

VISION:

Every student will achieve their highest educational goals.

MOTTO:

Students First!

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

MISSION:

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

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

Monday June 20, 2022 9:00 a.m.

AGENDA

Governing Board

Abel Gomez, President

Barbara Bair, Vice President

John R. Friel, Board Clerk

Amy Charter, Member

George Green, Member

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

Message from the Board President:

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

**Pierce Joint Unified will hold a regularly scheduled board meeting on
Monday, June 20, 2022 at 9:00 a.m.**

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

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

**To join the meeting, dial 1-620-712-2513 and enter PIN 190 723 193#
(be sure to include the # in the PIN)**

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

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

1. CALL TO ORDER

A. Pledge of Allegiance

2. APPROVAL OF AGENDA

ACTION

2020/21 Board Goals:

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



3. HEARING OF THE PUBLIC
 (Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)
4. Consider and approve **2022/23 LCAP (Local Control Accountability Plan)** ACTION
5. Consider and approve **2022/23 Budget, LCFF (Local Control Funding Formula)** ACTION
6. Consider and approve **Amendment to Employment Contract between Carol Geyer, Superintendent and the Board of Trustees for the Pierce Joint Unified School District** ACTION
7. Consider and approve **Superintendent Salary Schedule** ACTION
8. Consider and approve **AG Incentive Grant** ACTION
9. Consider and approve Consent Agenda ACTION
 - A. Interdistrict Transfers
 1. Transferring IN for the 2022/23 School Year
 - a. One (1) Student from Maxwell CA
 - b. One (1) Student from Williams CA
10. Consider and approve **Revised School Accountability Report Card (SARC) for Lloyd G. Johnson Jr. High** ACTION
11. 2021/22 Board Self Evaluation INFORMATION/
DISCUSSION
12. CLOSED SESSION: ACTION
 - A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

| Certification | Position | Status |
|---------------|------------------|-----------|
| Certificated | Teacher | Hiring |
| Classified | ASP Site Leader | Resigning |
| Classified | Office Assistant | Hiring |
13. OPEN SESSION: Report ACTION taken in CLOSED SESSION:
 - A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

| Certification | Position | Status |
|---------------|------------------|-----------|
| Certificated | Teacher | Hiring |
| Classified | ASP Site Leader | Resigning |
| Classified | Office Assistant | Hiring |
14. Adjourn

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

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

This amendment alters the existing Employment Contract ("Contract") between Board of Trustees of the Pierce Joint Unified School District, hereafter referred to as ("Board" or "District"), and Carol Geyer, hereinafter referred to as ("Superintendent"), previously ratified by the Board on November 18th, 2021.

WHEREAS, the Contract's term expires on June 30, 2024, subject to a one year extension if the CEO's written evaluation is deemed as "progressing acceptably."

WHEREAS, on April 21, 2022, the Board determined the Superintendent's written evaluation to be "progressing acceptably" for the 2021/22 school year.

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

1. Section I. TERM. Pursuant to Section IX., subsection A., the Board may extend the term of the Contract by one (1) year because the Board determined that the Superintendent is "progressing acceptably" in her evaluation for the 2021/22 school year. Accordingly, Section I of the Contract is hereby amended to extend the term of the Agreement through and including June 30, 2025.
2. Section II. COMPENSATION. Pursuant to Section II., subsection B.3., the Superintendent's annual base salary shall be increased by an 3 percentage increase. Commencing on July 1, 2022, District shall pay Superintendent an annual base salary of One Hundred Ninety One Thousand Eight Hundred and Seventy Six Dollars (\$191,876). Salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary rate for services rendered during the preceding month.
3. Effective Date. This Amendment shall be effective as of July 1, 2022.
4. No Other Modification. Except as amended hereby, all other terms contained in the Contract, and any amendments, extensions or addendums thereto, shall remain the same and in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Amendment to the Superintendent's Employment Contract on June 20, 2022.

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

By: _____ Date: _____
Abel Gomez, Board President

By: _____ Date: _____
Barbara Bair, Board Vice President

By: _____
John Friel, Board Clerk

Date: _____

By: _____
George Green, Board Member

Date: _____

By: _____
Amy Charter, Board Member

Date: _____

By: _____
Carol Geyer

Date: _____

Pierce Joint Unified School District
2022/23
Superintendent Salary Schedule

****DRAFT****

| | |
|---------------|-----------|
| Annual Salary | \$191,876 |
| Contract Days | 225 |

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

Health Benefit Cap \$907.33 per month - \$10,888 Annual Cap

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Pierce High School

School Site

Pierce Joint Unified School District

District


Please include the following items with your application:

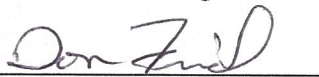
- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

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


Signature of Authorized Agent


Authorized Agent Title


Signature of Agriculture Teacher
Responsible for the Program


Signature of Principal

Contact Phone Number: _____

Date of Local Agency Board Approval: _____

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Eligibility Determination Sheet

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

Please check each Quality Criteria you meet:

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

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

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

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

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

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

Yes No

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

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

STOP

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

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Eligibility Determination Sheet

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

Please check each Quality Criteria you meet:

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

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

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

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

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

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

Yes No

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

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

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL
CAREER TECHNICAL EDUCATION INCENTIVE GRANT. 008

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2022 TO JUNE 30, 2023

Applicant Information (please fill in the underlined fields)

| | |
|---|------------|
| Number of different agriculture teachers at site (Please attach a separate list of agriculture teachers' names): | <u>5</u> |
| Total number of students from the prior fiscal year R-2 Report: | <u>415</u> |
| Number of teachers meeting Criterion 10 (Class size - See instructions): | <u>3</u> |
| Number of teachers meeting Criterion 11a (Year round employment - See instructions): | <u>5</u> |
| Number of teachers meeting Criterion 11b (Project supervision period - See instructions): | <u>0</u> |
| Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)? | <u>Y</u> |

Award Calculations

| | |
|--|---------------------|
| Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of agriculture teachers' names): | <u>\$ 5,000.00</u> |
| Part 2: Based on \$8.00 per member listed on the R-2 Report: | <u>\$ 3,320.00</u> |
| Part 3a: Based on number of teachers meeting Criterion 10: | <u>\$ 6,000.00</u> |
| Part 3b: Based on number of teachers meeting Criterion 11a: | <u>\$ 10,000.00</u> |
| Part 3c: Based on number of teachers meeting Criterion 11b: | <u>\$ 0.00</u> |
| Part 4: Based on meeting all criteria on the Quality Criterion 12 Form: | <u>\$ 7,500.00</u> |
| Total Estimated Award: | <u>\$ 31,820.00</u> |

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Budget Sheet

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

Amount left to Allocate: \$ 0.00

4000: Books & Supplies

| Items | Description of Items of Funds Being Used | Incentive Grant Funds | Matching Funds |
|----------|--|-----------------------|----------------|
| 1. | Shop & Lab Consumables | \$ 10,320.00 | \$ 15,000.00 |
| Subtotal | N/A | \$ 10,320.00 | \$ 15,000.00 |

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

| Items | Description of Items of Funds Being Used | Incentive Grant Funds | Matching Funds |
|----------|--|-----------------------|----------------|
| 1. | Conference & Travel | \$ 14,000.00 | \$ 23,000.00 |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| Subtotal | N/A | \$ 14,000.00 | \$ 23,000.00 |

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

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

Total Allocated Funds: \$ 31,820.00 \$ 46,500.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

VARIANCE REQUEST FORM

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

Variance Request for Funding Year:

Pierce High School

Pierce Joint Unified School District

School Site

District

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

Name of Agriculture Teacher
Responsible for the Program

Signature of Agriculture
Teacher Responsible for the Program

Name of Principal

Signature of Principal

Name of Regional Supervisor

Signature of Regional Supervisor

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

QUALITY CRITERION 12 FORM

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

Please check each qualifying condition you meet below.

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

Number of Students on Previous Year's R-2 Report: 415

12A: Leadership and Citizenship Development

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

12B: Practical Application of Occupational Skills

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

12C: Qualified and Professional Activities

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

12D: Community, Business, and Industry Involvement

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

Name of Agriculture Advisory Committee Chair: Todd Miller

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

12E: Retention

54 Number of students from the 2018-19 freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least 30% of the 2018-19 freshman cohort

12F: Graduate Follow-Up

53 Number of program completers graduating last year

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

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 21/22

School Pierce High School

Must meet at least 12 areas

| ACTIVITY | NUMBER OF PARTICIPANTS |
|----------|------------------------|
|----------|------------------------|

Attended the following:

| | |
|---------------------------------------|----|
| Greenhand Conference | 45 |
| Made For Excellence Conference | 8 |
| Advanced Leadership Academy | 8 |
| Chapter Officer Leadership Conference | 8 |
| Spring Region Meeting | 8 |
| State Leadership Conference | 32 |
| National Convention | 6 |

Submitted the following:

| | |
|---|----|
| State Degree Application | 26 |
| American Degree Application | 1 |
| Proficiency Award Application - Section | |
| Chapter Award Application - State | |
| Scholarship Application - State | |

Participated in the following:

| | |
|---|-----|
| Opening and Closing Contest - Section | 28 |
| Best Informed Greenhand Contest - Section | 14 |
| Co-Op Marketing Quiz - Section | 14 |
| Creed Recitation - Section | 2 |
| Extemporaneous Speaking - Section | 4 |
| Job Interview - Section | 2 |
| Impromptu Speaking - Section | 4 |
| Prepared Speaking - Section | 2 |
| Parliamentary Procedure - Section | |
| County/District Fair/Show | 125 |
| Career Development Teams (other than those identified above) | |
| 1 Small Engines | 6 |
| 2 Ag Sales | 8 |
| 3 Livestock Judging | 5 |
| Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams) | |
| 1 Extemporaneous Speaking - State level | 1 |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

TOTAL AREAS MET 22 013

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year

21/22

School

Arbuckle Pierce High School

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

Qualified and Competent Personnel

| ACTIVITIES | TEACHERS NAMES | | | | | | | |
|-----------------------------------|----------------|------------|--------------|------------|-------------------|--|--|--|
| | Alia Ames | Dusty Dyer | Gary Lederer | Erin Sweet | Luke VanLaningham | | | |
| Fall Region Meeting | X | X | X | X | | | | |
| Region In-service Day (Road Show) | X | X | X | X | | | | |
| Spring Region Meeting | X | X | X | X | X | | | |
| Section In-service | | | | | | | | |
| Section In-service | | | | | | | | |
| Section In-service | | | | | | | | |
| Section In-service | | | | | | | | |
| New Teacher Conference | X | X | | | | | | |
| Master Teacher Conference | | | | | X | | | |
| Summer CATA Conference | X | X | | X | X | | | |
| University AgEd Skills Week | | X | | X | X | | | |
| Professional Development ** | X | X | X | X | X | | | |

** Can utilize a *maximum* of two other "Agriculturally Related" Professional Development activities than those listed above. These must be approved by the Regional Supervisor. Explain the Professional Development:

- 1 Arbuckle Field Day - the department ran the entire field day
- 2 UCD & MJC Field Day Small Engines - Dyer ran contests
- 3 Weld Camp Host/Coordinator - Gary Lederer
- 4 MJC Field Day (Small Engines) Reedley Field Day (Vet Science) - Sweet ran Tabs
- 5 Shasta Field Day - Dyer ran Small Engines

December 4, 2021
PHS Ag Department Ag Advisory Meeting
PHS Ag Room

Members present: Todd Miller (president), Michael Doherty, Jim Manhart, Steven Langlois, Carole Cain, Melissa Vanlaningham

Teachers/ Admin/Board members/guests present: Carol Geyer (superintendent), Gary Lederer, Alia Ames, Dusty Dyer, Erin Sweet, Luke Vanlaningham, Ashley Tenhunfeld, George Parker

Called to order at 7:05pm by Todd Miller.

FFA Report

Luke Vanlaningham reported that we are returning to in person field days. With our own being the first of the season. FFA State Convention has been moved to the end of March. This year it will be held in Sacramento. We have tons of interest which might create transportation issues. We are taking 16 kids to Made for Excellence/Advanced Leadership Academy in Sacramento in January, 2022. These kids are typically the future leaders of our program. We have sectional speaking contests at the end of January in Orland. We have 30 potential state degree candidates. The shift in the FFA competition calendar has created a bottleneck of events.

Pumpkin patch was a success. 350 AES students visited, toured the pumpkin patch and left with a pumpkin.

Erin Sweet took 6 kids back to Indianapolis at the end of October to attend the National FFA Convention. Madison Winans received her American degree. The students were able to see lots of different ag and came home with a new perspective.

Christmas tree sales are going on. Between the drought and wildfires, the cost of trees has drastically increased. We will continue to use the same supplier. The tree stand will be open through December 12 or when we sell out of trees.

Arbuckle Field Day registration opened 12/1 at 8am. It will be held on Saturday, February 5. This year will be the first in person field day in two years. There will be 16 contests, with 5 run by other ag teachers. Fundraising has started and judges are being called.

Dusty Dyer reported that there will be 5 steer kids this year.

Carole Cain moved to approve the FFA report as given. Jim Manhart seconded and it passed with a voice vote.

Teacher Reports

Gary Lederer reported that his Ag Mechanics classes have completed safety and have finished all welding groups. In the spring, there are two required projects for the fair. Gary also discussed the new welders that we have received that will allow for articulation with community colleges. He explained the storage issues with the current shop and the new equipment. The ag advisory committee suggested that between the CTEIG grant and the Ag Boosters that shipping containers be purchased to store seasonal shop equipment. It was suggested that the containers are painted to match the Ag shop and that they are placed in a fenced in area.

Dusty Dyer reported that Ag Life Choices is working to introduce more ag career options, as well as school options. Farm Fab is doing the same as Lederer. Small Engines is working on competition engines. The Small Engines team is plugging right along. The plasma table was ordered with plans to set up summer 2022. She is also working on setting up tours of tech programs at local community colleges. WyoTech and UTI are scheduled to come present to classes.

Luke Vanlaningham reported that Ag Biology is keeping the same pace as Biology. Animal Science had a field trip to process sheep for a local producer. They are planning to have other field trips to UC Davis and Superior Farms. He has an Ag Sales team, as well as speech contest kids.

FARM: The farm is moving into winter. The almonds were sprayed. Brayden Hoebel has taken on the farm and is doing a great job. Luke requested for any suggestions for any open ground for kids' projects.

Alia Ames reported that her Ag Life Choices is on the same timeline as Dyer's. Her Agribusiness classes are creating business plans/marketing plans. She is also starting a livestock judging team.

Erin Sweet reported that Food Science has transitioned well to a lab setting. Pest Management has finished insects and is now moving onto calibrations. Floral has been working on arrangements, both for the kids to take home and some for customers. Ag Leadership is working on planning the field day.

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

State Convention

FFA State Convention has been moved to the end of March. This year it will be held in Sacramento. We have tons of interest which might create transportation issues. The Ag department asked the committee for suggestions on how to meet the potential transportation issues. Everything from a charter bus to a stricter selection process was suggested. Melissa Vanlaningham suggested that we wait to see how many applicants we end up getting before we move forward.

Proposition 12

Erin Sweet informed the committee that with Proposition 12 it could adversely affect the resale hogs at the county fair. Matt Patton had mentioned to ag teachers via email that there is a letter writing campaign through December 17 to have an exemption for hogs sold through county fairs.

Grant Update

Carole Cain recommended that funds should be spent on continuing to update the metal shop. It was also recommended that updating the woodshop become a priority.

George Parker reported that the new ag building construction is coming along. The decking is on the roof. The roof and skin should be up soon. He is looking into a sound system that is similar to the one in the MPR/JJH for the demonstration area. George will handle the painting of the interior. He would like to have students come through to sign the exposed beams. The estimated date of completion is May 2022.

Other Business

Melissa Vanlaningham gave a quick update on the outcome of the Ag Boosters dinner. It was a success. The boosters have decided to dedicate money to help offset the costs of attending conferences.

Luke Vanlaningham requested input from the committee to make certain that we are preparing our students for the industry. Michael Doherty suggested that the advisory members speak to classes about the needs and demands of the current ag industry.

Next meeting is scheduled for Tuesday, March 8, 2022 at 6:30pm in Vanlaningham's room.

Todd Miller adjourned the meeting at 7:51pm.

March 8, 2022
PHS Ag Department Ag Advisory Meeting
PHS Ag Room

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

Teachers/ Admin/Board members/guests present: Carol Geyer (superintendent), George Green, Gary Lederer, Alia Ames, Dusty Dyer, Erin Sweet, Luke VanLaningham

Called to order at 6:35pm by Todd Miller.

FFA Report

Luke Vanlaningham reported that the FFA State Convention is at the end of the month in Sacramento. We will be taking 32 kids. VanLaningham, Ames, Dyer, Lederer and Sweet will be chaperones. We have 26 state degree recipients and the ceremony will be some time in April. The shift in the FFA competition calendar has created a bottleneck of events. We are hoping to see a change with that next year.

Erin Sweet reported that there are 39 pig kids. Luke VanLaningham believes at this point that there will be close to 50 lamb kids. Alia Ames is going to start handling the goats and there are about a dozen.

Arbuckle Field Day was a success. It was great to have kids back on campus competing again. We ended up at about 900 kids from over 100 different chapters.

Dusty Dyer reported that there are 4 steer kids this year.

Carole Cain moved to approve the FFA report as given. Jim Manhart seconded and it passed with a voice vote.

Teacher Reports

Gary Lederer reported that his Ag Mechanics classes have transitioned to the woodshop and completed safety. In the spring, there are two required projects for the fair. Gary also discussed the new welders that we have received that will allow for articulation with community colleges. He explained the CTEIG grant request to purchase containers was denied. It was recommended that the Ag Boosters purchase the shipping containers to store seasonal shop equipment. It was suggested that the containers are painted to match the Ag shop and that they are placed in a fenced area.

Dusty Dyer reported that Ag Life Choices is working on resumes and soft skills. Farm Fab is doing the same as Lederer. Small Engines is working on competition engines. The Small

Engines team is plugging right along. She is also working on setting up tours of tech programs at local community colleges. WyoTech and UTI are scheduled to come present to classes.

Luke Vanlaningham reported that Ag Biology is keeping the same pace as Biology. He is still hoping to have other field trips to UC Davis and Superior Farms. He has an Ag Sales team, as well as speech contest kids.

FARM: Todd mentioned that we fared well with the frost; 10% loss. The big issue is lack of water. Luke asked the district and advisory members for suggestions on how to ensure our water needs are met for this year and possibly for years to follow. Luke requested for any suggestions for any open ground for kids' projects.

Alia Ames reported that her Ag Life Choices is on the same timeline as Dyer's. Her Agribusiness classes finished business plans/marketing plans. She has a livestock judging team.

Erin Sweet reported that Food Science has transitioned well to a lab setting. Pest Management is starting to collect weeds. Floral has been working on arrangements, both for the kids to take home and some for customers. Ag Leadership is wrapping up field day.

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

Proposition 12 Update

Erin Sweet informed the committee that with Proposition 12 that there was a stay of 6 months in enforcement. It will not affect our fair at this time.

Grant Update

It is estimated that we received \$120,000 and the advisory committee suggested that all monies be spent in the shop bringing it to current industrial standards and technologies.

The estimated date of completion of the new building is May 2022.

Next meeting is scheduled for Tuesday, May 10, 2022 at 6:30pm in Vanlaningham's room.

Todd Miller adjourned the meeting at 7:25pm.

May 10, 2022
PHS Ag Department Ag Advisory Meeting
PHS Ag Room

Members present: Todd Miller (president), Michael Doherty, Steven Langlois, Carole Cain, Melissa VanLaningham, Gary Cain, Jason Bonino

Teachers/ Admin/Board members/guests present: Carol Geyer (superintendent), George Green, John Friel, Gary Lederer, Dusty Dyer, Luke VanLaningham

Called to order at 6:31pm by Todd Miller.

Minutes and agenda approved by Michael Doherty and seconded by Jason Bonino

FFA Report

Luke VanLaningham reported that the FFA State Convention was a success in Sacramento. We took 32 kids. VanLaningham, Ames, Dyer, Lederer and Sweet were the chaperones. We have 26 state degree recipients and the ceremony was at the end of April. The graduating seniors will be presented with their sashes at the Parent Member Banquet next week.

Erin Sweet reported that there are 39 pig kids. Luke VanLaningham has 55 lamb kids. Alia Ames has 15 goat kids. Dusty Dyer has 4 steer kids and 11 chicken kids. Gary Lederer has a trailer full of ag mechanics projects to take to the fair (normally two trailer loads).

Dusty Dyer reported that Small Engines ended up 3rd in the state. While Ag Sales placed 6th in the state

Carole Cain moved to approve the FFA report as given. Michael Doherty seconded and it passed with a voice vote.

Teacher Reports

Gary Lederer reported that his Ag Mechanics classes are working on fair projects. The numbers are lower than in years past. This is where we are seeing the residual effects of COVID, in kids' ability and drive. Plasma cutter and air compressor have arrived. We are still waiting for the electrical to run the new equipment. The delivery of the container has been delayed. He also announced that he will be retiring at the end of this school year.

Dusty Dyer reported that she is working with kids on wood projects and that she is finding it hard to get kids to come after school to finish projects. Engines is wrapping up for the year, preparing and organizing the shop for the new school year. Chicken project is going well. She is incorporating AET journaling for this project into Life Choices classes.

Luke VanLaningham reported that he is finishing up the school year with projects in each of the classes. Ag Biology is remaining on track with Biology and they are adopting a new curriculum next year. This will be more project based.

FARM: Luke continued to ask the district and advisory members for suggestions on how to ensure our water needs are met for this year and possibly for years to follow. Luke also requested for any suggestions for any open ground for kids' projects, as we are seeing some interest in hay projects.

Luke VanLaningham reported that Erin Sweet reported that Food Science has transitioned well to a lab setting and has been working on mastering various skills. The final will be making strawberry jam. Pest Management is finishing their weeds collections. Floral has been working on arrangements, both for the kids to take home and some for customers. Ag Leadership is working on their year in review project.

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

Grant Update

It is estimated that we received \$120,000 and the advisory committee suggested that all monies be spent in the shop bringing it to current industrial standards and technologies.

The building is nearly completed. There are some issues that will hold up the classroom being ready before July. The main pavilion will be available to use for slick shearing of lambs for fair.

Next meeting is scheduled for Tuesday, September 13, 2022 at 6:30pm in VanLaningham's room.

Todd Miller adjourned the meeting at 7:06pm.

- Inbox
- Portfolio
- Scoreboard
- Explore SAE
- Classroom Resources
- Sign Off

Cohort: Seniors in 2021-22

Graduate Exit Survey Completers

Filter: None

Special Notes for this Page

- The Cohort is all seniors in your account in the school year you selected WITH class enrollment in their senior year.

2021-2022

- SAEs: 378
- Jrn Entries: 8,667
- Jrn Hours: 65,627
- Fin Entries: 1
- Active Students: 364
- Badges: 205

- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

| | |
|--------------------------------|--------------|
| Seniors with a Survey Response | 62 |
| Seniors shown below | 80 |
| Completion Rate | 77.5% |

What is your education plan after high school?

| Response | # Students | % |
|--|------------|---------------|
| 2-yr College/Technical School - Other Major/Non-Ag | 19 | 30.6% |
| 4-yr University - Other Major/Non-Ag | 15 | 24.2% |
| 2-yr College/Technical School - Agricultural Focus | 14 | 22.6% |
| 4-yr University - Agricultural Major | 8 | 12.9% |
| No further education | 5 | 8.1% |
| Military | 1 | 1.6% |
| Total | 62 | 100.0% |

| Student | Grad Yr | Education Plan | Career Plan | Additional Plan | Role of Ag |
|-------------------------|---------|--|--|--|--|
| Alcaraz, Ricardo | 2022 | No further education | Work Part-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Alonso , Alondra | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Ambriz, Luis | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Part-time with Agriculture Focus | None of these additional career plans | Important to my career plans |
| Arens, Lillian | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Essential & Important to my career plans |
| Ayala, Fabian | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Barriga Solorio, Anival | 2022 | No further education | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Calderon, Jesus | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Calderon, Rocio | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Cano, Anahi | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Carvajal, Jose | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Chavez, Nadia | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Davis, Kaden | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| De Guzman, Antonio | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Part-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Not important to my career plans |

Students: 80

| Student | Grad Yr | Education Plan | Career Plan | Additional Plan | Role of Ag |
|----------------------------|---------|--|--|--|--|
| Deardorff, Ivan | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Del Rio, Hernan | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Doherty, August | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Duran, Fabian | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Slightly important to my career plans |
| Ehrke, Jack | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Erickson, Morgan | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Felix, Anthony | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Flores, Tristan | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Garcia, Emiliano | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Garcia, Evelene | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Not important to my career plans |
| Garcia-Jimenez, Eva | 2022 | 4-yr University - Agricultural Major | Work Part-time with Agriculture Focus | None of these additional career plans | Important to my career plans |
| Garcia-Jimenez, Jessica | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Part-time with Agriculture Focus | None of these additional career plans | Not important to my career plans |
| Gomez, Anabel | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Gonzalez, Jose | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Gonzalez, Karina | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Gonzalez Dominguez, Victor | 2022 | | | | |
| Grimmer, Grant | 2022 | 2-yr College/Technical School - Agricultural Focus | Other career plans | None of these additional career plans | Not important to my career plans |
| Gutierrez, Alondra | 2022 | | | | |
| Haro, Belsazar | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Herrera, Gisela | 2022 | 4-yr University - Other Major/Non-Ag | Work Part-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Huerta, Diana | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Iannone, Madysen | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Essential & Important to my career plans |
| Jansen, Nicholas | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Jauregui, Guillermo | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Jorge, Alex | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Kalfsbeek, Iain | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |

| Student | Grad Yr | Education Plan | Career Plan | Additional Plan | Role of Ag |
|------------------------|---------|--|--|--|--|
| Lee, Elaine | 2022 | No further education | Work Part-time with Other Focus (Non-Ag) | None of these additional career plans | Slightly important to my career plans |
| Lopez, Caidynce | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Important to my career plans |
| Lopez, Francisco | 2022 | | | | |
| Martinez, Ashley | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Martinez, Emmanuel | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | None of these additional career plans | Important to my career plans |
| Martinez, Luis | 2022 | | | | |
| Martinez, Roberto | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Martinez Reyes, Sofia | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Medina, Diego | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Moreno, Emili | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Murillo, Jacquelyn | 2022 | | | | |
| Murphy, Bryce | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Navarro, Stephanie | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Nickell, Katlyn | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Ochoa, Christian | 2022 | | | | |
| Orozco, Brissa | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Slightly important to my career plans |
| Osorio, Elizabeth | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Paez, Brianda | 2022 | | | | |
| Ramirez, Armando | 2022 | No further education | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Ramos, Ermelinda | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Regnani, Bethany | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Slightly important to my career plans |
| Reinosa Salinas, Leydi | 2022 | 4-yr University - Other Major/Non-Ag | Work Part-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Rodriguez, Marco | 2022 | | | | |
| Rodriguez, Nicholas | 2022 | | | | |
| Ruiz, Carina | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Saavedra, Brandon | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Not important to my career plans |
| Sanchez, Maricarmen | 2022 | | | | |
| Sanchez, Mayra | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |

| Student | Grad Yr | Education Plan | Career Plan | Additional Plan | Role of Ag |
|-----------------------|---------|--|--|--|---------------------------------------|
| Serafini, Valentino | 2022 | | | | |
| Swiere, Hailey | 2022 | 4-yr University - Other Major/Non-Ag | Work Part-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Tapia, Anagabriela | 2022 | | | | |
| Tejeda, Miguel | 2022 | | | | |
| Valadez, Jersey | 2022 | | | | |
| Valencia, Fernando | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Valencia, Jaylianna | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Vang, Serena | 2022 | | | | |
| Wiggin, Dylan | 2022 | No further education | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Slightly important to my career plans |
| Wilkerson, Kiley | 2022 | Military | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Zapien, Bryce | 2022 | | | | |
| Zavala-Solorio, Saulo | 2022 | | | | |
| Zuniga Avila, Orlando | 2022 | | | | |

Students: 80

December 4, 2021
PHS Ag Department Ag Advisory Meeting
PHS Ag Room

Members present: Todd Miller (president), Michael Doherty, Jim Manhart, Steven Langlois, Carole Cain, Melissa Vanlaningham

Teachers/ Admin/Board members/guests present: Carol Geyer (superintendent), Gary Lederer, Alia Ames, Dusty Dyer, Erin Sweet, Luke Vanlaningham, Ashley Tenhunfeld, George Parker

Called to order at 7:05pm by Todd Miller.

FFA Report

Luke Vanlaningham reported that we are returning to in person field days. With our own being the first of the season. FFA State Convention has been moved to the end of March. This year it will be held in Sacramento. We have tons of interest which might create transportation issues. We are taking 16 kids to Made for Excellence/Advanced Leadership Academy in Sacramento in January, 2022. These kids are typically the future leaders of our program. We have sectional speaking contests at the end of January in Orland. We have 30 potential state degree candidates. The shift in the FFA competition calendar has created a bottleneck of events.

Pumpkin patch was a success. 350 AES students visited, toured the pumpkin patch and left with a pumpkin.

Erin Sweet took 6 kids back to Indianapolis at the end of October to attend the National FFA Convention. Madison Winans received her American degree. The students were able to see lots of different ag and came home with a new perspective.

Christmas tree sales are going on. Between the drought and wildfires, the cost of trees has drastically increased. We will continue to use the same supplier. The tree stand will be open through December 12 or when we sell out of trees.

Arbuckle Field Day registration opened 12/1 at 8am. It will be held on Saturday, February 5. This year will be the first in person field day in two years. There will be 16 contests, with 5 run by other ag teachers. Fundraising has started and judges are being called.

Dusty Dyer reported that there will be 5 steer kids this year.

Carole Cain moved to approve the FFA report as given. Jim Manhart seconded and it passed with a voice vote.

Teacher Reports

Gary Lederer reported that his Ag Mechanics classes have completed safety and have finished all welding groups. In the spring, there are two required projects for the fair. Gary also discussed the new welders that we have received that will allow for articulation with community colleges. He explained the storage issues with the current shop and the new equipment. The ag advisory committee suggested that between the CTEIG grant and the Ag Boosters that shipping containers be purchased to store seasonal shop equipment. It was suggested that the containers are painted to match the Ag shop and that they are placed in a fenced in area.

Dusty Dyer reported that Ag Life Choices is working to introduce more ag career options, as well as school options. Farm Fab is doing the same as Lederer. Small Engines is working on competition engines. The Small Engines team is plugging right along. The plasma table was ordered with plans to set up summer 2022. She is also working on setting up tours of tech programs at local community colleges. WyoTech and UTI are scheduled to come present to classes.

Luke Vanlaningham reported that Ag Biology is keeping the same pace as Biology. Animal Science had a field trip to process sheep for a local producer. They are planning to have other field trips to UC Davis and Superior Farms. He has an Ag Sales team, as well as speech contest kids.

FARM: The farm is moving into winter. The almonds were sprayed. Brayden Hoebel has taken on the farm and is doing a great job. Luke requested for any suggestions for any open ground for kids' projects.

Alia Ames reported that her Ag Life Choices is on the same timeline as Dyer's. Her Agribusiness classes are creating business plans/marketing plans. She is also starting a livestock judging team.

Erin Sweet reported that Food Science has transitioned well to a lab setting. Pest Management has finished insects and is now moving onto calibrations. Floral has been working on arrangements, both for the kids to take home and some for customers. Ag Leadership is working on planning the field day.

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

State Convention

FFA State Convention has been moved to the end of March. This year it will be held in Sacramento. We have tons of interest which might create transportation issues. The Ag department asked the committee for suggestions on how to meet the potential transportation issues. Everything from a charter bus to a stricter selection process was suggested. Melissa Vanlaningham suggested that we wait to see how many applicants we end up getting before we move forward.

Proposition 12

Erin Sweet informed the committee that with Proposition 12 it could adversely affect the resale hogs at the county fair. Matt Patton had mentioned to ag teachers via email that there is a letter writing campaign through December 17 to have an exemption for hogs sold through county fairs.

Grant Update

Carole Cain recommended that funds should be spent on continuing to update the metal shop. It was also recommended that updating the woodshop become a priority.

George Parker reported that the new ag building construction is coming along. The decking is on the roof. The roof and skin should be up soon. He is looking into a sound system that is similar to the one in the MPR/JJH for the demonstration area. George will handle the painting of the interior. He would like to have students come through to sign the exposed beams. The estimated date of completion is May 2022.

Other Business

Melissa Vanlaningham gave a quick update on the outcome of the Ag Boosters dinner. It was a success. The boosters have decided to dedicate money to help offset the costs of attending conferences.

Luke Vanlaningham requested input from the committee to make certain that we are preparing our students for the industry. Michael Doherty suggested that the advisory members speak to classes about the needs and demands of the current ag industry.

Next meeting is scheduled for Tuesday, March 8, 2022 at 6:30pm in Vanlaningham's room.

Todd Miller adjourned the meeting at 7:51pm.

March 8, 2022
PHS Ag Department Ag Advisory Meeting
PHS Ag Room

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

Teachers/ Admin/Board members/guests present: Carol Geyer (superintendent), George Green, Gary Lederer, Alia Ames, Dusty Dyer, Erin Sweet, Luke VanLaningham

Called to order at 6:35pm by Todd Miller.

FFA Report

Luke Vanlaningham reported that the FFA State Convention is at the end of the month in Sacramento. We will be taking 32 kids. VanLaningham, Ames, Dyer, Lederer and Sweet will be chaperones. We have 26 state degree recipients and the ceremony will be some time in April. The shift in the FFA competition calendar has created a bottleneck of events. We are hoping to see a change with that next year.

Erin Sweet reported that there are 39 pig kids. Luke VanLaningham believes at this point that there will be close to 50 lamb kids. Alia Ames is going to start handling the goats and there are about a dozen.

Arbuckle Field Day was a success. It was great to have kids back on campus competing again. We ended up at about 900 kids from over 100 different chapters.

Dusty Dyer reported that there are 4 steer kids this year.

Carole Cain moved to approve the FFA report as given. Jim Manhart seconded and it passed with a voice vote.

Teacher Reports

Gary Lederer reported that his Ag Mechanics classes have transitioned to the woodshop and completed safety. In the spring, there are two required projects for the fair. Gary also discussed the new welders that we have received that will allow for articulation with community colleges. He explained the CTEIG grant request to purchase containers was denied. It was recommended that the Ag Boosters purchase the shipping containers to store seasonal shop equipment. It was suggested that the containers are painted to match the Ag shop and that they are placed in a fenced area.

Dusty Dyer reported that Ag Life Choices is working on resumes and soft skills. Farm Fab is doing the same as Lederer. Small Engines is working on competition engines. The Small

Engines team is plugging right along. She is also working on setting up tours of tech programs at local community colleges. WyoTech and UTI are scheduled to come present to classes.

Luke Vanlaningham reported that Ag Biology is keeping the same pace as Biology. He is still hoping to have other field trips to UC Davis and Superior Farms. He has an Ag Sales team, as well as speech contest kids.

FARM: Todd mentioned that we faired well with the frost; 10% loss. The big issue is lack of water. Luke asked the district and advisory members for suggestions on how to ensure our water needs are met for this year and possibly for years to follow. Luke requested for any suggestions for any open ground for kids' projects.

Alia Ames reported that her Ag Life Choices is on the same timeline as Dyer's. Her Agribusiness classes finished business plans/marketing plans. She has a livestock judging team.

Erin Sweet reported that Food Science has transitioned well to a lab setting. Pest Management is starting to collect weeds. Floral has been working on arrangements, both for the kids to take home and some for customers. Ag Leadership is wrapping up field day.

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

Proposition 12 Update

Erin Sweet informed the committee that with Proposition 12 that there was a stay of 6 months in enforcement. It will not affect our fair at this time.

Grant Update

It is estimated that we received \$120,000 and the advisory committee suggested that all monies be spent in the shop bringing it to current industrial standards and technologies.

The estimated date of completion of the new building is May 2022.

Next meeting is scheduled for Tuesday, May 10, 2022 at 6:30pm in Vanlaningham's room.

Todd Miller adjourned the meeting at 7:25pm.

May 10, 2022
PHS Ag Department Ag Advisory Meeting
PHS Ag Room

Members present: Todd Miller (president), Michael Doherty, Steven Langlois, Carole Cain, Melissa VanLaningham, Gary Cain, Jason Bonino

Teachers/ Admin/Board members/guests present: Carol Geyer (superintendent), George Green, John Friel, Gary Lederer, Dusty Dyer, Luke VanLaningham

Called to order at 6:31pm by Todd Miller.

Minutes and agenda approved by Michael Doherty and seconded by Jason Bonino

FFA Report

Luke VanLaningham reported that the FFA State Convention was a success in Sacramento. We took 32 kids. VanLaningham, Ames, Dyer, Lederer and Sweet were the chaperones. We have 26 state degree recipients and the ceremony was at the end of April. The graduating seniors will be presented with their sashes at the Parent Member Banquet next week.

Erin Sweet reported that there are 39 pig kids. Luke VanLaningham has 55 lamb kids. Alia Ames has 15 goat kids. Dusty Dyer has 4 steer kids and 11 chicken kids. Gary Lederer has a trailer full of ag mechanics projects to take to the fair (normally two trailer loads).

Dusty Dyer reported that Small Engines ended up 3rd in the state. While Ag Sales placed 6th in the state.

Carole Cain moved to approve the FFA report as given. Michael Doherty seconded and it passed with a voice vote.

Teacher Reports

Gary Lederer reported that his Ag Mechanics classes are working on fair projects. The numbers are lower than in years past. This is where we are seeing the residual effects of COVID, in kids' ability and drive. Plasma cutter and air compressor have arrived. We are still waiting for the electrical to run the new equipment. The delivery of the container has been delayed. He also announced that he will be retiring at the end of this school year.

Dusty Dyer reported that she is working with kids on wood projects and that she is finding it hard to get kids to come after school to finish projects. Engines is wrapping up for the year, preparing and organizing the shop for the new school year. Chicken project is going well. She is incorporating AET journaling for this project into Life Choices classes.

Luke VanLaningham reported that he is finishing up the school year with projects in each of the classes. Ag Biology is remaining on track with Biology and they are adopting a new curriculum next year. This will be more project based.

FARM: Luke continued to ask the district and advisory members for suggestions on how to ensure our water needs are met for this year and possibly for years to follow. Luke also requested for any suggestions for any open ground for kids' projects, as we are seeing some interest in hay projects.

Luke VanLaningham reported that Erin Sweet reported that Food Science has transitioned well to a lab setting and has been working on mastering various skills. The final will be making strawberry jam. Pest Management is finishing their weeds collections. Floral has been working on arrangements, both for the kids to take home and some for customers. Ag Leadership is working on their year in review project.

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

Grant Update

It is estimated that we received \$120,000 and the advisory committee suggested that all monies be spent in the shop bringing it to current industrial standards and technologies.

The building is nearly completed. There are some issues that will hold up the classroom being ready before July. The main pavilion will be available to use for slick shearing of lambs for fair.

Next meeting is scheduled for Tuesday, September 13, 2022 at 6:30pm in VanLaningham's room.

Todd Miller adjourned the meeting at 7:06pm.

- Inbox
- Portfolio
- Scoreboard
- Explore SAE
- Classroom Resources
- Sign Off

Cohort: Seniors in 2021-22

Graduate Exit Survey Completers

Filter: None

Special Notes for this Page

- The Cohort is all seniors in your account in the school year you selected WITH class enrollment in their senior year.

2021-2022
 SAEs: 378
 Jrn Entries: 8,667
 Jrn Hours: 65,627
 Fin Entries: 1
 Active Students: 364
 Badges: 205

| | |
|--------------------------------|-------|
| Seniors with a Survey Response | 62 |
| Seniors shown below | 80 |
| Completion Rate | 77.5% |

What is your education plan after high school?

| Response | # Students | % |
|--|------------|---------------|
| 2-yr College/Technical School - Other Major/Non-Ag | 19 | 30.6% |
| 4-yr University - Other Major/Non-Ag | 15 | 24.2% |
| 2-yr College/Technical School - Agricultural Focus | 14 | 22.6% |
| 4-yr University - Agricultural Major | 8 | 12.9% |
| No further education | 5 | 8.1% |
| Military | 1 | 1.6% |
| Total | 62 | 100.0% |

- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

| Student | Grad Yr | Education Plan | Career Plan | Additional Plan | Role of Ag |
|-------------------------|---------|--|--|--|--|
| Alcaraz, Ricardo | 2022 | No further education | Work Part-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Alonso, Alondra | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Ambriz, Luis | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Part-time with Agriculture Focus | None of these additional career plans | Important to my career plans |
| Arens, Lillian | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Essential & Important to my career plans |
| Ayala, Fabian | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Barriga Solorio, Anival | 2022 | No further education | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Calderon, Jesus | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Calderon, Rocio | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Cano, Anahi | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Carvajal, Jose | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Chavez, Nadia | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Davis, Kaden | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| De Guzman, Antonio | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Part-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Not important to my career plans |

Students: 80

| Student | Grad Yr | Education Plan | Career Plan | Additional Plan | Role of Ag |
|----------------------------|---------|--|--|--|--|
| Deardorff, Ivan | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Del Rio, Hernan | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Doherty, August | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Duran, Fabian | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Slightly important to my career plans |
| Ehrke, Jack | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Erickson, Morgan | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Felix, Anthony | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Flores, Tristan | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Garcia, Emiliano | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Garcia, Evelene | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Not important to my career plans |
| Garcia-Jimenez, Eva | 2022 | 4-yr University - Agricultural Major | Work Part-time with Agriculture Focus | None of these additional career plans | Important to my career plans |
| Garcia-Jimenez, Jessica | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Part-time with Agriculture Focus | None of these additional career plans | Not important to my career plans |
| Gomez, Anabel | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Gonzalez, Jose | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Gonzalez, Karina | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Gonzalez Dominguez, Victor | 2022 | | | | |
| Grimmer, Grant | 2022 | 2-yr College/Technical School - Agricultural Focus | Other career plans | None of these additional career plans | Not important to my career plans |
| Gutierrez, Alondra | 2022 | | | | |
| Haro, Belsazar | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Herrera, Gisela | 2022 | 4-yr University - Other Major/Non-Ag | Work Part-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Huerta, Diana | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Iannone, Madysen | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Essential & Important to my career plans |
| Jansen, Nicholas | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Jauregui, Guillermo | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Jorge, Alex | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Kalfsbeek, Iain | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |

Students: 80

| Student | Grad Yr | Education Plan | Career Plan | Additional Plan | Role of Ag |
|------------------------|---------|--|--|--|--|
| Lee, Elaine | 2022 | No further education | Work Part-time with Other Focus (Non-Ag) | None of these additional career plans | Slightly important to my career plans |
| Lopez, Caidynce | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Important to my career plans |
| Lopez, Francisco | 2022 | | | | |
| Martinez, Ashley | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Martinez, Emmanuel | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | None of these additional career plans | Important to my career plans |
| Martinez, Luis | 2022 | | | | |
| Martinez, Roberto | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Martinez Reyes, Sofia | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Medina, Diego | 2022 | 2-yr College/Technical School - Agricultural Focus | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Moreno, Emili | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Murillo, Jacquelyn | 2022 | | | | |
| Murphy, Bryce | 2022 | 4-yr University - Agricultural Major | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Essential & Important to my career plans |
| Navarro, Stephanie | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Nickell, Katlyn | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Ochoa, Christian | 2022 | | | | |
| Orozco, Brissa | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Slightly important to my career plans |
| Osorio, Elizabeth | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Paez, Brianda | 2022 | | | | |
| Ramirez, Armando | 2022 | No further education | Work Full-time with Agricultural Focus | None of these additional career plans | Essential & Important to my career plans |
| Ramos, Ermelinda | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Regnani, Bethany | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Slightly important to my career plans |
| Reinosa Salinas, Leydi | 2022 | 4-yr University - Other Major/Non-Ag | Work Part-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Rodriguez, Marco | 2022 | | | | |
| Rodriguez, Nicholas | 2022 | | | | |
| Ruiz, Carina | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Saavedra, Brandon | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Not important to my career plans |
| Sanchez, Maricarmen | 2022 | | | | |
| Sanchez, Mayra | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |

Students: 80

| Student | Grad Yr | Education Plan | Career Plan | Additional Plan | Role of Ag |
|-----------------------|---------|--|--|--|---------------------------------------|
| Serafini, Valentino | 2022 | | | | |
| Swiere, Hailey | 2022 | 4-yr University - Other Major/Non-Ag | Work Part-time with Other Focus (Non-Ag) | None of these additional career plans | Not important to my career plans |
| Tapia, Anagabriela | 2022 | | | | |
| Tejeda, Miguel | 2022 | | | | |
| Valadez, Jersey | 2022 | | | | |
| Valencia, Fernando | 2022 | 4-yr University - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Valencia, Jaylianna | 2022 | 2-yr College/Technical School - Other Major/Non-Ag | Work Full-time with Other Focus (Non-Ag) | None of these additional career plans | Important to my career plans |
| Vang, Serena | 2022 | | | | |
| Wiggin, Dylan | 2022 | No further education | Work Full-time with Agricultural Focus | Operate my own business with an Agricultural Focus | Slightly important to my career plans |
| Wilkerson, Kiley | 2022 | Military | Work Full-time with Other Focus (Non-Ag) | Operate my own business with Other/Non-Ag Focus | Slightly important to my career plans |
| Zapien, Bryce | 2022 | | | | |
| Zavala-Solorio, Saulo | 2022 | | | | |
| Zuniga Avila, Orlando | 2022 | | | | |
| Students: 80 | | | | | |

Lloyd G. Johnson Junior High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

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

About Our School

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

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

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 95 |
| Grade 7 | 124 |
| Grade 8 | 124 |
| Total Enrollment | 343 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.4 |
| Male | 49.6 |
| Asian | 1.2 |
| Black or African American | 0.9 |
| Filipino | 0.6 |
| Hispanic or Latino | 80.2 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 1.5 |
| White | 15.5 |
| English Learners | 35.9 |
| Foster Youth | 0.3 |
| Homeless | 7.9 |
| Socioeconomically Disadvantaged | 69.1 |
| Students with Disabilities | 14.6 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

| | |
|--|----------------|
| Year and month in which the data were collected | September 2021 |
|--|----------------|

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

School Facility Conditions and Planned Improvements

Overall good condition, some minor upkeep and updating needed.

Year and month of the most recent FIT report

August 2021

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

School Facility Conditions and Planned Improvements

Grounds: Added a shade structure and picnic tables, Summer 2021.
Exterior Finishes: Eaves and overhangs need to be painted.

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 354 | NT | NT | NT | NT |
| Female | 179 | NT | NT | NT | NT |
| Male | 175 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 279 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 58 | NT | NT | NT | NT |
| English Learners | 115 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 58 | NT | NT | NT | NT |
| Military | 15 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 251 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 51 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 354 | NT | NT | NT | NT |
| Female | 179 | NT | NT | NT | NT |
| Male | 175 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 279 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 58 | NT | NT | NT | NT |
| English Learners | 115 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 58 | NT | NT | NT | NT |
| Military | 15 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 251 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 51 | NT | NT | NT | NT |

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

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

| | | | | | |
|----------------------------------|-----|-----|-----|----|-------|
| All Students | 348 | 348 | 100 | 0 | 35.34 |
| Female | 178 | 178 | 100 | 0 | 41.01 |
| Male | 170 | 170 | 100 | 0 | 29.41 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 275 | 275 | 100 | 0 | 33.09 |

| | | | | | |
|--|-----|-----|-------|------|-------|
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 58 | 56 | 96.55 | 3.45 | 42.86 |
| English Learners | 115 | 113 | 98.26 | 1.74 | 1.77 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 30 | 28 | 93.33 | 6.67 | 17.86 |
| Socioeconomically Disadvantaged | 246 | 241 | 97.97 | 2.03 | 33.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 51 | 49 | 96.08 | 3.92 | 0 |

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

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

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

| | | | | | |
|--|-----|-----|-------|-------|-------|
| All Students | 345 | 345 | 100 | 0 | 37.97 |
| Female | 178 | 178 | 100 | 0 | 39.89 |
| Male | 167 | 167 | 100 | 0 | 35.93 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 272 | 272 | 100 | 0 | 35.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 58 | 56 | 96.55 | 3.45 | 50 |
| English Learners | 115 | 111 | 96.52 | 3.48 | 6.31 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 30 | 26 | 86.67 | 13.33 | 19.23 |
| Socioeconomically Disadvantaged | 246 | 238 | 96.75 | 3.25 | 33.61 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 51 | 48 | 94.12 | 5.88 | 2.08 |

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

CAASPP Test Results in Science for All Students

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

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

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

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 128 | NT | NT | NT | NT |
| Female | 61 | NT | NT | NT | NT |
| Male | 67 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 104 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 18 | NT | NT | NT | NT |
| English Learners | 44 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 26 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 90 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 19 | NT | NT | NT | NT |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

There are many opportunities for parents to be involved in their child's educational experiences at JJH. The School Site Council meets monthly to provide parents an advisory voice to the site administrator. District-wide safety and health committee meetings are open to all parents interested in discussing concerns with the district and site administrators. We also provide parents and community members the ability to voice concerns both virtually and in-person, during our school board meetings. The site ELAC committee provides a venue for parents of bilingual students to voice their concerns, especially those concerns regarding the academic progress of their English Language Learner students. Parents can also request, through the school, a Student Study Team meeting if they have concerns regarding their child's learning. When a teacher requests an SST, the parent is always invited and encouraged to be an integral part of the meeting. Parents are informed of various informational meetings throughout the school year in mailings from the school office, school messenger, Instagram and the JJH Facebook page. Parents are also encouraged to be involved in their child's educational experiences by visiting classes during Open House and Back to School Night. JJH promotes parent communication through the Facebook page, Aeries, email, the school website and school messenger.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 362 | 362 | 0 | 0.0 |
| Female | 184 | 184 | 0 | 0.0 |
| Male | 178 | 178 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 5 | 5 | 0 | 0.0 |
| Black or African American | 4 | 4 | 0 | 0.0 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 284 | 284 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 5 | 5 | 0 | 0.0 |
| White | 61 | 61 | 0 | 0.0 |
| English Learners | 124 | 124 | 0 | 0.0 |
| Foster Youth | 3 | 3 | 0 | 0.0 |
| Homeless | 32 | 32 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 262 | 262 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 12 | 12 | 0 | 0.0 |
| Students with Disabilities | 53 | 53 | 0 | 0.0 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 6.36 | 3.31 | 4.50 | 2.56 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

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

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 1.29 | 1.06 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.31 | 0.00 |
| Female | 3.26 | 0.00 |
| Male | 3.37 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.82 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 6.56 | 0.00 |
| English Learners | 2.42 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 3.44 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

The Comprehensive School Safety Plan was developed for JJH with the number one goal of student and staff safety in mind. Drills, and practices for emergencies such as: earthquake, fire, and intruder on campus are practiced regularly throughout the school year. Evacuation drills are also practiced during the after school program. All teachers have emergency bags that are filled with first aid supplies and other miscellaneous emergency necessities. Teachers are required to keep their emergency bags, student rosters and green and red signs to all practices to indicate that they are prepared, know where their students are and to let administration know if they need help. Student and staff emergency information is kept readily available in the school office in case of an emergency. The site secretary notifies the law enforcement officials, the pre-school (located on school property), and the neighboring high school when JJH has a practice drill or other real emergency. The local Colusa County Sheriff's officers are called for school fights and other site situations such as drugs or weapons on campus. Mental health workers and the school psychologist are available for emergency counseling with students. The site administrator monitors during lunch recess to help support staff and students as well as two other campus supervisors. JJH houses 27 strategically placed cameras throughout the campus to help deter vandalism and to help identify participants in any inappropriate behaviors or any person of suspicion on campus without permission. JJH has two guidance counselors on site, with one present four days a week and the other present one day a week. Students that need social, emotional and academic counseling have the opportunity to meet with our counselors to address their needs.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 26 | 2 | 16 | 2 |
| Mathematics | 23 | 4 | 7 | |
| Science | 23 | 4 | 6 | 1 |
| Social Science | 25 | 4 | 10 | 1 |

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21 | 10 | 13 | |
| Mathematics | 24 | 3 | 8 | |
| Science | 26 | 1 | 9 | |
| Social Science | 26 | 1 | 11 | |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22 | 2 | 9 | |
| Mathematics | 20 | 5 | 8 | |
| Science | 23 | 3 | 8 | |
| Social Science | 23 | 2 | 10 | |

2020-21 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | |

2020-21 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5,214.58 | \$287.14 | \$4,927.44 | \$66,320 |
| District | N/A | N/A | \$9,234.81 | \$73,284 |
| Percent Difference - School Site and District | N/A | N/A | -60.8 | -10.0 |
| State | | | \$8,444 | \$71,544 |
| Percent Difference - School Site and State | N/A | N/A | -52.6 | -7.6 |

2020-21 Types of Services Funded

Students at JJH are offered academic assistance, recreational activities, and time to work on their homework through the ASES grant. Many English Language Learner students get extra help during pull out time by an EL teacher to work on English skills. We also have a full time social-emotional counselor on campus who provides one on one counseling services, as well as training of our conflict facilitators to help with conflict resolution.

2019-20 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,579 | \$45,813 |
| Mid-Range Teacher Salary | \$70,436 | \$70,720 |
| Highest Teacher Salary | \$94,244 | \$93,973 |
| Average Principal Salary (Elementary) | \$113,824 | \$111,613 |
| Average Principal Salary (Middle) | \$101,131 | \$119,477 |
| Average Principal Salary (High) | \$131,578 | \$120,270 |
| Superintendent Salary | \$167,374 | \$150,704 |
| Percent of Budget for Teacher Salaries | 32% | 29% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

Professional Development

A total of six full days per year are utilized for teacher training/staff development. Every Wednesday, students are released at 2:10 p.m. for teaching staff to collaborate as a grade-level team. Formative assessment, ELA/ELD framework, NWEA training, technology integration, EL instructional strategies, Science Technology Engineering, and Math (STEM), science and social science frameworks, as well as explicit direct instruction.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---------|---------|---------|---------|
| | | | |

Pierce Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 793 | NT | NT | NT | NT |
| Female | 393 | NT | NT | NT | NT |
| Male | 400 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 617 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 12 | NT | NT | NT | NT |
| White | 143 | NT | NT | NT | NT |
| English Learners | 266 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 130 | NT | NT | NT | NT |
| Military | 19 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 546 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 23 | NT | NT | NT | NT |
| Students with Disabilities | 101 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 793 | NT | NT | NT | NT |
| Female | 393 | NT | NT | NT | NT |
| Male | 400 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 617 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 12 | NT | NT | NT | NT |
| White | 143 | NT | NT | | NT |
| English Learners | 266 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 130 | NT | NT | NT | NT |
| Military | 19 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 546 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 23 | NT | NT | NT | NT |
| Students with Disabilities | 101 | NT | NT | NT | NT |

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

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

| | | | | | |
|--------------------|-----|-----|-------|-------|-------|
| All Students | 803 | 760 | 94.65 | 5.35 | 41.71 |
| Female | 383 | 356 | 92.95 | 7.05 | 48.59 |
| Male | 400 | 354 | 88.5 | 11.5 | 40.11 |
| Asian | 13 | | | | |
| Hispanic or Latino | 606 | 543 | 89.6 | 10.4 | 41.62 |
| Two or More Races | 11 | | | | |
| White | 141 | 137 | 97.16 | 2.84 | 54.75 |
| English Learners | 264 | 208 | 78.79 | 21.21 | 14.9 |

| | | | | | |
|--|-----|-----|-------|-------|-------|
| Homeless | 67 | 50 | 74.63 | 25.37 | 22 |
| Socioeconomically Disadvantaged | 535 | 470 | 87.85 | 12.15 | 38.72 |
| Students Receiving Migrant Education Services | 24 | | | | |
| Students with Disabilities | 102 | 78 | 76.47 | 23.53 | 11.54 |

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

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

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

| | | | | | |
|--|-----|-----|-------|-------|-------|
| All Students | 800 | 755 | 94.38 | 5.62 | 41.46 |
| Female | 383 | 357 | 93.21 | 6.79 | 43.42 |
| Male | 400 | 348 | 87 | 13 | 44.83 |
| Asian | 13 | | | | |
| Hispanic or Latino | 606 | 539 | 88.94 | 11.06 | 41.19 |
| Two or More Races | 11 | | | | |
| White | 141 | 136 | 96.45 | 3.55 | 56.61 |
| English Learners | 264 | 205 | 77.65 | 22.35 | 15.12 |
| Homeless | 67 | 49 | 73.13 | 26.87 | 22.45 |
| Socioeconomically Disadvantaged | 535 | 466 | 87.1 | 12.9 | 38.41 |
| Students Receiving Migrant Education Services | 24 | | | | |
| Students with Disabilities | 102 | 77 | 75.49 | 24.51 | 5.2 |

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