

Pierce Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Pierce Elementary School
Street	674 North Gold Canyon
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1670
Principal	Jessica Kurtz
Email Address	jkurtz@ssusd.org
School Website	pierce.ssusd.org
County-District-School (CDS) Code	15-73742-6009294

2023-24 District Contact Information

District Name	Sierra Sands Unified School District
Phone Number	(760) 499-1600
Superintendent	Dr. April Moore
Email Address	superintendent@ssusd.org
District Website	ssusd.org

2023-24 School Description and Mission Statement

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

2023-24 School Description and Mission Statement

Achieving School.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	35
Grade 2	48
Grade 3	64
Grade 4	61
Grade 5	51
Total Enrollment	315

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	52.1%
American Indian or Alaska Native	1.6%
Asian	1%
Black or African American	14.9%
Filipino	0.3%
Hispanic or Latino	36.5%
Two or More Races	6%
White	38.4%
English Learners	9.8%
Foster Youth	1.3%
Homeless	6.7%
Socioeconomically Disadvantaged	70.8%
Students with Disabilities	20%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	68.75	158.40	68.07	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	12.50	10.50	4.54	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.25	21.00	9.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.60	8.85	12115.80	4.41
Unknown	2.00	12.50	22.00	9.49	18854.30	6.86
Total Teaching Positions	16.00	100.00	232.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.60	86.37	154.60	65.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	6.82	6.80	2.89	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	35.20	14.87	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.30	5.20	11953.10	4.28
Unknown	1.00	6.82	27.60	11.68	15831.90	5.67
Total Teaching Positions	14.60	100.00	236.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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
Health	Health and Fitness Adopted in 2005	Yes	0
Visual and Performing Arts	QuaverMusic CA by QuaverEd (2023) Adopted in 2023 SRA Art Connections Adopted in 2007	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces			X	Classroom 2: Torn tackable wall. Classroom 5: Cracks on north upper wall. Classroom 6: Holes in wall, damaged wall corner. Classroom 7: Hole in tackable wall, small piece of cove base torn. Classroom 8: Large crack on east wall. Portable Classroom 9: Large section of tackable wall peeled off, hole in the wall. Portable Classroom 10: Several pieces torn off tackable wall, inside window trim missing. Interior door needs paint. Portable 25: Torn tackable wall. Classroom 26: Ceiling tiles coming loose. State Preschool: Hole in wall. Office: Wall corners damaged. Cafeteria: Chipped walls. Kitchen: Wall peeling, broken floor tiles by back door, cracked wall. Holes in wall near bathroom. Library: Stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		No apparent problems.
Structural: Structural Damage, Roofs	X		No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		No apparent problems.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	20	41	39	47	46
Mathematics (grades 3-8 and 11)	13	18	25	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	179	173	96.65	3.35	20.23
Female	82	79	96.34	3.66	26.58
Male	97	94	96.91	3.09	14.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	4.35
Filipino	--	--	--	--	--
Hispanic or Latino	66	64	96.97	3.03	17.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	70	67	95.71	4.29	32.84
English Learners	24	24	100.00	0.00	4.17
Foster Youth	0	0	0	0	0
Homeless	16	15	93.75	6.25	6.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	140	135	96.43	3.57	14.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	4.26

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	179	174	97.21	2.79	18.39
Female	82	79	96.34	3.66	17.72
Male	97	95	97.94	2.06	18.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	8.70
Filipino	--	--	--	--	--
Hispanic or Latino	66	64	96.97	3.03	14.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	70	68	97.14	2.86	29.41
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	140	136	97.14	2.86	13.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	6.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.09	15.38	25.40	28.48	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	52	100.00	0.00	15.38
Female	23	23	100.00	0.00	17.39
Male	29	29	100.00	0.00	13.79
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	5.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	30.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	7.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	84%	79%	81%	75%	81%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Pierce staff encourages parents to become involved in their children's school. Parents assist in classrooms, in the library, and at school-wide events such as our back-to-school ice cream social, PBIS reward activities, the Junior Olympics, Holiday Programs, and Family Nights. They chaperone field trips and/or activities and are involved in governance roles on our School Site Council, English Language Advisory Committee, Superintendent's council, and other site and district advisory committees. In addition, we update our parent-involvement policy annually. 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. Jessica Kurtz.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	389	363	116	32.0
Female	188	177	58	32.8
Male	201	186	58	31.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	2	40.0
Asian	4	3	1	33.3
Black or African American	61	54	26	48.1
Filipino	3	3	0	0.0
Hispanic or Latino	147	133	42	31.6
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	20	20	7	35.0
White	144	141	37	26.2
English Learners	35	34	8	23.5
Foster Youth	14	12	2	16.7
Homeless	38	38	16	42.1
Socioeconomically Disadvantaged	293	276	102	37.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	86	28	32.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	8.79	10.28	0.17	8.47	8.80	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.28	0
Female	3.19	0
Male	16.92	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	18.03	0
Filipino	0	0
Hispanic or Latino	4.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	15	0
White	11.11	0
English Learners	5.71	0
Foster Youth	0	0
Homeless	23.68	0
Socioeconomically Disadvantaged	13.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	20	0

2023-24 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 roster of staff members provides supervision during all snack breaks and recesses. Four-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 with valid government-issued identification 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 every January. 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.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	20	2	1	
2	27		2	
3	21	1	2	
4	21		2	
5	27		2	
Other	8	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	2	1	
1	17	1	2	
2	17	1	3	
3	12	3	2	
4	17	1	2	
5	14	3		
Other	9	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	0	2	0
1	17	2	0	0
2	7	6	2	0
3	9	8	0	0
4	8	6	0	1
5	7	6	1	0
6	0	0	0	0
Other	19	1	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	315

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7527.01	159.72	7367.29	65581.59
District	N/A	N/A	6715.45	\$70,139
Percent Difference - School Site and District	N/A	N/A	9.3	-6.7
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-3.2	-22.2

Fiscal Year 2022-23 Types of Services Funded

Federal Title I money was utilized to fund a full-time project teacher, a full-time 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 Parent Connection 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 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) support 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. Our Parent Connection sponsors fundraisers to fund assemblies, school-wide activities, and the purchase of school improvement items.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,118	\$50,875
Mid-Range Teacher Salary	\$73,562	\$79,761
Highest Teacher Salary	\$103,106	\$103,045
Average Principal Salary (Elementary)	\$115,381	\$128,154
Average Principal Salary (Middle)	\$113,428	\$131,774
Average Principal Salary (High)	\$133,450	\$142,676
Superintendent Salary	\$175,000	\$211,462
Percent of Budget for Teacher Salaries	27.4%	30.11%
Percent of Budget for Administrative Salaries	4.86%	5.49%

Professional Development

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development in the 2021-22 school year, 3 days (or 18 hours based on 6 hours/day) in the 2022-23 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2023-24 school year. The primary/major areas of focus for professional development include but are not limited to: social-emotional learning programs such as Capturing Kids Hearts, 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. In 2023-24, the primary focus was addressing student achievement needs identified through the state's Comprehensive Support and Improvement (CSI) designation. Areas of focus were selected based on 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3