

PI Year 3 LEA Plan Evidence of Progress (2013–14)
End-of-Year Submission: September 30, 2014
Local Educational Agency: Pierce Joint Unified School District
Submitted by Carol Geyer, Superintendent

1. Summarize the LEA Plan strategies and actions implemented during 2013–14, including a description of local evidence used to determine effective implementation.

During the 2013-14 school year, the Pierce Joint Unified School District focused its efforts on the following strategies to improve the quality of our district's instructional program:

- Transitioning to Common Core State Standards in ELA & Math – Prior to the school year beginning, teachers in grades 6-12 had a full day of Common Core Training from Sacramento County Office of Education (SCOE). These same teachers had monthly trainings provided by SCOE staff in both ELA and math. The SCOE trainers conducted walk-throughs in the classroom in conjunction with the site principals to give feedback to the teachers on implementation. The district's literacy coach participated in these trainings and walk-throughs as well. K-5 grade teachers received site training from the site administrator who had attended trainings through Sacramento County Office of Education. The district's literacy coach also provided training during site professional development time and during grade level teacher release time. Grade level teams of teachers were given release time to align their current ELA curriculum to the Common Core State Standards. Assessments in both math and language arts were adjusted to more accurately reflect the instruction taking place due to the emphasis of teaching to the Common Core standards. Math supplementary materials were purchased for grades K-2 to more closely align to the Common Core State Standards. In the spring, the entire district began looking at state approved adoption materials in math to purchase and be in place for the 2014/15 school year. Go Math was the program chosen across the district. Teams from all school sites, including the principals, attended 3 days of training regarding Smarter Balance and the Common Core State Standards. This training was offered through Sacramento and Placer County Offices of Education. This particular training was in-depth as to how the standards were written by the authors including the specifications on Depth of Knowledge of test question items.

Evidence of the above includes:

- Grade Level Unit Plans
- Professional Development Calendar
- Data Reports at Board Meetings by Principals
- Purchase Orders for Supplementary Math Materials

- High Quality First Instruction in the Classroom – Pierce Joint Unified School District remained focused on Explicit Direct Instruction as the delivery model in its classrooms. Grade 6-12 and new K-5 teachers were provided a one day site training by Data Works prior to the school year beginning. Site administrators conducted regular walk-throughs in the classrooms to reinforce and refine instruction with teachers and the use of EDI strategies. K-5 teachers received weekly messages from their site administrator regarding Explicit Direct Instruction and English Learner strategies. Working with the district’s literacy coach, grade level teams built quality units. This coach also provided demonstration lessons in classrooms as well as observing lessons and providing feedback to teachers. Grade level and content teams collaborated together to analyze formative classroom assessment data following units to determine effectiveness of their teaching and to drive decisions on which students needed further intervention.

Evidence of the above includes:

- Professional Development by Data Works
 - Administrative Feedback Notes to Teachers
 - Literacy Coach Classroom Observation Log
 - Grade Level Release Time for Collaborative Meetings
 - Grade Level Lesson Documents
 - Grade Level Learning Objectives with Skill and Content Listed
- Rtl/Intervention Focus – Classroom teachers monitored student learning during daily instruction in order to assess immediately those students needing further instruction on the current lesson content. Teachers used time during the regular classroom day to assist small groups needing this additional learning time. Those students in grades K-5 still struggling with concepts were also assigned to leveled groups for further support, still during the regular school day. Leveled groups were led by classroom teachers, the reading specialist, the English Language Development teacher or the resource teacher. At the middle school, students needing specific support in language arts or math are scheduled into a seventh period intervention class. English Learners at the high school level who need extra support in language arts are given two periods of ELA in their daily schedule. Student Study Team (SST) meetings were held weekly to ensure individual students were receiving the services they needed to be successful. This same SST group met to discuss and determine eligibility of English Learners for reclassification based on each individual child’s data profile. Site principals monitored reclassified student progress during the year by checking grades and conferring with teachers. Interventions outside of the regular school day included before or after school tutoring, homework help or instruction on specific content by certificated staff. Summer school was available for students needing remedial support as well as those needing to recover credits.

Evidence of the above includes:

- Student Group Lists of Those Being Served in Intervention
- Number of SST Meetings
- D & F Grade Checks by Administration and Teachers
- Assessment Results
- Student Schedules
- Small Groups Working with Instructor in the Classroom
- Number of Students Earning Recovery Credit

2. Analyze the 2013–14 LEA performance on summative assessment data, including a description of progress towards student performance goals in ELA and mathematics.

Pierce Joint Unified School District had set the goals of increasing proficiency in English Language Arts and math based on the CST scores. The district had a goal of increasing language proficiency levels for our English Learners as well. Due to the suspension of the STAR testing program, the CST was not given for the 2013/14 school year. The district used other sources of summative data shown below to assess progress toward proficiency.

English Language Arts

Arbuckle Elem.	Lexile Prof. Level	48%
Grand Island Elem.	Lexile Prof. Level	51%
Johnson Jr. High	Lexile Prof. Level	57%
Pierce High School	CAHSEE passage rate	85%
Pierce High School	CAHSEE proficiency rate	49.2%
Pierce High School	Early Assessment Program exemptions	0/77
Pierce High School	AP Eng. Lit. & Comp passage	2/27

Math

Kindergarten	End of year CCSS test	69% proficient
First Grade	End of year CCSS test	84% proficient

Second Grade	End of year CCSS test	68% proficient
Third Grade	End of year CCSS test	75% proficient
Fourth Grade	End of year CCSS test	45% proficient
Fifth Grade	End of year CCSS test	24% proficient
Sixth Grade	End of year test	9% proficient
Seventh Grade	End of year test	53% proficient
Seventh Grade Advanced	End of year test	83% proficient
Eighth Grade	End of year test	69% proficient
Eighth Grade Advanced	End of year test	88% proficient
Pierce High School	CAHSEE passage rate	80%
Pierce High School	CAHSEE proficiency rate	58%
Pierce High School	Early Assessment Program exemptions	2/28
Pierce High School	AP Calculus passage	0/10

English Learners

Pierce Joint Unified School District met both AMAO #1 & AMAO #2

In terms of reading comprehension based on students' Lexile levels, about half of the district's 2-8th grade students are showing proficiency. Using the California High School Exit Exam as a barometer, it appears that about half of those students are meeting the proficiency rate as well. In terms of college readiness, no students who took the Early Assessment Program (EAP) are exempt from taking an English Placement test for college. Two students gained college credit for English Literature and Composition by passing the Advanced Placement test with a score of 3. One of those students was an English only student and one was a reclassified English Learner.

In regards to math, the elementary schools began using a publisher produced end-of-year assessment aligned to Common Core State Standards. This was the first time to use this assessment so there is no type of comparison data. Proficiency passage of the CAHSEE in math is near 60%. Two students earned EAP exemptions and no students passed the AP calculus exam.

It is obvious that we have a lot of work to do both in terms of ELA and math in the district. None of the assessment data is anywhere near where we need to be as a

district. New math curriculum has been adopted K-12 for CCSS alignment. Teachers will continue the work to align their current resources to the CCSS in ELA.

3. Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the progress towards student performance goals in the Plan. Note: additional documents may be uploaded and attached in the “Associated Documents” section of the item.

Throughout the 2013-14 school year, the Pierce Joint Unified School District has worked closely with the Board of Trustees to ensure implementation of the LEA Plan Strategies and improve the outcomes for all our students. The communication includes:

- Annual Progress Report on STAR Results including API-AYP & PI Status
- Single Plan for Student Achievement Approval
- Principal Reports on Site Benchmark Data
- Graduation and Dropout Rate Reports
- CELDT Data & AMAO Reports

This information is reported on at regular board meetings by principals and the district superintendent. Weekly updates on instructional delivery at school sites is reported to the board of trustees through mailed communication. The board of trustees and the administrators meet annually for one entire day to analyze data and set goals for the upcoming year.

In conclusion, the Pierce Joint Unified School District recognizes that major achievement gaps continue to exist, but as a district, we are committed to the hard work that it will take to close those gaps that exists between our various subgroups to ensure that all of our students are achieving at a level that makes them college and post-secondary career ready when graduating from our district. As a district, we are committed to being a Professional Learning Community, working together as teams to provide students with an excellent education. Through the development of our Local Control and Accountability Plan, we will continue to improve our schools so that they meet the needs of all students. Our focus will continue with the Common Core State Standards, high quality first instruction and interventions as a priority.