

Pierce Elementary School

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

Pam Barnes, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Sierra Sands Unified School District

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Ridgecrest CA, 93555
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District Governing Board

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

District Administration

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

About the SARC

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 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/>.
- 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/guardians and community members should contact the school at (760) 499-1670 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	59
Grade 1	51
Grade 2	55
Grade 3	55
Grade 4	57
Grade 5	60
Total Enrollment	337

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.6
Asian	0.6
Filipino	0.9
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	0.3
White	52.2
Two or More Races	1.2
Socioeconomically Disadvantaged	74.5
English Learners	19.3
Students with Disabilities	5.6
Foster Youth	1.2

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	13-14	14-15	15-16
With Full Credential	12	12	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Pierce Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2014-15 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
This School	100.0	0.0
Districtwide		
All Schools	93.7	6.3
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	92.1	7.9

* 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 2015-16)

The district chooses 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: April 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Treasures (2008) Adopted in 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! Houghton Mifflin -2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science (2008) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California (2006) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 11-03-15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			Carpet is separating in 1 classroom. A work order has been submitted.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11-03-15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.	
Electrical: Electrical	X			No apparent problems.	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.	
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.	
Structural: Structural Damage, Roofs	X			The handicap rams is rusted and warping on 2 portable classroom. Work orders have been submitted.	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.	
Overall Rating	Exemplary	Good	Fair	Poor	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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.50	16.40	49.20

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	46	50	44
Math	48	34	33

* 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.

2014-15 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	63
All Student at the School	69
Male	54
Female	87
Black or African American	--
Filipino	--
Hispanic or Latino	29
White	85
Two or More Races	--
English Learners	--
Students with Disabilities	50
Foster Youth	--

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	58	75	69	66	65	63	59	60	56

* Results are for 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	59	59	100.0	37	31	20	12
	4	57	57	100.0	37	14	28	21
	5	62	61	98.4	18	26	31	25
Male	3	59	24	40.7	46	21	13	21
	4	57	27	47.4	44	11	33	11
	5	62	35	56.5	26	34	29	11
Female	3	59	35	59.3	31	37	26	6
	4	57	30	52.6	30	17	23	30
	5	62	26	41.9	8	15	35	42
Black or African American	3	59	4	6.8	--	--	--	--
	4	57	3	5.3	--	--	--	--
	5	62	2	3.2	--	--	--	--
American Indian or Alaska Native	4	57	2	3.5	--	--	--	--
Filipino	3	59	1	1.7	--	--	--	--
	5	62	1	1.6	--	--	--	--
Hispanic or Latino	3	59	24	40.7	46	29	21	4
	4	57	22	38.6	45	9	36	9
	5	62	20	32.3	20	45	25	10
White	3	59	30	50.8	33	30	17	20
	4	57	29	50.9	31	14	24	31
	5	62	36	58.1	17	19	31	33
Two or More Races	4	57	1	1.8	--	--	--	--
	5	62	2	3.2	--	--	--	--
Socioeconomically Disadvantaged	3	59	49	83.1	43	31	18	8
	4	57	38	66.7	39	16	29	16
	5	62	38	61.3	29	26	29	16
Students with Disabilities	3	59	5	8.5	--	--	--	--
	4	57	6	10.5	--	--	--	--
	5	62	6	9.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	59	59	100.0	24	27	42	7
	4	57	57	100.0	23	25	32	21
	5	62	61	98.4	30	28	26	16
Male	3	59	24	40.7	17	25	50	8
	4	57	27	47.4	26	19	30	26
	5	62	35	56.5	37	29	20	14
Female	3	59	35	59.3	29	29	37	6
	4	57	30	52.6	20	30	33	17
	5	62	26	41.9	19	27	35	19
Black or African American	3	59	4	6.8	--	--	--	--
	4	57	3	5.3	--	--	--	--
	5	62	2	3.2	--	--	--	--
American Indian or Alaska Native	4	57	2	3.5	--	--	--	--
Filipino	3	59	1	1.7	--	--	--	--
	5	62	1	1.6	--	--	--	--
Hispanic or Latino	3	59	24	40.7	25	29	42	4
	4	57	22	38.6	32	27	23	18
	5	62	20	32.3	35	45	20	0
White	3	59	30	50.8	23	27	40	10
	4	57	29	50.9	14	21	38	28
	5	62	36	58.1	25	19	33	22
Two or More Races	4	57	1	1.8	--	--	--	--
	5	62	2	3.2	--	--	--	--
Socioeconomically Disadvantaged	3	59	49	83.1	27	31	39	4
	4	57	38	66.7	29	26	39	5
	5	62	38	61.3	37	32	26	5
Students with Disabilities	3	59	5	8.5	--	--	--	--
	4	57	6	10.5	--	--	--	--
	5	62	6	9.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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	2012-13	2013-14	2014-15
Suspensions Rate	1.81	1.04	2.94
Expulsions Rate	0.00	0.00	0.27
District	2012-13	2013-14	2014-15
Suspensions Rate	8.82	7.72	6.68
Expulsions Rate	0.45	0.22	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	31	28	30				2	2	2			
1	28	30	26				2	2	2			
2	31	28	28				2	2	2			
3	30	29	28				2	2	2			
4	26	29	29				2	2	2			
5	27	26	30				2	2	2			

Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

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)	0.6
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	1.5
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,306	\$40,379
Mid-Range Teacher Salary	\$57,563	\$62,323
Highest Teacher Salary	\$77,941	\$81,127
Average Principal Salary (ES)	\$96,621	\$99,192
Average Principal Salary (MS)	\$98,475	\$91,287
Average Principal Salary (HS)	\$110,862	\$112,088
Superintendent Salary	\$142,368	\$159,821
Percent of District Budget		
Teacher Salaries	33%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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). During the 2014-2015 school year JoAnn Fabrics donated \$2000 to Pierce School to be used for art and literacy projects.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5467	661	4806	67867
District	♦	♦	4935	\$59,420
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			-2.6	14.1
Percent Difference: School Site/ State			2.5	7.7

* Cells with ♦ do not require data.