

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. There is no data to draw conclusions from.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

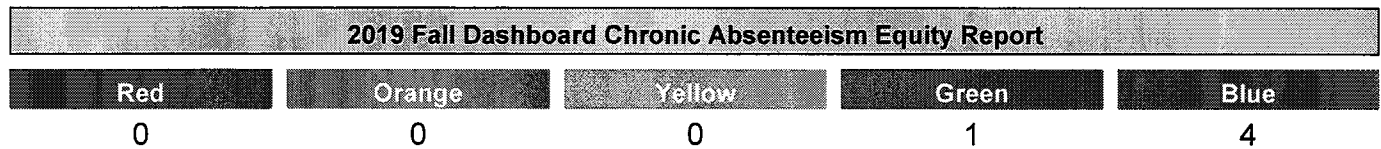
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>2.8</p> <p>Declined Significantly -4.7</p> <p>387</p>	<p>English Learners</p> <p>Blue</p> <p>0.9</p> <p>Declined -12.3</p> <p>106</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>
<p>Homeless</p> <p>No Performance Color</p> <p>9.5</p> <p>Declined -11.9</p> <p>21</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>3</p> <p>Declined Significantly -5.6</p> <p>298</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>1.8</p> <p>Declined -17</p> <p>55</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.7 Declined Significantly -4.9 300	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 6.9 Declined -2.4 72

Conclusions based on this data:

1. All students are in the Blue category for attendance.
2. Chronic Absenteeism rates are higher for the white population, placing them in the green category.
3. The chronic absenteeism rate for JJH has improved and is in the blue category.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- No data to draw conclusions from.

School and Student Performance Data

Conditions & Climate Suspension Rate

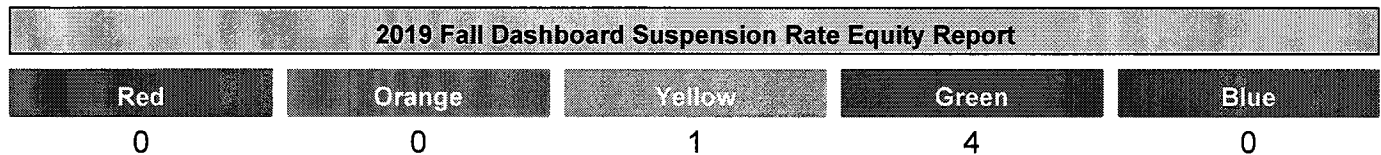
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

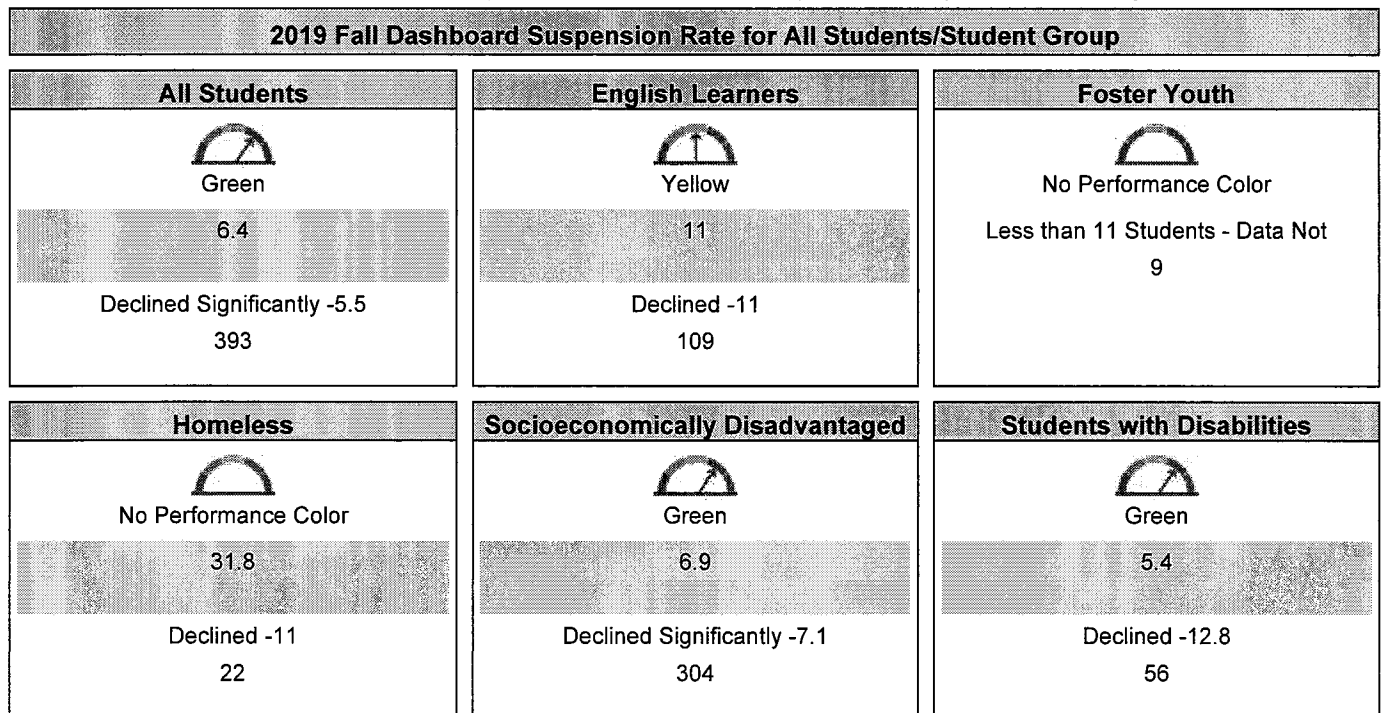
The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4		 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.9 Declined Significantly -6.1 304	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1	 Green 6.8 Declined -1.2 74

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11.9	6.4

Conclusions based on this data:

- English Learners are at yellow level, while all other populations are at the green level.
- There is an incredible improvement in suspensions for all categories, since 2018, when all categories were red.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Johnson Junior High students will meet or exceed standards on the Reading Portion of the 2022/2023 NWEA assessment.

Identified Need

JJH uses NWEA data to measure the progress/growth of students in ELA (Reading). In Spring 2022, 58% of JJH students are scoring proficient or advanced, indicating 42% of JJH students are below proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicators (Grades 6-8 ELA Reading)	58% of Grade 6-8 students were average, high average or high on the NWEA Reading Test in Spring of 2022.	65% of Grade 6-8 students will be average, high average or high on the NWEA Reading Test in Spring of 2023.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Assist Johnson Jr. High After School Program students in grades 6-8 in completing all daily homework assignments plus add academic enrichment opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
63,249	After School and Education Safety (ASES)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support students academic language acquisition and fluency by purchasing high interest reading books to form book clubs within their literature classes. Also, provide necessary high interest reading books to promote more 'reading for pleasure' for both in and out of English classes. Instructional coach will assist in selecting books and structuring literary circles.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000

Source(s)

Lottery: Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Coach will train, model lessons, and provide professional development for all ELA teachers when scheduled.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

216,611

Source(s)

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students in grades 6-8 take the NWEA ELA assessments in reading and language three times per year to monitor ELA growth. Before each test, students will work with their ELA teacher to examine past performance, set new goals and monitor their own individual progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,200

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

As part of PJUSD Technology Plan, JJH will update technology equipment on a yearly rotational basis. Every classroom at JJH will be equipped equally with new tech devices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Lottery: Unrestricted

20,000

LCFF: Supplemental/Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase higher level lexile books for our library circulation. Library Clerk will support library needs for students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,000

Other

12,810

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Johnson Jr. High also offers After School Clubs for intervention, personal skills building and social learning. Various clubs are offered on Mondays, Tuesdays, and Thursdays after school. Bus transportation is provided.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7,622

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

ELA teachers met with all students three times a year to discuss NWEA goals, past performance and set new goals. As a school, we supported this effort by also offering incentives for growth and achievement, and celebrated the success of all students at JJH. All ELA teachers also conducted book clubs, and two new book club set were purchased for our 6th and 8th grade. ELA teachers were provided with all the support and materials that we listed in our SPSA.

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

We stayed within our intended implementation and budget expenditures.

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

We will measure student progress with NWEA scores as a whole school (grades 6-8), rather than on individual grade levels and with the CAASPP scores. The CAASPP scores/data are received too late to make the necessary curriculum delivery adjustments, and don't offer students the ability to set goals throughout the year and take control of their own learning. By using NWEA scores, we will give students the opportunity to set goals, as well as receive immediate feedback as to whether or not they grew. These scores then help predict what students will score on the CAASPP.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

JJH students will make a years progress as measured by the Math portion of the NWEA assessment each school year in order to be college and career ready.

Identified Need

53% of the students are projected to not meet grade level standard on CAASSP according to the NWEA Mathematics test data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for Grade 6-8 (NWEA Mathematics Scores)	47% of Grade 6-8 students were proficient or advanced on the Mathematics portion of the NWEA in Spring 2022.	55% of Grade 6-8 students will be proficient or advanced on the Mathematics portion of the NWEA in Spring 2023.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Order any needed support materials to supplement our adopted Houghton Mifflin "Go Math" program for students in grades 6-8.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19,800

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of iXL math program for 6-8 grade (7/1/21 to 6/30/24)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

26,100

LCFF: Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Math Intervention will be offered as an After School Intervention Club.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,500

After School and Education Safety (ASES)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Johnson Jr. High teachers will meet with Pierce Joint Unified School District math teachers to discuss our math program for grades K-12. Math teachers will meet quarterly to collaborate and articulate across grades levels and school sites.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Elevate Program will be offered during the summer to students in the Standard Nearly Met category to help them reach proficiency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

33,000

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This year we implemented all the strategies/activities that we listed. The strategies were effective and our student proficiency scores increased. Previously, only 26% of students were proficient in mathematics and this year we ended with 47% proficient.

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

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

The strategies/activities we outlined were effective during the 21-22 school year, so the goal for our students has been raised, from an expected outcome of 30% of 6-8 grade students scoring proficient or advanced to 55% of students scoring proficient or advanced. This new goal will be measured by the scores achieved on the mathematics portion of the NWEA test in grades 6-8.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

Johnson Jr. High will move an English Learner up one proficiency level on the ELPAC test each year.

Identified Need

69% of our English Language Learners scored at a Level 3 or below on the ELPAC test.

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Teachers will review ELPAC scores and other data and test results to verify improvement and possibility of reclassification.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,500

LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Students who test at an ELPAC level of 3 or below in 6th through 8th grade will be placed in an elective journalism class with the ELD teacher to have targeted support and instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100,643

LCFF: Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

English Language Learners who are newcomers or who scored a 1 on the ELPAC will attend one period of basic English Language Acquisition at Pierce High School.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

21,304

LCFF: Supplemental/Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

English Language Learners will have daily designated ELD instruction by core curriculum teachers. The ELD teacher will work closely with teachers to provide strategies and help plan lessons that have embedded ELD lessons. The instructional coaches will also help teachers structure this time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20,886

LCFF: Supplemental/Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Entry Level English Language Learners will have access to the Rosetta Stone program to increase learning opportunities in English.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Lottery: Instructional Materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Hire a bilingual paraeducator to assist the ELD teacher with ELD services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19,772

Source(s)

Other

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The addition of a bilingual paraeducator to support the ELD teacher was paramount to our success this year. The bilingual paraeducator worked closely with students in a targeted manner and collaborated effectively with the ELD teacher. The ELD teacher also worked diligently in analyzing previous ELPAC scores, as well as offering targeted practice for the ELPAC exam.

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

There were no major differences.

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

The strategies/activities outlined above worked effectively this year and will continue to be implemented to achieve our goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Provide necessary equipment for physical education classes to support an increase in students scoring in the 'Healthy Fitness Zone' on the California Fitness Test administered in the Spring.

Identified Need

Students continued to need a variety of activities to get them moving and physically fit.

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Physical Education materials purchased throughout the school year to support PE program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Lottery: Unrestricted

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We were able to use the above budget to purchase equipment for daily PE classes.

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

No major differences noted.

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

We will continue with the outline strategies/activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

JJH students will make a years progress as measure by the Science portion of the NWEA assessment each school year in order to be college and career ready.

Identified Need

The Next Generation Science Standards require hands on activities/phenomena to model, manipulate and illustrate the NGSS standards for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Buy materials and science realia needed to provide NGSS lessons to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,000

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

6th Grade Students for the 2022-2023 school year.

Strategy/Activity

Students will participate in Shady Creek Outdoor School to support Science curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000	Other

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All grade levels were afforded the opportunity to attend Shady Creek during the 2021-2022 school year.

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

No differences were noted.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 6

Support social science program, "History Alive" in grades 6-8.

Identified Need

The Social Science California Framework is going through changes as the state looks to adopt new standards.

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

"History Alive" social studies program for grades 6-8. Student workbooks and online subscription.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Lottery: Instructional Materials

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The TCI History Alive Online Curriculum/Workbooks were purchased and implemented throughout the 2021-2022 school year.

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

None noted.

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

No changes will be made.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 7

Johnson Jr. High will offer career exploratory classes and college topics in 6th, 7th and 8th grade.

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

7th and 8th grade students will participate in a Career Exploratory Wheel class (1 class per quarter) to explore college and career opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,500

Source(s)

LCFF: Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This activity was implemented during the 2021-2022 school year and will continue into the 2022-2023 school year.

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

None.

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

None.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

--

Goal 8

--

Identified Need

--

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

--

Goal 9

--

Identified Need

--

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$80,282
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$654,497.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$229,421.00

Subtotal of additional federal funds included for this school: **\$229,421.00**

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

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$67,749.00
LCFF: Supplemental/Concentration	\$269,555.00
Lottery: Instructional Materials	\$28,000.00
Lottery: Unrestricted	\$7,000.00
Other	\$52,772.00

Subtotal of state or local funds included for this school: **\$425,076.00**

Total of federal, state, and/or local funds for this school: **\$654,497.00**

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jessica Geierman	Principal
Sarah Anderson	Classroom Teacher
Carlos Corona	Classroom Teacher
Maryann Diaz	Other School Staff
Ellen Voorhees	Other School Staff
Sarah Charter	Parent or Community Member
Sally LeGrande	Parent or Community Member
Juan Manuel Garcia	Parent or Community Member
Lorie Johnson	Parent or Community Member
Open Position	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
 <small>SARAH CHARTER (Jun 10, 2022 10:14 PDT)</small>	State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 7, 2021.

Attested:

	Principal, Jessica Geierman on 5/31/22
 <small>SARAH CHARTER (Jun 10, 2022 10:14 PDT)</small>	SSC Chairperson, Sarah Charter on 5/31/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2022-23

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pierce High School/Arbuckle Alternative High School	06616140635250	May 10, 2022	June 16, 2022

Purpose and Description

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

Schoolwide Program
School Plan for Student Achievement (SPSA) for Pierce HS and Arbuckle Alternative High School 2022

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

The School Plan for Student Achievement (SPSA) includes strategies to meet the identified school needs and provides opportunities for ALL students to meet and exceed the California State Standards. The SPSA also addresses the needs of ALL students, particularly those students who are at risk of not meeting the standards through additional assistance, supports and interventions. The Pierce High School School Plan for Student Achievement is aligned with and supports the PJUSD Local Control Accountability Plan (LCAP) and the Pierce High School WASC Schoolwide Action Plan which are monitored throughout the school year by the School Site Council, the District and various Stakeholder Groups.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The California Healthy Kids Survey (CHKS) was given to ALL students during November/December 2021. Students, Parents and Staff were all surveyed in the month of November 2021 with low turnout once again from our parents. This allowed all surveyed stakeholders to answer the questions regarding distance and concurrent learning, school safety, connectedness and the like.

Classroom Observations

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

Pierce High School Teachers are observed with frequent drop-ins and longer observations throughout the year not only by the principal and vice-principal but occasionally, peer to peer. Typically, written feedback is given via a Google Form or through Progress Adviser. Other times it may just be a verbal follow-up on the classroom practices that were observed and/or instructional coaching. All probationary teachers are formally observed more than 2 times per year for full class periods and provided a written evaluation by May 1. Tenured teachers are formally evaluated as per the contract depending on years of service.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

In assessing student progress, the administration and staff at Pierce High School use a variety of tools and metrics. Currently the district is contracting with Northwest Evaluation Association (NWEA) to evaluate student progress and preparation for standardized assessment. These standardized online assessments provide data about individual students, and offer students tools for analyzing their own college preparedness. In addition, standardized assessments such as CAASPP, PSAT, SAT, ACT, and ELPAC are used to provide college readiness and English language proficiency (for EL students). Teacher generated assessments (tests, written work and projects) provide a valuable source of student progress data.

California state assessments (CAASPP) are used annually (returned May 2022) for monitoring overall and individual student achievement (May 2021 PJUSD used disaggregated NWEA as a means to meet state and local requirements - 2020 CAASPP was suspended due to the Pandemic). Results are provided to staff as soon as they are available, and site administration reviews results with the faculty as a whole as well as with individual teachers to identify areas for refinement of instruction. Local assessments are also used to assess student achievement. Local assessments include tests created in Illuminate, using the Smarter Balance system (IABs, Performance Tasks, and ICAs) as well as assessments generated from the English curriculum Study Sync as well as Listenwise

Pierce HS uses teacher goals that are created with the teachers and tied directly to results. Site administration meets with individual teachers and departments in academic conferences to review progress toward these goals at least three times per year CAASPP in Fall and NWEA Fall/Winter/Spring. PHS traditionally takes advantage of the CAASPP interim assessments/performance tasks and administers them at least four times during the school year in mathematics in addition to other local assessments (NWEA). Data reports are shared with the staff, parents, and the school board from NWEA.

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

For students in the CTE pathways, industry assessments are a useful source of achievement data. The staff has access to a variety of assessment tools that assist in data analysis. Individual teachers are able to look at their student data and instructional changes are made following analysis of a formative or summative teacher generated assessment.

Data disaggregation is done by some individuals using methodology or tools of their choosing. All staff was given professional development during 2021-22 so that everyone could use the metrics from NWEA testing three times per year. Individual student results are reported to parents in September, March, and May in progress reports, the online parent portal (Aeries), and report cards. These results are also available at any time on Aeries.net after the testing window is closed and data is uploaded. Modification of instruction driven by assessment data is for the most part not documented. Teachers rely on mandatory tutoring and English and Math support classes as the best documented solution for supporting student struggling in classes. A second intervention is the use of Student Staffing Meetings (SSM). These are initiated by any adult on campus, or parent, when a student is perceived to be struggling with classes or Student Learner Outcome acquisition. An SSM provides parents with information about options for helping students get back on track. A formal SST may follow, if necessary.

School grades are reported to parents eight times per year and are now monitored via the Advisory class that meet for 45 minutes every Wednesday. Other measures of student progress are shared with parents through the advisory teacher parent conferences throughout the year with a virtual grade check. Student progress is reported to the governing board through the principal via the district superintendent. These reports focus on required assessment reports (CAASPP-State assessments, CCI data, district benchmarks, NWEA, and graduation rates) and some of the industrial certifications. Successes on various competitions (often sponsored by CTE industries FBLA & FFA) are triumphed before the board.

Pierce High School has a set syllabus that is used in all classes and teachers will be responsible for reporting for their courses how they will assess the schoolwide learner outcomes (SLOs).

"BEARS" CARE!

Critical Thinkers Who:

- Successfully acquire, analyze, organize, and apply information.
- Develop and express creative ideas and solutions
- Examine moral, ethical, and cultural issues from multiple perspectives.
- Integrate and synthesize information across disciplines.
- Demonstrate growth in higher level thinking skills.

Accomplished Lifelong Learners Who:

- Commit to high academic and personal standards.
- Understand the importance of new experiences and continual education.
- Work well collaboratively in culturally and organizationally diverse settings.

Responsible Citizens Who:

- Understand and appreciate their roles and responsibilities in a global society.
- Acknowledge and are accountable for their actions and choices.
- Demonstrate respect, trustworthiness, responsibility, fairness, caring, and citizenship.
- Recognize the impact of human activities on the environment, and their role in its protection.
- Understand the choices necessary to develop a healthy lifestyle.

Effective Communicators Who:

- Listen and communicate well in written, verbal, and nonverbal modes.
- Understand and use technology in communication.
- Show respect for diverse perspectives.
- Research, create, and evaluate in written, verbal, and nonverbal modes.
- Use communication skills to resolve conflicts through positive alternatives.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The PHS staff consists of one Principal, one Vice Principal, one counselor, one behavior/social-emotional counselor, one attendance/behavior/social-emotional counselor, one college and career technician, 25 teachers, two clerical employees, four cafeteria employees, three custodial employees, and four Special Education Aides. A School Resource Officer is assigned to the campus in partnership with the Colusa County Sheriff, though shared with other high schools in Colusa County, and a school nurse and school psychologist are on call as needed from the district office.

Eight staff members have a master's degree. The average tenure of the teaching staff is 12 years, though that is from a range of Intern to thirty-four years. All but one of the teaching staff are "Highly Qualified" per NCLB and one was teaching outside their credential authorization in 2021-22. Two teachers will be working as Interns through Chico State for the 2022-2023 academic year. (Update with hiring in Summer)

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

Two teachers will be working as Interns through Chico State for the 2022-2023 academic year. Pierce Joint Unified School District has provided a wide array of professional development opportunities for the staff at Pierce High School. In some cases it has been for all staff, such as the training on implementation of Common Core standards, ERWC training for each of our ELA teachers, College Preparatory Mathematics training and coaching, Google Docs, Google Classroom and Chromebooks, Zoom, Nearpod, Illuminate, NWEA, and the use of Aeries. Other opportunities have been for one person or small groups to address subject specific needs such as Adaptive PE and Health standards.

Through professional development, the staff strives to remain up to date on educational theory and knowledge of research based best instructional practices that will address standards and new technologies. Teachers attempt to ensure that all students are learning (accessing information, understanding procedures and demonstrating knowledge of standards) through regular interaction with students in the classroom. Common use of various checking for understanding techniques are employed. In addition, there are project based learning activities, teachers meet one-on-one with a small group to monitor progress.

Several classes offered at Pierce High School require some form of culminating activity/project to demonstrate learning. These activities/projects require that students demonstrate problem solving skills, critical thinking and the ability to work in a collaborative group. Summative assessments require demonstration of application and creative use of acquired knowledge. Technology use is evident in various presentations done using multimedia, and student use of Chromebooks and Google Classroom. We are now over one-to-one at PHS. All students have their own Chromebooks while internet access is more readily available to students than ever before via hotspots and the new internet infrastructure.

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

Staff development activities focus on the elements of standards based instruction including: identification of essential standards, assessment of student achievement, evaluation of achievement data, using data to inform instruction, alignment of grading practices to standards mastery, equity and access to curriculum & programs (AP, CTE, and the like) and communicating progress to parents and students. Additionally, in the 2020-21 academic year, we trained all staff in distance learning platforms and then worked on the synchronous balance of both distance learning and in person learning in November 2020.

Specifically teachers received training in the use of Google Suite and Zoom to link the classroom to the distance learner wherever they were located and other technology to administer assessments and analyze data. In addition, all teachers are participating in ongoing professional development in the implementation of CCSS in either ELA, Mathematics, the new Social Science Framework, or the Next Generation Science Standards as appropriate to their respective assignments. The PHS Agriculture and Business teachers incorporate the CTE Standards into their lesson design and teaching practices.

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

Teachers are supported through regular visits by site administrators many are entered on a Google Form while the school had virtual access, every other week instructional focus messages from administration, weekly Wednesday staff development including collaboration, district level support as needed, and county/regional staff development opportunities.

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

Department collaboration (PLC) occurs regularly on a weekly basis as well as the school wide staff development times.

Teaching and Learning

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

PHS and AAHS faculty are engaged in ongoing refinement of curriculum, materials and instruction to ensure alignment to content standards and increasing student achievement. We are regularly revisiting our schoolwide learner outcomes (SLOs) for each course and student performance on local and state assessments to increase rigor and improve student learning results. In Fall of 2022 PHS will begin the process with staff, students and stakeholders change/update BEARS C.A.R.E. Science curriculum will be piloted and adopted in the 2022/23 school year.

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

N/A Pierce HS is grades 9-12.

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

PHS continued to implement Student Intervention Meetings in 2021-22 and had greater attendance by parents with the virtual option. The principal, vice principal, counselors (both behavioral and academic), as well as the School Resource Officer (when available) meet weekly to discuss student concerns that have come to our attention as being a concern either academically, socially, or behaviorally. These meetings were on Monday afternoon, typically lasting an hour so we could chart our focus on students who needed supports - academic, attendance, SEL or a mixture.

The principal established an email account (PHSSST) that all staff can submit names and reasons why they are concerned about a particular student. A packet of information is created for the team and they examine each student and discuss why he or she is struggling. Often times this meeting leads to a Student Study Team meeting with the parents and all the student's teachers. In some cases, a simple call home to alert the parent that there are concerns is sufficient, or we may need to change the students schedule or add a support class.

We will continue using the Intervention program, Edmentum for credit make up. Another program from Edmentum called Extra Path that is data-informed when students take the NWEA assessment in Reading, Language Arts and Math is used for skill building. After the assessment is complete, the NWEA results automatically create a prescription, or intervention/enrichment lessons, for students to help them in both Reading and Math. Students will work on their Extra Path during the hour long Advisory period every week, and/or during Math and English classes.

In addition to instructional practices and support meetings, extra tutoring is available outside of the regular day with services provided by the teachers, college tutors, and peer tutors.

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

All courses have sufficient adopted materials that are aligned to their respective content standards. CPM math pilot began in the 17/18 school year in the Math 1, grew to Math 2 in the 18/19 school year. In the 19/20 school year Math 3 was included. In the 2020-2021 there was an adoption process taking place that concluded in the Spring of 2021 with a recommendation to the school board. PHS will need to acquire new Science textbooks as many curricula have advanced with NGSS and do not have virtual components as previously that was not a consideration due to lack of "connectivity" off of the school site. During the 2021/2022 school year the district science teachers went through a lengthy process and selected two publisher's to pilot for approximately 8 weeks each in the first semester to make a recommendation in the Spring 2023.

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

All courses have sufficient adopted materials that are aligned to their respective content standards, including intervention materials, where needed. All students have access to and are enrolled in standards-aligned courses consistent with their individual learning needs.

Opportunity and Equal Educational Access

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

In addition to in-class grade level English support (designated), all teachers are available to meet with students before and after school to provide additional instruction, tutorials and remediation based on individual needs. In the 2021/2022 focused on professional development to train teachers across the curricula for integrated supports. Our Transitioning EL students are also provided in-class ELD support in their regular English class as needed to support their language development and access to core content as needed. EL "New Comers" are supported with an ELD class period.

Evidence-based educational practices to raise student achievement

For the past seven years Pierce High School and Arbuckle Alternative High School staff development has been focused on the Explicit Direct Instruction model in most courses. It is based on several years of classroom research and student assessment data. Lesson design is centered on a clearly stated, standard-based, measurable learning objective which is clearly communicated to students prior to instruction. English uses ERWC methodologies, mathematics uses the CPM methodology and Science is working towards NGSS

The format includes direct instruction of the target content knowledge and/or skill, frequent checking for understanding, guided practice, independent practice and closure. Students receive immediate feedback on their progress through direct interaction with the teacher throughout the course of the lesson and future instruction is informed by the teacher's regular checking for understanding and observation of student performance.

Parental Engagement

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

Pierce High School has offered tutorial support after school three days per week that includes transportation home, if needed. Teachers are available to all students and specifically refer particular students to attend sessions for the individual needs via Advisory.

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

The Pierce High School and Arbuckle Alternative High School Site Council is comprised of three students, three parents, three classroom teachers, the counselor, a classified representative, and the principal. This body reviews student achievement data and presents information from their respective groups for consideration in creating the school action plan goals. Budget allocations for consolidated application programs are made by the site council within the action plan.

Funding

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

Edmentum is a purchased program that identifies gaps in underlying skills, provide additional instruction and practice for students to facilitate success in their math and ELA courses. This is to provide extended learning time after school and during the summer, and to expand student access to technology. Supplemental funds also support additional ELD instruction. Staff development has also been provided and will continue in the applications of mathematics to help teachers implement activities to increase student understanding of concepts at the concrete as well as conceptual level. We will continue to ensure that we are providing research tools for students in the new College and Career Center, Get Focused Stay Focused Program and "My10 Year Plan" that are being developed using funds from the College Readiness Grant and CTEIG (Career and Technical Education Incentive Grant). Edmentum is also used for credit recovery.

Fiscal support (EPC)

Allocation of fiscal resources are aligned with the School Plan for Student Achievement (SPSA).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement for the School Plan for Student Achievement (SPSA) is a year-round process that originates in both the monthly School Site Council Meetings (3rd Tuesday) and at least once a month in the staff meeting portion of the Wednesday Collaboration Day. The SPSA informs the district's LCAP. The School Plan for Student Achievement document was also a major part of our WASC Self-Study visit on March, 2022 and will be in the PHS mid-term scheduled for the Spring of 2025 as PHS just received notice of the 6 year accreditation term.

Resource Inequities

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

Areas needing significant improvement include the Special Education population in academic achievement and the English Learner population in language acquisition. The district has collaboratively written the Special Education Plan (SEP) to address the needs of students with disabilities in terms of improving academic achievement in math and English Language Arts. Steps the district is taking to address acceleration in language acquisition in the upcoming year for English Learners is to continue training classroom teachers on designated and integrated English Language Development strategies to utilize in their classrooms and provide time for teachers to develop these lessons as grade level or department teams with support from instructional coaches and ELD teachers.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.2%		0	1
African American	1.41%	0.69%	0.8%	6	3	4
Asian	0.47%	0.92%	1.3%	2	4	6
Filipino	%	0%	0.2%		0	1
Hispanic/Latino	73.77%	74.42%	76.0%	315	323	361
Pacific Islander	0.23%	0.23%	0.2%	1	1	1
White	23.65%	23.04%	20.6%	101	100	98
Two or More Responses	0.47%	0%	0.6%	2	3	3
Not Reported	%	0.69%	%		0	
Total Enrollment				427	434	475

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	109	119	144
Grade 10	112	109	115
Grade 11	103	107	106
Grade 12	103	99	110
Total Enrollment	427	434	475

Conclusions based on this data:

1. The total number of students that we are serving at the high school remains 490 range with approximately 125 to 150 students per class 2023 (105 students) 2024 (150 students) 2025 (125 students) 2026 (1355 students). We this growth that will result in the need for additional texts, desks and probably staff as PHS is projected to be more than 525 students in the Fall of 2022. Four years ago (Fall 2019) PHS was at 405 students
2. As our student populations remain steady so do our "student groups". Our major "student groups" are Hispanic/Latino ~74% and White ~23%
3. TBD

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	42	52	70	9.8%	12.0%	14.7%
Fluent English Proficient (FEP)	231	216	228	54.1%	49.8%	48.0%
Reclassified Fluent English Proficient (RFEP)	0	2	8	0.0%	4.8%	15.4%

Conclusions based on this data:

- Over the past three school years the percentage of English Learners has risen from 9.8% to 12.0% to 14.7% however the percentage of RFEP student's has increased from 0.0% to 4.8% to 15.4% but the needs are changing and becoming more polarized. Pre COVID the high school had teamed with the middle school to teach the "Newcomers" and Level 1 ELs during 1st and 2nd periods. The high school student only model for newcomers will be carried forward in 2022-2023 as newcomers are welcomed to our district.
- As assessment of EL's changed drastically from the CELDT in 16/17 to the ELPAC in 18/19 redesignation has changed. Updated professional development and more monitoring will be integral as the assessment has changed drastically as well as the level of the students coming into PJUSD. Push-in and designated instruction will continue in grade level ELA class in addition to integrated instruction schoolwide.
- EL students are being reclassified during high school at a higher rate and the elementary number is decreasing due to their focus on integrated and designated instruction.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	99		98	96		0	96		0	97		0.0
All	99		98	96		0	96		0	97		0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2589.			17.71			38.54			27.08			16.67		
All Grades	N/A	N/A	N/A	17.71			38.54			27.08			16.67		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 11	26.04			51.04			22.92			
All Grades	26.04			51.04			22.92			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	28.13			57.29			14.58		
All Grades	28.13			57.29			14.58		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	18.75			62.50			18.75		
All Grades	18.75			62.50			18.75		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	28.13			53.13			18.75		
All Grades	28.13			53.13			18.75		

Conclusions based on this data:

1. In 18/19 a strong emphasis was placed on college and career readiness all year to ensure that all students take a variety of assessments throughout their high school experience as well as ensuring that they understand the importance of the tests. All 11th graders had individual goal setting conferences with the teachers, counselors and administration. IN 2020-2021, goal setting and grade monitoring became a larger focus in Advisory and continued into 2021-2022
2. There was a strong emphasis placed on those students and moving them to at or above standard through academic support/intervention. An in depth look needs to be taken to see if classes are seeing the same weaknesses that are not tested with the CAASPP. There has been a strong push for students to understand the importance of assessment and what it means to their personal/individual needs as students using the NWEA Data
3. No CAASPP data for 2019/20 and 2020/21. CAASPP/CAST testing returned in May 2022

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	99		98	97		0	97		0	98		0.0
All	99		98	97		0	97		0	98		0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2527.			4.12			13.40			24.74			57.73		
All Grades	N/A	N/A	N/A	4.12			13.40			24.74			57.73		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	8.25			19.59			72.16		
All Grades	8.25			19.59			72.16		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	12.37			43.30			44.33		
All Grades	12.37			43.30			44.33		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	4.12			48.45			47.42		
All Grades	4.12			48.45			47.42		

Conclusions based on this data:

1. A strong emphasis was placed on local assessment growth and CAASPP by the new principal and 2 of 3 new math staff from the outset of 2018/19 to ensure that all students take the test as well as ensuring that they understand the importance of the test and individual supports to close gaps. All 11th graders had individual goal setting conferences with their math teacher, counselors and administration. In 2021-2022 two new math teachers came to PHS.

2. The majority of students in Grade 11 (17-18) 83% were below standard. That number shrunk to 53%. No CAASPP data for 2019-20 due to Pandemic and 2020-21 will come from disaggregated NWEA data that has been highly predictive. CAASPP/CAST May 2022.
3. The majority of students in Grade 11 (17-18) near standard and below standard in all 3 areas of Math that are measures on CAASPP. There continues to be a strong emphasis placed on those students and moving them to "at or above standard". An in depth look needs to be taken to see if classes are seeing the same weaknesses that are not tested with the CAASPP. There has been a strong push for students to understand the importance of assessment. We have also changed our Math curriculum in Fall 2017 to CPM and transitioning to a collaborative math teaching and learning approach with a mathematical mindset.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
9	1565.9	*	1545.5	1571.5	*	1548.9	1560.1	*	1541.7	14	10	28	
10	*	1549.8	1544.5	*	1583.1	1538.9	*	1515.9	1549.4	*	13	17	
11	*	*	*	*	*	*	*	*	*	*	7	8	
12	*	*	*	*	*	*	*	*	*	*	8	10	
All Grades											36	38	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	7.14	*	*	46.43	*	*	39.29	*	*	7.14	14	*	28
10	*	38.46	0.00	*	38.46	58.82	*	7.69	29.41	*	15.38	11.76	*	13	17
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	21.05	6.35	44.44	31.58	50.79	*	39.47	33.33	*	7.89	9.52	36	38	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	78.57	*	25.00	*	*	64.29	*	*	7.14		*	3.57	14	*	28
10	*	61.54	29.41	*	23.08	47.06	*	0.00	17.65	*	15.38	5.88	*	13	17
11	*	*	*	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	61.11	31.58	28.57	*	50.00	55.56	*	7.89	9.52	*	10.53	6.35	36	38	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	3.57	*	*	7.14	*	*	60.71	*	*	28.57	14	*	28
10		0.00	0.00	*	30.77	29.41	*	38.46	41.18	*	30.77	29.41	*	13	17
11		*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	2.63	1.59	38.89	21.05	14.29	36.11	55.26	57.14	*	21.05	26.98	36	38	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	7.14	*	*	78.57		*	14.29	14	*	28
10	*	7.69	0.00	*	76.92	82.35		15.38	17.65	*	13	17
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	41.67	2.63	3.17	52.78	65.79	79.37	*	31.58	17.46	36	38	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	78.57	*	92.86	*	*	3.57		*	3.57	14	*	28
10	*	84.62	88.24	*	0.00	5.88	*	15.38	5.88	*	13	17
11	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*		*	*		*	*	*	*	*
All Grades	72.22	81.58	87.30	*	7.89	6.35	*	10.53	6.35	36	38	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	7.14	*	*	42.86	*	*	50.00	14	*	28
10		7.69	0.00	*	61.54	64.71	*	30.77	35.29	*	13	17
11		*	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	5.26	3.17	50.00	65.79	47.62	41.67	28.95	49.21	36	38	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	3.57	92.86	*	82.14		*	14.29	14	*	28
10	*	0.00	5.88	*	76.92	82.35	*	23.08	11.76	*	13	17
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	2.63	4.76	77.78	81.58	82.54	*	15.79	12.70	36	38	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A strong emphasis was placed on local assessment growth and CAASPP by the new principal and the ELA staff from the outset of 2018/19 to ensure that all students take the test as well as ensuring that they understand the importance of the test and individual supports to close gaps. All 11th graders had individual goal setting conferences with their English teacher, counselors and administration.
2. PHS invested in Listenwise in the Spring of 2019 to assist all students in ELA/ELD skills. In the Spring of 2020 an emphasis was placed on the Listening Domain of ELA/ELD across the curricula to include History/Social Science, Science and VAPA. For Fall of 2021 we revisited/retrained through PD as many staff in those core areas are new to PHS. During the 2021/2022 the EL Leadership Team for PJUSD implemented new and improved models of EL instruction K-5 -- Grades 6-8 -- Grades 9-12
3. A Professional Development series addressing integrated EL instructional practices.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	62.3	14.7	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	14.7
Foster Youth	4	0.8
Homeless	28	5.9
Socioeconomically Disadvantaged	296	62.3
Students with Disabilities	54	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian or Alaska Native	1	0.2
Asian	6	1.3
Filipino	1	0.2
Hispanic	361	76.0
Two or More Races	3	0.6
Native Hawaiian or Pacific Islander	1	0.2
White	98	20.6

Conclusions based on this data:

1. The PHS 18/19 Enrollment was 427 students of which 292 students (68.4%) are Socioeconomically Disadvantaged - 43 students (9.8%) are Students with Disabilities - 39 students (8.9%) are English Learning. State law suspended

the reporting of state and local indicators on the 2020 Dashboard. However an approximation was derived from data by CDE.






2. The site must continue to emphasize a career and college culture to all students with continued emphasis on underrepresented groups with GFSF, My10YearPlan, and Advisory Class.
3. Need 21-22 Data

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Orange		
College/Career  Yellow		

Conclusions based on this data:

1. The overall mission of our school district is to have every student college and career ready when they graduate from Pierce High School. The College Career Indicator was blue and dropped to Yellow in 2019-20 and as the state law has suspended the reporting of state and local indicators on the 2020 Dashboard we were not able to report the improvement. We know as we dig deeper into the data there are many areas for continuous growth to capitalize on including more defined CTE pathways with capstones.
2. We are working diligently as a district to improve our math thinking and mindset. The older our students get their mathematics scores drop which is synonymous to the state but Orange is unacceptable. Thus, the work to be done and changes needed. The largest change at the high school occurred in 17/18 when Math 1 piloted CPM for the math curriculum. In 18/19 Math 2 CPM was added. Our math teachers are measuring growth by students as measured by the NWEA results. In 19/20 our first cohort of math students will have had three years of CPM curriculum and those 11th graders will take the CAASPP in April/May 2020. In the 2021-2022 school year an intentional focus on vertical alignment across the math curricula is bringing new ideas as we approach the math adoption process at the state level.

3. ELA is scored as a yellow on the Dashboard. The English Department has made changes in curriculum and received support periods to assist in reading and literacy skills. In 18/19 JJH instituted an additional english period for ALL students. That would include the incoming freshmen that enter Pierce High School in the Fall of 2019. In the 19/20 the English grade level support will focus on skill development and closing the learning gap. The English Department is currently evaluating curriculum to achieve those learning and achievement goals during 2020-21. We are still waiting on these data from CDE

School and Student Performance Data

Academic Performance English Language Arts

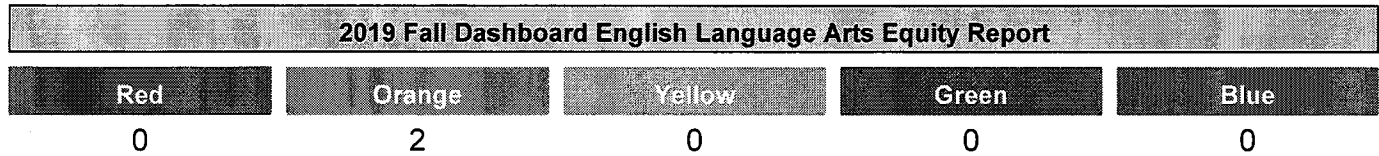
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 5.2 points above standard Declined -13.9 points 97	<p>English Learners</p> No Performance Color 62.4 points below standard Declined -9.6 points 16	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Orange 4.5 points below standard Declined -12.7 points 67	<p>Students with Disabilities</p> No Performance Color 107.7 points below standard Declined Significantly -120.3 points 15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2 points below standard Declined -11.9 points 74	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 24.4 points above standard Declined Significantly -30.8 points 20

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 9	30.4 points above standard Declined -14.6 points 33

Conclusions based on this data:

1. ELA is scored as a yellow on the Dashboard. Hispanic is also yellow. The English Department has made changes in curriculum and received support periods to assist in reading and literacy skills. In 18/19 JJH instituted an additional english period for ALL students. That would include the incoming freshmen that enter Pierce High School in the Fall of 2019. In the 19/20 the English grade level support will focus on skill development and closing the learning gap. The English Department is currently evaluating curriculum to achieve those learning and achievement goals. 2021-22 will have a new focus for designated support as a push in model ELs
2. Our ELA data comparisons for ELs is driving the need for change and enhancements for our Reclassified English Learners and English Only ELs. in 19/20 our ELD periods will increase from 3 courses to 4 levels (Newcomer, ELD1, ELD2 and ELD3) with the Newcomers and ELD1 classes will be back to back periods being taught by the two high school teachers that will include the JJH students as our demographics change.
3. For our "English Only" ELs who declined 14.6 points in 2019 we will offer ELD/ELA support in the ELA classroom. Curriculum has been evaluated for our Long-Term ELs that we will continue to use in the push in model to our grade level ELA courses and increase integrated EL supports schoolwide.

School and Student Performance Data

Academic Performance Mathematics

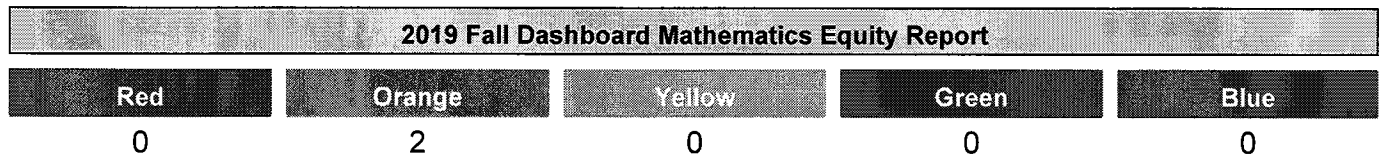
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>98.1 points below standard</p> <p>Declined -14.5 points</p> <p>98</p>	<p>English Learners</p> <p>No Performance Color</p> <p>156.3 points below standard</p> <p>Maintained 0 points</p> <p>16</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>107.9 points below standard</p> <p>Declined Significantly -16.6 points</p> <p>67</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>182.5 points below standard</p> <p>Declined Significantly -87.5 points</p> <p>15</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 112 points below standard Declined Significantly -27.7 points 74	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 48.8 points below standard Increased Significantly +27.7 points 21

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 9	76.7 points below standard Maintained ++0.9 points 34

Conclusions based on this data:

- The PHS math data portrayed on the CA Dashboard from CAASPP demonstrates very low metrics from the class of 2020 when they were tested as 11th grade students in Spring 2019 - 98.1 points below standard and a decline of 14.5 points. A change to more of a mathematical mindset and change in math curriculum to College Preparatory Mathematics in Fall of 2017 at the IM 1 level and continued in Fall of 2018 to the IM 2 level. In the Fall of 2019 the implementation of the CPM curriculum in IM 1 through IM 3 will be completed. Many of the metrics, internal assessments and mathematical discourse in math classes are demonstrating a better grasp of mathematical standards and math conversations/collaborations with room for continuous improvement.
- Our mathematics data comparisons for ELs is driving the need for change and enhancements for our English Learners in math (156.6 points below standard) and English Only ELs (76.7 points below standard who gained 0.9 points). In 19/20 our ELD periods increased from 3 courses to 4 levels (Newcomer, ELD1, ELD2 and ELD3) with the Newcomers and ELD1 classes will be back to back periods being taught by high school teacher.
- We are still waiting on these data from CDE for 2021-2022.

School and Student Performance Data

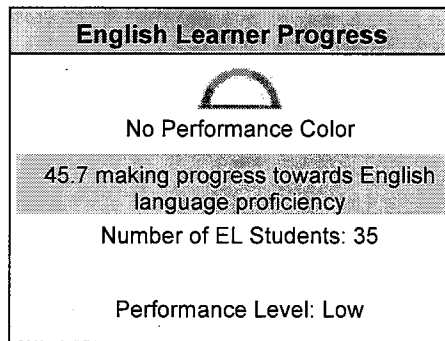
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.7	28.5	2.8	42.8

Conclusions based on this data:

- Of the 35 PHS students who took the English Language Proficiency Assessments for California (ELPAC) assessment 45.7% were making progress towards English language proficiency from the 2019 Dashboard. 42.8% Progressed At Least One ELPI Level and 28.5% Maintained ELPI Level 1, 2L, 2H, 3L, or 3H. New data will be available in the Fall of 2022 as the ELPAC assessment window closes during the summer of 2022.
- Updated information from CDE will guide us to further goals.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	109	100
African American	1	0.9
American Indian or Alaska Native	1	0.9
Asian		
Filipino	1	0.9
Hispanic	79	72.5
Native Hawaiian or Pacific Islander		
White	27	24.8
Two or More Races		
English Learners	14	12.8
Socioeconomically Disadvantaged	84	77.1
Students with Disabilities	7	6.4
Foster Youth		
Homeless	13	11.9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	7	6.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	3	3.8
Native Hawaiian or Pacific Islander		
White	4	14.8
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	3	3.6
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	44	40.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	26	32.9
Native Hawaiian or Pacific Islander		
White	17	63
Two or More Races		
English Learners	4	28.6
Socioeconomically Disadvantaged	29	34.5
Students with Disabilities		
Foster Youth		
Homeless	4	30.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	35	32.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	20	25.3
Native Hawaiian or Pacific Islander		
White	14	51.9
Two or More Races		
English Learners	2	14.3
Socioeconomically Disadvantaged	19	22.6
Students with Disabilities		
Foster Youth		
Homeless	1	7.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	19	17.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	8	10.1
Native Hawaiian or Pacific Islander		
White	11	40.7
Two or More Races		
English Learners	1	7.1
Socioeconomically Disadvantaged	8	9.5
Students with Disabilities		
Foster Youth		
Homeless	1	7.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	97	89
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	72	91.1
Native Hawaiian or Pacific Islander		
White	23	85.2
Two or More Races		
English Learners	11	78.6
Socioeconomically Disadvantaged	73	86.9
Students with Disabilities		
Foster Youth		
Homeless	7	53.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	89	81.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	64	81
Native Hawaiian or Pacific Islander		
White	23	85.2
Two or More Races		
English Learners	10	71.4
Socioeconomically Disadvantaged	66	78.6
Students with Disabilities		
Foster Youth		
Homeless	6	46.2

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	26	23.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	23	29.1
Native Hawaiian or Pacific Islander		
White	3	11.1
Two or More Races		
English Learners	3	21.4
Socioeconomically Disadvantaged	23	27.4
Students with Disabilities		
Foster Youth		
Homeless	2	15.4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Pierce High School graduates have steadily increased their College Career Performance over the past three years. 46% (2016) - 56% (2017) - 65% (2018) but decline to 61.8% which was 3 students. PHS must continue this strong push for ALL students to be career and college ready.
2. The "Not Prepared" at Pierce High School for graduates as measured by College Career Performance over the past four years. 11.5% (2016) - 12% (2017) - 15.5% (2018) - 16.7% (2019) is rising.
3. Focus on correct pathway calculations and reconfiguration of some CTE pathways to meet the needs of our students that are aligned with the industry sector.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

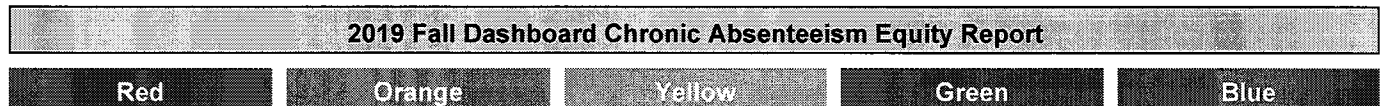
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

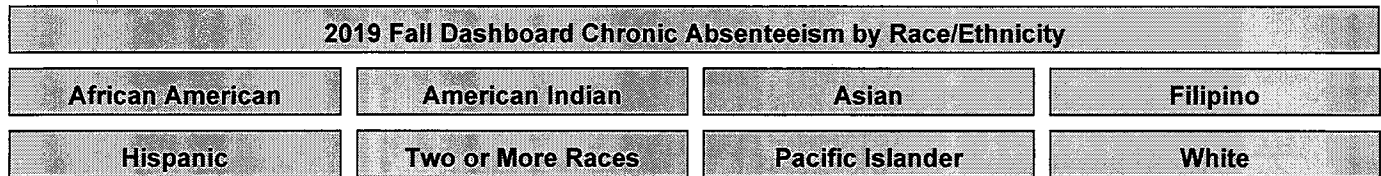
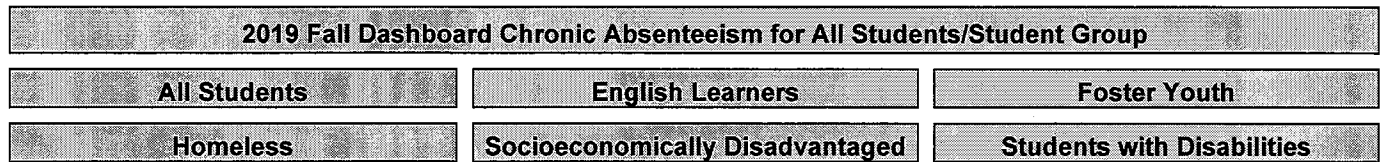
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. No data for high schools is available from CDE

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	109	105	0	96.3
English Learners	14	14	0	100
Foster Youth				
Homeless	13	11	0	84.6
Socioeconomically Disadvantaged	84	80	0	95.2
Students with Disabilities	7		0	
African American	1		0	
American Indian or Alaska Native	1		0	
Asian				
Filipino	1		0	
Hispanic	79	77	0	97.5
Native Hawaiian or Pacific Islander				
White	27	25	0	92.6
Two or More Races				

Conclusions based on this data:

- 96.3% overall graduation rate (105/109). Keeping the four non-grads engaged to complete high school is critical as all four students are Socioeconomically Disadvantaged (80/85 -- 95.2%). Two of the four also are Homeless (11/13 -- 84.6%)
- 14/14 (100%) of our ELs graduated.
- 77/79 (97.5%) of our Hispanic students graduated at a higher percentage than the next largest ethnic group (White) where 25/27 (92.6%) graduated.

School and Student Performance Data

Conditions & Climate Suspension Rate

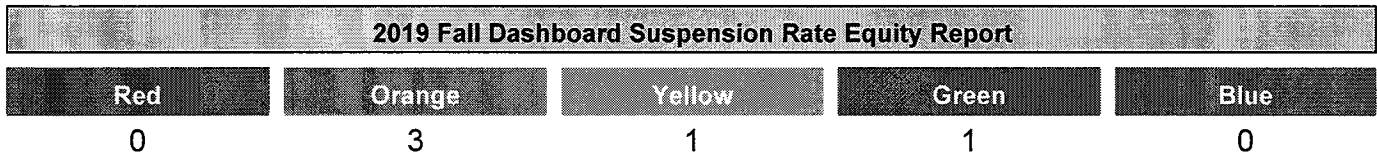
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8.2</p> <p>Increased +0.8</p> <p>440</p>	<p>English Learners</p> <p>Yellow</p> <p>8.9</p> <p>Declined -7.8</p> <p>45</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>9.1</p> <p>Increased +4.3</p> <p>22</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>8.9</p> <p>Increased +1</p> <p>303</p>	<p>Students with Disabilities</p> <p>Green</p> <p>5.9</p> <p>Declined -9.5</p> <p>51</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6		 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.7 Increased +1.1 323	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1	 Orange 6.6 Maintained -0.1 106

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.4	8.2

Conclusions based on this data:

- 2019 Fall Dashboard Suspension Rate for All Students is ORANGE (8.2% suspended at least once)
- Dashboard Suspension Rate for All Students shows a decline of students suspended at least once in the past three years 2016 (9.5%) - 2017 (9.1%) - 2018 (7.4%) with a slight increase in 2019 to (8.2%)
- Need updated Suspension data from CDE

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

PJUSD students will be college and career ready when they graduate. The district has developed this goal in order for all students to have the foundation needed to pursue the next step in their adulthood whether that be college, military, or career in order to be productive citizens in the world. (LCAP Goal #1)

Goal 1

Close the achievement gap for our English Learners and Special Education students and improve achievement for ALL students. (WASC Goal #1)

Collaborate to improve student achievement with the use of data. (WASC #3)

Increase ELA CAASPP Standard Met or Standard Exceeded from 58-60%.

Increase Math CAASPP Standard Met or Standard Exceeded from 13-18%.

English Language Arts - Class of 2020

All - 41.66% (18/19)

Hispanic - 36.09% (18/19)

Low-Income - 34.83% (18/19)

SPED - 3.37% (18/19)

English Learner - 10.92% (18/19)

Mathematics - Class of 2020

All - 32.36% (18/19)

Hispanic - 27.6% (18/19)

Low-Income - 27.07% (18/19)

SPED - 2.25% (18/19)

English Learner - 12.55% (18/19)

Maintain attendance rate 96 or above%.

Identified Need

Math proficiency across all student groups must grow 5% or more per year.

ELA will continue to increase each year.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

College/Career Indicator

42% of Class of 2020 Last measured/published was college & career prepared as measured on the CA Dashboard

Maintain or increase the percentage of Class of 2022 students that are college & career prepared as measured on the CA Dashboard

Academic Indicator (Grade 11 ELA)

41.66% of the Gr 11 students in 2020 were measured met

Maintain or increase percentage of the Gr 11 students in the Class of 2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standard or exceeding standard in ELA on CAASPP	were measured met standard or exceeding standard in ELA on CAASPP
Academic Indicator (Grade 11 Math)	32.36% of the Gr 11 students in 2020 were measured met standard or exceeding standard in mathematics on CAASPP	Increase by 5% of the Gr 11 students in 2019 were measured met standard or exceeding standard in mathematics on CAASPP

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Math and ELA teachers meet weekly with the instructional coaches to analyze data and discuss needs of students. Emphasis on data collection after MAP benchmark assessments three times yearly

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

ELA and math teachers will continue to administer common assessments/MAP-NWEA in September/Dec-Jan/April-May during the 2022-23 school year using NWEA to disaggregate data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5105

LCFF: Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Math coach to work with the high school math teachers (either or both JJH math teachers can be added to coaching model at little additional cost) on more than the data they are currently doing with the instructional coach.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8000

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Credit recovery for all Ds & F's in A-G courses immediately after the semester and all F's in elective classes.

Strategy/Activity

Continue subscription for web based software (Edmentum with Extra Path) and required supplies for the program for credit recovery and intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15000

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Continue with all students in IM 1-3 in 2022-23

Strategy/Activity

Continue CPM in all Math 1-3 classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

LCFF: Supplemental/Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue transportation for late bus route to extend school day for Rtl. Continue to provide late bus route to Grimes to accommodate students at PHS.

Continue tutoring after school virtually or in-person

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

16023

LCFF: Supplemental/Concentration

9500

LCFF: Supplemental/Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students in all teachers classrooms

Strategy/Activity

Use Progress Advisor as an online walk through tool for instructional feedback. (Walk Through Tool)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4796

LCFF: Supplemental/Concentration

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue weekly Student Staffing Meetings and report actions to staff-email and aeries input with outcomes

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create a site assessment calendar with data collection, disaggregate, analyze, and report student performance data to appropriate stakeholders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional math support for IM 1 and IM 2 through Extra Path Mathematics

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

20,000 LCFF: Supplemental/Concentration

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students with a focus on our ELs and Special Education students

Strategy/Activity

Continue with a formal system in which all staff continue to be trained and involved in accessing, disaggregating and analyzing an array of appropriate data that directly influences the decision making processes that design and implement school change.

Continue using Performance Tasks, IABs, and ICAs - testing to prepare students for State CAASPP Assessments.

Training/re-training in Aeries.net/parent portal for feedback to parents on grades, assessment and student issues.

Continual administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom (math and ELA) and EL engagement strategies. Weekly Instructional Focus messages and Weekly PLCs

ELA/ELD and Math teachers will utilize the Smarter Balance interim assessments and/or MAP-NWEA to allow a check of student progress throughout the year, giving teachers information they can use to improve their instruction and help students meet the challenge of college- and career-ready standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Examine practices to support growth mindset and mastery learning in all subjects including Advisory class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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1500	LCFF: Supplemental/Concentration
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Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue with Instructional Coaches

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

216,611

Source(s)

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

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to fine-tune SLOs to ensure we have the correct measures in place to determine if we are meeting the outcomes as site.

Continue using a site-wide syllabus template for ALL classes emphasizing and measuring the SLOs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Continue to provide ELD services -- Newcomer, ELD Level 1, ELD Level 2, ELD Level 3

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9,450

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology Support Technician provides staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

36,582

LCFF: Supplemental/Concentration

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase of new textbooks in Science, and additional World History and English textbooks for classes as larger classes are coming through PHS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Lottery: Instructional Materials

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

With two new math teachers at the high school (1 returning math teacher) and there are continued changes to the mathematical mindset plus math articulation was slowed due to COVID and the 8th Grade math teacher leaving at end of 2021 Grades 7-12 was not as present as the prior school year. 21/22 will include greater articulation and data sharing. See changes below regarding ELEVATE and math support

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

No major differences between the actions and implementation.

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

The addition of a math coach to supplement the instructional coach who works with all teachers throughout PJUSD in addition to their work with the high school math team. 7-12 math articulation and data sharing has already commenced. The ELEVATE program will again be implemented during the summer (6 weeks) for future 8th and 9th grade students. Additionally, the high school will implement math support classes during the school day for all struggling students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

PJUSD students will be college and career ready when they graduate. (LCAP Goal #1)

Goal 2

ALL students' will graduate ready for college and career. (WASC #2)

AP English Literature or Composition: Maintain enrollment of min 20 students.

AP Spanish: Maintain enrollment of min 40.

AP Statistics: Maintain enrollment of min 20.

AP US History, Government, & Psychology: Maintain enrollment of min 20 per each

Increase UC/CSU a-g enrollment rate of seniors by 5%-Increase to 35%.

Increase graduation standards by 20 credits (240 - 260) with the class of 2020

Continue Dual Enrollment courses through Woodland Community College with 100% 9th grade enrollment in Life Choices/Ag Life Choices class.

Maintain high school graduation rate at 95%.

Maintain F rate at less than 5%.

All D & F grades made up to C or better in A-G courses via credit recovery program.

Identified Need

AP teachers and counselor/administration monitor student enrollment and communicate that students will take the AP exam in Spring 2020

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Online credit recovery using Edmentum for students that are credit deficient as early as 2nd semester of a student's 9th grade year + Extra Path

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15250	LCFF: Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue implementation of a college/career plan (with emphasis in the new Life Choices course as well as 9-12 Advisory) with students that supports student engagement with college and career outcomes. My 10 year plan (Other - CTEIG)

Maintain College and Career Technician.

CTE Programs to build upon existing structure explore new and innovative CTE courses, apply for & monitor CTEIG/SWP/AG Incentive Grant/Perkins grants and do all quarterly/annual updates (Other - CTEIG)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
113,098	LCFF: Supplemental/Concentration
15000	1027
100000	Other

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher(s) to attend Advanced Placement teacher training institute. AP Psychology, AP US History, AP Government and AP Statistics

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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5000

LCFF: Supplemental/Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Provide printed information to ALL parents about events, assessments, educational issues in English and Spanish.

Freshman Orientation each summer with follow-up activities through Advisory and Life Choices class.

Strategy/Activity

Create, plan communicate and execute a Freshman Orientation with follow-up that is focused on career and college exploration & readiness led by principal, counselor, Advisory Lead, Career Tech, Gear UP and ASB Advisor (other - CTEIG)

Provide printed information to parents about events, assessments, educational issues. Notify parents by automated caller of school events. Maintain school website and Facebook page with updated information on school issues and events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000

Lottery: Unrestricted

2500

Other

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Sacramento State Summer Academies for high school students, including registration fees, transportation for students and meals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

25020

LCFF: Supplemental/Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students - 9th-11th Grades PSAT in Fall/12th Graders with SAT School Day

Strategy/Activity

Offer SAT on campus (SAT Schoolday Spring 2020) for 11th graders at no charge. PSAT in October 2019 to all students grades 8-11 at no charge.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue with Ag Fabrication pathway by staffing and supplying woodshop to offer students well rounded experience in fabrication trades. (some from Other - CTEIG)

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

110,388 LCFF: Supplemental/Concentration

15000 Other

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

With the new Discipline Guide we will develop a positive behavior intervention and support system to reward students for positive behavior as well as reaching academic goals (including SLOs). Assistance from the Parent Club.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Create a multiyear professional development plan with leadership team. (2021-26)

Strategy/Activity

Professional Development plan with leadership team including materials and attending workshops (for career exploration/CTE/CTSOs we can use CTEIG)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF: Supplemental/Concentration

2000

Other

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Submit courses to UC/CSU (a-g) portal to increase student completion of a-g requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

College and Career Technician and Counselor will work on 4 year plans with 8-11 graders. Counselors meet with all students annually to create (incoming 9th graders) and update (10-12) students 4-Year Academic Plans. Using My10yearPlan (GFSF)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create and implement units for 10-12 on the components of College and Career Readiness. Will be implementing the additional units in Advisory (other - CTEIG).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Other

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Continue with Life Choices Curriculum: Year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career.

Dual enrollment college credit will be offered for the 9th grade course for all students. 100% participation by 9th graders. (other - CTEIG)

Strategy/Activity

Counselor and Advisory Lead will monitor enrollment rate/sign-up from 9th grade orientation until October 1 and communicate in English and Spanish the importance of Dual-enrollment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Other

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create/Implement a system for missing assignments/lunch tutoring for students with missing assignments. Tutoring - all subjects.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30000

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue dual enrollment partnership with Woodland Community College and our high school with courses taught by high school staff. Purchase textbooks as needed.
Salary and benefits for extra duties performed by the counselor and college & career tech for administration of the dual enrollment course program, utilizing CTEIG funds.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500

Source(s)

Lottery: Instructional Materials

5000

Other

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue Advanced Placement exam dues paid for students taking AP courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10500

Source(s)

LCFF: Supplemental/Concentration

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue providing career/college exploration field trip opportunities for high school students offered through nearby colleges. (some other - CTEIG for UTI and other career exploration)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Lottery: Unrestricted
2000	Other

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher and counselor training for GFSS
GFSS/Advisory - for curriculum development, conducting teacher training, preparation, and coordination/collaboration and curriculum refinement. (other - CTEIG)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF: Supplemental/Concentration
8000	Other

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Increase UC/CSU a-g enrollment rate of seniors by 5%-Increase to 35%.
Increase graduation standards by 20 credits (240 - 260) with the class of 2020
Continue Dual Enrollment courses through Woodland Community College.
Maintain high school graduation rate at 95%.
Maintain F rate at less than 5%.
All AP students registered for the AP Exams in the classes they were attending.

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

None

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

Continue Dual Enrollment courses through Woodland Community College with 100% 9th grade enrollment in Life Choices class.
Increase graduation standards by 20 credits (240 - 260) with the class of 2020
All D & F grades made up to C or better in A-G courses via credit recovery program at the time of deficiency.