

# Pierce Elementary School

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

Pam Barnes, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### **Sierra Sands Unified School District**

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

#### **District Governing Board**

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

#### **District Administration**

Ernest M. Bell, Jr.  
**Superintendent**  
David Ostash  
**Assistant Superintendent, Human  
Resources**  
Christina Giraldo  
**Assistant Superintendent, Business  
Services**  
Michelle Savko  
**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 the spring of 2016 Pierce was recognized as a California Gold Ribbon School and as a Title I Achieving School. 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

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, 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 principal or the district office.

| 2015-16 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 55                 |
| Grade 1                                   | 61                 |
| Grade 2                                   | 42                 |
| Grade 3                                   | 45                 |
| Grade 4                                   | 53                 |
| Grade 5                                   | 53                 |
| <b>Total Enrollment</b>                   | <b>309</b>         |

| 2015-16 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 5.2                         |
| American Indian or Alaska Native    | 1                           |
| Asian                               | 0.6                         |
| Filipino                            | 1                           |
| Hispanic or Latino                  | 39.2                        |
| Native Hawaiian or Pacific Islander | 0.6                         |
| White                               | 51.8                        |
| Two or More Races                   | 0.6                         |
| Socioeconomically Disadvantaged     | 75.7                        |
| English Learners                    | 18.1                        |
| Students with Disabilities          | 8.1                         |
| Foster Youth                        | 1.3                         |

## 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                           | 14-15 | 15-16 | 16-17 |
| <b>With Full Credential</b>                        | 12    | 13    | 13    |
| <b>Without Full Credential</b>                     | 0     | 0     | 2     |
| <b>Teaching Outside Subject Area of Competence</b> | 0     | 0     | 0     |
| Sierra Sands Unified School District               | 14-15 | 15-16 | 16-17 |
| <b>With Full Credential</b>                        | ♦     | ♦     |       |
| <b>Without Full Credential</b>                     | ♦     | ♦     |       |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Pierce Elementary School   | 14-15 | 15-16 | 16-17 |
| <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

| 2015-16 Percent of Classes In Core Academic Subjects<br>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>  | 100.0                               | 0.0                                     |
| Districtwide  |                                     |   |
| <b>All Schools</b>  | 88.9                                | 11.1                                    |
| <b>High-Poverty Schools</b>   | 92.8                                | 7.2                                     |
| <b>Low-Poverty Schools</b>  | 83.2                                | 16.8                                    |

\* 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 2016-17)

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<br>Year and month in which data were collected: April 2016 |  |
|--|--|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts  | California Treasures (2008)<br>Adopted in 2011<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                  |
| Mathematics  | Go Math! Houghton Mifflin -2015<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                                 |
| Science  | California Science (2008)<br>Adopted in 2007<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                    |
| History-Social Science   | History-Social Science for California (2006)<br>Adopted in 2006<br>The textbooks listed are from most recent adoption: Yes<br>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. Pierce now has 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 (including our state preschool) 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 have updated Accelerated Reader to the new Renaissance 360 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)<br>Year and month in which data were collected: 10/11/2016 |               |      |      |   |
|--|---------------|------|------|---|
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|  | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer   | X             |      |      | No apparent problems.   |
| <b>Interior:</b><br>Interior Surfaces  |               | X    |      | Classroom 13: Carpet seams are coming apart.<br>Classroom 4: Small crack in drywall on west wall.<br>Portable Classroom 10: Carpet seams are coming apart.<br>Portable Classroom 11: Carpet seams are coming apart. |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/11/2016**

| System Inspected   | Repair Status    |             |             |             | Repair Needed and Action Taken or Planned   |
|--|------------------|-------------|-------------|-------------|---|
|  | Good             | Fair        | Poor        |             |   |
|  |                  |             |             |             | Portable Classroom 22: Carpet seams are coming apart.<br>Portable Classroom 23: Carpet seams are coming apart.<br>Portable Classroom 9: Carpet seams are coming apart. Ramp is bent and wavy and the metal is weakened.                                     |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | X                |             |             |             | No apparent problems.   |
| <b>Electrical:</b><br>Electrical   | X                |             |             |             | No apparent problems.   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X                |             |             |             | No apparent problems.   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X                |             |             |             | Portable Classroom 24: Fire alarm wiring is exposed in box and looks like it might not be connected.  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             |             | The handicap ramp is bent on one portable classroom. Small crack in drywall of west wall in one classroom. Work orders have been submitted.   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             |             | Portable Classroom 9: Carpet seams are coming apart. Ramp is bent and wavy and the metal is weakened.   |
| <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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

| 2015-16 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| ELA                                     | 46   | 51    | 50       | 50    | 44    | 48    |
| Math                                    | 48   | 49    | 34       | 34    | 34    | 36    |

\* 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.

| 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 |       |       |
|   | 13-14  | 14-15 | 15-16 | 13-14    | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science   | 75   | 69    | 70    | 65       | 63    | 61    | 60    | 56    | 54    |

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 18.5  | 20.4   | 44.4   |

\* 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.

| 2015-16 CAASPP Results by Student Group<br>Science (grades 5, 8, and 10) |                    |                   |                     |                        |
|--|--------------------|-------------------|---------------------|------------------------|
| Group  | Number of Students |                   | Percent of Students |                        |
|  | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| All Students   | 57                 | 56                | 98.3                | 69.6                   |
| Male   | 27                 | 27                | 100.0               | 66.7                   |
| Female   | 30                 | 29                | 96.7                | 72.4                   |
| Hispanic or Latino   | 25                 | 25                | 100.0               | 56.0                   |
| White  | 25                 | 25                | 100.0               | 84.0                   |
| Socioeconomically Disadvantaged  | 39                 | 38                | 97.4                | 57.9                   |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded |
| All Students                    | 3     | 48                 | 47     | 97.9                | 36.2                     |
|                                 | 4     | 59                 | 59     | 100.0               | 52.5                     |
|                                 | 5     | 57                 | 56     | 98.3                | 62.5                     |
| Male                            | 3     | 23                 | 23     | 100.0               | 34.8                     |
|                                 | 4     | 26                 | 26     | 100.0               | 42.3                     |
|                                 | 5     | 27                 | 27     | 100.0               | 51.9                     |
| Female                          | 3     | 25                 | 24     | 96.0                | 37.5                     |
|                                 | 4     | 33                 | 33     | 100.0               | 60.6                     |
|                                 | 5     | 30                 | 29     | 96.7                | 72.4                     |
| Hispanic or Latino              | 3     | 15                 | 15     | 100.0               | 13.3                     |
|                                 | 4     | 19                 | 19     | 100.0               | 52.6                     |
|                                 | 5     | 25                 | 25     | 100.0               | 60.0                     |
| White                           | 3     | 28                 | 27     | 96.4                | 51.9                     |
|                                 | 4     | 34                 | 34     | 100.0               | 52.9                     |
|                                 | 5     | 25                 | 25     | 100.0               | 60.0                     |
| Socioeconomically Disadvantaged | 3     | 39                 | 39     | 100.0               | 30.8                     |
|                                 | 4     | 43                 | 43     | 100.0               | 46.5                     |
|                                 | 5     | 39                 | 38     | 97.4                | 52.6                     |

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2015-16 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 Met or Exceeded |
| All Students  | 3     | 48                 | 47     | 97.9                | 53.2                     |
|               | 4     | 59                 | 59     | 100.0               | 49.1                     |
|               | 5     | 57                 | 56     | 98.3                | 46.4                     |
| Male          | 3     | 23                 | 23     | 100.0               | 60.9                     |
|               | 4     | 26                 | 26     | 100.0               | 53.9                     |
|               | 5     | 27                 | 27     | 100.0               | 44.4                     |
| Female        | 3     | 25                 | 24     | 96.0                | 45.8                     |
|               | 4     | 33                 | 33     | 100.0               | 45.5                     |
|               | 5     | 30                 | 29     | 96.7                | 48.3                     |

**School Year 2015-16 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 Met or Exceeded |
| Hispanic or Latino              | 3     | 15                 | 15     | 100.0               | 40.0                     |
|                                 | 4     | 19                 | 19     | 100.0               | 36.8                     |
|                                 | 5     | 25                 | 25     | 100.0               | 36.0                     |
| White                           | 3     | 28                 | 27     | 96.4                | 59.3                     |
|                                 | 4     | 34                 | 34     | 100.0               | 55.9                     |
|                                 | 5     | 25                 | 25     | 100.0               | 60.0                     |
| Socioeconomically Disadvantaged | 3     | 39                 | 39     | 100.0               | 48.7                     |
|                                 | 4     | 43                 | 43     | 100.0               | 41.9                     |
|                                 | 5     | 39                 | 38     | 97.4                | 39.5                     |

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)

The Pierce staff encourages parents to become involved in their children's school. Parents assist in classrooms, in the library, and at schoolwide events such as the Junior Olympics, Battle of the Books, 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 when 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                     | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 0.0     | 2.9     | 1.9     |
| Expulsions Rate            | 1.0     | 0.3     | 0.0     |
| District                   | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 7.7     | 6.7     | 5.9     |
| Expulsions Rate            | 0.2     | 0.2     | 0.3     |
| State                      | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 4.4     | 3.8     | 3.7     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

## 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.

| 2016-17 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      |           |

| 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  | 8.74 |
| 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 (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2013-14            | 2014-15 | 2015-16 | 2013-14               | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| K   | 28                 | 30      | 30      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 1   | 30                 | 26      | 26      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 2   | 28                 | 28      | 28      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 3   | 29                 | 28      | 28      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 4   | 29                 | 29      | 29      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 5   | 26                 | 30      | 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.

| FY 2014-15 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$36,718        | \$42,063                                     |
| Mid-Range Teacher Salary                       | \$59,866        | \$64,823                                     |
| Highest Teacher Salary                         | \$80,940        | \$84,821                                     |
| Average Principal Salary (ES)                  | \$93,471        | \$101,849                                    |
| Average Principal Salary (MS)                  | \$99,479        | \$107,678                                    |
| Average Principal Salary (HS)                  | \$109,594       | \$115,589                                    |
| Superintendent Salary                          | \$136,000       | \$169,152                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 32%             | 35%  |
| 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 5779.23                | 716.43     | 5062.80      | 66566.79               |
| District   | ♦                      | ♦          | 5248.53      | \$61,647               |
| State  | ♦                      | ♦          | \$5,677      | \$67,348               |
| Percent Difference: School Site/District                           |                        |            | -3.5         | 12.0                   |
| Percent Difference: School Site/ State                             |                        |            | -5.3         | 2.0                    |

\* Cells with ♦ do not require data.



**Types of Services Funded**

We use federal Title I money to pay for our project teacher and classroom aides. 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. 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).

**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 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).

**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.