

MISSION:

The Pierce Joint Unified School District is committed to our students achieving their highest educational goals in a culturally/individually diverse setting by providing a highly qualified staff and a safe, clean, and secure learning environment. All community members are expected to be an active part of the educational setting of the Pierce Joint Unified School District

VISION:

Every student will achieve their highest educational goals.



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

MOTTO:

"Students First"



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

THURSDAY JANUARY 20, 2022 5:00 p.m.

AGENDA

Governing Board

Abel Gomez, President

Barbara Bair, Vice President

John R. Friel, Board Clerk

George Green, Member

Amy Charter, Member

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 540A 6th 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.

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.

Please know that 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.

To join the meeting, dial 1-304-935-5384 and enter PIN 106 260 436# (be sure to include the # in the PIN)

Please 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

3. HEARING OF THE PUBLIC – 6:00 p.m.

(Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)

2021/22 Board Goals:

1. Pierce Joint Unified School District students will successfully graduate from high school with the qualifications to enter the college or career path of their choosing.
2. Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.
3. Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.

4. Student Body Representative/Club Reports
5. PRINCIPAL’S REPORTS:
 - A. Arbuckle Elementary School/Grand Island Elementary School
 - B. Lloyd G. Johnson Junior High School
 - C. Pierce High School/Arbuckle Alternative High School
6. REPORTS: INFORMATION/
DISCUSSION
 - A. Transportation/Facilities Report
 - B. 2021/22 P-1 Attendance Report
 - C. Williams Complaint Procedure Quarterly Report – 2nd Quarter 2021/22**
 - D. Discipline Report – 2nd Quarter 2021/22**
 - E. EL Report (ELPAC Results)**
 - F. Classroom Library Committee Meeting Report
7. PJUEA (Pierce Joint Unified Educators Association) Report INFORMATION
8. CSEA (California School Employees Association) Report INFORMATION
9. **Consider and approve School Accountability Report Card for:** ACTION
 - A. Arbuckle Elementary School**
 - B. Grand Island Elementary School**
 - C. Lloyd G. Johnson Junior High School**
 - D. Pierce High School**
 - E. Arbuckle Alternative High School**
10. Consider and approve **2022/23 Pierce JUSD Attendance Calendar** ACTION
11. Consider and approve **2022/23 Pierce JUSD Student Calendar** ACTION
12. Consider and approve **After School Education and Safety Program Plan Grant Renewal** ACTION
13. Consider and approve **COVID-19 Safety/Prevention Plan** ACTION
14. Consider and approve Consent Agenda: ACTION
 - A. Minutes of December 9, 2021 Special Board Meeting**
 - B. Minutes of December 9, 2021 Regular Board Meeting**
 - C. Minutes of December 10, 2021 Regular Board Meeting**
 - D. Warrant List for December 2021**
 - E. Interdistrict Transfers:
 1. Transferring OUT for the 2021/22 School Year:
 - a. One (1) Student to Woodland CA – New
 - b. One (1) Student to CCOE – New
 2. Transferring OUT for the 2022/23 School Year:
 - a. One (1) Student to Woodland CA - continuing
 - F. Donations:
 - A. Shady Creek:
 1. Colusa Casino Resort
 2. D&J Tires Inc.

- 3. Woodland Lodge #1299
- 4. Strain Farming Co.
- 5. Lyle and Lauren Charter
- 6. Spring Valley Lodge #316
- 7. Will and Allison Jansen

15. BOARD POLICIES:

A. FIRST READING:

BOARD POLICY REVIEW:

- 1. **BP/AR 5020 – Parent Rights and Responsibilities**
- 2. **BP/AR 6161.1 – Selection and Evaluation of Instructional Materials**
- 3. **BP 6161.11 – Supplementary Instructional Materials**
- 4. **BP/AR 6144 – Controversial Issues**

BOARD POLICY UPDATES/GUIDE SHEET:

- 1. **BP/AR 1312.3 – Uniform Complaint Procedures**
- 2. **AR 3515.6 – Criminal Background Checks for Contractors**
- 3. **AR 5125 – Student Records**
- 4. **AR 5145.3 – Nondiscrimination/Harassment**
- 5. **BP/AR 5148 – Child Care and Development**
- 6. **BP/AR 5148.2 – Before/After School Programs**
- 7. **BP/AR 6112 – School Day**
- 8. **BP/AR 6143 – Courses of Study**
- 9. **BP/AR 6158 – Independent Study**
- 10. **BP 6170.1 – Transitional Kindergarten**
- 11. **BB 9150 – Student Board Members**
- 12. **BB 9320 – Meetings and Notices**

FIRST
 READING/
 POSSIBLE
 ACTION

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

17. Superintendent’s Report

18. Board President Report

19. CLOSED SESSION:

ACTION

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

	Certification	Position	Status
1.	Coach	Varsity Boys Basketball Assistant	Volunteer
2.	Coach	Varsity Girls’ Soccer	Volunteer
3.	Certificated	Substitute Teacher	Hiring
4.	Classified	Utility Technician/Bus Driver	Resignation
5.	Classified	District Mechanic/Maintenance	Hiring
6.	Certificated	Teacher	Leave

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

20. 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:

	Certification	Position	Status
1.	Coach	Varsity Boys Basketball Assistant	Volunteer
2.	Coach	Varsity Girls' Soccer	Volunteer
3.	Certificated	Substitute Teacher	Hiring
4.	Classified	Utility Technician/Bus Driver	Resignation
5.	Classified	District Mechanic/Maintenance	Hiring
6.	Certificated	Teacher	Leave

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

21. 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)

WILLIAMS UNIFORM COMPLAINT PROCEDURE
QUARTERLY REPORT
PIERCE JOINT UNIFIED SCHOOL DISTRICT
October 1, 2021 - December 31, 2021

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

No complaints have been received this quarter.

The following complaints have been received this quarter.

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

Complaints have been received regarding insufficient instructional materials.

District Resolutions:

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

Complaints have been received regarding insufficient textbooks.

District Resolutions:

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

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

District Resolutions:

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

___ Complaints have been received regarding unqualified teachers.
District Resolutions:

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

Superintendent

Date

**PIERCE JOINT UNIFIED SCHOOL DISTRICT
SUSPENSION/DISCIPLINE REPORT
2nd Quarter - 2021/22 School Year**

PJUSD Code	Education Code 48900	Second 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	
01	Mutual Combat (a1)					2		4								3		7				
02	Battery/Assault (a2)							4								2		6				1
03	Possession of Weapon (b)																					
04	Alcohol/Intoxicant/Controlled Substance (c)					1		3								1		3				1
05	Sale of a Controlled Substance (d)																					
06	Robbery/Extortion (e)																					
07	Damage to School/Private Property (f)					1		1								1		1				
08	Stealing School/Private Property (g)																					
09	Tobacco (h)																					
10	Obscenity or Habitual Profanity (i)					1		1		1					1		1	3		2		2
11	Unlawful Drug Paraphernalia (j)																					
12	Disruption/Insubordination (k)							1										1				
13	Received Stolen Property (l)																					
14	Imitation Firearms (m)																					
15	Sexual Assault/Battery (n)																					
16	Harrassed Witness (o)																					
17	Sexual Harassment (0.2)														1							
18	Attempted Threatened Hate Violence (0.3)																					
19	Created Intimidating or Hostile Environment (0.4)														1	1						
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)																					
27	Aided or Abetted Physical Injury (t)																					
	Education Code 48915																					
28	Caused Physical Injury (a)(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
2nd Quarter - 2021/22 School Year**

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



Summative ELPAC

View Test Results

Search / Compare Results Understanding Results Grade Reports Research Files

[< Back to Test Results at a Glance](#)

Print Test Results Get Research Files

Detailed Test Results for: District: Pierce Joint Unified

CDS Code: 06-61614-0000000 | County: Colusa

Report Options

Year: Student Group: School Type: **Selections Applied**

PLEASE NOTE: English learners from Kindergarten to Grade 12 can be compared by mean scale scores and percentages at each performance level within grade levels, and adjacent grade spans. Note that schools made up of different grade levels should be compared with caution. **Scores for 2018–19 should not be compared to scores from previous years as the thresholds have changed and the scores are not comparable.**

Please visit the [Understanding Results](#) page for a description of the performance levels displayed below.

2020–21 Detailed Test Results for All Students

Select Display Type:

▼ Data Detail - All Students (accessible data)

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled	52	55	42	65	39	35	35	41	44	29	18	10	11	476
# of Students Tested	52	55	41	65	39	35	34	41	44	28	18	9	11	472
# of Students Tested with Scores	52	55	41	65	39	35	34	41	44	28	18	9	11	472
Mean Scale Score - Overall	1407.8	1444.7	1506.9	1495.5	1505.8	1535.9	1509.6	1526.2	1543.6	1545.5	1546.4	*	1551.3	N/A
Mean Scale Score - Oral Language	1419.2	1463.7	1501.9	1495.4	1507.5	1537.9	1515.1	1529.3	1552.9	1548.9	1541.1	*	1560.3	N/A
Mean Scale Score - Written Language	1380.9	1425.3	1511.6	1495.0	1503.6	1533.6	1503.5	1522.6	1533.7	1541.7	1551.1	*	1541.7	N/A

Percentage of Students at Each Performance Level

Overall Performance

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	3.85%	5.45%	21.95%	9.23%	12.82%	22.86%	20.59%	4.88%	20.45%	7.14%	0.00%	*	18.18%	11.65%
Level 3 Percentage of students by grade for level	30.77%	38.18%	58.54%	49.23%	64.10%	57.14%	55.88%	53.66%	40.91%	46.43%	61.11%	*	27.27%	48.73%
Level 2 Percentage of students by grade for level	55.77%	38.18%	17.07%	35.38%	12.82%	14.29%	14.71%	26.83%	29.55%	39.29%	27.78%	*	45.45%	29.87%
Level 1 Percentage of students by grade for level	9.62%	18.18%	2.44%	6.15%	10.26%	5.71%	8.82%	14.63%	9.09%	7.14%	11.11%	*	9.09%	9.75%

Oral Language Performance

Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	7.69%	27.27%	39.02%	29.23%	51.28%	51.43%	44.12%	29.27%	43.18%	25.00%	33.33%	*	36.36%	33.26%
Level 3 Percentage of students by grade for level	46.15%	36.36%	46.34%	63.08%	38.46%	37.14%	41.18%	46.34%	36.36%	64.29%	44.44%	*	54.55%	45.97%
Level 2 Percentage of students by grade for level	34.62%	29.09%	14.63%	3.08%	2.56%	5.71%	5.88%	17.07%	18.18%	7.14%	16.67%	*	0.00%	14.62%
Level 1 Percentage of students by grade for level	11.54%	7.27%	0.00%	4.62%	7.69%	5.71%	8.82%	7.32%	2.27%	3.57%	5.56%	*	9.09%	6.14%

Written Language Performance

Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	7.69%	3.64%	19.51%	6.15%	5.13%	11.43%	2.94%	0.00%	4.55%	3.57%	0.00%	*	0.00%	5.93%
Level 3 Percentage of students by grade for level	17.31%	25.45%	53.66%	24.62%	35.90%	22.86%	41.18%	19.51%	20.45%	7.14%	33.33%	*	18.18%	26.27%
Level 2 Percentage of students by grade for level	53.85%	36.36%	17.07%	53.85%	38.46%	54.29%	32.35%	53.66%	45.45%	60.71%	38.89%	*	54.55%	45.34%
Level 1 Percentage of students by grade for level	21.15%	34.55%	9.76%	15.38%	20.51%	11.43%	23.53%	26.83%	29.55%	28.57%	27.78%	*	27.27%	22.46%

Percentage of Students by Domain

Listening

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	7.69%	40.00%	41.46%	21.54%	56.41%	31.43%	26.47%	9.76%	11.36%	7.14%	5.56%	*	0.00%	23.52%
Somewhat/Moderately Percentage of students by grade for level	84.62%	54.55%	58.54%	69.23%	33.33%	62.86%	61.76%	75.61%	72.73%	78.57%	77.78%	*	81.82%	66.31%
Beginning to Develop Percentage of students by grade for level	7.69%	5.45%	0.00%	9.23%	10.26%	5.71%	11.76%	14.63%	15.91%	14.29%	16.67%	*	18.18%	10.17%

Speaking
Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	5.77%	14.55%	34.15%	46.15%	52.63%	85.71%	82.35%	70.73%	72.73%	92.86%	83.33%	*	81.82%	53.08%
Somewhat/Moderately Percentage of students by grade for level	71.15%	72.73%	63.41%	50.77%	39.47%	8.57%	8.82%	21.95%	25.00%	3.57%	11.11%	*	9.09%	38.85%
Beginning to Develop Percentage of students by grade for level	23.08%	12.73%	2.44%	3.08%	7.89%	5.71%	8.82%	7.32%	2.27%	3.57%	5.56%	*	9.09%	8.07%

Reading
Reading

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	1.92%	10.91%	39.02%	4.62%	5.13%	8.57%	5.88%	4.88%	13.64%	7.14%	0.00%	*	0.00%	9.11%
Somewhat/Moderately Percentage of students by grade for level	92.31%	58.18%	51.22%	60.00%	69.23%	77.14%	41.18%	41.46%	27.27%	42.86%	66.67%	*	36.36%	56.99%
Beginning to Develop Percentage of students by grade for level	5.77%	30.91%	9.76%	35.38%	25.64%	14.29%	52.94%	53.66%	59.09%	50.00%	33.33%	*	63.64%	33.90%

Writing
Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	23.08%	3.64%	26.83%	18.46%	10.26%	11.43%	23.53%	2.44%	2.27%	3.57%	5.56%	*	9.09%	12.29%
Somewhat/Moderately Percentage of students by grade for level	30.77%	58.18%	60.98%	73.85%	71.79%	80.00%	67.65%	78.05%	93.18%	82.14%	83.33%	*	81.82%	69.28%
Beginning to Develop Percentage of students by grade for level	46.15%	38.18%	12.20%	7.69%	17.95%	8.57%	8.82%	19.51%	4.55%	14.29%	11.11%	*	9.09%	18.43%



2020-21 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status (with School Data)

Pierce Joint Unified District Report (06-61614)

Report: "Ever-ELs" by Years as EL and Reclassification (RFEP) Status (with School data) ▼

School: - Select a School ▼

Year: 2020-21 ▼

School Type: All Schools Charter Schools Non Charter School

Gender: All Male Female

Students With Disabilities: Yes No All Students

Disadvantaged Subgroups: - No Subgroup Filters ▼

View Data As: Numbers Percents

Subgroup filters have been disabled to protect student privacy. ([Why?](#))

[Glossary of Terms for EL Reports](#)

Name	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Arbuckle Alternative High (Continuation)	0	0	2	3	5
Arbuckle Elementary	190	72	8	39	309
Grand Island Elementary	24	12	2	5	43
Lloyd G. Johnson Junior High	6	1	116	113	236
Nonpublic, Nonsectarian Schools	0	0	0	0	0
Pierce High	8	2	60	226	296

Report Totals

Level	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Pierce Joint Unified	228	87	188	386	889
Colusa County	757	376	650	1,120	2,903
State	463,337	215,705	383,248	1,053,625	2,115,915

Web Policy



2020-21 "At-Risk" and Long-Term English Learners (LTEL) (with School Data) Pierce Joint Unified District Report (06-61614)

Report: "At-Risk" and Long-Term English Learners (LTEL) (with School data) ▼

School: - Select a School ▼

Year: 2020-21 ▼

School Type: All Schools Charter Schools Non Charter School

Gender: All Male Female

Students With Disabilities: Yes No All Students

Disadvantaged Subgroups: - No Subgroup Filters ▼

View Data As: Numbers Percents

[Glossary of Terms for EL Reports](#)

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Arbuckle Alternative High (Continuation)	0.0%	0.0%	40.0%	0.0%	40.0%	60.0%	5
Arbuckle Elementary	61.5%	23.3%	0.0%	2.6%	87.4%	12.6%	309
Grand Island Elementary	55.8%	27.9%	2.3%	2.3%	88.4%	11.6%	43
Lloyd G. Johnson Junior High	2.5%	0.4%	49.2%	0.0%	52.1%	47.9%	236
Nonpublic, Nonsectarian Schools	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0
Pierce High	2.7%	0.7%	20.3%	0.0%	23.6%	76.4%	296

Report Totals

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Pierce Joint Unified	25.6%	9.8%	20.1%	1.0%	56.6%	43.4%	889
Colusa County	26.1%	13.0%	21.0%	1.4%	61.4%	38.6%	2,903
State	21.9%	10.1%	17.1%	1.1%	50.2%	49.8%	2,115,915

***Note:** The 2020–21 determinations of Long-Term English Learners (LTEL) and At-Risk of becoming LTEL (AR-LTEL) reflect a significant one-year increase in LTEL and AR-LTEL counts from the previous year. These increases stem from the lack of CAASPP-ELA and ELPAC data available in the 2019–20 academic year, due to the Covid-19 pandemic, which are required for making LTEL and AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL or AR-LTEL determinations.

***Note:** The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. To view the data in this report as percentages, including “At-Risk” and “LTEL” percentages, select “Percents” from the View Data As menu option located above the report. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP).



2020-21 "At-Risk" and Long-Term English Learners (LTEL) by Grade

Pierce Joint Unified District Report (06-61614)

Report: "At-Risk" and Long-Term English Learners (LTEL) by Grade ▼

School: - Select a School ▼

Year: 2020-21 ▼

School Type: All Schools Charter Schools Non Charter School

Gender: All Male Female

Students With Disabilities: Yes No All Students

Disadvantaged Subgroups: - No Subgroup Filters ▼

View Data As: Numbers Percents

[Glossary of Terms for EL Reports](#)

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	51	0	0	0	51	0	51
01	53	0	0	0	53	0	53
02	48	0	0	0	48	0	48
03	57	21	0	0	78	0	78
04	3	40	0	0	43	16	59
05	2	21	0	9	32	28	60
06	1	3	34	0	38	29	67
07	2	0	40	0	42	44	86
08	3	0	43	0	46	40	86
09	2	1	28	0	31	60	91

10	2	1	16	0	19	54	73
11	2	0	8	0	10	57	67
12	2	0	10	0	12	58	70

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Pierce Joint Unified	228	87	179	9	503	386	889
Colusa County	757	376	610	40	1,783	1,120	2,903
State	463,337	214,740	361,482	22,731	1,062,290	1,053,625	2,115,915

***Note:** The 2020–21 determinations of Long-Term English Learners (LTEL) and At-Risk of becoming LTEL (AR-LTEL) reflect a significant one-year increase in LTEL and AR-LTEL counts from the previous year. These increases stem from the lack of CAASPP-ELA and ELPAC data available in the 2019–20 academic year, due to the Covid-19 pandemic, which are required for making LTEL and AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL or AR-LTEL determinations.

***Note:** The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. To view the data in this report as percentages, including “At-Risk” and “LTEL” percentages, select “Percents” from the View Data As menu option located above the report. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP).



2020-21 "At-Risk" and Long-Term English Learners (LTEL) by Grade

Pierce Joint Unified District Report (06-61614)

Report: "At-Risk" and Long-Term English Learners (LTEL) by Grade ▼

School: - Select a School ▼

Year: 2020-21 ▼

School Type: All Schools Charter Schools Non Charter School

Gender: All Male Female

Students With Disabilities: Yes No All Students

Disadvantaged Subgroups: - No Subgroup Filters ▼

View Data As: Numbers Percents

[Glossary of Terms for EL Reports](#)

Grade	English Learners				EL Total	RFEF	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	51
01	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	53
02	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	48
03	73.1%	26.9%	0.0%	0.0%	100.0%	0.0%	78
04	5.1%	67.8%	0.0%	0.0%	72.9%	27.1%	59
05	3.3%	35.0%	0.0%	15.0%	53.3%	46.7%	60
06	1.5%	4.5%	50.7%	0.0%	56.7%	43.3%	67
07	2.3%	0.0%	46.5%	0.0%	48.8%	51.2%	86
08	3.5%	0.0%	50.0%	0.0%	53.5%	46.5%	86
09	2.2%	1.1%	30.8%	0.0%	34.1%	65.9%	91

10	2.7%	1.4%	21.9%	0.0%	26.0%	74.0%	73
11	3.0%	0.0%	11.9%	0.0%	14.9%	85.1%	67
12	2.9%	0.0%	14.3%	0.0%	17.1%	82.9%	70

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Pierce Joint Unified	25.6%	9.8%	20.1%	1.0%	56.6%	43.4%	889
Colusa County	26.1%	13.0%	21.0%	1.4%	61.4%	38.6%	2,903
State	21.9%	10.1%	17.1%	1.1%	50.2%	49.8%	2,115,915

***Note:** The 2020–21 determinations of Long-Term English Learners (LTEL) and At-Risk of becoming LTEL (AR-LTEL) reflect a significant one-year increase in LTEL and AR-LTEL counts from the previous year. These increases stem from the lack of CAASPP-ELA and ELPAC data available in the 2019–20 academic year, due to the Covid-19 pandemic, which are required for making LTEL and AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL or AR-LTEL determinations.

***Note:** The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. To view the data in this report as percentages, including “At-Risk” and “LTEL” percentages, select “Percents” from the View Data As menu option located above the report. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP).



Data Reporting Office
 Prepared: 1/10/2022 8:59:59 AM

-Select another year- ▼

Selected District Level Data - 0661614--Pierce Joint Unified
 for the year 2020-21

School	CDS Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Non-public non-sectarian schools	06616140000001	3	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
Arbuckle Alternative High (Continuation)	06616140630087	7	2 (28.6 %)	3 (42.9 %)	0 (0.0 %)
Arbuckle Elementary	06616146003511	564	270 (47.9 %)	55 (9.8 %)	14 (5.0 %)
Grand Island Elementary	06616146003537	51	38 (74.5 %)	5 (9.8 %)	1 (2.5 %)
Lloyd G. Johnson Junior High	06616146103576	343	123 (35.9 %)	114 (33.2 %)	24 (18.3 %)
Pierce High	06616140635250	475	70 (14.7 %)	228 (48.0 %)	8 (15.4 %)
District Total:		1,443	503 (34.9 %)	405 (28.1 %)	47 (9.3 %)
County Total:		4,655	1,783 (38.3 %)	1,197 (25.7 %)	119 (6.6 %)
State Totals:		6,002,523	1,062,290 (17.7%)	1,311,273 (21.8%)	98,741 (8.6%)

Arbuckle Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Arbuckle Elementary School
Street	701 Hall St.
City, State, Zip	Arbuckle, CA 95912-0100
Phone Number	(530) 476-2522
Principal	Laura Hansen
Email Address	lhansen@pjusd.com
School Website	https://aes.pierce.k12.ca.us/home
County-District-School (CDS) Code	06616146003511

2021-22 District Contact Information

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

2021-22 School Overview

Arbuckle Elementary School is a school of Character. The goal of our school is to provide each student with a challenging and rigorous curriculum appropriate to their academic level in a safe learning environment. We believe that when parents and teachers work together as a team towards the same goal, every child will succeed. To give each child the best opportunity for success, we keep the "Students First" vision in all that we do. We are committed to ensuring that our school is a welcoming environment and all students feel connected academically and socially. A school community with those two concepts as our core values will stand willing to do whatever it takes to provide our children with the highest quality of education. Our school goals are aligned with the district's goals to ensure that every student is career and college-ready.

At AES, we take pride in providing our students with the highest quality, rigorous, and relevant education built on relationships and providing a safe learning environment. We use a variety of instructional strategies to meet the needs of all learners. Students' progress is monitored by teachers with common formative assessments, collecting data and using the results to plan student intervention and enrichment. Monday clubs are available throughout the school year for students to participate in, develop and learn new skills, and build relationships. All students have a Chromebook to use at home to access educational software programs and curricular online supplementary programs. The school provides an afterschool program five days a week until 6:00 pm. Students first through fifth grade may attend where they receive a snack, homework support, enrichment and intervention activities.

In addition to having high academic standards for our students, we also strive to promote good values and character education. Students and staff participate in a monthly Kindness Challenge, and our school counselor provides resources and stories to share with students to support their social-emotional well-being. Character development and social and emotional learning are implemented weekly in the classroom with Suite 360 and Studies Weekly Well-Being curriculum to support non-academic issues, character development, and social and emotional knowledge. Friday mornings, we have our Character Matters assemblies (CMA's). At these assemblies, students learn about character education and are recognized for their efforts in reading and math, and families and community members are encouraged to join us. AES operates a school store for students as a positive behavior intervention program. Every day students will have opportunities to earn "Bulldog Reward Coupons" and students have the opportunity to exchange the coupons for a bag of prizes.

Our school community is dedicated to providing our students with a well-rounded educational experience, and I am confident that we will experience another positive and enriching school year!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopts textbooks from a list of materials approved by the state of California. All instructional materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Each time instructional materials are adopted, professional development is offered to develop strategies and gain a better understanding of using the materials.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillian 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 and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Facility Conditions and Planned Improvements

Campus is in good condition. Some gutters need minor upkeep to take care of dry rot.

Year and month of the most recent FIT report August 4, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Relocatable #34 (Library): HVAC system needs to be updated or replaced.
Interior: Interior Surfaces		X		Building 300: Light fixtures need to be updated.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Relocatable #37: roof needs to be replaced. Building 500: Dry rot on gutters observed, they need to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Building 200: Hardware on doors needs to be replaced. Building 500: Hardware on doors needs to be replaced. Building 400: Walk-in freezer added outside the kitchen building in Spring 2020. Shade structure with picnic tables was added Summer 2021.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	307	291	94.79	5.21	48.8
Female	154	143	92.86	7.14	55.24
Male	153	148	96.73	3.27	42.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	239	225	94.14	5.86	45.33

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	58	57	98.28	1.72	63.16
English Learners	119	116	97.48	2.52	22.41
Foster Youth	--	--	--	--	--
Homeless	22	17	77.27	22.73	17.65
Socioeconomically Disadvantaged	192	185	96.35	3.65	37.84
Students Receiving Migrant Education Services	11	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	21.05

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	307	292	95.11	4.89	44.86
Female	154	145	94.16	5.84	44.14
Male	153	147	96.08	3.92	45.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	239	225	94.14	5.86	40.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	58	58	100	0	60.34
English Learners	119	115	96.64	3.36	18.26
Foster Youth	--	--	--	--	--
Homeless	22	18	81.82	18.18	11.11
Socioeconomically Disadvantaged	192	186	96.88	3.12	34.41
Students Receiving Migrant Education Services	11	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	10.53

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

At Arbuckle Elementary we believe that the parents and the school must work together if we want our students to succeed in and out of the classroom. We have many opportunities for parents to become involved such as: classroom volunteers, parents' club, School Site Council, English Learner Advisory Committee, parent conferences, family nights, Character Matter Assembly, and parent workshops.

We have partnered with the Family Action Center to provide a Parent Cafe on multiple occasions throughout the year. At the Parent Cafe parents come together to share and brainstorm best parenting practices.

Parents are notified of events through many different avenues. We have an auto-dialer that reaches parents by phone, text and email. We also send out a monthly bulletin with all the monthly events calendared. Events are also listed on the district and school website and we have them on our school marquee. All communication is sent home in English and Spanish.

Please contact Laura Hansen at (530) 476-2522 for details on how to volunteer your time or to become involved at Arbuckle Elementary.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
---------	-------------------	-------------------	---------------------	---------------------	------------------	------------------

Suspensions

Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
---------	-------------------	---------------------	------------------

Suspensions

Expulsions

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Regular fire, earthquake and intruder drills are conducted and logged. The School Safety Plan is reviewed twice a year by staff at the school site. A monthly district Healthy and Safety Committee with administrative, teacher and parent representatives from each site review the consistency of the usage of the district discipline matrix as well as any health or safety issues that may need to be reviewed. Conflict facilitators are trained to assist in problem solving among students. Class meetings are held weekly to promote communication skills. Using the Safe Schools Planning guide, the School Site Council annually reviews elements of the school climate and the physical environment to annually update the Safe School Plan. The school has a weekly Character Matters Assembly that is held on Friday of each week where students are taught the characteristics of kindness and being of a good citizen. The Bulldog Store has been implemented and is used as a positive reinforcement. All school employees have access to Bulldog Reward Coupons that can be given to students who exhibit positive behavior.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,881.82	\$762.76	\$6,119.06	\$74,011
District	N/A	N/A	\$9234.81	
Percent Difference - School Site and District	N/A	N/A	-40.6	2.3
Percent Difference - School Site and State	N/A	N/A	-23.5	7.0

2020-21 Types of Services Funded

After school tutoring programs are offered by individual grade level teams. Counseling is available to our students 5 days a week through our district counselor. One full-time and one part-time reading specialist works with students in grades 1-5 who are experiencing difficulty with reading and writing skills. A literacy coach trains certificated paraprofessionals, substitutes, and parents in reading and writing strategies. Conflict facilitation is offered at the school site. Fourth and fifth grade students are trained to help students resolve conflicts among each other. One full-time and one part-time English Language Development (ELD) teacher works with English language learners as a supplemental ELD service.

Reading Counts is available in all classrooms. This program is used to promote reading and recognizing students for their reading achievement and growth. Read Naturally is used in classrooms to promote reading fluency. Arbuckle Elementary operates an after school program under the ASES grant. Lexia, Edgenuity Pathblazer and Reflex Math are computer based programs that provides students a curriculum based on their individual needs. All of these programs are monitored and analyzed by the administrators and teachers on a regular basis. We also utilize an alternative to suspension program called ISS 360 and Suite 360 which is a character education program utilized by all teachers on campus.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

A total of six full days per year are utilized for teacher training/staff development. Every Wednesday, students are released at 2:00 p.m. for teaching staff to collaborate as a grade-level team. The principal determines teacher training needs based upon parent survey results, teacher input, and the Healthy Kids Survey. Examples of professional development have included formative assessment, ELA/ELD framework, NWEA reports, Illuminate, technology integration, EL instructional strategies, Science Technology Engineering, and Math (STEM), science and social science frameworks, and explicit direct instruction.

Teachers with a California Preliminary Teaching Credential participate in a state-accredited Tri-County Induction Program (TCIP) for two years. Staff members are encouraged to participate in workshops to enhance and extend job performance. Released days are provided for teachers to meet with the ELD teachers to plan designated ELD lessons as a grade-level team to implement in their classrooms.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Pierce Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Carol Geyer

Email Address	cgeyer@pjusd.com
District Website Address	www.pierce.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Grand Island Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Grand Island Elementary School
Street	551 Leven St.
City, State, Zip	Grimes, CA 95950-0030
Phone Number	(530) 437-2416
Principal	Laura Hansen
Email Address	lhansen@pjuds.com
School Website	https://gie.pierce.k12.ca.us/
County-District-School (CDS) Code	06616146003537

2021-22 District Contact Information

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

2021-22 School Overview

Grand Island Elementary (GIE) is a small necessary school that serves students in grades TK-6 and is located in Grimes, which is adjacent to the Sacramento River. The school district encompasses 60 square miles and is located in rural Colusa County. The average enrollment at GIE fluctuates but remains around 55 students. The school is the primary hub of activity in this small farming community. The goal of our school is to provide each student with a challenging and rigorous curriculum appropriate to their academic level in a safe learning environment. We believe that when parents and teachers work together as a team towards the same goal, every child will succeed. There are several community events held at the school and our Parents' Club sponsors several events throughout the year which is also community oriented. At our school we pride ourselves in building relationships with students while maintaining a rigorous and enriching curriculum that is engaging for students. Grand Island Elementary School encourages parents to get involved in every facet of their child's education.

At GIE, we take pride in providing our students with the highest quality, rigorous, and relevant education built on relationships and providing a safe learning environment. We use a variety of instructional strategies to meet the needs of all learners. Students' progress is monitored by teachers with common formative assessments, collecting data and using the results to plan student intervention and enrichment. Monday clubs are available throughout the school year for students to participate in, develop and learn new skills, and build relationships. All students have a Chromebook to use at home to access educational software programs and curricular online supplementary programs. The school provides an afterschool program five days a week until 6:00 pm. Students receive a snack, homework support, and enrichment and intervention activities.

In addition to having high academic standards for our students, we also strive to promote good values and character education. Students and staff participate in a monthly Kindness Challenge, and our school counselor and vice principal provides resources and stories to share with students to support their social-emotional well-being. Character development and social and emotional learning are implemented weekly in the classroom with Suite 360 and Studies Weekly Well-Being curriculum to support non-academic issues, character development, and social and emotional knowledge. Grand Island has monthly assemblies where students learn about character education and are recognized for their efforts in reading and math, and families and community members are encouraged to join us. GIE operates a school store for students as a positive behavior intervention program. Every day students will have opportunities to earn "Grizzlies Reward Coupons" and students can exchange the coupons for a bag of prizes.

Our school community is dedicated to providing our students with a well-rounded educational experience, and I am confident

2021-22 School Overview

that we will experience another positive and enriching school year!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopts textbooks from a list of materials approved by the state of California. All instructional materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Each time instructional materials are adopted, professional development is offered to develop strategies and gain a better understanding of using the materials.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillian McGraw Hill- CA W onders 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 and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Facility Conditions and Planned Improvements

Campus is well kept considering its age, regular updated is needed. Working to improve pest management issues.

Year and month of the most recent FIT report August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Building 100: Completed the resurface of hardwood floors in classrooms and auditorium, Summer 2021. Floors in cafeteria need to be refinished.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Gophers and squirrels infestation working to get pests controlled.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Restroom fixtures need to be replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tennis Court/Basketball Field: Old irrigation well was abandoned per State WQCB

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	37	33	89.19	10.81	36.36
Female	18	18	100	0	22.22
Male	19	15	78.95	21.05	53.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100	0	36.67

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100	0	22.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100	0	35.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	37	33	89.19	10.81	39.39
Female	18	18	100	0	27.78
Male	19	15	78.95	21.05	53.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100	0	40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100	0	22.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100	0	38.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

At Grand Island Elementary we believe that the parents and the school must work together if we want our students to succeed in and out of the classroom. We have many opportunities for parents to become involved such as: classroom volunteers, parents' club, School Site Council, English Learner Advisory Committee, parent conferences, back to school night, open house and parent workshops. Grand Island parents and community members can also volunteer to come into the classrooms and share their special talents.

Parents are notified of events through many different avenues. We have an auto-dialer that reaches parents by phone, text and email. We also send out a monthly bulletin with all the monthly events calendared. Events are also listed on the district and school website and all communication is sent home in English and Spanish.

Please contact Laura Hansen at (530) 437-2416 for details on how to volunteer your time or to become involved at Grand Island.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
---------	----------------	----------------	------------------	------------------	---------------	---------------

Suspensions

Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
---------	----------------	------------------	---------------

Suspensions

Expulsions

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Regular fire, earthquake and intruder drills are conducted and logged. The School Safety Plan is reviewed twice a year by staff at the school site. A monthly district Healthy and Safety Committee with administrative, teacher and parent representatives from each site review the consistency of the usage of the district discipline matrix as well as any health or safety issues that may need to be reviewed. Conflict facilitators are trained to assist in problem solving among students. Class meetings are held weekly to promote communication skills. Using the Safe Schools Planning guide, the School Site Council annually reviews elements of the school climate and the physical environment to annually update the Safe School Plan. The Grizzlies Store has been implemented and is used as a positive reinforcement. All school employees have access to Grizzlies Reward Coupons that can be given to students who exhibit positive behavior.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,200.26	\$2,655.88	\$10,544.38	\$80,231
District	N/A	N/A	\$9,234.81	
Percent Difference - School Site and District	N/A	N/A	13.2	10.4
Percent Difference - School Site and State	N/A	N/A	30.5	15.1

2020-21 Types of Services Funded

Individual grade-level teams offer After-school tutoring programs. Counseling is available to our students through our district counselor. Two instructional coaches are available district wide to coach certificated paraprofessionals, substitutes, and parents in reading and writing strategies. Conflict facilitation is offered at the school site. Fourth, fifth and sixth-grade students are trained to help students resolve conflicts among each other. One part-time English Language Development (ELD) teacher works with English language learners as a supplemental ELD service. One part-time reading specialist works with students to provide extra support with reading.

Reading Counts is available in all classrooms. This program is used to promote reading and recognize students for their reading achievement and growth. Read Naturally is used in classrooms to promote reading fluency. Grand Island Elementary operates an after-school program under the ASES grant. Lexia, Edgenuity Pathblazer, and Reflex Math are computer-based programs that provide students with a curriculum based on their individual needs. All of these programs are monitored and analyzed by the administrators and teachers on a regular basis. We also utilize an alternative to suspension programs called ISS 360 and Suite 360, which is a character education program utilized by all teachers on campus.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

A total of six full days per year are utilized for teacher training/staff development. Every Wednesday, students are released at 2:00 p.m. for teaching staff to collaborate as a grade-level team. The principal determines teacher training needs based upon parent survey results, teacher input, and the Healthy Kids Survey. Examples of professional development have included formative assessment, ELA/ELD framework, NWEA reports, Illuminate, technology integration, EL instructional strategies, Science Technology Engineering, and Math (STEM), science and social science frameworks, and explicit direct instruction.

Teachers with a California Preliminary Teaching Credential participate in a state-accredited Tri-County Induction Program (TCIP) for two years. Staff members are encouraged to participate in workshops to enhance and extend job performance.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Pierce Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Carol Geyer
Email Address	cgeyer@pjusd.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Lloyd G. Johnson Junior High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Lloyd G. Johnson Junior High School
Street	938 Wildwood Rd.
City, State, Zip	Arbuckle, CA 95912-9714
Phone Number	(530) 476-3261
Principal	Jessica Geierman
Email Address	jgeierman@pjusd.com
School Website	jjh.pierce.k12.ca.us
County-District-School (CDS) Code	06616146103576

2021-22 District Contact Information

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

2021-22 School Overview

Lloyd G. Johnson Junior High School is a school whose staff is dedicated to meeting the academic, social and emotional needs of our students. Our goal is to provide students with a challenging and rigorous curriculum while simultaneously supporting their social and emotional development. We provide a safe and welcoming environment in which staff and parents partner together to accomplish our goal: success for every student. In order to give each student the best opportunity for success, we keep the district vision of "Students First" in all that we do. By putting students first and developing strong partnerships with our parents and community, we are able to provide the education, support and community needed to prepare our students for success in high school and beyond.

About Our School

At JJH we value every student! It is our goal to provide your student with a quality education that is conscientious, meaningful and built on the foundation of relationships and purposeful instruction. I truly believe it is important to focus on the education of the whole child by supporting their academic, social and emotional needs. The transitional junior high years can be difficult for both students and parents alike, so we strive to support students and parents by providing the resources and encouragement necessary to raise up successful, productive and emotionally healthy young members of the community.

In addition to having high academic standards for our students, we also strive to promote a sense of community and positive culture on our campus. We have an inclusive Associated Student Body that focuses on school spirit, kindness towards one another, and student involvement on the school campus. Our teachers host a variety of after school clubs that provide students with an opportunity to learn a new set of skills or further develop their passion for interests including music and art. Every one of our staff members are committed to the well being of each of our students and our students are also supported by a caring and dedicated community. With such incredible support from all of our school community members, I look forward to a wonderful and optimistic school year.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync Grades 6-8, 2016	Yes	0.00
Mathematics	GO Math Program, 2015	Yes	0.00
Science	Interactive Science- Pearson. 2011	Yes	0.00
History-Social Science	TCi, 2011	Yes	0.00
Foreign Language			0.00
Health			0.00
Visual and Performing Arts			0.00
Science Laboratory Equipment (grades 9-12)			0.00

School Facility Conditions and Planned Improvements

Overall good condition, some minor upkeep and updating needed.

Year and month of the most recent FIT report

August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Building 200: Upper and lower cabinets installed on the north wall of each room, Summer 2021. Building 600: Replacement of some ceiling tiles is needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Building 100 - Admin. Office and library: Sinks, signage and dispensers moved to meet ADA compliance, Summer 2021
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Multipurpose Building/Kitchen/Cafeteria/Gym: Hardware on doors need updating or replacement. Relocatable Buildings 301, 501, and 800: Replacement of window and door frames on the south side is needed. Grounds: Added a shade structure and picnic tables, Summer 2021. Exterior Finishes: Eaves and overhangs need to be painted.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					