

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.


This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Pierce Elementary School
Street	674 North Gold Canyon
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1670
Principal	Shyanne Ledford
E-mail Address	sledford@ssusd.org
School Website	http://pierce.ssusd.org
CDS Code	15-73742-6009294
School Logo	 <p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Sierra Sands Unified School District
Street	113 Felspar
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Web Site	ssusd.org
E-mail Address	superintendent@ssusd.org
District Logo	Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here .

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

Member 1	Name: William Farris, President Title:
Member 2	Name: Kurt Rockwell, Vice President Title:
Member 3	Name: Chad Houck, Member Title:
Member 4	Name: Timothy Johnson, Member Title:
Member 5	Name: Michael Scott, Member Title:
Member 6	Name: Title:
Member 7	Name: Title:
Member 8	Name: Title:
Member 9	Name: Title:
Member 10	Name: Title:
Member 11	Name: Title:
Member 12	Name: Title:

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

Superintendent	Dr. Dave Ostash
Administrator 1	Name: Pamela Smith Title: Assistant Superintendent, Business Services
Administrator 2	Name: Michelle Savko Title: Assistant Superintendent, Curriculum and Instruction
Administrator 3	Name: Bryan Auld Title: Assistant Superintendent, Human Resources
Administrator 4	Name: Paul Delbick Title: Executive Director of SELPA
Administrator 5	Name: Donnie Morrison Title: Chief Technology Officer

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

School Mission

The mission of Pierce Elementary School is to provide a safe and welcoming community where all students feel supported in developing the skills necessary to prepare for a successful future.

School Vision

The vision of Pierce Elementary School is to work with all members of the school community to become an equitable and inclusive model in education.

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.

[Opportunities for Parental Involvement \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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.

[School Safety Plan \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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.

[School Facility Conditions and Planned Improvements \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's [MS Excel format](#) (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/7/2020

This section should be kept to 1-2 paragraphs.

Buildings

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 (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	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. Classroom 22: Cove base needs repaired on South wall. State Preschool: Tackable wall is peeling in spots. Office: Cove base came off. 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.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
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	Poor	Grounds (Front Campus) Parking lot has cracks. Grounds (Back Campus) Lots of cracks on playground, kinder playground has big cracks on playground and east side walkways.
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 an average of 93.29% on the 8 categories of our evaluation.

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	13	14	14	213
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	6	6	4	34
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	15

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments '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.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2020

This section should be kept to 1-2 paragraphs.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (2017) Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015) Adopted in 2015	Yes	0
Science	FOSS Next Generation Elementary (2019) Adopted in 2020	Yes	0
History-Social Science	California Studies Weekly (2018) Adopted in 2019	Yes	0
Foreign Language			
Health	Health and Fitness Adopted in 2005	Yes	0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)			

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- Percent differences, **highlighted light-blue**, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6477.61	1229.42	5248.19	65406.83
District	♦	♦	5982.82	\$68,495
Percent Difference: School Site and District	♦	♦	-13.1	-4.6
State	♦	♦	\$7,750	\$75,706
Percent Difference: School Site and State	♦	♦	-38.5	-14.6

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Federal Title I money was utilized to fund a full-time 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 provides funding for the full-time computer paraprofessional who provides supplemental support in technology and intervention to lessen the digital divide.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. 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, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	4.4	6.6	7.1	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.1	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.