

# Pierce Elementary School

674 North Gold Canyon • Ridgecrest CA, 93555 • (760) 499-1670 • Grades K-5

Pam Barnes, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Sierra Sands Unified School District

113 Felspar  
Ridgecrest CA, 93555  
(760) 499-1600  
[ssusdschools.org](http://ssusdschools.org)

#### District Governing Board

William Farris, President  
Amy Castillo Covert, Member  
Timothy Johnson, Member  
Kurt Rockwell, Member  
Michael Scott, Vice President

#### District Administration

Ernest Bell  
**Superintendent**  
Christina Giraldo  
**Assistant Superintendent, Business  
Services**  
Shirley Kennedy  
**Assistant Superintendent, Curriculum  
and Instruction**  
Elaine Littleton  
**Executive Director of SELPA**  
David Ostash  
**Assistant Superintendent of Human  
Resources**

### Principal's Message

At Pierce School, we believe that all students can become successful readers, writers, listeners, and speakers if they are provided meaningful learning experiences based on the California Common Core State Standards in a safe, nurturing environment. We provide a well-balanced curriculum based on the Common Core State Standards. We have a continuing program of staff development. All of the teaching staff have received Comprehensive Early Literacy training for kindergarten through grade three or Extended Literacy training for grades three through five. Our English Language Development program has received commendations from the California Department of Education. In 2006 and 2008, we received an Honorable Mention Award from the California Distinguished School Recognition Program. We actively encourage parents and other family members to become involved in their children's education through school committees, parent organizations, and family nights.

Pam Barnes, PRINCIPAL

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 499-1670.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	56
Gr. 1	60
Gr. 2	56
Gr. 3	57
Gr. 4	58
Gr. 5	51
<b>Total</b>	<b>338</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	2.1
Asian	0.0
Filipino	1.2
Hispanic or Latino	38.2
Native Hawaiian/Pacific Islander	0.3
White	51.5
Two or More Races	0.6
Socioeconomically Disadvantaged	74.9
English Learners	19.2
Students with Disabilities	7.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Pierce Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>	15	12	12
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Sierra Sands Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	202
<b>Without Full Credential</b>	♦	♦	10
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Pierce Elementary School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	90.54	9.46
<b>High-Poverty Schools</b>	91.24	8.76
<b>Low-Poverty Schools</b>	89.58	10.42

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

We choose our textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School district holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	California Treasures (2008) Adopted in 2011
<b>Mathematics</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	Go Math! Houghton Mifflin Harcourt Adopted in 2014
<b>Science</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	California Science (2008) Adopted in 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	History-Social Science for California (2006) Adopted in 2006

**School Facility Conditions and Planned Improvements (Most Recent Year)****Buildings**

Pierce School was moved to a temporary location for the 2008–2009 school year while our entire campus and all facilities were totally remodeled and updated. We were able to move back to our totally modernized campus in August 2009, just days before school started. Essentially, Pierce has now become a brand new school with new, updated plumbing, electrical, and heating/air conditioning systems. Our phone, fire, and alarm systems are now state of the art and provide improved safety for our staff and students. As part of the remodel, our campus was also enclosed with security fencing, which provides additional safety for students and staff. The remodel also equipped each classroom with an ELMO document camera, an ENO Board with LCD projector, and a built-in sound system.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**Library**

A part-time media clerk staffs our library. We continue to increase our number of up-to-date library books, including many bilingual resources. Each class has weekly library and research time. Circulation has increased dramatically, thanks to parent checkouts, library availability during recess, and our Accelerated Reader program, which tracks student progress using computer-based testing. We updated Accelerated Reader to the new Accelerated Reader Enterprise, which gives our students access to all Accelerated Reader quizzes. Our librarian works with our project teacher to involve students in the annual fourth and fifth grade Battle of the Books, which requires students to read 20 books and compete against other schools in the district and the county. Our Battle of the Books program has now been expanded to third graders, who have their own reading list and competition.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10-14-14**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]		No apparent problems.
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]		No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		No apparent problems.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		No apparent problems.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[ ]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	76	58	76	69	68	66	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	49	62	60	54	59	59	54	56	55
Math	69	71	73	52	53	54	49	50	50
HSS				48	54	56	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	7
Similar Schools	9	10	10

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.5	23.1	28.8

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	76
Male	89
Female	67
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	62
Native Hawaiian/Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	69
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-11	40	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	31	3
Native Hawaiian/Pacific Islander			
White	-30	33	1
Two or More Races			
Socioeconomically Disadvantaged	-3	35	-15
English Learners	-14	43	-4
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

The Pierce staff encourages parents to become involved in their children's school. Parents assist in classrooms and at schoolwide events such as the Junior Olympics and Family Nights. They chaperone field trips and are involved in governance roles on our School Site Council, PTO, English Language Advisory Committee, and district advisory committees. We require parent and community volunteers to sign in at the office and wear a badge while on campus. To find out how you can become involved and make a difference at Pierce School, please call the office at (760) 499-1670 and ask to speak with our principal, Mrs. Pam Barnes.

### State Priority: School Climate

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

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

### School Safety Plan

Staff members supervise students 30 minutes before school, after school, and during all recesses. Our six noon duty supervisors ensure that the playground remains safe during lunch. All visitors must sign in at the office and wear badges before entering the campus. We update the school safety plan yearly and hold regular fire, earthquake, bus evacuation, and lockdown drills. Our School Safety Committee meets monthly to review and address campus safety concerns.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.2	1.8	1.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	26.5	31	28	0			2	2	2	0		
Gr. 1	31.5	28	30	0			2	2	2	0		
Gr. 2	29.5	31	28	0			2	2	2	0		
Gr. 3	24.5	30	29	0			2	2	2	0		
Gr. 4	27	26	29	0			2	2	2	0		
Gr. 5	29.5	27	26	0			2	2	2	0		

\* Number of classes indicates how many classrooms 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5401	785	4616	\$63770
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			1.1	6.9
Percent Difference: School Site/ State			-16.6	1.0

**Types of Services Funded at Pierce Elementary School**

We use federal Title I money to pay for our literacy support teacher and classroom aide. We have an After- School Education and Safety grant from the California Department of Education to fund our before school program and our after school program. In addition to general education funding from the state and special funding for these special projects, we received monies from our PTO and from local businesses, including Albertsons and Wal-Mart. We used these funds to buy new resource materials for our library and new library books. The local Altrusa Club (a service organization) donates \$250 to Pierce School each year to purchase birthday books so that all children at Pierce receive a new book on their birthday (or at the beginning of school if they don't celebrate birthdays).

**Professional Development provided for Teachers at Pierce Elementary School**

We select staff development materials based on student and staff needs. We also consult annual student and school performance data, teacher surveys, and grade-level standards. This year we continued our staff development in implementing California Common Core State Standards. All teachers attended 3 full days of training at their grade level. Our literacy coaches help teachers implement our literacy framework school wide through demonstration lessons, professional book talks, and our monthly collaboration meetings. The principal supports this training with a common planning time for grade level teachers, substitute teachers as needed, and by purchasing instructional supplies and materials.