

Pierce Elementary School

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

Shyanne Ledford, Principal

sledford@ssusd.org

pierce.ssusd.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Sierra Sands Unified School District

113 Felspar
Ridgecrest CA, 93555
(760) 499-1600
ssusd.org

District Governing Board

Michael Scott, President

William Farris, Vice President

Amy Castillo Covert, Member

Timothy Johnson, Member

Kurt Rockwell, Member

District Administration

Dr. Dave Ostash

Superintendent

Bryan Auld

**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 School 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 School, 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 be successful and become 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-to-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, surveys, and participation in family nights. At Pierce our teaching staff is committed to continually improving their instructional practices through professional development and collaboration. 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	64
Grade 2	54
Grade 3	60
Grade 4	82
Grade 5	54
Total Enrollment	392

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	1.8
Asian	1.8
Filipino	1.5
Hispanic or Latino	35.7
White	45.2
Two or More Races	3.6
Socioeconomically Disadvantaged	80.6
English Learners	17.1
Students with Disabilities	14.8
Foster Youth	0.8
Homeless	1.5

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 for Pierce Elementary	17-18	18-19	19-20
With Full Credential	15	13	14
Without Full Credential	2	6	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sierra Sands Unified	17-18	18-19	19-20
With Full Credential	◆	◆	216
Without Full Credential	◆	◆	47
Teaching Outside Subject Area of Competence	◆	◆	20

Teacher Misassignments and Vacant Teacher Positions at Pierce Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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: September 2019

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	California Studies Weekly (2018) Adopted in 2019 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)

Due to renovations and modernization in 2009, Pierce Elementary School has updated plumbing, electrical, and heating/air conditioning systems. Our phone, fire, and alarm systems are 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 has weekly library and research time. Circulation has increased dramatically, thanks to parent checkouts, library availability during recess and lunch breaks, 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 library clerk supports 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: 10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Poor	Classroom 4: Cracks in drywall on west wall. Classroom 6: Holes in south wall by door. Portable Classroom 9: Carpet seams are coming apart. Portable Classroom 10: Carpet seams are coming apart, some tackable surface ripped in a few spots. Classroom A3: Needs a little paint, cove base coming off, and holes in the wall. Portable Classroom 21: Floor is uneven in the middle of the room where portable seams meet. Classroom 26: Vinyl floor needs replaced, window sill is coming out. State Preschool: Tackable wall is peeling in spots. Office: Cove base came off, main entry floor is cracked, and vinyl is cracking too. Cafeteria: Floor has lost its color in center of room, crack on west wall and by the kitchen bathrooms.
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	Portable Classroom 9: Ramp is bent and wavy and the metal is weakened-needs replacing. Ramp has sharp edges. Portable Classroom 22: Ramp needs repaired-lots of holes. Portable Classroom 25: Middle of ramp is raised. Grounds (Front Campus) Parking lot has cracks. Grounds (Back Campus) Lots of cracks on playground, needs paint, kinder playground has big cracks on playground and east side walkways.
Overall Rating	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	36	48	51	50	50
Math	34	32	32	36	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.2	11.5	23.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	192	191	99.48	36.13
Male	97	96	98.97	34.38
Female	95	95	100.00	37.89
Black or African American	25	25	100.00	16.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	66	66	100.00	34.85
White	89	88	98.88	40.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	155	99.36	28.39
English Learners	30	30	100.00	13.33
Students with Disabilities	44	44	100.00	18.18
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	192	191	99.48	31.58
Male	97	96	98.97	34.74
Female	95	95	100.00	28.42
Black or African American	25	25	100.00	16.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	66	66	100.00	31.82
White	89	88	98.88	34.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	155	99.36	22.73
English Learners	30	30	100.00	16.67
Students with Disabilities	44	44	100.00	16.28
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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, English Language Advisory Committee, Superintendents council, and other site 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 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, Mrs. Shyanne Ledford.

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 provide supervision at all times while students are on campus. In the morning, designated staff members supervise students until the gates and cafeteria are open. Then supervision shifts to staff members in those areas, and a rotating roster of staff members provide supervision during all snack breaks and recess. Six noon duty supervisors ensure that the playground remains safe during all lunch recesses, and staff members are designated to provide supervision in front of the school until all students have left campus. 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. Parents and other visitors are encouraged to share safety concerns with Pierce staff as well.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	2.8	4.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	6.6	7.1
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	392.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	2		22	1	2		26		3	
1	26		2		25		2		21	1	2	
2	23		3		28		2		25		2	
3	20	1	1		24		3		22	1	2	
4	25		2		22		2		24		3	
5	30		2		21	1	2		21	1	2	
Other**					12	1						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 2017-18, 2018-19, and 2019-20 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$46,208
Mid-Range Teacher Salary	\$64,078	\$72,218
Highest Teacher Salary	\$89,299	\$92,742
Average Principal Salary (ES)	\$98,718	\$134,864
Average Principal Salary (MS)	\$106,825	\$118,220
Average Principal Salary (HS)	\$117,016	\$127,356
Superintendent Salary	\$160,000	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6664.13	970.55	5693.58	64580.09
District	N/A	N/A	\$5,478.68	\$63,270.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.8	2.0
School Site/ State	-27.5	-12.2

Note: Cells with N/A values 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, a classroom paraprofessional, 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 purchases for 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. 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. The district's Local Control Accountability Plan (LCAP) provides funding for the full time counselor who provides Tier I (classroom), Tier II (small groups), and Tier III (individual) supports and to further implement the site's Positive Behavior Intervention and Support (PBIS) goals. The district's LCAP also provide funding for the full time computer paraprofessional who provides supplemental support in technology and intervention to lessen the digital divide.

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.