for Body Composition.

Identified Need

47% of the 5th grade students are not in the Healthy Fitness Zone for Body Composition.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Physical Fitness Test	53.4% of the 5th graders are scoring in the HFZ for Body Composition	Increase the percentage of students in the HFZ for Body Composition by 10% from 53.4% to 63.4%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Cardio activities will makeup 70% of the students time in PE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Lottery: Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase playground equipment available to students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Lottery: Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase apps to enhance curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150

Source(s)

Lottery: Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue UC Extension Cal Fresh program and promote healthy eating

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplies and materials needed for new classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

Lottery: Unrestricted

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented all actions as planned. We will continue to monitor the percent of students in the HFZ and determine the effectiveness of our actions. The previous PFT results were significantly lower than in previous years.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences in actions and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The PE classroom will be moved to larger classroom to allow for more movement in the classroom when the weather doesn't permit being outside.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

Students will feel a sense of connectedness in school environment.

Identified Need

We were in the orange for chronic absenteeism and suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Surveys	85% of the students feel they belong at school.	Increase percentage from 85% to 90%
Chronic Absenteeism	6.7% of our students were chronically absent.	Decrease the percentage of students chronically absent by 2% from 6.7% to 4.7%.
Suspension Rates	2.1% suspension rate.	Maintain suspension rate at 2% or under.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain school counselors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

85,916

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement Bulldog Store for Positive Behavior Intervention System

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Lottery: Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase School Connection Subscription

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

700

Source(s)

Lottery: Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Afterschool Clubs are offered on Monday for students to engage in art, technology, knitting, Legos, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain K-3 Class Size Reduction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

212,235

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain increase facility services at school sites by adding an additional 1.5 hours to one part-time classified custodial staff position.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,450

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide campus supervisor for students waiting for late route bus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,650

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain Buddy Bench for students on the playground

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100

Source(s)

Lottery: Unrestricted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase Suite 360 and ISS curriculum to be used in the classroom 30 minutes/week

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4500

Source(s)

Lottery: Instructional Materials

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Lunch Bunch with school counselor 1x week

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Meet with students that have chronic absences 1x month and set goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Lottery: Unrestricted

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Bus drivers use tickets to reward positive behavior on the bus. At monthly awards assembly a ticket will be drawn and that student will receive a reward.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150

Source(s)

Lottery: Unrestricted

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Train conflict facilitators in the 4th and 5th grade to mediate student to student issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

520

Source(s)

Lottery: Unrestricted

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Welcome wagon meet 4x year and be trained to welcome new students to the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions in the plan were implemented as planned.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with previous actions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 6

Purchase technology equipment that will enhance the educational program.

Identified Need

New equipment has to be purchased to maintain the rotation of technology equipment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Replacement Chart	Currently 10 tablets need to be upgraded	Postponing upgrade until technology pilot is completed
Replacement Chart	10 teacher computers were purchased in 18/19	4 laptops will be replaced in 19/20 school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Update computers, printers, purchase tablets, interactive boards, ink cartridges and projector bulbs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000	LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Technology rotation has been maintained for Elmos, mimio boards, and laptops.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have budgeted \$25,000 for technology purchases but we are holding off on purchasing until pilot is complete so the actual expenditure will likely be less.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes made to the goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$129,495
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,141,918.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
After School and Education Safety (ASES)	\$117,000.00
District Funded	\$6,450.00
LCFF: Supplemental/Concentration	\$441,369.00
Lottery: Instructional Materials	\$36,756.00
Lottery: Unrestricted	\$19,570.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$349,634.00
NCLB: Title III, Limited English Proficiency (LEP) Student Program	\$171,139.00

Subtotal of state or local funds included for this school: \$1,141,918.00

Total of federal, state, and/or local funds for this school: \$1,141,918.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 6 Classroom Teachers
- 1 Other School Staff
- 8 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Summer Shadley	Principal
LuAnne Lambertson	Classroom Teacher
Danielle Alvernaz	Classroom Teacher
Jennifer Barham	Classroom Teacher
Haley Leue	Classroom Teacher
Martha Martinez	Classroom Teacher
Laura Hansen	Classroom Teacher
Erica Pina	Other School Staff
Juan Manuel Garcia	Parent or Community Member
Adriana Gonzalez	Parent or Community Member
Amy Gibbons	Parent or Community Member
Jimena Rivas Beltran	Parent or Community Member
Renee Manhart	Parent or Community Member
Sallie LaGrande	Parent or Community Member
Jennifer Wayman	Parent or Community Member
Liz Hagle	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee 5/14/19

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/14/19.

Attested:

	Principal, Summer Shadley on	5/14/19
	SSC Chairperson, Laura Hansen on	5/14/19

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grand Island Elementary School	06616146003537	May 15, 2019	June 20, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan includes strategies to meet identified school needs and provide opportunities for all students, including each student group, to meet the state standards. This plan addresses the needs of all students in the school, particularly those at risk of not meeting the state standards. It also provides supports that will strengthen the academic program, improve learning and support enriched and accelerated curriculum while addressing the needs of all students in the school. This plan is aligned with the Local Control Accountability Plan and is monitored multiple times throughout the year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Grand Island Elementary School we administer a student, staff and parent survey each year. The staff survey was the California Healthy Kids survey and the results were as follows: 100% of survey results revealed the learning environment is supportive and inviting, promotes academic success for all students, sets high standards for all students, and the adults at school ensure a safe and supportive environment. 76% of the staff feel they participate in decision making and 96% feel it is an inviting place to work. 100% of the staff feel that objective data is used to make decisions. 100% of the staff feel that the school is a safe place for students and staff. 92% believe the school gives equal access to extracurricular and enrichment activities. 92% believe the staff treats all students fairly. The parent survey results (26 surveys) revealed: 96% believe the school office and administrative staff is responsive and friendly. 96% believe (or don't know) that discipline is handled effectively. 96% believe the school environment is respectful and caring. 92% believe the playground is well supervised. 88.5% believe the school facility is safe and secure. The student survey results revealed that 85% of the students feel a sense of belonging at school and 90% feel they are safe while at school. 83% report that learning is fun and 92% like school. 96% feel that their teacher cares about them. 78.9% feel students at GI are friendly. 72% report that their family helps with homework and 96% believe their family thinks they can do well in school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal classroom observations are completed two times a year for probationary teachers and 1 time a year for tenured teachers up for evaluation. The formal observation includes a pre and post conference and teachers are expected to turn in written lesson plans. Informal classroom walkthroughs are completed on a semi-weekly basis and feedback is given through Progress Advisor. Probationary teachers are also given release time to allow them to observe their colleagues' classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state and local assessments to modify instruction and improve student achievement. The staff, School Site Council and the School Board reviews state scores in language arts, and mathematics annually, along with the local NWEA MAP district assessments and the ELPAC scores. Teachers meet individually with the principal at the beginning of the school year to conduct test chats based on the previous year's assessment data. These scores are analyzed as a whole and broken down by sub-groups to identify specific areas of focus for specific student groups. Once areas and students are identified, action plans go into effect on how to make improvements on the academic achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC #7). Unit tests and/or chapter test are given at the completion of each unit/chapter in both language arts and math. Academic Conferences are then held with the grade level teams to look at the scores and discuss current and best practices that are reflected in the results. ELD teacher and special education teacher are also part of the sharing of information about students. Following this analysis, teachers create action plans to meet the needs of individual students' academic achievement. Teachers write their annual Stull goals based on the data. These plans contain SMART goals, meaning they are specific, measurable, attainable, results based and time bound. These goals are monitored and evaluated on a regular basis. Results are reported to the principal and new action plans are created based on the new data. Along with end of unit assessments from the adopted curriculum, other assessments used include BPST (Basic Phonics Skill Test) in grades K-2, tri-annual running records on reading assessments, SRI (Scholastic Reading Inventory), writing assessments, NWEA MAP tri-annual data, Compass Learning data, and Lexia data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

This was part of NCLB and is no longer a requirement.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to SB477 training on SBE-adopted instructional materials) (EPC # 5). All teaching staff is fully credentialed. All fourth and fifth grade teachers participated in a STEM training through UC Davis (2014). All staff collaborate to offer a STEM rotation once a week for all students in the school. All staff received a training with the publisher of the newly adopted on the new math adoption, Go Math (2014). All teachers participated in a full day training with the publisher of the newly adopted ELA curriculum, Wonders (2016). The literacy coach is receiving continuous training to support the staff. The staff received on site training for Illuminate in 2014, 2015 and 2017. In April 2016, the administrator along with the instructional coach attended a training on building teacher capacities. In 2017, the district administration team attended a training on building coherence within the district. The ELD coordinator, literacy coach, instructional coach, and principal attended multiple trainings at Sacramento County Office of Education regarding ELD standards and the ELA/ELD framework. In 2018 the administrator attended the annual Illuminate conference. In 2018, teachers were certified in Crisis Prevention and Intervention (CPI) as well as strategies to deal with mental health, the administrator attended a CABE training on the EL Roadmap, two representatives from the site attended a training on English Learner strategies hosted by Kate Kinsella and will be providing staff development on this topic to the whole staff.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff development to content standards, assessed student performance, and professional needs. Each year the staff determines the focus of staff development activities based on the school goals and plans set by the School Site Council and School Board. The equivalent of six days a year are designated as Staff Development Days, and are student non-attendance days. Additional instructional minutes allow early release of students on Wednesdays. Weekly, each grade level team of teachers meets to collaboratively look at student work and plan instruction. The staff then meets to receive training on instructional strategies and standards primarily in the areas of math, languages arts, STEM, and ELD (EPC #6 & 8). The ideas for additional staff development arise during academic conferencing. The instructional coaches fulfill those needs when they meet with individual grade level teams. Training on the Common Core State Standards (CCSS) are being attended by the principal and instructional coaches through Sacramento County Office of Education and are offered by the literacy coach during Wednesday release time.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers (e.g. use of content experts and instructional coaches) (EPC #6). Previously, Dr. Marilyn Bates worked with the staff for four years on effective instructional strategies beginning in 2005. She worked directly with the principal to coach her on supporting the specific needs of the staff. The principal provides staff development to teachers on Quality First Instruction utilizing Explicit Direct Instruction. The principal and vice principal conduct walk-throughs to reinforce and refine teaching skills. All beginning teachers are assigned a TCIP (Tri County Induction Program) support provider for their first two years. The instructional coaches work closely with the teachers providing training, feedback, and modeling lessons. The ELD teacher provides resources as needed for English Language Learners. One staff meeting a month is dedicated to staff development in the area of ELD. Teachers are eligible to request assistance through the district's Peer Assistance and Review (PAR) if they are needing additional support. Teachers receiving "unsatisfactory" on their evaluations are assigned to PAR and given additional support from a PAR coach. The district has adopted Jim Knights Impact Cycle for coaching and have begun to implement it through the instructional coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade level (K-5) (EPC#8). Time is built in for weekly collaboration among grade levels. Academic conferencing is held following ELA unit/chapter assessments and following the fall and winter administration of NWEA. This conferencing takes place during Wednesday release time. Seven staff members including the principal attended the Professional Learning Community training from the DuFours at Sacramento County Office of Education for two days in January 2012. The first grade team along with the principal attended a training offered through the Yolo County Office of Education (2016). The Grand Island teachers join their grade level collaboration meetings at AES when appropriate.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction, and materials to content and performance standards. Staff development for breaking down the standards for instructional purposes will be provided on an ongoing basis with an emphasis on the new ELA/ELD framework and standards. The newly adopted ELA Wonders curriculum became available during the 2016-2017 school year. Teachers were given time to align the curriculum to the standards and develop instructional opportunities that are aligned to CCSS. During the 2018-2019 school year we will look to pilot a science curriculum. In 2017 additional kindergarten curriculum was purchased to support the extended kindergarten classrooms. In July 2014, the staff was trained with the new math adoption, Go Math. At this time teachers were given time to become familiar with the alignment of the new math curriculum with the CCSS. In August 2007, staff development was provided for the newly adopted Houghton Mifflin Science adoption. Instructional staff is committed to teaching the grade level content standards to all of the students in the grade and to supporting all students in achieving mastery. Teachers post standards based learning objectives in the classroom daily.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-5) (EPC #2). Two and one-half hours are allocated for instruction of language arts in grades K-3 each day. Two hours are allocated a day for grades four and five in language arts. For math, each grade level allocates 60 minutes in grades first through fifth, not including homework. Additional time, or leveled support, is given to students performing below grade level during workshop time and before and after school programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule (K-5) and master schedule flexibility for sufficient numbers of intervention courses (EPC #8). Each year, grade levels develop a pacing schedule for language arts and mathematics. This schedule is turned into the principal. Teachers adhere to the schedule during the school year. Pacing is based on teaching all standards prior to the California Assessment of Student Performance and Progress (CAASPP). Additional time or leveled support is given to students performing below grade level during workshop time, and before or after school.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Availability of standards-based instructional materials appropriate to all student groups. Standards-based instructional materials are available to all students. Additional resources for particular groups include, Wonders Designated ELD Program and Rosetta Stone for English Language Learners. Compass Learning is available for all students to receive leveled instruction based on student NWEA MAP scores. Otter Creek Rocket Math for math facts is used in grades 1-5. During workshop, instruction is differentiated to meet the needs of all students. Read Naturally is another research-based resource used to build reading fluency. Lexia is an intervention support for students in the area of language arts. FASTT Math is utilized to build fluency with math facts.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC #1). All curriculums in language arts, mathematics, science and social studies are state approved. Intervention materials for each adoption were purchased when available. The language arts adoption included Program 2 for English Learners.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program that enable under performing students to meet standards (EPC #1). Adaptations of curriculum, instruction and/or assessment will be made for under performing students in the form of modifications or accommodations based upon the student's needs. Students not making adequate yearly progress based on their ELPAC levels, receive ELD instruction four times per week for 40 minutes. English learners making yearly language progress are supported in the core curriculum through the use of EL support materials within the adopted program. Students identified as under performing can also receive support in the following ways: individual or small group instruction from the classroom teacher, literacy group with the Reading Specialist, and/or flexible groupings at student's developmental levels during workshop.

Evidence-based educational practices to raise student achievement

Research-based educational practices to raise student achievement at this school (EPC #1). Direct instruction is used as a primary strategy for instruction. Active participation is a practice used by all teachers to engage students during academic time. Time on task and teaching to the content standards is maximized to ensure learning. Integrating the use of technology as a tool for the teacher is a part of best practices. Building background knowledge, vocabulary, and academic language is another major focus of the school based on the gains found in research. Students setting their own goals with the support of the teacher and monitoring those goals on a regular basis are an additional practice in place which research again shows is effective. Teachers have set Wildly Important Goals (WIG) and have identified lead and lag measures to discuss with the accountability on a weekly basis.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available from family, school, district, and community to assist under-achieving students. Community members, and parent volunteers provide valuable tutoring and enrichment activities which support student learning. The school district provides the After School Education and Safety (ASES) program on a daily basis for 40 students grades 1-6. Homework help is available to students from para-educators. The Parent's Club, financially supports many activities at the school including the sixth grade Shady Creek Science Camp. Parents are highly encouraged to participate in their child's education through the attendance of Back-to School Night, family nights, parent-teacher conferences, and Open House. Parents are also a vital component of our Student Success Team (SST) meetings. During an SST meeting, a student's progress is reviewed and an intervention plan is facilitated to best support the student. Possible resource supports include: access to mental health services, Primary Intervention Program (PIP), and Healthy Play. The District Attendance Review Team (DART) made up of site administrators, meets with parents and students with attendance issues. Parents sign a contract stating their child will be at school daily. Failing to do so results in a referral to the county probation department. In 2018 PIQE will be offered at PHS but all parents are encouraged to attend.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council meets on a monthly basis to monitor the consolidated application programs. The council is made up of parents and staff members. The English Language Advisory Committee (ELAC) meets at least twice a year. This committee is made up of parents of English Language Learners and staff. The District English Language Advisory Committee (DELAC) meets a minimum of twice a year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds that enable under-performing students to meet standards (NCLB) (EPC #9). A minimum of 10% of Title I funds are allocated for staff development. Instructional coaches train and coach teachers, instructional aides, and parents in reading and writing instructional strategies. An ELD teacher provides instruction to beginning language learners. He also provides training for teachers, instructional aides and parents. Before and after school intervention programs are taught by classroom teachers to support under-performing students.

Fiscal support (EPC)

Supplemental and Concentrated funds are prioritized and aligned to support the EPCs and the Single Plan for Student Achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder input is a large part of our planning process for the SPSA. The plan is reviewed with the School Site Council (SSC) in November and March. The plan is also reviewed at our English Learner Advisory Committee Meetings (ELAC) in December and February. At SSC and ELAC we monitor the progress of the plan as well as provide input for the following years plan. At least twice per year the school staff meets to discuss LCAP input and provides suggestions or ideas for the next years plan. A draft of the plan is brought to SSC in April where the council can make changes. A final draft is then brought to SSC in May for final approval. After final approval from SSC the plan is taken to the school board for approval in June.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities were identified as part of the needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	1.82%			1
African American	%	%	%			
Asian	8.2%	5.3%	3.64%	4	3	2
Filipino	%	%	%			
Hispanic/Latino	83.7%	86.0%	87.27%	41	49	48
Pacific Islander	%	%	%			
White	8.2%	8.8%	7.27%	4	5	4
Multiple/No Response	%	%	%			
Total Enrollment				49	57	55

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	8	8	13
Grade 1	4	10	7
Grade 2	6	4	10
Grade3	11	8	3
Grade 4	13	12	8
Grade 5	7	15	14
Total Enrollment	49	57	55

Conclusions based on this data:

1. 87% of the students are Hispanic.
2. Class sizes continue to be small.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	42	45	42	85.7%	78.9%	76.4%
Fluent English Proficient (FEP)	3	6	3	6.1%	10.5%	5.5%
Reclassified Fluent English Proficient (RFEP)	3	6	4	6.5%	14.3%	8.9%

Conclusions based on this data:

1. 76.4% of our student population are English Learners (EL's).
2. Small cohort sizes make it hard to draw more concrete conclusions.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	*	*	11	*	*	11	*	*	100		
Grade 4	14	13	*	14	13	*	14	13	*	100	100	
Grade 5	7	14	13	7	14	13	7	14	13	100	100	100
All Grades	32	36	24	32	36	24	32	36	24	100	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2354.	*	*	0	*	*	18	*	*	18	*	*	64	*	*
Grade 4	2421.	2426.	*	14	7.69	*	7	23.08	*	29	23.08	*	50	46.15	*
Grade 5	*	2479.	2419.	*	14.29	0.00	*	28.57	15.38	*	21.43	7.69	*	35.71	76.92
All Grades	N/A	N/A	N/A	6	16.67	8.33	16	22.22	8.33	22	19.44	16.67	56	41.67	66.67

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	0	*	*	36	*	*	64	*	*	
Grade 4	14	7.69	*	43	38.46	*	43	53.85	*	
Grade 5	*	14.29	7.69	*	50.00	46.15	*	35.71	46.15	
All Grades	6	16.67	12.50	41	38.89	41.67	53	44.44	45.83	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	*	*	36	*	*	64	*	*
Grade 4	14	7.69	*	36	46.15	*	50	46.15	*
Grade 5	*	42.86	7.69	*	28.57	30.77	*	28.57	61.54
All Grades	9	22.22	12.50	41	44.44	33.33	50	33.33	54.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	*	*	55	*	*	45	*	*
Grade 4	14	7.69	*	71	53.85	*	14	38.46	*
Grade 5	*	7.14	0.00	*	57.14	53.85	*	35.71	46.15
All Grades	6	8.33	4.17	63	58.33	45.83	31	33.33	50.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	*	*	64	*	*	27	*	*
Grade 4	7	15.38	*	43	46.15	*	50	38.46	*
Grade 5	*	14.29	0.00	*	50.00	23.08	*	35.71	76.92
All Grades	9	19.44	4.17	50	44.44	37.50	41	36.11	58.33

Conclusions based on this data:

1. The CAASPP results show that two-thirds of students are not meeting grade level proficiency.
2. Research/Inquiry domain has the largest percentage of student below standard with 58%.
3. Writing is the domain with the most students above grade level with 22%. Students who were Above Standard in reading and writing domains are At or Near Standard in listening and reasearch/inquiry domains

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	*	*	11	*	*	11	*	*	100		
Grade 4	14	13	*	14	13	*	14	13	*	100	100	
Grade 5	7	14	13	7	14	13	7	14	13	100	100	100
All Grades	32	36	24	32	36	24	32	36	24	100	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2366.	*	*	0	*	*	9	*	*	27	*	*	64	*	*
Grade 4	2445.	2459.	*	7	7.69	*	21	7.69	*	43	69.23	*	29	15.38	*
Grade 5	*	2496.	2423.	*	7.14	7.69	*	14.29	7.69	*	57.14	15.38	*	21.43	69.23
All Grades	N/A	N/A	N/A	3	13.89	8.33	13	11.11	12.50	38	52.78	20.83	47	22.22	58.33

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	9	*	*	18	*	*	73	*	*	
Grade 4	7	15.38	*	36	53.85	*	57	30.77	*	
Grade 5	*	7.14	7.69	*	64.29	15.38	*	28.57	76.92	
All Grades	6	16.67	12.50	31	55.56	25.00	63	27.78	62.50	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	*	*	45	*	*	55	*	*
Grade 4	7	7.69	*	57	46.15	*	36	46.15	*
Grade 5	*	7.14	0.00	*	57.14	23.08	*	35.71	76.92
All Grades	3	11.11	0.00	50	50.00	33.33	47	38.89	66.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	*	*	73	*	*	27	*	*
Grade 4	14	7.69	*	57	69.23	*	29	23.08	*
Grade 5	*	7.14	7.69	*	71.43	23.08	*	21.43	69.23
All Grades	6	13.89	12.50	56	63.89	25.00	38	22.22	62.50

Conclusions based on this data:

1. The CAASPP results show that 21% of students are meeting grade level proficiency.
2. 20.83% are at Standard Nearly Met with 58.3% at Standard Not Met.
3. Problem Solving and Modeling Data Analysis is the domain with the largest percentage of students Below Standard with 66.67%.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				42

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*			*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
All Grades	15	35.71	15	35.71	*	*	*	*	42

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	*
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
All Grades	26	61.90	*	*	*	*	*	*	42

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3					*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	11	26.19	*	*	13	30.95	*	*	42

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	26	61.90	11	26.19	*	*	42

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*			*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	23	54.76	14	33.33	*	*	42

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
All Grades	*	*	21	50.00	11	26.19	42

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	14	33.33	23	54.76	*	*	42

Conclusions based on this data:

1. Cohort size isn't large enough to report.
2. 71% of the students scored a level 3 or 4 on the ELPAC in 2018.
3. Written language has the lowest percentage of students at a level 4 with 26%.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
55	94.5%	76.4%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	42	76.4%
Homeless	2	3.6%
Socioeconomically Disadvantaged	52	94.5%
Students with Disabilities	4	7.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	1.8%
Asian	2	3.6%
Hispanic	48	87.3%
White	4	7.3%






Conclusions based on this data:

1. Over 3/4 of the students enrolled at Grand Island are English Learners.
2. 94% of the students are socioeconomically disadvantaged.
3. White students are the next largest student group with 7.3%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Chronic Absenteeism is an area that needs direct attention based on the orange color rating.
2. Suspension rate is in the yellow but with a small student population the percentages can be easily be skewed by just one suspension.

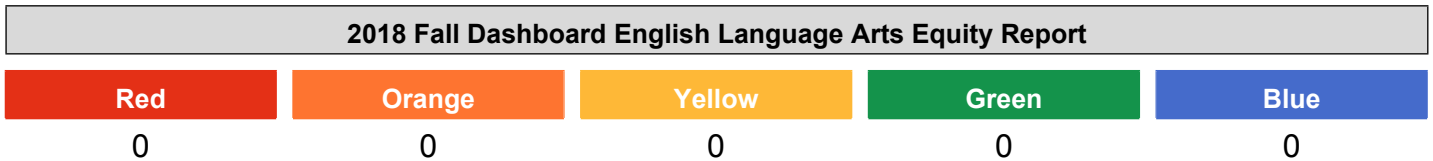
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>63.7 points below standard</p> <p>Declined -36.7 points</p> <p>22 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>81.3 points below standard</p> <p>Declined -37.1 points</p> <p>19 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>78.6 points below standard</p> <p>Declined -44.1 points</p> <p>20 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 80.1 points below standard Declined -37.8 points 18 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.6 points below standard Declined -29.2 points 15 students	Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 3 students

Conclusions based on this data:

1. Due to small student cohorts no performance colors are given.

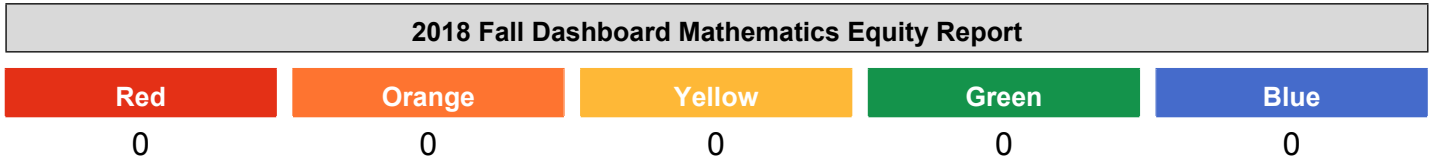
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>77.9 points below standard</p> <p>Declined -61.5 points</p> <p>22 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>95.9 points below standard</p> <p>Declined -71.6 points</p> <p>19 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>93.1 points below standard</p> <p>Declined -70.9 points</p> <p>20 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 92.7 points below standard Declined -70.5 points 18 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.8 points below standard Declined -73 points 15 students	Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 3 students

Conclusions based on this data:

1. Due to small student cohorts no performance colors are given for sub groups.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
42	35.7%	35.7%	16.7%	11.9%

Conclusions based on this data:

1. Nearly 1/3 of our English Learners are performing in the Somewhat Developed and Beginning Stage on ELPAC.
2. Designated and integrated ELD strategies are proving to be effective with nearly 2/3 of the English Learners performing in the Well Developed and Moderately Developed Stages.

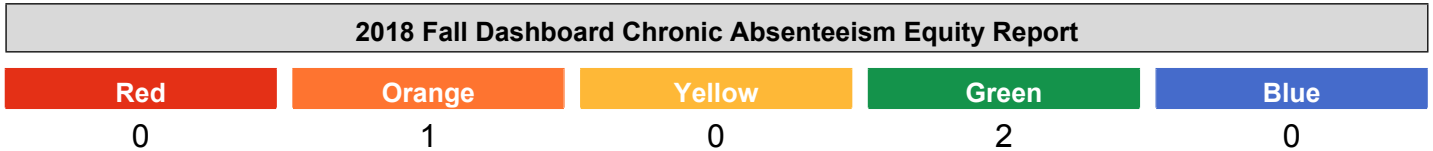
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 5.4% chronically absent Increased 2.1% 56 students	<p>English Learners</p>  Green 2.4% chronically absent Increased 2.4% 42 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 5.7% chronically absent Increased 2% 53 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.1% chronically absent Maintained 0.3% 49 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

Conclusions based on this data:

1. The overall performance color for chronic absenteeism is orange.
2. This Hispanic subgroup is in the green with 4% chronically absent.
3. Continued support is needed to promote the importance of attendance.

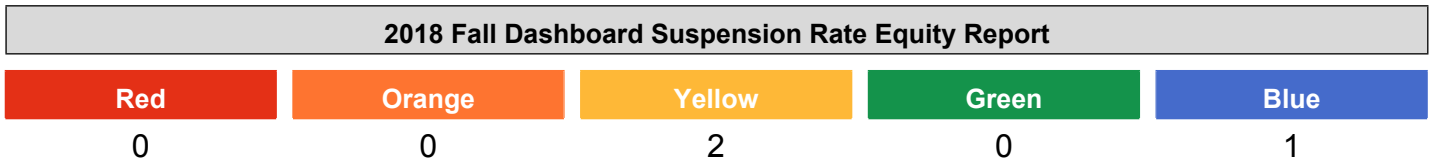
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 1.8% suspended at least once Maintained 0.1% 57 students	<p>English Learners</p>  Blue 0% suspended at least once Declined -2.1% 43 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 2 students	<p>Socioeconomically Disadvantaged</p>  Yellow 1.9% suspended at least once Maintained 0% 53 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not 4 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2% suspended at least once Maintained 0.2% 49 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 5 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	1.6% suspended at least once	1.8% suspended at least once

Conclusions based on this data:

- The small cohort size makes the suspension rate color unreliable. In 2017 and 2018 we had just 1 suspension each year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Grand Island Elementary Students will meet or exceed standards on the 2019/2020 California Assessment of Student Performance and Progress (CAASPP). Seventy percent of Grand Island Elementary School Students will be proficient on SRI in grades 2-5 by the end of the year.

Identified Need

83% of our student are scoring below standard on CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (Grades 3-5 English Language Arts)	16% of the students were proficient or advanced on CAASPP in 2018	21% of students will be proficient or advanced on CAASPP in 2019
a.) Overall distance from standard for all students	All students were 63.7 points below standard	Decrease the points below standard by 5 points from 63.7 to 58.7 points below
b.) Distance from standard for English Learners	English Learners were 81.3 points below standard	Decrease points below standard by 7 points from 81.3 to 74.3 points below
c.) Distance from standard for Socioeconomically Disadvantaged	Socioeconomically disadvantaged were 78.6 points below standard	Decrease points below standard by 7 points from 78.6 to 71.6 points below
d.) Distance from standard for Hispanic sub group	Hispanic students were 80.1 points below standard	Decrease points below standard by 7 from 80.1 points to 37.1 points below
Scholastic Reading Inventory	28% of students are proficient or advanced on SRI	Increase percentage of students proficient or advanced on SRI by 7 percentage points from 28% to 35%.
Projected RIT proficiency	38% of students were projected to score a level 3 or 4 on CAASPP as of March 2019	Increase projected proficiency from 38% to 40%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Model classroom lessons, coach teachers as they teach lessons, provide staff development to teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

227,828

Source(s)

NCLB: Title I, Part A, Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Recognize students with ribbons, books, trophies and medals for reading

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Lottery: Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Paraprofessional will provide additional support for students in language arts during the regular school day. This support will include the increase of para time that was added in 2014-2015.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23,654

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting grade level standards

Strategy/Activity

Students not meeting standards will have access to after school intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,674

Source(s)

After School and Education Safety (ASES)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Struggling students will complete the recommended usage of Lexia based on proficiency level

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students enrolled in ASES

Strategy/Activity

Provide assistance with homework and offer curriculum enrichment activities to 40 students in ASES

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

57,383

Source(s)

After School and Education Safety (ASES)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will receive training on Explicit Direct Instruction strategies with an EL emphasis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide parent trainings on reading instruction and reading programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF: Supplemental/Concentration

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students in grades 1- 5 will do SRI assessments every 6 weeks and take Reading Counts Quizzes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

920

LCFF: Supplemental/Concentration

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase additional materials needed for full implementation of program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase library software to allow students to check-out books for reading

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,196

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will insist on students setting goals for Reading Counts and insisting on reaching their reading challenge

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100

Source(s)

Lottery: Unrestricted

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Bus riders

Strategy/Activity

Provide transportation for late bus route to extend school day for Rtl

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,936

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase additional books to increase library collections

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

350

Source(s)

Lottery: Instructional Materials

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Compass Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,030

Source(s)

Lottery: Instructional Materials

5,740

LCFF: Supplemental/Concentration

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School library and computer lab will be open one day a week for 2 hours in the summer for students to checkout books, take Reading Counts quizzes, and utilize Compass Learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

LCFF: Supplemental/Concentration

200

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented each of the actions in goal 1. We have a large percentage of our student population not meeting grade level standards. With such small cohorts the data is easily skewed and can be easily misinterpreted.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Distance from level 3 will be monitored for various sub groups to determine future areas of focus or need. We will continue with previous actions as we are seeing positive results.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Grand Island Elementary School students will meet or exceed standards on the 2019/2020 California Assessment of Student Performance and Progress (CAASPP) in mathematics. Seventy percent of students in K-2 will be at grade level proficiency on the NWEA Maps test. We will have a projected proficiency of 70% on the NWEA MAPS assessment.

Identified Need

79% of the students are not meeting grade level standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (Grades 3-8): Math	21% of the students were proficient or advanced on CAASPP in 2018	30% of the students will be proficient or advanced on CAASPP in 2019
a.) Distance from standard for all students	All students were 77.9 points below standard	Decrease points below standard by 5 from 77.9 to 72.9 points below standard
b.) Distance from standard for English Learners	English Learners were 95.9 points below standard	Decrease points below standard by 5 from 95.9 to 90.9 points below standard
c.) distance from standard for Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students were 93.1 points below standard	Decrease points below standard by 5 from 93.1 to 88.1 points below standard
d.) Distance from standard for Hispanic sub group	Hispanic students were 17.7 points below standard	Decrease points below standard by 5 from 17.7 to 12.7 points below standard
e.) Distance from standard for Special Education sub group	Hispanic students were 92.7 points below standard	Decrease points below standard by 5 from 92.7 to 87.7 points below standard
Academic Indicator: NWEA Projected Proficiency	37% of students were projected to score a level 3 or 4 on CAASPP as of March 2019	Increase projected proficiency from 37% to 39%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase additional math resource materials as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will receive extra mathematics support from paraprofessional during the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,763

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Recognize students for increasing math fact proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Lottery: Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide FASTT Math computer program for math facts for all students in grades 2-6

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

350

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will be placed in before, during, or after school intervention with a focus of making math fun.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide training on math content standards and curriculum as well as the 8 mathematical practices

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

600

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 3-6

Strategy/Activity

Implement math performance tasks and analyze results at least 6x year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement Compass Learning computer software for leveled independent instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

FASTT Math computer program was not utilized with fidelity. We focused on Mathematical Mindset as opposed to the 8 Mathematical Practices.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue focusing on the Mathematical Mindset and integrating the 8 Mathematical Practices in to staff development. We will be working as a staff to determine best way to hold students accountable with math facts.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

Students enrolled at Grand Island Elementary since kindergarten will be reclassified by 5th grade.

Identified Need

Reading and writing continue to have the lowest percentage of students at the Well Developed level and therefore is the main reasons students are not reclassified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Long Term EL's	We currently do not have any long-term EL students at GI	Maintain
Number of 5th Grade Students Not Reclassified	41% of the students going to 6th grade are English Learners	Decrease this percentage from 41% to 30%
Percent of Level 1 and Level 2 on ELPAC for K-5	In 2018 we had 21.94% in level 2 and 11.91% in level 1	Decrease percent of student in level 1 and 2 from 33.8% to 28.33%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students new to the United States

Strategy/Activity

Rosetta Stone computer software will be utilized as an additional resource for new comers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

360

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Students not progressing one language level per year will receive additional ELD support services from ELD teacher (.40 FTE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

48,820

Source(s)

Title III Part A: Language Instruction for LEP Students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers will review ELPAC data at least twice a year (or as available).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELD training will be provided to ELD staff and classroom teachers a minimum of 1x a month

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Administrator will hold 'academic conferencing' and 'test chats' with all students to determine areas of strength and growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th grade English Learners

Strategy/Activity

Purchase Kate Kinsella curriculum to be utilized in ELD workshops for 4th and 5th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions in goal 3 were implemented as planned. We do not have any long-term English Learners at GI but we do have a large percentage of students not meeting grade level standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the actions and implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be purchasing a curriculum to use in 4th and 5th grade designated ELD workshop. This action has been added to goal 3. We will also educate parents on the importance of reading and provide strategies they can implement at home.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

5th graders will score in the Healthy Fitness Zone (HFZ) for Body Composition.

Identified Need

61.5% of the 5th grade students are not in the Healthy Fitness Zone for Body Composition. 38.4% of the students are in the Health Risk area for Body Composition.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Physical Fitness Test	38.5 % of the 5th graders are scoring in the HFZ for Body Composition	Increase the percentage of students in the HFZ for Body Composition by 10% from 38.5% to 48.5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Cardio will makeup 70% of the students time in P.E.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase playground equipment available to students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase Adventure Fitness subscription for rainy day PE activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100

Source(s)

Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue toe token incentive for laps ran

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150

Source(s)

Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue UC Extension Cal Fresh program and promote healthy eating

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented all actions as planned but we still have a significant percentage of students not in the Healthy Fitness Zone.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences in actions and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will add an action that promotes healthy eating habits through the UC Extension office.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

Students will feel a sense of contentedness in school environment.

Identified Need

We were in the orange for chronic absenteeism and in the yellow for suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Surveys	85% of the students feel they belong at school.	
Chronic Absenteeism	5.4% of our students are chornically absent.	Decrease the percentage of students chronically absent by 2% from 5.4% to 3.4%.
Suspension Rate	1.8% suspension rate.	We had 1 suspension in 2018 but the small enrollment number skews the data percentages. Maintain.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain school counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement Grizzly Store for Positive Behavior Intervention System

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Lottery: Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase Suite360 and ISS curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Meet with students who have chronic absences 1x month and set goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Train conflict facilitators in the 4th and 5th grade to mediate student to student issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions in the plan were implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with previous actions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pierce Joint Unified School District Students will graduate college and career ready.

Goal 6

Purchase technology that will enhance educational program.

Identified Need

New equipment has to be purchased to maintain the rotation of technology equipment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Replacement Chart	Currently 3 tablets need to be upgraded	Postponing upgrade until technology pilot is completed
Replacement Chart	3 teacher laptops were purchased in 17-18	Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Update computers, printers, purchase tablets, interactive boards, ink cartridges and projector bulbs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Technology rotation has been maintained for Elmos, mimio boards, and laptops.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have budgeted \$5,000 for technology purchases but we are holding off on purchasing until pilot is complete so the actual expenditure will likely be less.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes made to the goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$11,800
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$409,104.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III Part A: Language Instruction for LEP Students	\$48,820.00

Subtotal of additional federal funds included for this school: \$48,820.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$59,057.00
LCFF: Supplemental/Concentration	\$67,719.00
Lottery: Instructional Materials	\$2,380.00
Lottery: Unrestricted	\$2,550.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$227,828.00
Unrestricted	\$750.00

Subtotal of state or local funds included for this school: \$360,284.00

Total of federal, state, and/or local funds for this school: \$409,104.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Summer Shadley	Principal
Cindy Tellez	Classroom Teacher
Gemma Godinez	Parent or Community Member
Andrea Navarro	Parent or Community Member
Lizbet Martinez	Parent or Community Member
Zac Willoh	Parent or Community Member
Lori Auteri	Parent or Community Member
Lisa Kitchen	Classroom Teacher
Jennifer Kessinger	Classroom Teacher
Jasmin Duarte	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

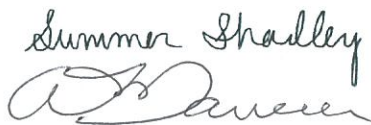
Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/9/19.

Attested:



Principal, Summer Shadley on 5/9/19
SSC Chairperson, Andrea Navarro on 5/9/19

School Year: 2019-20

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lloyd G. Johnson Junior High School	06616146103576	May 13, 2019	June 20, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan includes strategies to meet identified school needs and provide opportunities for all students to meet the state standards. This plan addresses the needs of all students, particularly those students who are at risk of not meeting the state standards. It also provides supports to strengthen our academic program, improve learning and support enriched curriculum while addressing the needs of all students in the school. This plan is aligned with the Local Control Accountability Plan and is monitored throughout the school year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys conducted this year include the following:

- California Healthy Kids Survey for Staff
- California Healthy Kids Survey for Parents
- Staff Survey regarding the upcoming school year calendar.

For the CHKS for Parent, 18 parents of the 370 students registered here at JJH, responded to the survey. The majority of parents surveyed were of 7th and 8th graders. The majority of the survey results were favorable in the areas of Parental Involvement, Academic Orientation, Learning Supports, Respect and Cultural Sensitivity, Facilities and Student Nutrition. The top areas of specific concern were (a) teachers do not provide specific information about how a parent can help their child with homework, (b) the teachers do not provide information as to why their child is placed in a particular class, (c) the school does not provide information on your expected role at the school and (d) harassment and bullying between students on campus.

For the CHKS for Staff, 10 staff members responded out of the 25 staff members. The majority of the survey results were favorable in the areas of Learning and Working Environment, Perceived School Safety, Facilities and Parental Involvement. The top concerns were (a) adequate benefits are not provided to staff, (b) there are not sufficient opportunities for students to help others, (c) there is a lack of information/experiences for students to learn about careers, and (d) there is a problem with bullying on campus and students do not feel at ease telling an adult about it.

The Staff Survey regarding the 2019/2020 School Calendar was conducted in an effort to provide staff the opportunity to give input regarding local holidays, the placement of spring break and travel days as well as whether or not we should continue to offer parent/teacher conferences at the junior high school level. The survey results kept the three week winter break, moved spring break after the Easter Holiday and replaced the minimum days for Parent/Teacher Conferences with full school days.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the school year, weekly informal walk thru's are conducted in 6-8 grade classrooms. There are an average of 3 informal walk thru observations done on a weekly basis while the grade level varies. Teachers are given immediate feedback on the elements observed during their walk thru via the Progress Adviser Program. The observer marks elements observed or not observed, sub goals and comments. Once the observation is completed, a report is immediately sent to the teacher's email and administrator's email. These walk thru's support the administrator's ability to have constructive feedback on the elements observed as well as the ability for the teacher to set short term goals and seek additional supporting resources.

The site administrator also conducts classroom check ins on a daily basis to an average of 10 out of the 18 classrooms on campus. The purpose of this walk thru is to greet teachers and students, gauge the energy and mindset of the teacher for the day, as well as offer any support needed for the day. These classroom check ins also serve to gauge the student energy for the day, student mindset and to stay apprised of any developing behavior or social problems on campus.

Formal classroom observations are conducted twice a year for probationary teachers and once a year for tenured teachers who are up for observation. This formal observation involves a pre and post observation meeting with the principal and a formal written lesson plan. Upon completion of the post observation meeting, the principal writes a detailed report of what was observed, grades the progress of the teacher for each CSTP and gives a formal written report of everything discussed, signed by both parties, to the teacher and the district for record keeping.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In compliance of ESSA, Johnson Jr. High uses all state and local assessments to modify instruction and improve student achievement. All students in grades 6-8 will take the CAASPP assessment every spring in English Language Arts and Mathematics. All students take the NWEA benchmark assessment in ELA, math, and science three times per year. Beginning in 2018-2019, all English Language Learners take the ELPAC test yearly to chart improvement with their English language development. School assessments, both formative and summative, are given throughout the school year to identify progress and to identify students who need more intensive intervention instruction in both English Language Arts and Math. Students also utilize the Edgenuity Program to provide targeted intervention instruction in both Mathematics and English Language Arts during their Academic Advancement period.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers in grades 6-8 give summative assessments in all curricular content areas as well as weekly formative assessment checks. Teachers meet monthly during the school year to share assessment results which in turn inform their teaching practice and result in the modification of instruction. The goal of the collaboration content meetings is to identify students' success and how to assist/support students who are having academic difficulties and need more intervention. NWEA benchmark test results in ELA and Math are shared with the school board and superintendent by the principal two times per year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Johnson Jr. High all teachers meet the ESSA requirements for being a highly qualified teacher. All teachers have also been trained and certified to teach our English Language Learners.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The 6-8 grade Johnson Jr. High ELA teachers work collaboratively to maximize the use of the McGraw Hill Study Sync curriculum. In 2017 training was conducted to support teachers in the new curriculum and all teachers have been assessing, modifying and enhancing their lesson plans and use of Study Sync Curriculum throughout the 2018-2019 school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The frequency of professional learning development is determined by the school board and district at the beginning of the school year. There are four days that are embedded into inservice training on Wednesday from 2:20-4:30, as well as a district wide inservice training and a school site inservice training. In total, teachers are provided with 6 days of paid professional development. Teachers are also able to request additional professional development outside the district for their content/grade specific area. On average, 95% or more of the professional learning requested is granted and fully paid for by the district.

In regard to the type of inservice conducted, JJH staff have input on what topics will be addressed as an entire staff, as well as the creative license to determine additional professional learning focuses in their grade level/content specific meetings. The district provides two full time coaches who also participate and conduct many of our content/grade specific professional development and teachers have time to collaborate with both the coaches and their colleagues. The provision of flexible staff development time allows teachers to align curriculum and assessments to the state standards, assess and analyze student performance as well as meet the professional needs required to stay relevant and dynamic in their content area.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At JJH, all teachers have access to two full time instructional coaches. Teachers may meet one on one with the coaches as well as in small groups. These coaches work in a variety of manners with the teachers to accomplish personal professional goals as well as meeting goals for their students. Teachers also have several opportunities to attend content specific professional development designed to support their instructional needs through various outside sources. Also, teachers are provided several walk thru's per month by the administrator to monitor their instructional ability and professional development goals. The administrator schedule monthly professional goal setting check ins with each teacher to address any supports a teacher may need and to celebrate successes.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Wednesday, the Johnson Jr. High teachers have the opportunity for collaboration with either their grade level team or content area team. The goal of each collaboration session is to identify effective practices in the classroom and to identify areas of improvement needed, as well as analyze NWEA scores and coordinate curriculum planning. For the 2018-2019 school year, mathematics teachers in grades K-12 met on a monthly basis for vertical team alignment of curriculum. These meetings use a variety of data sources to identify challenges to our student's mastery of mathematics as well as sharing the best and most effective teaching practices in the classroom.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers at Johnson Jr. High use adopted curriculum to teach the common core standards in each curricular area. Each grade level team meets to identify essential common core standards that are required in every curricular area. Identifying key standards allows teachers to concentrate on exposing each student to what is expected in order to be successful on the CAASPP assessment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Johnson Jr. High is in accordance with required instructional minutes in reading, language arts, and math. Instructional minutes are submitted yearly to the district office for review and are kept on file.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers provide administration with their yearly pacing guide for their grade or content area. During the 2018-2019 school year, a 7th period Academic Advancement class was added to the master schedule to address ELA and Math intervention needs. Additionally the 7th and 8th grade Math teachers conduct a daily pull out class to reinforce the concepts learned in class and to support students who are struggling with the content standards. In the ELA arena, all students are provided with two ELA classes to provide more time for ELA intervention during the classes.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance to the Williams Act Regulations, all students at Johnson Jr. High have a sufficient amount of textbooks in English Language Arts, Math, English Language Development, Science, and Social Studies. Each year the Superintendent of Schools of Colusa County visits Johnson Jr. High to check our compliance with the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Johnson Jr. High provides all students with State Board of Education adopted curriculum and standards-aligned instructional materials as well as intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Johnson Jr. High provides all students with additional time in ELA courses through the addition of another ELA class to the schedule. The additional class in the schedule allows for the high amount of ELA standards to be spread out across two courses while providing students more time with a ELA content expert. Also, students are able to access the online intervention course Edgenuity during their Academic Advancement Course to fill any content gaps and improve upon their current grasp of the subject matter. For Math, students are called in during the intervention period to have small group instruction and in-depth improvement of their skills with a content expert.

Evidence-based educational practices to raise student achievement

The staff continues to use the publication, "Explicit Direct Instruction". These proven researched based instructional strategies have been studied and practiced on a daily basis by the teachers.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Johnson Jr. High has a counselor available one day a week for attendance specific concerns including truancy and students who are at risk for retention. This counselor communicates with parents regarding their student's attendance and helps student's develop action plans to improve their attendance and therefore their academic achievement. In addition to an attendance specific counselor, we also have a counselor for two days per week to assist students who have social/emotional/familiar issues. The counselor communicates with parents on a weekly basis to provide action steps for parents to help their child at home as well. The district wide school nurse is at JJH as needed and is responsible for checking any health concerns and helping assist with vision and hearing tests. Our after school program is staffed by two paraprofessionals who work with our JJH students everyday from 3:09 to 6:09 PM. The primary goal is to have each student complete their homework on a daily basis while providing a clean, stable and organized environment for students to learn, play and interact with one another. The Arbuckle Parks and Recreation program has various athletic activities available for students throughout the school year. The entire 6th grade class attends Shady Creek Outdoor Science Camp every spring through the generous donations of the community and the Johnson Junior High School Parents club.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Johnson Jr. High school site council is comprised of parents, teachers, classified staff, and the principal. The site council meets monthly to discuss school programs, review the LCAP and district spending on categorical programs. The School Plan for Student Achievement, School Accountability Report Card, Parent Involvement Policy, and the Safe School Plan are required documents that are approved at the school level by our school site council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

To assist under-performing students at Johnson Jr. High the school uses categorical funding from, Title 1, and After School Program to support the interventions. Identified students participate in Math pullout support, Edgenuity and two ELA classes.

Fiscal support (EPC)

Johnson Junior High School uses the priorities identified in the School Plan for Student Achievement and School Accountability Report Card to inform the way we spend our allotted budget. The Single Plan for Student Achievement and School Accountability Report Card are written by the Principal with input provided by staff, students, parents, community and is approved by the school site council.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed every month at the School Site Council meetings to assure that the academic programs, academic and student events and opportunities for parent engagement align with the plan put in place from the previous school year. As we meet on a monthly basis, the School Site Council gives input as to what improvements need to be made, what programs are working well and if there are any additional program/ideas we need to further explore. The principal then takes those ideas and analyzes what is currently being done to address those and which ideas need further research or exploration. Then in April, the Principal presents the researched findings to address the need identified by the School Site Council. The School Site Council then reaches an agreement on the new outline for the SPSA and the Principal brings the newly edited SPSA to the agenda for approval in May.

Beginning in January of 2019, teachers have the opportunity to share input on their assessment of the SPSA, what is done well and what could be improved upon. In April, the entire staff has input during a staff inservice day as to what programs/focuses should be maintained, which programs/focuses should be eliminated and suggestions of how to address the needs of our students in the SPSA. Staff is also regularly invited to participate in the monthly School Site Council meetings to have input on the plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no identified resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	%			
African American	2.0%	1.8%	1.11%	7	6	4
Asian	1.1%	1.2%	1.39%	4	4	5
Filipino	%	%	%			
Hispanic/Latino	69.0%	70.4%	72.85%	242	240	263
Pacific Islander	0.6%	0.3%	0.28%	2	1	1
White	27.1%	25.8%	23.27%	95	88	84
Multiple/No Response	0.3%	%	%	1		
Total Enrollment				351	341	361

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6	117	115	136
Grade 7	110	112	113
Grade 8	124	114	112
Total Enrollment	351	341	361

Conclusions based on this data:

1. The population of students has stayed the same.
2. Enrollment numbers have stayed the same, except for the spike in the 6th grade enrollment for 2017/2018.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	52	54	64	14.8%	15.8%	17.7%
Fluent English Proficient (FEP)	153	149	156	43.6%	43.7%	43.2%
Reclassified Fluent English Proficient (RFEP)	3	10	7	5.6%	19.2%	13.0%

Conclusions based on this data:

1. JJH made considerable improvement in RFEP students in 2016/17, yet declined by 6% the following year.
2. The percent of FEP students has remained steady.
3. The English Learner student population of JJH is steadily increasing every school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	115	117	140	113	113	136	113	113	136	98.3	96.6	97.1
Grade 7	110	107	116	109	107	112	108	107	112	99.1	100	96.6
Grade 8	126	115	111	124	112	110	124	112	110	98.4	97.4	99.1
All Grades	351	339	367	346	332	358	345	332	358	98.6	97.9	97.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2503.	2462.	2481.	11	1.77	5.88	26	23.89	29.41	37	23.89	19.85	27	50.44	44.85
Grade 7	2563.	2529.	2502.	9	4.67	1.79	48	31.78	33.04	33	34.58	28.57	9	28.97	36.61
Grade 8	2543.	2534.	2504.	9	3.57	1.82	29	29.46	22.73	32	41.07	30.00	30	25.89	45.45
All Grades	N/A	N/A	N/A	10	3.31	3.35	34	28.31	28.49	34	33.13	25.70	22	35.24	42.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	15	6.19	9.56	43	44.25	43.38	42	49.56	47.06
Grade 7	20	14.95	12.50	56	51.40	44.64	23	33.64	42.86
Grade 8	19	15.18	6.36	37	48.21	40.91	44	36.61	52.73
All Grades	18	12.05	9.50	45	47.89	43.02	37	40.06	47.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	18	8.04	8.82	50	36.61	43.38	33	55.36	47.79
Grade 7	27	14.95	6.25	62	64.49	54.46	11	20.56	39.29
Grade 8	19	11.61	7.27	48	61.61	49.09	32	26.79	43.64
All Grades	21	11.48	7.54	53	54.08	48.60	26	34.44	43.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	6.19	11.03	73	59.29	55.88	17	34.51	33.09
Grade 7	13	4.67	6.25	73	70.09	63.39	14	25.23	30.36
Grade 8	15	8.04	5.45	69	73.21	68.18	16	18.75	26.36
All Grades	12	6.33	7.82	72	67.47	62.01	16	26.20	30.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	22	9.73	21.32	61	46.02	47.06	17	44.25	31.62
Grade 7	24	19.63	13.39	65	58.88	52.68	11	21.50	33.93
Grade 8	19	8.93	10.91	53	64.29	44.55	28	26.79	44.55
All Grades	21	12.65	15.64	59	56.33	48.04	19	31.02	36.31

Conclusions based on this data:

1. Comparing the results from the 2016-17 school year to the 2017-18 school year, the percentage of students that met or exceeded the grade level standards as measured on the ELA CAASPP assessment at JJH, went from 30% to 36% in 6th grade, 47% to 45% in 7th grade, and 44% to 28% in 8th grade.
2. There is was a significant decline in ELA CAASPP scores from the student's 7th grade year to their 8th grade year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	115	117	140	113	113	135	113	113	135	98.3	96.6	96.4
Grade 7	110	107	116	108	107	112	108	107	112	98.2	100	96.6
Grade 8	126	115	111	124	113	110	124	113	110	98.4	98.3	99.1
All Grades	351	339	367	345	333	357	345	333	357	98.3	98.2	97.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2482.	2465.	2478.	4	7.08	8.15	15	15.04	17.78	43	29.20	28.15	37	48.67	45.93
Grade 7	2532.	2519.	2495.	10	8.41	3.57	25	23.36	23.21	36	36.45	31.25	29	31.78	41.96
Grade 8	2523.	2523.	2523.	15	11.50	6.36	15	14.16	16.36	26	32.74	35.45	44	41.59	41.82
All Grades	N/A	N/A	N/A	10	9.01	6.16	18	17.42	19.05	35	32.73	31.37	37	40.84	43.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	7.96	15.56	40	29.20	28.89	52	62.83	55.56
Grade 7	19	18.69	15.18	39	36.45	33.93	43	44.86	50.89
Grade 8	16	16.96	12.73	27	36.61	40.00	56	46.43	47.27
All Grades	14	14.46	14.57	35	34.04	33.89	51	51.51	51.54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	9.73	9.63	51	38.05	42.22	44	52.21	48.15
Grade 7	19	10.28	9.82	54	54.21	47.32	28	35.51	42.86
Grade 8	21	14.29	7.27	47	37.50	57.27	32	48.21	35.45
All Grades	15	11.45	8.96	50	43.07	48.46	35	45.48	42.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	6	4.42	11.11	55	46.02	37.04	39	49.56	51.85
Grade 7	11	9.35	7.14	65	53.27	61.61	24	37.38	31.25
Grade 8	14	7.14	10.00	48	58.93	57.27	38	33.93	32.73
All Grades	10	6.93	9.52	56	52.71	50.98	34	40.36	39.50

Conclusions based on this data:

1. Comparing the results from the 2016-17 school year to the 2017-18 school year, the percentage of students that met or exceeded the grade level standards as measured on the Math CAASPP assessment at JJH went from 22% to 26% in 6th grade cohort and 32% to 22% for the 7th grade cohort. The 6th grade cohort made a gain of 4% increase by the end of their 7th grade year and the 7th grade had a loss of 10% by the end of their 8th grade year.
2. The data indicates an increase for the 6th grade students in their 7th grade year, but a significant drop from the 7th grade students at the end of their 8th grade year.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1520.5	1519.8	1520.5	31
Grade 7	1522.8	1510.8	1534.5	19
Grade 8	1544.2	1540.3	1547.8	13
All Grades				63

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	11	35.48	12	38.71	*	*	31
Grade 7	*	*	*	*	*	*	*	*	19
Grade 8	*	*	*	*	*	*	*	*	13
All Grades	16	25.40	26	41.27	18	28.57	*	*	63

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	18	58.06	*	*			31
Grade 7	*	*	*	*	*	*	*	*	19
Grade 8	*	*	*	*					13
All Grades	25	39.68	32	50.79	*	*	*	*	63

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	14	45.16	*	*	31
Grade 7	*	*	*	*	*	*	*	*	19
Grade 8	*	*	*	*	*	*	*	*	13
All Grades	*	*	20	31.75	21	33.33	16	25.40	63

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	20	64.52	*	*	31
Grade 7	*	*	14	73.68			19
Grade 8	*	*	*	*			13
All Grades	20	31.75	40	63.49	*	*	63

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	21	67.74	*	*			31
Grade 7	13	68.42	*	*	*	*	19
Grade 8	*	*	*	*			13
All Grades	44	69.84	17	26.98	*	*	63

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	23	74.19	31
Grade 7	*	*	*	*	*	*	19
Grade 8	*	*	*	*	*	*	13
All Grades	*	*	20	31.75	36	57.14	63

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	24	77.42	*	*	31
Grade 7	*	*	15	78.95	*	*	19
Grade 8	*	*	*	*			13
All Grades	14	22.22	46	73.02	*	*	63

Conclusions based on this data:

- The ELPAC scores of the Johnson Jr. High students steadily increase as the grade level increases.
- The number of students that qualify to take the ELPAC decreases from 31 students in 6th grade to 13 students in 8th grade, indicating that a large number of students are reclassified during their time at JJH.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
361	70.1%	17.7%	1.4%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	17.7%
Foster Youth	5	1.4%
Homeless	9	2.5%
Socioeconomically Disadvantaged	253	70.1%
Students with Disabilities	51	14.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1%
Asian	5	1.4%
Hispanic	263	72.9%
Two or More Races	4	1.1%
Pacific Islander	1	0.3%
White	84	23.3%






Conclusions based on this data:

1. A large percentage (70.1%) of our students are socioeconomically disadvantaged.
2. The largest race/ethnicity makeup of our students population is Hispanic (72.9%)

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Green	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. JJH had a high level of suspension for 2017/2018
2. JJH will need to address the ELA CAASPP scores.
3. JJH will need to address the Mathematics CAASPP scores.

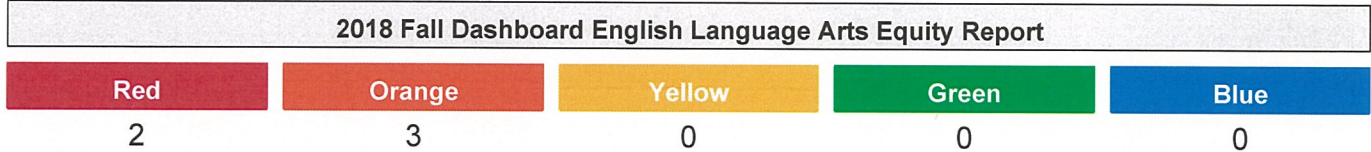
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 49.9 points below standard Declined -10.1 points 341 students	 Red 78.9 points below standard Declined -7.5 points 155 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Orange 59.9 points below standard Declined -11 points 236 students	 Red 121.3 points below standard Declined -15.7 points 49 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.9 points below standard Declined -13.4 points 248 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 9.2 points below standard Maintained -0.2 points 81 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
123.4 points below standard Declined -16.7 points 57 students	53 points below standard Maintained -0.5 points 98 students	24.8 points below standard Declined -7.8 points 130 students

Conclusions based on this data:

- English Language Learners and Disabled Students declined the most in ELA.
- All students, regardless of race, averaged performances were below standard.

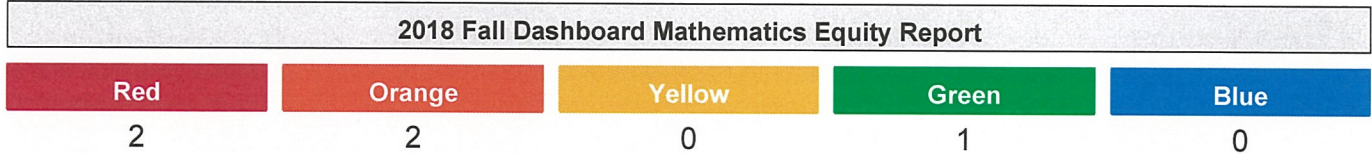
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>66.9 points below standard</p> <p>Declined -3.1 points</p> <p>340 students</p>	<p>English Learners</p> <p>Red</p> <p>103 points below standard</p> <p>Declined -7.1 points</p> <p>155 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>83.7 points below standard</p> <p>Declined -6.6 points</p> <p>235 students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>158.1 points below standard</p> <p>Declined -4.1 points</p> <p>49 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 82.8 points below standard Declined -5.7 points 248 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 16.7 points below standard Increased 6.5 points 80 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
156.7 points below standard Declined -26.8 points 57 students	71.7 points below standard Increased 5.9 points 98 students	39.1 points below standard Maintained -1.8 points 129 students

Conclusions based on this data:

1. Socioeconomically disadvantaged students, along with Hispanic students, performed below grade level (orange color).
2. White students averaged scores in the green, but were still 16.9 points below standard.
3. Students with Disabilities and current English Learners were close to the same points below standard (158 vs. 156)

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
63	25.4%	41.3%	28.6%	4.8%

Conclusions based on this data:

- 25% of ELL's are close to reclassification.

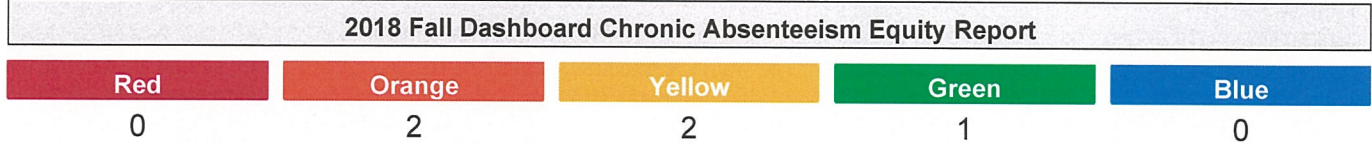
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 7.5% chronically absent Declined 0.8% 373 students	<p>English Learners</p>  Orange 13.2% chronically absent Increased 6% 68 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color 21.4% chronically absent 14 students	<p>Socioeconomically Disadvantaged</p>  Yellow 8.6% chronically absent Maintained 0.1% 267 students	<p>Students with Disabilities</p>  Orange 18.9% chronically absent Increased 7.2% 53 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.6% chronically absent Maintained 0.4% 273 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 9.3% chronically absent Declined 1.6% 86 students

Conclusions based on this data:

- English Learners and Students with Disabilities are in the orange range.
- Chronic Absenteeism rates for the Hispanic population may be as a result of the high number of students who leave for extended vacations to Mexico without an independent study contract.

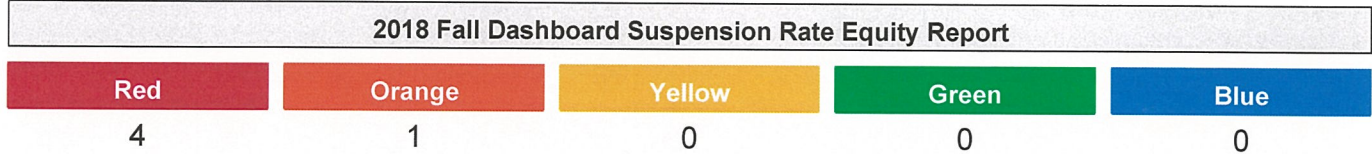
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 11.9% suspended at least once Increased 7.4% 379 students	 Red 22.1% suspended at least once Increased 18.5% 68 students	 No Performance Color Less than 11 Students - Data Not 8 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 42.9% suspended at least once 14 students	 Red 14% suspended at least once Increased 10.3% 272 students	 Red 18.2% suspended at least once Increased 13.7% 55 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 12% suspended at least once Increased 8.4% 275 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 1 students	 Orange 8% suspended at least once Increased 1.4% 88 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
8.4% suspended at least once	4.5% suspended at least once	11.9% suspended at least once

Conclusions based on this data:

- There was a large increase in suspensions from 2017 to 2018
- Socioeconomically disadvantaged students, Hispanic students and Students with disabilities have the highest rates of suspension.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Johnson Junior High students will meet or exceed standards on the Reading Portion of the 2019/2020 California Assessment of Student Performance and Progress (CAASPP).

Identified Need

47.49% of our total student population scored below standard for the Reading portion of the California Assessment of Student Performance and Progress (CAASPP).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (Grade 6 English Language Arts)	53% of Grade 6 students were proficient or advanced on the CAASPP in 2018.	58% of Grade 6 students will be proficient or advanced on CAASPP in 2019.
Academic Indicator (Grade 7 English Language Arts)	57% of Grade 7 students were proficient or advanced on the CAASPP in 2018.	62% of Grade 7 students will be proficient or advanced on the CAASPP in 2019.
Academic Indicator (Grade 8 English Language Arts)	47% of Grade 8 students were proficient or advanced on the CAASPP in 2018.	52% of Grade 8 students will be proficient or advanced on the CAAS

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Assist Johnson Jr. High After School Program students in grades 6-8 in completing all daily homework assignments plus add academic enrichment opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

50,915

After School and Education Safety (ASES)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support students academic language acquisition and fluency by purchasing high interest reading books to form book clubs and literary circles within their literature classes. Also, provide necessary high interest reading books to promote more 'reading for pleasure' for both in and out of the two period block of English classes. Instructional coach will assist with ordering the necessary materials that will in turn support the McGraw Hill Study Sync Adopted Programs for grades 6-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,460

Lottery: Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Coach will train, model lessons, and provide professional development for all ELA teachers when scheduled.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

227,828

NCLB: Title I, Part A, Basic Grants Low-Income and Neglected

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will have 2 periods of instruction in English and English Literature.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

124,356

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students in grades 6-8 take the NWEA ELA assessments in reading and language three times per year to monitor ELA growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,200

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

As part of PJUSD Technology Plan, JJH will update technology equipment on a yearly rotational basis. Every classroom at JJH will be equipped equally with new tech devices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,842

Source(s)

Lottery: Unrestricted

5,000

LCFF: Supplemental/Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase higher level lexile books for our library circulation. Library Clerk will support library needs for students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Lottery: Unrestricted
6,862	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Johnson Jr. High also offers After School Clubs for intervention, personal skills building and social learning. Various clubs are offered on Mondays, Tuesdays, and Thursdays after school. Bus transportation is provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented each of the actions in Goal 1. We are waiting on the 2018-2019 CAASPP scores to see the progress toward our goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

JJH students will make a years progress as measured by the Math portion of the NWEA assessment each school year in order to be college and career ready.

Identified Need

74% of the students are not meeting grade level standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for Grade 6-8 (CAASPP Mathematics Scores)	25% of Grade 6-8 students were proficient of advanced on the Mathematics portion of the CAASPP in 2018.	30% of Grade 6-8 students will be proficient or advanced on the Mathematics portion of the CAASPP in 2019.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Order any needed support materials to supplement our adopted Houghton Mifflin "Go Math" program for students in grades 6-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of iXL math program for 7-8 grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,824

LCFF: Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math Intervention will be offered as an After School Intervention Club.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000

After School and Education Safety (ASES)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Johnson Jr. High teachers will meet with Pierce Joint Unified School District math teachers to discuss our math program for grades K-12. Math teachers will meet quarterly to collaborate and articulate across grades levels and school sites.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math Intervention Pullout will be offered 7th period by highly qualified math teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

33,568

Source(s)

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented each of the actions in Goal 2. We are waiting on the 2018-2019 CAASPP scores to see the progress toward our goals. The math intervention pullout program was effective in raising NWEA scores and generating excitement from the students towards participating in mathematics programs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

Johnson Jr. High will move an English Learner up one proficiency level on the ELPAC test each year.

Identified Need

69% of our English Language Learners scored at a Level 3 or below on the ELPAC test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Teachers will review ELPAC scores and other data and test results to verify improvement and possibility of reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Students who test at an ELPAC level of 3 or below in 7th and 8th grade will be placed in a English Language Arts class with designated ELD support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

79,892

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Language Learners who are newcomers or who scored a 1 on the ELPAC will attend one period of basic English Language Acquisition at Pierce High School.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20,578

LCFF: Supplemental/Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Language Learners in the 6th grade will be pulled out 2 times per week during PE for ELD Support Class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20,578

LCFF: Supplemental/Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Entry Level English Language Learners will have access to the Rosetta Stone program to increase learning opportunities in English.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Lottery: Instructional Materials

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented the actions of Goal 3. We have completed the administration of the ELPAC test and will receive results at the end of June 2019.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

One change that was made towards this goal is adding Activity 2 and Activity 3. These two actions will be new to the 2019-2020 school year. We did not implement these activities for the 2018-2019 school year. These actions were created in response to the ELPAC scores that were released mid year during 2018-2019 school year. These activities were added in an effort to support our Goal 3. See each activity for the funding criteria.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Provide necessary equipment for physical education classes to support an increase in students scoring in the 'Healthy Fitness Zone' on the California Fitness Test administered in the Spring.

Identified Need

An increase in the school population of 27 students necessitates more equipment/supplies for full participation of every student in Physical Education class,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Physical Education materials purchased throughout the school year to support PE program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Lottery: Unrestricted

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented each of the actions in Goal 4.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

JJH students will make a years progress as measure by the Science portion of the NWEA assessment each school year in order to be college and career ready.

Identified Need

The Next Generation Science Standards are new and teachers need support/professional training in how to best teach the new standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue professional development training to support NGSS implementation for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,954	LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented the action in Goal 5. Teachers attended 2 professional development trainings regarding NGSS and CAST testing during the 2018-2019 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 6

Support social science program, "History Alive" in grades 6-8.

Identified Need

The Social Science California Framework is going through changes as the state looks to adopt new standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

"History Alive" social studies program for grades 6-8. Student workbooks and online subscription.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Lottery: Instructional Materials

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented the action in Goal 6. Online subscription was purchased.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 7

Johnson Jr. High will offer career exploratory classes and college topics in 7th and 8th grade.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7th and 8th grade students will participate in a Career Exploratory Wheel class (1 class per quarter) to explore college and career opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,500

Source(s)

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This activity will be implemented during the 2019-2020 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$80,282
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$644,357.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$79,892.00
After School and Education Safety (ASES)	\$53,915.00
LCFF: Supplemental/Concentration	\$230,558.00
Lottery: Instructional Materials	\$24,460.00
Lottery: Unrestricted	\$20,842.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$234,690.00

Subtotal of state or local funds included for this school: \$644,357.00

Total of federal, state, and/or local funds for this school: \$644,357.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jessica Geierman	Principal
Matthew Peterson	Classroom Teacher
Delora Stephens	Classroom Teacher
Maryann Diaz	Other School Staff
Liz Hagle	Parent or Community Member
Patricia Barba	Parent or Community Member
Amy Gibbons	Parent or Community Member
Melissa VanLaningham	Parent or Community Member
Sara Regnani	Parent or Community Member
Shelly Fullerton	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

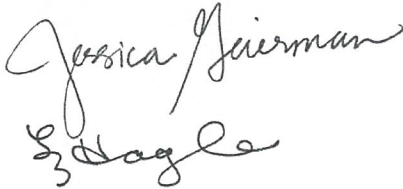
State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 13, 2019.

Attested:



Principal, Jessica Geierman on

5/13/19

SSC Chairperson, Liz Hagle on

5/21/19

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pierce High School/Arbuckle Alternative High School	06616140635250	May 22, 2019	June 20, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
School Plan for Student Achievement (SPSA) for Pierce HS 2019

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) includes strategies to meet the identified school needs and provides opportunities for ALL students to meet and exceed the California State Standards. The SPSA also addresses the needs of ALL students, particularly those students who are at risk of not meeting the standards additional assistance, supports and intervention. The Pierce High School School Plan for Student Achievement is aligned with and supports the PJUSD Local Control Accountability Plan (LCAP) and is monitored throughout the school year by the School Site Council, the District and various Stakeholder Groups/

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Pierce High School Teachers are observed with frequent drop-ins and longer observation throughout the year not only by the principal and vice-principal but occasionally, peer to peer. Typically, written feedback is given via Progress Advisor. Other times it may just be a verbal follow-up on the classroom practices that were observed. All probationary teachers are formally observed more than 2 times per year for full class periods and provided a written evaluation by May 1. Tenured teachers are formally evaluated as per the contract depending on years of service.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In assessing student progress, the administration and staff at Pierce High School use a variety of tools and metrics. Currently the district is contracting with Northwest Evaluation Association (NWEA) to evaluate student progress and preparation for standardized assessment. These standardized online assessments provide data about individual students, and offer students tools for analyzing their own college preparedness. In addition, standardized assessments such as CAASPP, PSAT, SAT, ACT, and ELPAC are used to provide college readiness and English language proficiency (for EL students). Teacher generated assessments (tests, written work and projects) provide a valuable source of student progress data.

California state assessments (CAASPP) are used annually for monitoring overall and individual student achievement. Results are provided to staff as soon as they are available, and site administration reviews results with the faculty as a whole as well as with individual teachers to identify areas for refinement of instruction. Local assessments are also used to assess student achievement. Local assessments include tests created in Illuminate, using the Smarter Balance system (IABs, Performance Tasks, and ICAs) as well as assessments generated from the new English curriculum Study Sync.

Teacher goals are created and tied directly to these results and site administration meets with individual teachers and departments in academic conferences to review progress toward these goals at least three times per year. PHS takes advantage of the CAASPP interim assessments/performance tasks and administers them at least four times during the school year in addition to other local assessments. Data reports are submitted to the staff, parents, and the school board.

Given the individualized nature of the program at AAHS, students are assessed locally as they complete units in the course work they require.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

For students in the CTE pathways, industry tests are a useful source of achievement data. The staff has access to a variety of assessment tools that assist in data analysis. Individual teachers are able to look at their student data and instructional changes are made following analysis of a formative or summative teacher generated assessment.

Data disaggregation is done by some individuals using methodology or tools of their choosing. It is not institutionalized. Individual student results are reported to parents via parent teacher conferences in September and March, progress reports, online parent portal, and report cards. These results are also available at any time on Aeries.net. Modification of instruction driven by assessment data is for the most part not documented. Teachers rely on mandatory tutoring and English support classes as the best documented solution for supporting student struggling in classes. A second intervention is the use of Student Staffing Meetings (SSM). These are initiated by any adult on campus, or parent, when a student is perceived to be struggling with classes or Student Learner Outcome acquisition. An SSM provides parents with information about options for helping students get back on track. A formal SST may follow, if necessary.

School grades are reported to parents eight times per year. Other measures of student progress are shared with parents through the advisory teacher parent conferences held twice per year. Student progress is reported to the governing board through the principal via the district superintendent. These reports focus on required assessment reports (CAASPP-State assessments, district benchmarks, NWEA, and graduation rates) and some of the industrial certifications. Successes on various competitions (often sponsored by CTE industries) are triumphed before the board.

Pierce High School has a set syllabus that is used in all classes and teachers will be responsible for reporting for their courses how they will assess the schoolwide learner outcomes (SLOs).

“BEARS” CARE!

Critical Thinkers Who:

- Successfully acquire, analyze, organize, and apply information.
- Develop and express creative ideas and solutions
- Examine moral, ethical, and cultural issues from multiple perspectives.
- Integrate and synthesize information across disciplines.
- Demonstrate growth in higher level thinking skills.

Accomplished Lifelong Learners Who:

- Commit to high academic and personal standards.
- Understand the importance of new experiences and continual education.
- Work well collaboratively in culturally and organizationally diverse settings.

Responsible Citizens Who:

- Understand and appreciate their roles and responsibilities in a global society.
- Acknowledge and are accountable for their actions and choices.
- Demonstrate respect, trustworthiness, responsibility, fairness, caring, and citizenship.
- Recognize the impact of human activities on the environment, and their role in its protection.
- Understand the choices necessary to develop a healthy lifestyle.

Effective Communicators Who:

- Listen and communicate well in written, verbal, and nonverbal modes.
- Understand and use technology in communication.
- Show respect for diverse perspectives.
- Research, create, and evaluate in written, verbal, and nonverbal modes.
- Use communication skills to resolve conflicts through positive alternatives.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The PHS staff consists of one Principal, one Vice Principal, one counselor, one behavior/social-emotional counselor, one attendance/behavior/social-emotional counselor (Grant Year 2) one college and career technician, 25 teachers, two clerical employees, four cafeteria employees, three custodial employees, and four Special Education Aides. A School Resource Officer is assigned to the campus, though shared with other high schools in Colusa County, and a school nurse and school psychologist are on call as needed from the district office.

Eight staff members have a master's degree and one holds a doctorate. The average tenure of the teaching staff is 12 years, though that is from a range of Intern to thirty-four years. All but one of the teaching staff are "Highly Qualified" per NCLB and two are teaching outside their credential authorization in 2018-19. Two teachers are working as Interns through Chico State for the 18-19 academic year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Two teachers are working as Interns through Chico State for the 18-19 academic year. Pierce Joint Unified School District has provided a wide array of professional development opportunities for the staff at Pierce High School. In some cases it has been for all staff, such as the training on implementation of Common core standards, ERWC training for each of our ELA teachers, College Preparatory Mathematics training and coaching, Google Docs, Google Classroom and Chromebooks, Illuminate, NWEA, and the use of Aeries. Other opportunities have been for one person or small groups to address subject specific needs such as Adaptive PE, or Next Generation Science Standards.

Through professional development, the staff strives to remain up to date on educational theory and knowledge of research based best instructional practices that will address standards. Teachers attempt to ensure that all students are learning (accessing information, understanding procedures and demonstrating knowledge of standards) through regular interaction with students in the classroom. Common use of various checking for understanding techniques are employed. In addition, where there are project based learning activities, teachers meet one-on-one with a small group to monitor progress.

Several classes offered at Pierce High School require some form of culminating activity/project to demonstrate learning. These activities/projects require that students demonstrate problem solving skills, critical thinking and the ability to work in a collaboratively group. Summative assessments require demonstration of application and creative use of acquired knowledge. Technology use is evident in various presentations done using multimedia, and student use of Chromebooks and Google Classroom. We are now over one-to-one at PHS. All students have access to Chromebooks in each class.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development activities focus on the elements of standards based instruction including: identification of essential standards, assessment of student achievement, evaluation of achievement data, using data to inform instruction, alignment of grading practices to standards mastery, and communicating progress to parents and students.

Specifically teachers received training in the use of the Illuminate software to administer assessments and analyze data. In addition, all teachers are participating in ongoing professional development in the implementation of CCSS in either ELA, Mathematics, the new Social Science Framework, or the Next Generation Science Standards as appropriate to their respective assignments. The PHS Agriculture and Business teachers incorporate the CTE Standards in their lesson design and teaching practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers are supported through regular visits by site administrators many are entered on Progress Adviser, weekly instructional focus messages from administration, weekly Wednesday staff development including collaboration, district level support as needed, and county/regional staff development opportunities.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Department collaboration (PLC) occurs regularly on a weekly basis (each Wednesday 2:20 to 4:30) as well as the school wide staff development times.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

PHS and AAHS faculty are engaged in ongoing refinement of curriculum, materials and instruction to ensure alignment to content standards and increasing student achievement. We are regularly revisiting our schoolwide learner outcomes (SLOs) for each course and student performance on local and state assessments to increase rigor and improve student learning results.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A Pierce HS is grades 9-12.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

This is the 3 year that PHS has implemented Student Staffing Meetings (SSMs). The principal, vice principal, counselors (both behavioral and academic), special education teachers, as well as the School Resource Officer (when he is able to be on campus) meet weekly to discuss student concerns that have come to our attention as being a concern either academically, socially, or behaviorally.

The principal established an email account (PHSSST) that all staff can submit names and reasons why they are concerned about a particular student. A packet of information is created for the team and they examine each student and discuss why he or she is struggling. Often times this meeting leads to a Student Study Team meeting with the parents and all the student's teachers. In some cases, a simple call home to alert the parent that there are concerns is sufficient, or we may need to change the students schedule or add a support class.

We have been able to maintain five sections of a Support Class in our master schedule. In this class, the teacher works individually with each student on the assignments they may be struggling with. We also continue using the Intervention program, Edmentum. All students begin the course by taking an assessment in Reading and Math. After the assessment is complete, the program automatically creates a prescription, or intervention lessons, for students to help them in both Reading and Math. The program looks at skill gaps all the way back to kindergarten.

In addition to instructional practices and support meetings, extra tutoring is available outside of the regular day with services provided by the teachers.

The instructional model at Arbuckle Alternative High School is based on individual intervention. Students are placed in coursework appropriate to their respective levels and supported based on their individual needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All courses have sufficient adopted materials that are aligned to their respective content standards. CPM math pilot began in the 17/18 school year in the Math 1, grew to Math 2 in the 18/19 school year. In the 19/20 school year Math 3 will be included.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses have sufficient adopted materials that are aligned to their respective content standards, including intervention materials, where needed. All students have access to and are enrolled in standards-aligned courses consistent with their individual learning needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

In addition to in-class support, all teachers meet with students before and after school to provide additional instruction, tutorials and remediation based on individual needs. Transitioning EL students are also provided a support class as needed to support their language development and access to core content as needed.

Evidence-based educational practices to raise student achievement

For the past seven years Pierce High School and Arbuckle Alternative High School staff development has been focused on the Explicit Direct Instruction model as presented by DataWORKS Educational Research. It is based on several years of classroom research and student assessment data. Lesson design is centered on a clearly stated, standard-based, measurable learning objective which is clearly communicated to students prior to instruction.

The format includes direct instruction of the target content knowledge and/or skill, frequent checking for understanding, guided practice, independent practice and closure. Students receive immediate feedback on their progress through direct interaction with the teacher throughout the course of the lesson and future instruction is informed by the teacher's regular checking for understanding and observation of student performance.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to ELD and support classes in the master schedule, Pierce High School offers tutorial support after school three days per week that includes transportation home, if needed. Teachers are available to all students and specifically refer particular students to attend sessions for the individual needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Pierce High School and Arbuckle Alternative High School Site Council is comprised of three students, three parents, three classroom teachers, the counselor, a classified representative, and the principal. This body reviews student achievement data and presents information from their respective groups for consideration in creating the school action plan goals. Budget allocations for consolidated application programs are made by the site council within the action plan.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Edmentum is a purchased program that allows the teachers to identify gaps in underlying skills, provide additional instruction and practice for students to facilitate success in their math and ELA courses. This is to provide extended learning time after school and during the summer, and to expand student access to technology. Supplemental funds also support additional ELD instruction in small classes. Staff development has also been provided and will continue in the applications of mathematics to help teachers implement activities to increase student understanding of concepts at the concrete as well as conceptual level. We will continue to ensure that we are providing research tools for students in the new College and Career Center, Get Focused Stay Focused Program and "My10 Year Plan" that are being developed using funds from the College Readiness Grant and CTEIG (Career and Technical Education Incentive Grant).

Fiscal support (EPC)

Allocation of fiscal resources are aligned with the School Plan for Student Achievement (SPSA).

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement for the School Plan for Student Achievement (SPSA) is a year around process that originates in both the monthly School Site Council Meetings (2nd Tuesday) and at least once a month in the staff meeting portion of the Wednesday Collaboration Day. The SPSA also informs LPAC. The School Plan for Student Achievement document was also a major part of our WASC midterm visit on March 3/4/5, 2019

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	%	%	1		
African American	1.8%	1.8%	1.38%	8	8	6
Asian	0.9%	1.4%	0.46%	4	6	2
Filipino	0.2%	0.2%	0.23%	1	1	1
Hispanic/Latino	72.0%	72.5%	73.62%	318	322	321
Pacific Islander	0.2%	0.2%	%	1	1	
White	24.2%	23.4%	23.85%	107	104	104
Multiple/No Response	0.5%	%	%	2		
Total Enrollment				442	444	436

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	109	121	112
Grade 10	110	111	114
Grade 11	110	107	108
Grade 12	113	105	102
Total Enrollment	442	444	436

Conclusions based on this data:

1. The total number of students that we are serving at the high school remains constant in the 436 - 444 range with approximately 110 students per class. We do see two distinct classes coming to us in the classes of 2024 (147 students) and 2026 (130 students) that will result in the need for additional texts, desks and probably staff.
2. As our student populations remain steady so do our "student groups". Our major "student groups" are Hispanic/Latino ~74% and White ~23%
3. TBD

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	61	41	39	13.8%	9.2%	8.9%
Fluent English Proficient (FEP)	223	239	243	50.5%	53.8%	55.7%
Reclassified Fluent English Proficient (RFEP)	6	27	6	10.3%	44.3%	14.6%

Conclusions based on this data:

1. Over the past three school years the number of English Learners has dropped from 61 to 41 to 39 but the needs are changing and becoming more polarized in 19/20 the high school will team with the middle school to teach the "Newcomers" and Level 1 ELs during 1st and 2nd periods
2. As assessment of EL's changed drastically from the CELDT in 16/17 to the ELPAC in 18/19 redesignation has changed. Updated professional development and more monitoring will be integral as the assessment has changed drastically as well as the level of the students coming into PJUSD
3. TBD

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	110	109	100	106	104	98	106	104	98	96.4	95.4	98
All Grades	110	109	100	106	104	98	106	104	98	96.4	95.4	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2556.	2603.	2596.	10	21.15	16.33	30	36.54	42.86	31	26.92	24.49	28	15.38	16.33
All Grades	N/A	N/A	N/A	10	21.15	16.33	30	36.54	42.86	31	26.92	24.49	28	15.38	16.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	34.62	27.55	59	43.27	58.16	28	22.12	14.29
All Grades	13	34.62	27.55	59	43.27	58.16	28	22.12	14.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	24	30.77	22.45	44	48.08	56.12	32	21.15	21.43
All Grades	24	30.77	22.45	44	48.08	56.12	32	21.15	21.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	23.08	14.29	68	65.38	72.45	21	11.54	13.27
All Grades	11	23.08	14.29	68	65.38	72.45	21	11.54	13.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	21	29.81	32.65	62	54.81	53.06	17	15.38	14.29
All Grades	21	29.81	32.65	62	54.81	53.06	17	15.38	14.29

Conclusions based on this data:

1. Participation rate was made for the 17-18 school year (98%). In 18/19 a strong emphasis was placed on college and career readiness all year to ensure that all students take a variety of assessments throughout their high school experience as well as ensuring that they understand the importance of the tests. All 11th graders had individual goal setting conferences with the math teachers, counselors and administration.
2. Test scores increased in ELA in the 16-17 school year by 17%. And another 2.5% in ELA in 17/18. Although this is not cohort day it is important data to interpret and analyze.
3. There was a strong emphasis placed on those students and moving them to at or above standard through academic support/intervention. An in depth look needs to be taken to see if classes are seeing the same weaknesses that are not tested with the CAASPP. There has been a strong push for students to understand the importance of assessment and what it means to their personal/individual needs as students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	110	109	100	106	105	98	106	105	98	96.4	96.3	98
All Grades	110	109	100	106	105	98	106	105	98	96.4	96.3	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2517.	2547.	2535.	2	3.81	6.12	13	13.33	10.20	28	34.29	24.49	57	48.57	59.18
All Grades	N/A	N/A	N/A	2	3.81	6.12	13	13.33	10.20	28	34.29	24.49	57	48.57	59.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	11.43	9.18	29	22.86	23.47	64	65.71	67.35
All Grades	7	11.43	9.18	29	22.86	23.47	64	65.71	67.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	6.67	10.20	53	54.29	46.94	43	39.05	42.86
All Grades	4	6.67	10.20	53	54.29	46.94	43	39.05	42.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	6.67	9.18	51	60.95	54.08	45	32.38	36.73
All Grades	4	6.67	9.18	51	60.95	54.08	45	32.38	36.73

Conclusions based on this data:

- Participation rate was made for the 2017-18 school year. A strong emphasis was placed on local assessment growth and CAASPP by the new principal and 2 of 3 new math staff from the outset of 2018/19 to ensure that all students take the test as well as ensuring that they understand the importance of the test and individual supports to close gaps. All 11th graders had individual goal setting conferences with their math teacher, counselors and administration.

2. The majority of students in Grade 11 (17-18) 83% were below standard.

3. TBD

The majority of students in Grade 11 (17-18) near standard and below standard in all 3 areas of Math that are measures on CAASPP. There continues to be a strong emphasis placed on those students and moving them to "at or above standard". An in depth look needs to be taken to see if classes are seeing the same weaknesses that are not tested with the CAASPP. There has been a strong push for students to understand the importance of assessment. We have also changed our Math curriculum in Fall 2017 to CPM and transitioning to a collaborative math teaching and learning approach with a mathematical mindset.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1565.9	1571.5	1560.1	14
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				36

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	14
Grade 10	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	16	44.44	*	*	*	*	36

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	11	78.57	*	*	*	*			14
Grade 10	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*			*
Grade 12	*	*	*	*					*
All Grades	22	61.11	*	*	*	*	*	*	36

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*	*	*	*	*	14
Grade 10			*	*	*	*	*	*	*
Grade 11			*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	14	38.89	13	36.11	*	*	36

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*			14
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*			*
All Grades	15	41.67	19	52.78	*	*	36

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	78.57	*	*			14
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*	*	*			*
Grade 12	*	*					*
All Grades	26	72.22	*	*	*	*	36

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	14
Grade 10			*	*	*	*	*
Grade 11			*	*	*	*	*
Grade 12			*	*	*	*	*
All Grades	*	*	18	50.00	15	41.67	36

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	13	92.86			14
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*			*
All Grades	*	*	28	77.78	*	*	36

Conclusions based on this data:

1. Participation rate was made for the 2017-18 school year. A strong emphasis was placed on local assessment growth and CAASPP by the new principal and the ELA staff from the outset of 2018/19 to ensure that all students take the test as well as ensuring that they understand the importance of the test and individual supports to close

gaps. All 11th graders had individual goal setting conferences with their English teacher, counselors and administration.

2. PHS invested in Listwise in the Spring of 2019 to assist all students in ELA/ELD skills. In 2019-20 an emphasis will be placed on the Listening Domain of ELA/ELD across the curricula to include History/Social Science, Science and VAPA.
3. TBD

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
436	69.3%	8.9%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	8.9%
Foster Youth	1	0.2%
Homeless	18	4.1%
Socioeconomically Disadvantaged	302	69.3%
Students with Disabilities	51	11.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4%
Asian	2	0.5%
Filipino	1	0.2%
Hispanic	321	73.6%
Two or More Races	2	0.5%
White	104	23.9%







Conclusions based on this data:

1. The PHS 17/18 Enrollment was 436 students of which 302 students (69.3%) are Socioeconomically Disadvantaged - 51 students (11.7%) are Students with Disabilities - 39 students (8.9%) are English Learning
2. The site must continue to emphasize a career and college culture to all students with continued emphasis on underrepresented groups with GFSF, the 4-year portfolio which becomes a grad requirement in 2019/20, and Advisory Class.
3. TBD

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  No Performance Color		
College/Career  Blue		

Conclusions based on this data:

1. The overall mission of our school district is to have every student college and career ready when they graduate from Pierce High School. The College Career Indicator is blue and we are proud of that. However, as we dig deeper into the data there are many areas for continuous growth.
2. We are working diligently as a district to improve our math thinking and mindset. The older our students get their mathematics scores drop which is synonymous to the state but Orange is unacceptable. Thus, the work to be done and changes needed. The largest change at the high school occurred in 17/18 when Math 1 piloted CPM for the math curriculum. In 18/19 Math 2 CPM was added. Our math teachers are measuring growth by students as measured by the NWEA results. In 19/20 our first cohort of math students will have had three years of CPM curriculum and those 11th graders will take the CAASPP in April/May 2020. There is discussion in the Math PLC that now includes the 8th grade math teacher at JJH of expanding the CPM curriculum to 8th grade math as she is changing the mathematical mindset of those students.
3. ELA is scored as a yellow on the Dashboard. The English Department has made changes in curriculum and received support periods to assist in reading and literacy skills. In 18/19 JJH instituted an additional English period for ALL students. That would include the incoming freshmen that enter Pierce High School in the Fall of 2019. In the 19/20 the English grade level support will focus on skill development and closing the learning gap. The English Department is currently evaluating curriculum to achieve those learning and achievement goals.

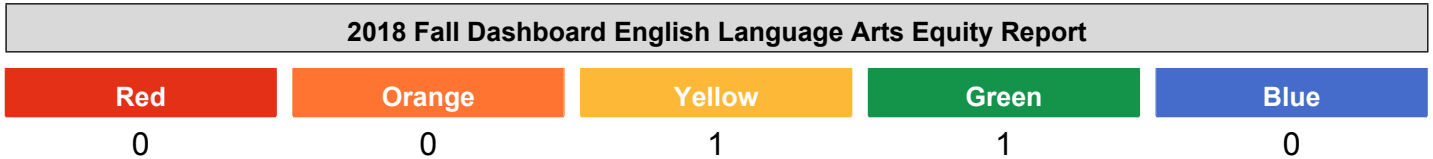
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 15.8 points above standard Maintained -2.9 points 96 students	<p>English Learners</p>  No Performance Color 69.5 points below standard Maintained 1.3 points 18 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p>Socioeconomically Disadvantaged</p>  Yellow 2.6 points above standard Declined -3.6 points 64 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.8 points above standard Increased 4.9 points 69 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 55.2 points above standard Declined -29.1 points 25 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	38.1 points below standard Increased 17.6 points 12 students	45 points above standard Declined -22.7 points 33 students

Conclusions based on this data:

1. ELA is scored as a yellow on the Dashboard. Hispanic is also yellow. The English Department has made changes in curriculum and received support periods to assist in reading and literacy skills. In 18/19 JJH instituted an additional english period for ALL students. That would include the incoming freshmen that enter Pierce High School in the Fall of 2019. In the 19/20 the English grade level support will focus on skill development and closing the learning gap. The English Department is currently evaluating curriculum to achieve those learning and achievement goals.
2. Our ELA data comparisons for ELs is driving the need for change and enhancements for our Reclassified English Learners and English Only ELs. in 19/20 our ELD periods will increase from 3 courses to 4 levels (Newcomer, ELD1, ELD2 and ELD3) with the Newcomers and ELD1 classes will be back to back periods being taught by the two high school teachers that will include the JJH students as our demographics change.
3. For our "English Only" ELs who declined 22.7 points in 17/18 we will offer an ELD/ELA support period. Curriculum is also being evaluated for our Long-Term ELs.

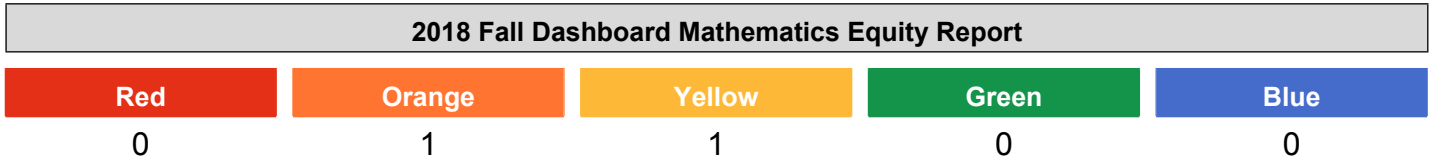
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 90.8 points below standard Declined -9.3 points 96 students	<p>English Learners</p>  No Performance Color 183.6 points below standard Declined -23.9 points 18 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p>Socioeconomically Disadvantaged</p>  Orange 102.5 points below standard Declined -5.6 points 64 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 94.4 points below standard Increased 7 points 69 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 71.5 points below standard Declined -47.7 points 25 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	170.3 points below standard Declined -20.5 points 12 students	77.6 points below standard Declined -43.7 points 33 students

Conclusions based on this data:

- The PHS math data portrayed on the CA Dashboard from CAASPP demonstrates very low metrics from the class of 2019 when they were tested as 11th grade students in Spring 2018 - 90.8 points below standard and a decline of -9.3 points. A change to more of a mathematical mindset and change in math curriculum to College Preparatory Mathematics in Fall of 2017 at the IM 1 level and continued in Fall of 2018 to the IM 2 level. In the Fall of 2019 the implementation of the CPM curriculum in IM 1 through IM 3 will be completed. Many of the metrics, internal assessments and mathematical discourse in math classes are demonstrating a better grasp of mathematical standards and math conversations/collaborations with room for continuous improvement.
- Our mathematics data comparisons for ELs is driving the need for change and enhancements for our Reclassified English Learners in math (170.3 points below standard and declined -20.5 points) and English Only ELs (77.6 points below standard and declined -20.5 points). In 19/20 our ELD periods will increase from 3 courses to 4 levels (Newcomer, ELD1, ELD2 and ELD3) with the Newcomers and ELD1 classes will be back to back periods being taught by the two high school teachers that will include the JJH students as our demographics change.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
36	25%	44.4%	16.7%	13.9%

Conclusions based on this data:

1. Of the 36 PHS students who took the new English Language Proficiency Assessments for California (ELPAC) assessment 44.4% were Level 3 Moderately Developed - 25% were Level 4 Well Developed.
2. Our mathematics data comparisons for ELs is driving the need for change and enhancements for our Reclassified English Learners in math (170.3 points below standard and declined -20.5 points) and English Only ELs (77.6 points below standard and declined -20.5 points). in 19/20 our ELD periods will increase from 3 courses to 4 levels (Newcomer, ELD1, ELD2 and ELD3) with the Newcomers and ELD1 classes will be back to back periods being taught by the two high school teachers that will include the JJH students as our demographics change.

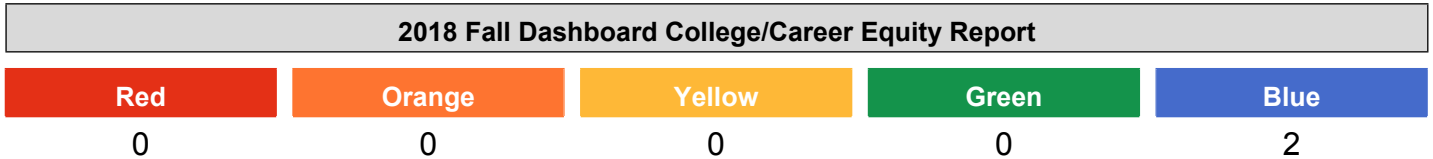
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Blue 65% prepared Increased 9% 103 students	<p>English Learners</p>  No Performance Color 41.2% prepared Increased 14.5% 17 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Blue 61.7% prepared Increased 15.8% 81 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 61% prepared Increased 12.4% 77 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 75% prepared Maintained -1% 24 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
46% Prepared	56 Prepared	65 Prepared
42.5% Approaching Prepared	32 Approaching Prepared	19.4 Approaching Prepared
11.5% Not Prepared	12 Not Prepared	15.5 Not Prepared

Conclusions based on this data:

- Pierce High School graduates have steadily increased their College Career Performance over the past three years. 46% (2016) - 56% (2017) - 65% (2018) PHS must continue this strong push for ALL students to be career and college ready.
- The "Not Prepared" at Pierce High School for graduates as measured by College Career Performance over the past three years. 11.5% (2016) - 12% (2017) - 15.5% (2018) is slightly rising.
- Socioeconomically Disadvantaged students in the Class of 2018 nearly reflect the total school percentage (61.7% prepared with the increase of 15.8%). EL students in teh Class of 2018 (41.2% prepared with the increase of 14.5%)

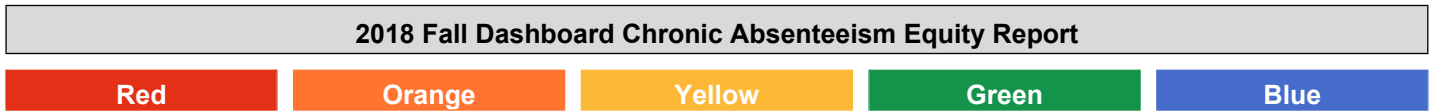
School and Student Performance Data

Academic Engagement Chronic Absenteeism

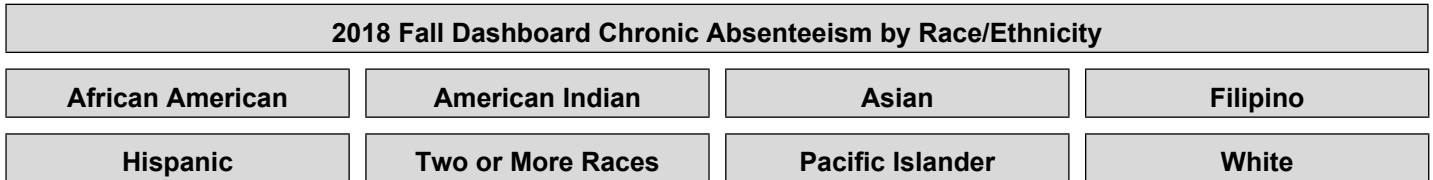
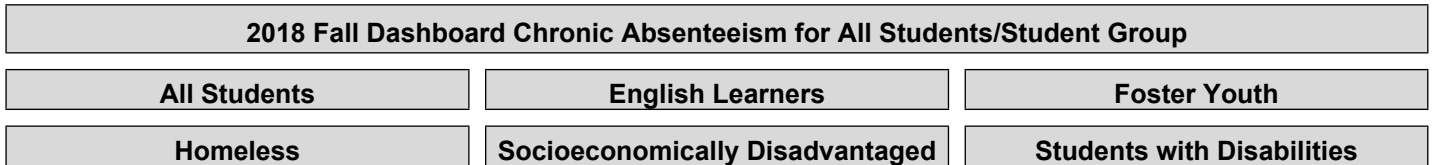
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1. No data for high schools given

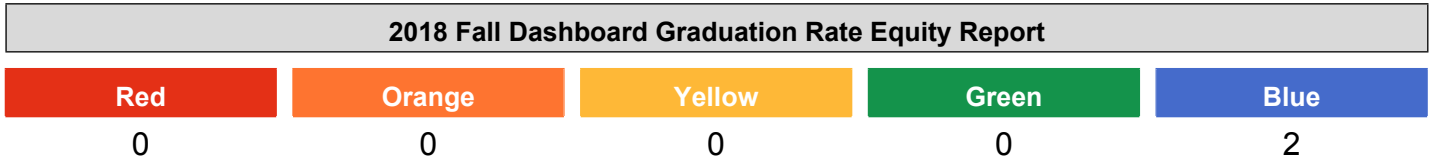
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 98.1% graduated Increased +1.1% 103 students	<p>English Learners</p>  No Performance Color 94.1% graduated Declined -5.9% 17 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Blue 98.8% graduated Increased +1.5% 81 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 98.7% graduated Increased +2.9% 77 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 95.8% graduated Declined -4.2% 24 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
97% graduated	98.1% graduated

Conclusions based on this data:

- The Dashboard data for 2018 shows BLUE for all students (98.1%) and all student groups are over 94%
- The Dashboard data for 2018 shows BLUE for EL students (94.1%) but a decline of -5.9%.

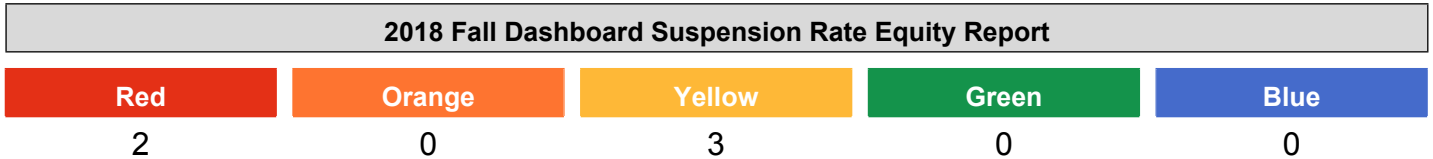
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 7.4% suspended at least once Declined -1.7% 447 students	<p>English Learners</p>  Red 16.7% suspended at least once Maintained 0% 42 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color 4.8% suspended at least once Increased 4.8% 21 students	<p>Socioeconomically Disadvantaged</p>  Yellow 7.9% suspended at least once Declined -1.6% 316 students	<p>Students with Disabilities</p>  Red 15.4% suspended at least once Increased 6% 52 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.6% suspended at least once Declined -1% 330 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 Yellow 6.7% suspended at least once Declined -1.8% 105 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
9.5% suspended at least once	9.1% suspended at least once	7.4% suspended at least once

Conclusions based on this data:

- 2018 Fall Dashboard Suspension Rate for All Students is YELLOW (7.4% suspended at least once) Declined -1.7%
- Dashboard Suspension Rate for All Students shows a decline of students suspended at least once in the past three years 2016 (9.5%) - 2017 (9.1%) - 2018 (7.4%)
- TBD