Pierce Elementary School

674 North Gold Canyon • Ridgecrest CA, 93555 • (760) 499-1670 • Grades K-5
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Sierra Sands Unified School District
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Ridgecrest CA, 93555
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Superintendent

David Ostash
Assistant Superintendent, Human Resources

Pamela Smith
Assistant Superintendent, Business Services

Michelle Savko
Assistant Superintendent, Curriculum and Instruction

Elaine Littleton
Executive Director of SELPA

School Mission

At Pierce Elementary our mission is to equip students for a successful future through inspiring academic excellence, fostering leadership skills and developing partnerships within our community.

School Description

At Pierce Elementary, we believe that all people are unique and valuable and need to feel safe and respected in our learning community. We believe all students can learn and become successful life-long learners. We believe that learning occurs by implementing a rigorous, balanced curriculum that engages and inspires the curiosity of students. We take pride in our campus and believe that children learn best in a welcoming, safe, and clean environment. We believe that the home-school connection is a critical element in the development of successful, life-long learners. Since we believe in providing families with educational opportunities and the support they may need to foster their child's academic success, we actively encourage parents and other family members to become involved in their children's education through school committees, parent organizations and participation in family nights. At Pierce our teaching staff is committed to continually improve their instructional practices through professional development. All teachers have received or will receive Comprehensive Early Literacy training for kindergarten through grade three or Extended Literacy training for grades three through five. In the recent past, 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.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	52
Grade 2	56
Grade 3	79
Grade 4	48
Grade 5	59
Total Enrollment	361

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	1.4
Asian	1.9
Filipino	0.6
Hispanic or Latino	37.7
Native Hawaiian or Pacific Islander	0.3
White	46.3
Socioeconomically Disadvantaged	82.8
English Learners	17.5
Students with Disabilities	15.8
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Pierce Elementary School	16-17	17-18	18-19
With Full Credential	13	15	13
Without Full Credential	2	2	6
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Pierce Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: August 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Advance (2017) Adopted in 2017 **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
Health	Health and fitness Adopted in 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

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 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 third, 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Fair	Classroom 4: Small cracks in drywall on west wall. Portable Classroom 9: Carpet seams are coming apart. Ramp is bent and wavy and the metal is weakened-needs replacing. Portable Classroom 10: Carpet seams are coming apart, some tackable surface ripped in a few spots. Portable Classroom 11: Carpet seams are coming apart. Classroom A3: Needs a little paint. Cafeteria: Floor has lost its color in center of room. Kitchen: Few pieces of VCT have broken and are missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems.
Overall Rating	**Good**	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.

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

Subject	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	38.0	36.0	50.0	48.0	48.0	50.0
Math	39.0	34.0	33.0	32.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.7	22.7	16.7

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	203	201	99.01	36.32
Male	97	95	97.94	35.79
Female	106	106	100.00	36.79
Black or African American	20	20	100.00	30.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	78	98.73	24.36
White	96	95	98.96	45.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	166	164	98.80	29.27
English Learners	38	37	97.37	13.51
Students with Disabilities	39	37	94.87	10.81
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	203	202	99.51	33.83
Male	97	96	98.97	37.5
Female	106	106	100	30.48
Black or African American	20	20	100	20
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	78	98.73	23.38
White	96	96	100	42.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	166	165	99.4	27.44
English Learners	38	37	97.37	13.51
Students with Disabilities	39	38	97.44	5.26
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
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, Superintendents council, and other district advisory committees. We require parent and community volunteers to sign in at the office and wear a badge while on campus. In order to find out how one 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, Mr. John Cosner.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Staff members supervise students 30 minutes before school, after school, and during all recesses. 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. As a part of the annual update, the School Safety Plan is reviewed and approved by the School Site Council. The school holds monthly drills which include fire, earthquake, bus evacuation, and lockdown drills. The School Safety Committee meets monthly to review and address campus safety concerns.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.9	0.2	2.8
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	5.9	5.8	6.6
Expulsions Rate	0.3	0.2	0.2
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

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)	1.0
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 (non-teaching)	1.0
Other	7.95
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+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	28	21	22		1	1	2	2	2			
1	31	26	25				2	2	2			
2	21	23	28				2	3	2			
3	23	20	24		1		2	1	3			
4	27	25	22				2	2	2			
5	27	30	21			1	2	2	2			
Other			12			1						

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2016-17, 2017-18, and 2018-19 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,301	$45,681
Mid-Range Teacher Salary	$64,076	$70,601
Highest Teacher Salary	$87,196	$89,337
Average Principal Salary (ES)	$100,910	$110,053
Average Principal Salary (MS)	$105,610	$115,224
Average Principal Salary (HS)	$117,016	$124,876
Superintendent Salary	$158,000	$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6402.60	710.61	5692.	71498.45
District	♦	♦	5632.22	$64,523
State	♦	♦	$7,125	$71,392
Percent Difference: School Site/District			1.1	10.3
Percent Difference: School Site/ State			-67.9	0.1

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Federal Title I money was used to pay for a project teacher, classroom paraprofessionals, and parent involvement opportunities. In addition, a grant from the California Department of Education was received, which provided funding for the After School Education and Safety (ASES) program and a before school enrichment program. Along with the general education funding from the state and special funding for these special projects, the PTO fundraisers and donations from local businesses contribute to buy student incentives, P.E. equipment, supplemental technology programs, and new resource materials for our library. The local Altrusa Club (a service organization) donated $250 to Pierce School to purchase books so that all children at Pierce received a new book either at the beginning of the school year or for their birthday. The local Walmart also donated $500 for our students to be used in incentives, emergency supplies, or to fill student needs for underprivileged families. Finally, a substantial technology purchase was made to add a Chromebook cart to the before school program to help students with both core homework and supplemental technology education.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.