

**VISION:**

Every student will achieve their highest educational goals.

**MOTTO:**

Students First!

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

**MISSION:**

The Pierce Joint Unified School District is committed to provide a highly qualified staff in a safe and healthy learning environment. Parents and community members are partners in our education community.

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

**Monday June 21, 2021 9:00 a.m.**

**AGENDA**

**Governing Board**

Amy Charter, President

Abel Gomez, Vice President

Barbara Bair, Board Clerk

John R. Friel, Member

George Green, Member

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

Message from the Board President:

This meeting is being recorded and may capture sounds of those attending the meeting.

**Pierce Joint Unified will hold a regularly scheduled board meeting on  
Monday, June 21, 2021 at 9:00 a.m.**

**You may join the meeting by phone and/or video.**

**Public comment will be included during this regular meeting and will be heard at 6 p.m.**

**Please note that if you attend in-person, you may be required to wear a mask depending on State regulations at the time of the meeting.**

**To join the meeting, dial 1-724-677-6213 and enter PIN 528 000 039#  
(be sure to include the # in the PIN)**

**Remember: to mute or unmute your phone, press \*6**

**The chat box will be monitored during the meeting, if you have a question or would like to speak, please use the chat box to alert the meeting organizer.**

**1. CALL TO ORDER**

*A. Pledge of Allegiance*

**2. APPROVAL OF AGENDA**

**ACTION**

2020/21 Board Goals:

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



- 3. HEARING OF THE PUBLIC  
 (Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)
- 4. REPORTS:
  - A. **CBOC Annual Report**
  - B. **CBOC Meeting Report**
  - C. **LCAP Local Performance Indicators Report**
- 5. Consider and approve **2021/22 LCAP (Local Control Accountability Plan); LCFF Budget Overview for Parents; LCAP Annual Update** ACTION
- 6. Consider and approve **2021/22 Budget, LCFF (Local Control Funding Formula)** ACTION
- 7. Consider and approve **Provisional Internship Permit Status for Cody Ornbaun Teaching Science to Grades 9-12 at Pierce High School** ACTION
- 8. Consider and approve **Provisional Internship Permit Status for Sierra Reading Teaching Art to Grades 9-12 at Pierce High School** ACTION
- 9. Consider and approve **Amendment to Employment Contract between Carol Geyer, Superintendent and the Board of Trustees for the Pierce Joint Unified School District** ACTION
- 10. Consider and approve **Superintendent Salary Schedule** ACTION
- 11. Consider and approve **Chief Business Official Salary Schedule** ACTION
- 12. Consider and approve **Agriculture Career and Technical Education Grant** ACTION
- 13. Consider and approve **Overnight Field Trip Requests:** ACTION
  - A. **FFA Officer Retreat – Dunsmuir, CA**
  - B. **FFA Superior Region Chapter Officer Leadership Conference – Location Pending**
  - C. **FFA National Convention – Indianapolis, Indiana**
- 14. 2020/21 Board Self Evaluation INFORMATION/  
DISCUSSION
- 15. CLOSED SESSION: ACTION
  - A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

<b>Certification</b>	<b>Position</b>	<b>Status</b>
Certificated	Summer School Teacher (5 positions)	Hiring
Classified	Substitute Groundswoker	Hiring

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

<b>Certification</b>	<b>Position</b>	<b>Status</b>
Certificated	Summer School Teacher (5 positions)	Hiring
Classified	Substitute Groundswoker	Hiring

17. Adjourn

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

## CBOC 2020-21 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 2020-21 Annual Report to the Community. The committee's Annual Report covers the reporting period from June 1, 2020 through June 14, 2021.

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 continue to support the facilities improvement plan at all Pierce Joint USD sites through the Measure B Bond Program. It's with this support, learning environments have been modified providing essential facilities that support each student during their academic experience at Pierce Joint USD for today, and for the years to come.

Measure B, is a \$15 million dollar general obligation bond initiative, 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 amount 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**.

Over the past four years, the Governing Board of the District has made strategic decisions on how funds from each series are spent, coupled with an ever changing economy, direct staff which projects are to be part of the Measure B initiative. Series A & B Bond dollars have funded numerous new facilities at Pierce HS and Arbuckle Elementary and modernized/replaced outdated buildings to be ADA compliant providing equal access to all students. Measure B Bond dollars have been aligned with available State matching funding (**\$2,969,173 received to date**) that has enabled the District to increase its ability to further update facilities or add critical program space to support the Agricultural Career Technical Programs at Pierce HS. The District has submitted funding requests for an additional \$5M in State match funding.

Currently the PHS north gym is undergoing significant modifications, removing the old girls locker room and creating new boys'/girls' restrooms and adding a new 1,000 SF health education classroom. This project is being jointly funded by Measure B Bond dollars and local Developer Fee's. By combining these types of funds, growth and compliance projects such as the one at the PHS North Gym are possible. Recently the District was successful in restructuring the Measure B Bond debt and took advantage of favorable low interest rates which lowered the overall debt costs to taxpayers for the \$15M Bond Obligation by \$1.6M. This action is another example of the positive stewardship the District demonstrates with taxpayer funds that promotes trust and support throughout the community.

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, 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 committee is currently made up of seven members who represent various organizations in Colusa and Yolo Counties and has met on a quarterly basis since 2018 to monitor the progress of the Measure B projects. All CBOC meeting schedules, along with other pertinent information regarding Measure B Bond Program can be found on the District web site located at <http://www.pierce.k12.ca.us/measure-b-bond-program/>.



Mr. Mike Doherty  
Chair of the Measure B CBOC

### CBOC Members

Mike Doherty, Chair  
Barbara Scheimer  
Chuck Wayman  
Joh Lauwerijssen  
Sarah Charter  
Susie Lytal  
Valerie Ehrke

### Inside this Report

Photographs of Current Projects  
Measure B Project Matrix Schedule



New Girls Locker Room,  
Pierce HS (Jan 2021).

**CBOC 2020-21 ANNUAL REPORT**

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 2020-21 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 or all of their assistance in the past year.

Mike Doherty - CBOC Chair

**MEASURE B BOND****Pierce High School**

*Work continues on the Pierce HS Bldg. E (North Gym) Renovation project. The original girls locker room was constructed in 1937 and was not sufficient for continued use. The girls locker-room has been relocated to the newly constructed complex at the larger main gym bldg. The project scope includes removal of existing girls showers and lockers and the creation of new boys' and girls' restrooms that are ADA compliant and full building installation of a new fire alarm system. Also, the space will have a new 1,000SF health education classroom and updated storage areas.*



*View of Locker Rm from Lobby Area*



*New Classroom View*

**North Gym Renovation Project**

**CBOC 2020-21 ANNUAL REPORT**

MEASURE B BOND PROGRESS



**At a Glance Project Matrix**

PROJECT		Initial Planning Pre-Design	AFE Selection	Programming	Schematic Design	Design Development	Construction Documents	DSA	Bid & Award	Construction	Close-out	REMARKS
AES-01	AES Classroom Addition										◆	Project Completed
AES-02	Kitchen Modernization					◆						Project on Hold, Schematic Design
PHS-01	New Multi-Purpose Bldg.										◆	Project Complete
PHS-03	Construct Second Locker Room (Girls)										◆	Under Construction
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 State Match Approved
PHS-10	Modernization of Historic Main Bldg.										◆	Project Modified to Correct ADA Compliance issues
PHS-11	Improvements to Athletic Complex										◆	Project Complete
DM-01	Deferred Maintenance Project - All Sites										◆	Window Replacement at No. Gym
DM-02	Infrastructure Upgrades at AES & PHS										◆	Fiber Cable at PHS

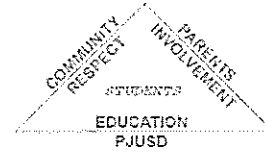
Notes:

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

# Pierce Joint Unified School District

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

Carol Geyer, Superintendent



Pierce Joint Unified School District  
Citizens' Bond Oversight Committee for Measure B  
Meeting Minutes  
June 14, 2021, 8:30 a.m.  
Technology Building

1. Meeting was called to order at 8:30 a.m. by Chuck Wayman
2. Roll call of committee: Chuck Wayman, Joh Lauwerijssen, Susie Lytal, Valerie Ehrke; Absent: Mike Doherty, Barbara Scheimer, Sarah Charter; Others present: George Parker, Daena Meras, Carol Geyer
3. Pledge was recited by the group
4. A motion to approve the agenda was made by Susie Lytal and seconded by Valerie Ehrke. The motion carried unanimously.
5. Public Comment: no one was there to speak
6. A motion was made by Joh Lauwerijssen and seconded by Susie Lytal to approve the March 8, 2021 meeting minutes. The motion passed 4-0.
7. George Parker then moved into discussion items section. He reviewed the quarterly progress report with the group. He talked about the north gym alterations project and the CTE ag learning center as being current projects. He let the committee know of the bond refinancing that resulted in \$1.6 million in savings for the taxpayers. The committee appreciated the district's effort to do the refinancing. Discussion and explanations continued with the remainder of the reports including the Annual CBOC report. George was recognized for his continued work on successfully managing the projects.
8. Next meeting is scheduled for Monday, September 13 at 8:30 a.m.
9. Meeting was adjourned on a motion by Joh and seconded by Valerie at 9:05 a.m.

The group then toured the north gym to see the alterations being done to the building.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

**Teacher Credentials:**

Teachers	District 2020/21
With Full Credentials	74
Without Full Credentials	5
Teaching Outside Subject Area of Competence (with full credential)	1

**Teacher Misassignment and Vacant Teacher Positions:**

Indicator	District 2020/21
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0
Vacant Teacher Positions	0

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

**Arbuckle Elementary:**

Subject	Textbooks and Other Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan McGraw Hill – CA Wonders ELA/ELD 2016	Yes	0%
Mathematics	Houghton Mifflin/Harcourt – GO Math 2015	Yes	0%
Science	Houghton Mifflin – Science California 2007	No	0%
History-Social Science	California Studies Weekly 2019	Yes	0%
Foreign Language			
Health			
Visual Arts			
Science Laboratory Equipment (grades 9-12)			



**Grand Island Elementary:**

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McMillan McGraw Hill – CA Wonders ELA/ELD 2016	Yes	0%
Mathematics	Houghton Mifflin/Harcourt – GO Math 2015	Yes	0%
Science	Houghton Mifflin – Science California 2007	No	0%
History-Social Science	California Studies Weekly 2019	Yes	0%
Foreign Language			0%
Health			0%
Visual Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

**Lloyd G. Johnson Junior High:**

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Study Sync Grades 6-8, 2016	Yes	0%
Mathematics	GO Math Program, 2015	Yes	0%
Science	Interactive Science – Pearson 2011	Yes	0%
History-Social Science	TCI, 2011	Yes	0%
Foreign Language			0%
Health			0%
Visual Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

**Pierce High:**

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Study Sync is used in our district at both the high school and middle school (grades 7-12) 2016	Yes	0%

Mathematics	Our high school mathematics textbooks were from HMH in 2014. We started piloting CPM in Integrated Mathematics 1 in Fall 2017 and added to the pilot each year – Integrated Mathematics 2 in Fall 2018 and Integrated Mathematics 3 + Calculus in Fall 2019. As of Fall 2020 PHS is all CPM	Yes	0%
Science	Our high school science textbooks are from pre-NGSS 2014. We have been supplementing with materials since the high school NGSS curriculum has not been published. Moving forward we will need to select NGSS materials that have e-textbooks	Yes	0%
History-Social Science	Our World History, US History and Government & Economics Textbooks were all replaced in 2018	Yes	0%
Foreign Language	Descubre series by Vista Higher Learning 2013	Yes	0%
Health	Not only was mandated Health curriculum updated to Teen Talk High School that complies with Education Code 51930 but both Health teachers attended training for the new mandates in California	Yes	0%
Visual Arts	Guitar- (Hal Leonard) Essential Elements 2020	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

**Arbuckle Alternative High:**

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Edmentum Portal for online accredited instruction	Yes	0%
Mathematics	Edmentum Portal for online accredited instruction	Yes	0%
Science	Edmentum Portal for online accredited instruction	Yes	0%
History-Social Science	Edmentum Portal for online accredited instruction	Yes	0%

Foreign Language	Edmentum Portal for online accredited instruction	Yes	0%
Health	Edmentum Portal for online accredited instruction	Yes	0%
Visual Arts	Edmentum Portal for online accredited instruction	Yes	0%
Science Laboratory Equipment (grades 9-12)	Edmentum Portal for online accredited instruction	Yes	0%

### School Facility Good Repair Status

Arbuckle Elementary:

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

**Grand Island Elementary:**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Pest management required consistent treatment at utility boxes.
Electrical: Electrical	Good	
Restrooms/Fountains: Restroom, Sinks/Fountains	Fair	Drinking fountains need to be updated for ADA. Project to repair is planned.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating:</b>	<b>Good</b>	

**Lloyd G. Johnson Junior High:**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Exterior paint is approaching its useful life, should be repainted in the next 24 months.
Electrical: Electrical	Good	
Restrooms/Fountains: Restroom, Sinks/Fountains	Good	One restroom space requires significant amount of refreshing. Project to repair has been planned.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating:</b>	<b>Good</b>	

**Pierce High:**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restroom, Sinks/Fountains	Good	Restrooms require ADA updates, project being programmed to address this matter
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating:</b>	<b>Good</b>	

**Arbuckle Alternative High:**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Carpet at 50% life. Project to repair is planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restroom, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Minor roof repairs needed. Project to repair is planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating:</b>	<b>Fair</b>	

Implementation of State Academic Standards (LCFF Priority 2)

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA	0	0	0	5	13
ELD (Aligned to ELA Standards)	0	0	3	6	9
Mathematics – Common Core State Standards for Mathematics	0	1	0	6	10
Next Generation Science Standards	6	5	5	3	1
History-Social Science	1	2	4	6	5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA	0	0	0	6	12
ELD (Aligned to ELA Standards)	1	0	1	5	10
Mathematics – Common Core State Standards for Mathematics	0	0	0	4	12
Next Generation Science Standards	6	3	7	3	1
History-Social Science	2	2	1	7	7

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA	0	1	0	7	10
ELD (Aligned to ELA Standards)	0	2	0	9	7
Mathematics – Common Core State Standards for Mathematics	0	1	1	5	9
Next Generation Science Standards	7	2	4	5	1
History-Social Science	2	3	3	5	5

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education	1	1	1	6	3
Health Education Content Standards	1	1	3	4	4
Physical Education Model Content Standards	1	0	1	5	8
Visual and Performing Arts	2	1	2	2	2
World Language	1	0	1	4	6

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole	1	2	5	12	8
Identifying the professional learning needs of individual teachers	2	2	6	13	4
Providing support for teachers on the standards they have not yet mastered	1	5	5	9	7

6. **Additional information toward progress implementing the academic standards adopted by the state board.**

English Language Arts, English Language Development, Math and History-Social Science instructional materials are all state aligned K-8. Science materials in grades K-8 are supplemental materials informed by the Next Generation Science Standards (NGSS). An adoption of aligned science materials will be part of the 2021-2024 LCAP three-year plan. Math curriculum adoption for the high school is currently in progress. The state board of education does not provide a state-adopted list of curriculum materials at the high school level. Local districts can choose their own materials aligned to the state standards.



## Family Engagement (LCFF Priority 3)

\*Data from California Healthy Kids Parent Survey – Demographics of respondents: 7% EL, 12% IEP, 48% Low Income, 50% Hispanic (126 responses); Staff survey responses listed as whole numbers

### ***Building Relationships***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	1	3	6	16	8
2. Rate the LEA's progress in creating welcoming environments for all families in the community. Parents feel welcomed to participate at this school*  *CHKS Parent Survey data	11% Not applicable	3% Strongly disagree	6% Disagree	46% Agree	34% Strongly agree
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	2	3	8	16	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.  School promptly responds to phone calls, messages or emails* *CHKS Parent Survey data	1% Not applicable	3% Strongly disagree	4% Disagree	44% Agree	49% Strongly agree

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A current strength for the 20/21 school year is in regards to 2-way communication. This year 93% of parents agreed or strongly agreed that this is a strength. In 19/20, 86% of parents agreed or strongly agreed resulting in a 7% positive increase. An area of focus will be creating welcoming environments for families. This year 80% of parents agreed or strongly agreed that a welcoming environment exists compared to 87% last year. School closures could have contributed to both of these strengths and focus areas including virtual communication and closed-off school campuses respectively. Underrepresented parents need to be encouraged and given the skill set to participate in meetings for their children including knowing how to attend a virtual conference.

## Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3	3	5	16	8
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. Teachers communicate with parents about what students are expected to learn in class* *CHKS Parent Survey data	2 4% Not applicable	3 3% Strongly disagree	5 10% Disagree	17 47% Agree	8 36% Strongly Agree
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	2	3	7	13	10
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. Providing information on your expected role at your child's school* *CHKS Parent Survey data	3 9% Not applicable	5 4% Strongly disagree	7 11% Disagree	14 23% Agree	6 53% Strongly agree

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A current strength for the 20/21 school year is in regards to providing information and resources to families to support student learning. Staff survey responses indicate this to be an area of strength. Eighty-three percent of parents agreed or strongly agreed this same area was a strength. Based on the staff survey, an area in need of improvement seems to be supporting families to understand and exercise their legal rights and advocate for their student. The parent survey question linked to the staff question is actually a strength with 53% of parents strongly agreeing that the school provides information on their expected role at their child's school. Even though providing information and resources to support student learning and development in the home and communicating expected learnings was a strength, it will continue to be a focus particularly with underrepresented families.

## Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
5. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3	2	11	13	6
6. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. School actively seeks input of parents before making important decisions* *CHKS Parent Survey data	12% Not applicable	5% Strongly disagree	8% Disagree	35% Agree	40% Strongly agree
7. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. School encourages me to be an active partner with school in educating my child* *CHKS Parent Survey data	9% Not applicable	3% Strongly disagree	5% Disagree	39% Agree	45% Strongly agree
8. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. School keeps me informed about school activities* *CHKS Parent Survey data	3 5% Not applicable	3 5% Strongly disagree	9 7% Disagree	13 31% Agree	7 53% Strongly agree

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A current strength for the 20/21 school year is that 84% of parents agree or strongly agree that the school keeps them informed of activities. In terms of the school actively seeking parent input before making decisions, there was an increase from 26% the previous year to 40% this year in the strongly agree category. Staff saw LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making in the initial implementation stage, which shows a weakness. A focus area will continue to be encouraging parents, including underrepresented families, to be active partners in education with the school.

### School Climate (LCFF Priority 6)

Students in grades 5, 7, 9 & 11 took the California Healthy Kids Survey (CHKS) in the spring of 2021. In-person and distance learning students were eligible to complete the survey. Fifth grade students had to return a signed parent permission slip in order to participate. Parents of students in grades 7, 9 and 11 were notified of the survey and needed to contact the school if they preferred to opt their child out of participating. Forty-eight 5<sup>th</sup> graders, 118 7<sup>th</sup> graders, 124 9<sup>th</sup> graders and 94 11<sup>th</sup> graders participated in the survey.

I feel safe in my school	5 <sup>th</sup> grade	7 <sup>th</sup> grade	9 <sup>th</sup> grade	11 <sup>th</sup> grade
Strongly agree	50 (all of the time)	27	23	17
Agree	37 (most of the time)	47	49	46

I feel like I am part of this school	5 <sup>th</sup> grade	7 <sup>th</sup> grade	9 <sup>th</sup> grade	11 <sup>th</sup> grade
Strongly agree	57 (all of the time)	21	22	11
Agree	22 (most of the time)	42	43	44

This year has been a different year in that all students began the school year in distance learning. Elementary school students could begin in-person instruction on October 19, 2020 and middle and high school students could start in-person on November 2, 2020. There were additional opportunities for students doing distance learning to return in-person during the school year.

The feeling safe in school question is a completely different context this year due to Covid-19. Students 'not feeling safe' may be based on fear of getting the Corona-virus. The 'I am a part of this school' is a difficult question to answer as well in this pandemic environment. School hours are shorter. Students are co-horted in pods in grades TK-8<sup>th</sup>. Clubs and sports have been completely curtailed until just recently.

Funding will continue for intervention/prevention counselors, after-school clubs and extra-curricular activities, and staff will have professional development around social-emotional learning, relationship building, and constantly modeling positive behavior toward all students.

## Access to a Broad Course of Study (LCFF Priority 7)

1. Identify the locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The district utilizes the master schedule and the student information system from the high school as a tool to track student access and enrollment in a broad course of study. The student information system also track students' a-g course enrollment, which is an eligibility requirement for 4-year state college enrollment out of high school.

2. Include a summary of the differences across school sites and student groups having access to, and being enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students in grades TK-6 are in self-contained classrooms in which they receive instruction in all of the same subject areas. In grades 7 and 8, all students have core classes of English, science, math, social science, physical education, and either Spanish, band or another elective course of their choosing. English Language Development (ELD) is provided at a designated time for English Learners and integrated throughout the day in content classes at all grade levels. Students in grades 9-12 have all required courses to meet graduation requirements, including four years of English. In addition to the core content areas, students have access to numerous Career Technical Education Courses in the areas of agriculture and business. In graduating class of 2019, 9 students had completed 1 CTE course, 11 students had taken 2 CTE courses, 17 students had completed 3 CTE courses and 64 students had taken 4 or more CTE courses during their high school career.

3. Identify any barriers preventing access to a broad course of study for all students.

Barriers to accessing a broad course of study for high school students occur when students need to be enrolled in a support class for English or math or need to take a class period of English Language Development (ELD). An additional barrier comes into effect if a student fails a class and has to repeat the course the following year to make up the credits. That student then ends up having one less course in their high school career, which typically would be an elective type class.

4. Include revisions, decisions, or new actions that will be implemented, or have been implemented, to ensure access to a broad course of study for all students.

Freshmen students entering high school are placed at a minimum into high school Math 1, not in a remedial math class. An online credit recovery program is available to students to make up course credits for previously failed classes. Students can work on this program outside of the school day on their own time. This allows students to not have to repeat a course during the school year. This online credit recovery program is available to students during the summer as well.

**AMENDMENT TO  
EMPLOYMENT CONTRACT BETWEEN  
CAROL GEYER  
and the  
BOARD OF TRUSTEES OF THE  
PIERCE JOINT UNIFIED SCHOOL DISTRICT  
OF COLUSA COUNTY, CALIFORNIA**

This amendment alters the existing Employment Contract ("Contract") between Board of Trustees of the Pierce Joint Unified School District, hereafter referred to as ("Board" or "District"), and Carol Geyer, hereinafter referred to as ("Superintendent"), previously ratified by the Board on June 22<sup>nd</sup>, 2020.

**WHEREAS**, the Contract's term expires on June 30, 2023, subject to a one year extension if the CEO's written evaluation is deemed as "progressing acceptably."

**WHEREAS**, on April 15, 2021, the Board determined the Superintendent's written evaluation to be "progressing acceptably" for the 2020/21 school year.

**NOW, THEREFORE**, the Board and Superintendent hereby agree as follows:

1. Section I. TERM. Pursuant to Section IX., subsection A., the Board may extend the term of the Contract by one (1) year because the Board determined that the Superintendent is "progressing acceptably" in her evaluation for the 2020/21 school year. Accordingly, Section I of the Contract is hereby amended to extend the term of the Agreement through and including June 30, 2024.
2. Section II. COMPENSATION. Pursuant to Section II., subsection B.3., the Superintendent's annual base salary shall be increased by an 6 percentage increase. Commencing on July 1, 2021, District shall pay Superintendent an annual base salary of One Hundred Seventy Seven Thousand Four Hundred and Sixteen Dollars (\$177,416). Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.
3. Effective Date. This Amendment shall be effective as of July 1, 2021.
4. No Other Modification. Except as amended hereby, all other terms contained in the Contract, and any amendments, extensions or addendums thereto, shall remain the same and in full force and effect.

**IN WITNESS WHEREOF**, the parties have executed this Amendment to the Superintendent's Employment Contract on June 21, 2021.

**For the Board of Trustees OF THE PIERCE JOINT UNIFIED SCHOOL DISTRICT**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Amy Charter, Board President

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Abel Gomez, Board Vice President

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Barbara Bair, Board Clerk

By: \_\_\_\_\_ Date: \_\_\_\_\_  
John Friel, Board Member

By: \_\_\_\_\_ Date: \_\_\_\_\_  
George Green, Board Member

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Carol Geyer

Pierce Joint Unified School District  
2021/22  
Superintendent Salary Schedule

Annual Salary	\$177,416
Contract Days	225

Master's Degree = \$1,000 Stipend  
Doctorate Degree = \$1,000 Stipend

Health Benefit Cap \$882.33 per month - \$10,588 Annual Cap



Pierce Joint Unified School District  
 2021/22  
 Chief Business Official Salary Schedule  
 Salary Schedule

STEPS	Chief Business Official
1	87,996
2	92,395
3	97,015
4	101,866
5	106,959
6	112,307
7	117,922
<b>10</b>	121,460
<b>13</b>	125,104
<b>16</b>	128,857
<b>19</b>	132,723
<b>DAYS WORKED</b>	227.00

Bachelor's Degree = \$500 Stipend

Medical/Dental/Vision: \$882.33 per month - \$10,588.00 Annual District Contribution

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021-22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Pierce High School

\_\_\_\_\_  
School Site

Pierce Joint Unified School District

\_\_\_\_\_  
District

Please include the following items with your application:

- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

\_\_\_\_\_  
Signature of Authorized Agent

*Erin Lynne Sweet*

\_\_\_\_\_  
Signature of Agriculture Teacher  
Responsible for the Program

\_\_\_\_\_  
Authorized Agent Title

*[Handwritten Signature]*

\_\_\_\_\_  
Signature of Principal

Contact Phone Number: \_\_\_\_\_

Date of Local Agency Board Approval: \_\_\_\_\_

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

## Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE  
CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

---

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes     No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A  
**VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF  
YOUR APPLICATION.

---

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE,  
**AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

**STOP**

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL  
CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

## AWARD ESTIMATOR

**DATES OF PROJECT DURATION: JULY 1, 2021 TO JUNE 30, 2022**

### Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site (Please attach a separate list of agriculture teachers' names):	<u>4</u>
Total number of students from the prior fiscal year R-2 Report:	<u>381</u>
Number of teachers meeting Criterion 10 (Class size - See instructions):	<u>2</u>
Number of teachers meeting Criterion 11a (Year round employment - See instructions):	<u>4</u>
Number of teachers meeting Criterion 11b (Project supervision period - See instructions):	<u>0</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>Y</u>

### Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of agriculture teachers' names):	<u>\$ 5,000.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>\$ 3,048.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>\$ 4,000.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>\$ 8,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>\$ 0.00</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>\$ 7,500.00</u>
<b>Total Estimated Award:</b>	<u>\$ 27,548.00</u>

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

## Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

**Amount left to Allocate:**                     \$ 0.00

### 4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Shop & Lab Consumables	\$ 10,548.00	\$ 15,000.00
Subtotal	N/A	\$ 10,548.00	\$ 15,000.00

### 5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Conference & Travel	\$ 10,000.00	\$ 23,000.00
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	\$ 10,000.00	\$ 23,000.00

### 6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Farm Equipment	\$ 7,000.00	\$ 8,500.00
2.			
3.			
4.			
5.			
Subtotal	N/A	\$ 7,000.00	\$ 8,500.00

**Total Allocated Funds:**                     \$ 27,548.00                          \$ 46,500.00

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education  
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

## VARIANCE REQUEST FORM

PLEASE NOTE: EACH CRITERION FOR WHICH A VARIANCE IS REQUESTED MUST BE COMPLETED ON A SEPARATE FORM

Variance Request for Funding Year:

Pierce High School

Pierce Joint Unified School District

School Site

District

1. Standard and criterion for which variance is requested:  
Standard Number:  
Criterion Number:
2. Reasons why the criterion is not being met at this time (use additional pages if needed):
3. Steps to be taken in order to meet this criterion (use additional pages if needed):

\_\_\_\_\_  
Name of Agriculture Teacher  
Responsible for the Program

\_\_\_\_\_  
Signature of Agriculture  
Teacher Responsible for the Program

\_\_\_\_\_  
Name of Principal

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Name of Regional Supervisor

\_\_\_\_\_  
Signature of Regional Supervisor

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

## QUALITY CRITERION 12 FORM

Agricultural programs meeting all of the required Quality Criteria (Criteria 1 – 9) may qualify for an additional \$7,500 by also meeting Criterion 12.

Please check each qualifying condition you meet below.

This form, along with the appropriate verification, must be submitted with the Agricultural Career Technical Education Incentive Grant Application by the application deadline.

Number of Students on Previous Year's R-2 Report: 381

### 12A: Leadership and Citizenship Development

22 Number of activities on the approved FFA Activity list in which the local chapter participated (Must participate in at least 80 percent of the activities)

### 12B: Practical Application of Occupational Skills

7 Number of students who received the State FFA Degree (Must be at least 5 percent of the R2 number)

### 12C: Qualified and Professional Activities

4 Number of teachers who attended a minimum of five professional in-service activities (Must attach approved In-service Activities Verification Page)

### 12D: Community, Business, and Industry Involvement

3 Number of meetings held by the local Agriculture Advisory Committee (Must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: Todd Miller

Phone Number of Agriculture Advisory Committee Chair: (530) 304-7704

### 12E: Retention

62 Number of students from the 2017 freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least 30% of the 2017 freshman cohort

### 12F: Graduate Follow-Up

44 Number of program completers graduating last year

34 Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up report.

# INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**

**School Year**

**2020-2021**

**School**

**Pierce High School**

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES						
	Dusty Dyer	Gary Lederer	Erin Sweet	Mike VanLaningham			
Fall Region Meeting	X	X	X	X			
Region In-service Day	X	X	X	X			
Spring Region Meeting	X	X	X	X			
Section In-service*							
Section In-service*							
Section In-service*							
Section In-service*							
Summer Conference	X	X	X	X			
University AgEd Skills Week							
Professional Development **	X	X	X	X			

\* Four Section In-service Meetings equals one Professional Development Activity

\*\* Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 How to Integrate Digital Interactive Notebooks into Ag Curriculum - presented by Jerry DeISol, all teachers attended
- 2 Germinate Conference - virtual summer & winter conference, all teachers attended
- 3
- 4
- 5



October 13, 2020  
PHS Ag Department Ag Advisory Meeting  
PHS Ag Room

Members present: Todd Miller (president), Michael Doherty, Jim Manhart, Steven Langlois, Matt Sweet, Jason Bonino, Carole Cain, Melissa Vanlaningham, Gary Cain

Teachers/ Admin/Board members/guests present: Carol Geyer (superintendent), Dave Vujovich (principal), George Green, George Parker, Gary Underhill, Scott Sherburne, Gary Lederer, Dusty Dyer, Erin Sweet, Luke Vanlaningham

Called to order at 6:02pm by Todd Miller.

#### Approval of Minutes

Mike Doherty moved to approve the minutes of the previous meeting as read. Melissa VanLaningham seconded the motion and it passed unanimously.

#### Teacher Reports

Gary Lederer addressed teaching hands on in a virtual setting and the difficulties that it has come with.

Dusty Dyer reported that Ag Life Choices is a dual enrollment course with Woodland Community College. She is enjoying working her way through Small Engines and Intro to Ag Mechanics.

Luke Vanlaningham reported that he has two Ag Biology, two Ag Environmental Science, and two Animal Science classes. All are full at this point and he is working to make distance learning to be as effective as possible. The almond crop has come off and has been received. Our pumpkins look good. There are a few kids that will deliver the pumpkins to AES to the kids for their first week back. The chicken and goat projects are still successful. We have 12-15 alumni retained on our membership to get their American Degree. We have 381 FFA members.

Erin Sweet reported that all classes (Food Science, Plant Science, Floral and Ag Leadership) are full. Plant Science is a dual enrollment with Woodland Community College. Arbuckle Field Day is still going to be held the first Saturday of February, 2021. We are working on having multiple plans in place to be as prepared as possible to work with government/local regulations.

Jim Manhart moved to approve the teacher reports as given. Steve Langlois seconded and it passed with a voice vote.

#### Facilities Grant

George Parker stated the facilities grant was approved and we now wait to find out when we will receive funding. He is hoping to receive the money in round 2 of the funding which looks like Spring 2021. At this point we are in the architect and design process. George introduced Gary

Underhill as the school architect on this project. Gary and George requested a small committee to provide guidance in the design of the proposed building. Todd Miller, Jim Manhart, Carole Cain, Gary Cain and Melissa VanLaningham volunteered.

#### CTEIG Grant/Reopening Plans

Dave Vujovich reported that we qualified for \$360,000 in the CTEIG grant and now await to hear what the actual amount is and when the funding will occur. Dave also addressed the district reopening plan. We as a county have finally reached red tier in the governor's plan. This means as long as we remain in the red tier for two weeks without incident, we can reopen successfully. Even if the county returns back to the purple tier, we will remain open. Students will return to a modified schedule, but there will be an option to remain distance learning. This will affect some of our shop classes as they will not be successful in concurrent instruction.

#### Recommendations

The teachers asked the committee for recommendations on any courses that would benefit the community. Mike Doherty said that the integration of Plant Science and IPM has been helpful in preparing students to become PCAs. It was recommended by Jim Manhart that we continue to maintain Animal Science every year because of the student interest in the area.

#### Membership

Todd informed the committee that there are 3 members that are up to rotate off of the committee. It was proposed that those members stay on for another term. Those members agreed to the proposal. Mike Doherty moved to approve the 3 members staying on the committee for another term. Carole Cain seconded the motion. It was passed unanimously with a voice vote. Scott Sherburne was introduced to the committee as a representative of Ag Business. He works with Sun Valley Rice and will join the committee pending board approval.

#### Other Business

Melissa Vanlaningham gave a quick update that the Ag Boosters is hoping to have a drive thru dinner in place of their annual dinner in October. There will still be a raffle.

Next meeting is scheduled for Monday November 30, 2020 at 6pm via Zoom.

Todd Miller adjourned the meeting at 7:15pm.

November 30, 2020  
PHS Ag Department Ag Advisory Meeting  
PHS Ag Room

Members present: Todd Miller (president), Michael Doherty, Jim Manhart, Steven Langlois, Matt Sweet, Carole Cain, Melissa Vanlaningham, Gary Cain, Scott Sherburne,

Teachers/ Admin/Board members/guests present: Carol Geyer (superintendent), Dave Vujovich (principal), George Green, George Parker, Gary Lederer, Dusty Dyer, Erin Sweet, Luke Vanlaningham

Called to order at 6:02pm by Todd Miller.

#### Approval of Minutes

Mike Doherty moved to approve the minutes of the previous meeting as read. Melissa VanLaningham seconded the motion and it passed unanimously.

#### Teacher Reports

Gary Lederer addressed that now we have returned to in person class with concurrent teaching, there will still be safety issues with those students who have chosen not to return to in person. He mentioned that after this school year, the Intro Ag Mech students will be able to move up to advanced classes and will not be prepared for the advanced levels of shop classes.

Dusty Dyer reported that Ag Life Choices is a dual enrollment course with Woodland Community College. She is enjoying working her way through Small Engines and Intro to Ag Mechanics while getting to know the kids.

Luke Vanlaningham reported that his classes have returned to in person with about a quarter that still remain distance learning. There are still some issues with managing the classes concurrently to make certain that the kids get the same experiences. We are working on getting State degrees and proficiencies ready for January.

Erin Sweet reported that all classes (Food Science, Plant Science, Floral and Ag Leadership) are full. Just like the others have said, about a quarter of my classes have remained distance. The only class that nearly all students returned is Ag Leadership, which is my largest class. We worked out a way that 8 students can work in the shop with Mr. Lederer to ease some of the numbers in the class. Ag Leadership is working on a plan for Arbuckle Field Day to be held the first Saturday of February, 2021. We are currently working on how to transition the entire field day process into a virtual field day. It is hard, but we are hopeful to make it a seamless transition.

Jim Manhart moved to approve the teacher reports as given. Steve Langlois seconded and it passed with a voice vote.

### Facilities Grant

George Parker stated the facilities grant was approved and we now wait to find out when we will receive funding. He is hoping to receive the money in round 2 of the funding which looks like Spring 2021. At this point we are in the architect and design process. George introduced Gary Underhill as the school architect on this project. Gary and George requested a small committee to provide guidance in the design of the proposed building. Todd Miller, Jim Manhart, Carole Cain, Gary Cain and Melissa VanLaningham volunteered.

### CTEIG Grant/Reopening Plans

Dave Vujovich reported that we qualified for \$360,000 in the CTEIG grant and now await to hear what the actual amount is and when the funding will occur. We have transitioned into in person successfully. Kids are masked, teachers sanitize their classrooms between class breaks and we distance classes when possible. Everyone seems thrilled to be back.

### Recommendations

The teachers asked the committee for recommendations on how we can transition our distance learning students to avoid safety issues when everyone is back in person. Steve Langlois suggested if it was possible to create a "1B" type class for the kids returning to in person and to drop the distance learning kids from the shop classes to avoid the aforementioned concerns.

### Other Business

Melissa Vanlaningham gave a quick update that the Ag Boosters drive thru dinner in place of their annual dinner in October. The Ag Booster hosted a tri-tip drive thru dinner on November 3. There were two large raffle items, both were limited number ticket sales and were complete sell outs. The dinner was a success.

Next meeting is scheduled for Monday February 8, 2021 at 6pm via Zoom.

Todd Miller adjourned the meeting at 7:15pm.

March 1, 2021  
PHS Ag Department Ag Advisory Meeting  
PHS Ag Room

Members present: Todd Miller (president), Michael Doherty, Jim Manhart, Steven Langlois, Matt Sweet, Carole Cain, Melissa Vanlaningham, Gary Cain, Scott Sherburne

Teachers/ Admin/Board members/guests present: Carol Geyer (superintendent), Dave Vujovich (principal), George Green, George Parker, Gary Lederer, Dusty Dyer, Erin Sweet, Luke Vanlaningham

Called to order at 6:02pm by Todd Miller.

#### Approval of Minutes

Jim Manhart moved to approve the minutes of the previous meeting as read. Carole Cain seconded the motion and it passed unanimously.

#### Teacher Reports

Gary Lederer reported that the counseling department moved students accordingly with his previous recommendations concerning safety. Classes are moving right along with getting hands on time in the shop.

Dusty Dyer reported that Ag Life Choices is really help build a solid foundation for our FFA program. There is tons of student interest in participating in contests and even running for chapter officer positions. Small Engines is moving through curriculum and the 7th period "late comers" class is giving kids the opportunity to take safety tests and be prepared for the shop next year.

Luke Vanlaningham reported that his classes have returned to in person with about a quarter that still remain distance learning. There are still some issues with managing the classes concurrently to make certain that the kids get the same experiences. We were successful in completing 7 State Degree applications and 1 proficiency application. Many of the eligible juniors held off applying for their State Degree this year in hopes that next year, they will have a regional ceremony.

Erin Sweet reported that all classes (Food Science, Plant Science, Floral and Ag Leadership) are full. Slowly, the distance learners are returning to the classroom. The only class that nearly all students returned is Ag Leadership, which is my largest class. We worked out a way that 8 students can work in the shop with Mr. Lederer to ease some of the numbers in the class and this has proven to be a win win for everyone. Ag Leadership successfully executed a virtual field day. They held 15 contests and handled the tabulations in house. It was a huge learning curve, but they tackled it like professionals.

Matt Sweet moved to approve the teacher reports as given. Steve Langlois seconded and it passed with a voice vote.

#### Facilities Grant

At this point we are in the architect and design process. George introduced Gary Underhill as the school architect on this project. Gary and George requested a small committee to provide guidance in the design of the proposed building. Todd Miller, Jim Manhart, Carole Cain, Gary Cain and Melissa VanLaningham volunteered.

#### CTEIG Grant

Dave Vujovich reported that we qualified for \$360,000 in the CTEIG grant and now await to hear what the actual amount is and when the funding will occur. We have transitioned into in person successfully. Kids are masked, teachers sanitize their classrooms between class breaks and we distance classes when possible. Everyone seems thrilled to be back.

#### Recommendations

The teachers asked the committee for recommendations on any new direction that our curriculum can take, specific areas of industry that we are lacking. Carole Cain suggested that we utilize the Ag Life Choices course to continue to introduce students to the depth of career opportunities available in agriculture. There was also mention of summer internships or work experience possibilities in the future.

Next meeting date is pending for late June, if deemed necessary.

Todd Miller adjourned the meeting at 7:15pm.

### Survey of Post-Graduation Educational and Career Plans

Use the Student Finder (right) to select a Grade Level or other subgroup of students.	<div style="text-align: right; font-size: small; margin-bottom: 5px;"> <span style="margin-right: 20px;">Student Finder</span> <span>Reset</span> </div> <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14
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[Summary](#)
[Raw Data](#)

#### Hide Incomplete Career Plans

#### **What is your education plan after high school?**

Response	# Students	%
2-yr College/Technical School - Agricultural Focus	9	16.7 %
2-yr College/Technical School - Other Major/Non-Ag	8	14.8 %
4-yr University - Agricultural Major	13	24.1 %
4-yr University - Other Major/Non-Ag	9	16.7 %
Military	3	5.6 %
No further education	12	22.2 %
<b>Total</b>	<b>54</b>	<b>100.0 %</b>

#### **What is your primary career plan?**

Response	# Students	%
Other career plans	4	7.4 %
Work Full-time with Agricultural Focus	29	53.7 %
Work Full-time with Other Focus (Non-Ag)	19	35.2 %
Work Part-time with Other Focus (Non-Ag)	2	3.7 %
<b>Total</b>	<b>54</b>	<b>100.0 %</b>

#### **Do you have additional career plans?**

Response	# Students	%
None of these additional career plans	38	70.4 %
Operate my own business with an Agricultural Focus	12	22.2 %
Operate my own business with Other/Non-Ag Focus	4	7.4 %
<b>Total</b>	<b>54</b>	<b>100.0 %</b>

#### **Your agricultural education & FFA experience is ...**

Response	# Students	%
Essential & Important to my career plans	26	48.1 %
Important to my career plans	14	25.9 %
Not important to my career plans	8	14.8 %
Slightly important to my career plans	6	11.1 %
<b>Total</b>	<b>54</b>	<b>100.0 %</b>

## Survey of Post-Graduation Educational and Career Plans

Use the Student Finder (right) to select a Grade Level or other subgroup of students.	<input type="checkbox"/> 11	Student Finder	Reset
	<input checked="" type="checkbox"/> 12		
	<input type="checkbox"/> 13		
	<input type="checkbox"/> 14		

Print

Close this Window

Export To Excel

Summary Raw Data

Name	Grade	Updated	Education Plan	Career Plan 1	Career Plan 2	Role Of Ag
Aceves, Gisselle	12	5/21/2021	2-yr College/Technical School - Agricultural Focus	Work Part-time with Other Focus (Non-Ag)	None of these additional career plans	Essential & Important to my career plans
Alcaraz, Francisco	12	6/17/2021	No further education	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Slightly important to my career plans
Almanza, Alexander	12	6/17/2021	No further education	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Ambriz, Antonio	12	5/13/2021	No further education	Other career plans	None of these additional career plans	Not important to my career plans
Ambriz, Mixery	12					
Ambriz, Ricardo	12	5/13/2021	No further education	Work Full-time with Agricultural Focus	None of these additional career plans	Important to my career plans
Ayala, Brianna	12	5/12/2021	2-yr College/Technical School - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	Operate my own business with Other/Non-Ag Focus	Not important to my career plans
Bair, Hudson	12	5/12/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Important to my career plans
Calderon, Cristian	12	6/17/2021	No further education	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Calderon, Lizbeth	12					
Camberos, Francisco	12	5/13/2021	4-yr University - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Not important to my career plans
Cardin, Aubree	12	6/17/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Carlsen, Ellen	12	6/17/2021	No further education	Work Full-time with Agricultural Focus	None of these additional career plans	Important to my career plans
Chavez, Yesenia	12	5/12/2021	4-yr University - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Slightly important to my career plans
Cruz, Eva	12	5/12/2021	4-yr University - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Slightly important to my career plans
Danner, Annalise	12	6/17/2021	2-yr College/Technical School - Agricultural Focus	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Essential & Important to my career plans
Franklin, Louis	12	6/17/2021	Military	Other career plans	None of these additional career plans	Essential & Important to my career plans
Fullerton, Kami	12	5/12/2021	2-yr College/Technical School - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Not important to my career plans
Garcia, Carolina	12	5/13/2021	2-yr College/Technical School - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Not important to my career plans



Garibay, Ramon	12	6/17/2021	No further education	Work Full-time with Agricultural Focus	None of these additional career plans	Important to my career plans
Hernandez, Arian	12	6/17/2021	2-yr College/Technical School - Other Major/Non-Ag	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
High, Alexander	12	6/17/2021	2-yr College/Technical School - Agricultural Focus	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Essential & Important to my career plans
Howell, Kyle	12	6/17/2021	4-yr University - Agricultural Major	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Essential & Important to my career plans
Josue, Alexei	12	6/17/2021	4-yr University - Agricultural Major	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Essential & Important to my career plans
Labrecque, Matthew	12					
Lievanos, Celeste	12					
Little, Eric	12	5/13/2021	2-yr College/Technical School - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Important to my career plans
Lopez, Elizabeth	12	6/17/2021	Military	Other career plans	None of these additional career plans	Important to my career plans
Lopez, Natally	12					
Lopez Jr, Eric	12	5/13/2021	No further education	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Important to my career plans
Lopez-Elvert, Coby	12					
Manzano, Sergio	12					
Manzano, Sergio	12	6/17/2021	No further education	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Marsh, Jacob	12	5/12/2021	4-yr University - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Essential & Important to my career plans
Martinez, Jorge	12					
Mathews, Justin	12					
May, Hannah	12					
Miller, Tristan	12	5/12/2021	2-yr College/Technical School - Agricultural Focus	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Essential & Important to my career plans
Mondragon, Katie	12					
Moore, Adrianna	12	6/17/2021	2-yr College/Technical School - Agricultural Focus	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Moreno, Julia	12					
Murphy, Sierra	12	6/17/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Myers, Betsy	12	6/17/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Nation, Derrick	12					
Nunez, Anthony	12					
Olazaba, Crystal	12	5/13/2021	4-yr University - Other Major/Non-Ag	Work Part-time with Other Focus (Non-Ag)	None of these additional career plans	Slightly important to my career plans
Ordaz, Mauricio	12	6/17/2021	No further education	Work Full-time with	None of these additional	Important to my

				Agricultural Focus	career plans	career plans
Orduno, Roberto	12	5/13/2021	2-yr College/Technical School - Agricultural Focus	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Slightly important to my career plans
Parra, Erick	12					
Plascencia, Gilberto	12	5/13/2021	2-yr College/Technical School - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	Operate my own business with Other/Non-Ag Focus	Slightly important to my career plans
Prendez, Sarah	12	6/17/2021	4-yr University - Agricultural Major	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Essential & Important to my career plans
Ramos, Celeste	12	6/17/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Ramos, Guadalupe	12					
Ramos, Karina	12	5/13/2021	2-yr College/Technical School - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	Operate my own business with Other/Non-Ag Focus	Important to my career plans
Raya, Kasandra	12	5/13/2021	4-yr University - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	Operate my own business with an Agricultural Focus	Important to my career plans
Retano, Irma	12					
Reyna, Matthew	12	5/12/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Essential & Important to my career plans
Rivera, Maria	12	6/17/2021	2-yr College/Technical School - Agricultural Focus	Work Full-time with Agricultural Focus	None of these additional career plans	Important to my career plans
Robles Jacobo, Fabiola	12	5/12/2021	4-yr University - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	Operate my own business with Other/Non-Ag Focus	Important to my career plans
Rocha, Eric	12	5/12/2021	Military	Other career plans	None of these additional career plans	Not important to my career plans
Rodriguez Herrera, Casandra	12					
Rose, Macy	12	5/13/2021	4-yr University - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Not important to my career plans
Ruiz, Jesus	12	6/17/2021	No further education	Work Full-time with Agricultural Focus	None of these additional career plans	Important to my career plans
Ruiz, Stefanie	12	5/12/2021	2-yr College/Technical School - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Not important to my career plans
Sanchez, Miguel	12	5/13/2021	2-yr College/Technical School - Agricultural Focus	Work Full-time with Agricultural Focus	None of these additional career plans	Important to my career plans
Sanchez, Roselin	12					
Schultz, Jett	12					
Solorio, Marisela	12	6/17/2021	4-yr University - Other Major/Non-Ag	Work Full-time with Other Focus (Non-Ag)	None of these additional career plans	Essential & Important to my career plans
Torres, Diego	12					
Underwood, Jewel	12					
Valencia, Alejandro	12					
Valencia, Lisandra	12					
VanLaningham, Nathan	12	5/12/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Virgen, Gregory	12					

Voorhees, Luke	12	6/17/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	None of these additional career plans	Essential & Important to my career plans
Washburn, Jacob	12	5/12/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Essential & Important to my career plans
Williams, Kathryn	12	5/12/2021	2-yr College/Technical School - Agricultural Focus	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Essential & Important to my career plans
Wilson, Aidan	12	6/17/2021	No further education	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Essential & Important to my career plans
Wooldridge, Ashlyn	12	5/11/2021	4-yr University - Agricultural Major	Work Full-time with Agricultural Focus	Operate my own business with an Agricultural Focus	Essential & Important to my career plans

## **Ag Teachers at Pierce High School**

Christine Dyer

Gary Lederer

Erin Sweet

Luke VanLaningham

# Pierce Joint Unified School District Overnight Field Trip Request

Date Submitted: 6/17/2021

Site Approval: DWP. [Signature]

Date: \_\_\_\_\_

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: Arbuckle FFA Officer Retreat

Teacher(s) Submitting Request (*Field Trip Supervisor*): Erin Sweet

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 8

Number of adult volunteers: 2-3

List adult volunteers/chaperones: Dusty Dyer, Luke VanLaningham

For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: August 5, 2021 12 pm

Scheduled Return (include time): August 7, 2021 5pm

Destination (address required): Laporte or Dunsmuir  
Williams' cabin or Miller cabin

Contact Phone Number at Destination (required): (916) 715-4223

(OVER)

# Pierce Joint Unified School District Overnight Field Trip Request

Date Submitted: 6/17/2021

Site Approval: [Signature]

Date: \_\_\_\_\_

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: Superior Region Chapter Officer Leadership Conference

Teacher(s) Submitting Request (*Field Trip Supervisor*): Erin Sweet

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 8      Number of adult volunteers: 2

List adult volunteers/chaperones: Dusty Dyer, Luke VanLaningham

For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: 8/26/2021  
8am

It is 2 days / 1 night between these dates. The location is still pending, as is the event.

Scheduled Return (include time): 9/2/2021 3pm

Destination (address required): \_\_\_\_\_

typically in Shingletown

Contact Phone Number at Destination (required): (916)715-4223

(OVER)

# Pierce Joint Unified School District Overnight Field Trip Request

Date Submitted: 6/17/2021

Site Approval: [Signature]

Date: \_\_\_\_\_

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: National FFA Convention

Teacher(s) Submitting Request (*Field Trip Supervisor*): Erin Sweet

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 6-12      Number of adult volunteers: 1-2

List adult volunteers/chaperones: Luke VanLaningham

Dusty Dyer

For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: Wednesday October 27, 2021

Sacramento International Airport

Scheduled Return (include time): Sunday October 31, 2021

Destination (address required): Hilton Indianapolis - 120 W. Market St.

OR Sheridan Indianapolis City Centre - 31 W. Ohio

Contact Phone Number at Destination (required): (916) 715-4223

(OVER)