

# Las Flores 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/fg/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

<b>School Name</b>	Las Flores Elementary School
<b>Street</b>	720 W. Las Flores Blvd.
<b>City, State, Zip</b>	Ridgecrest, CA 93555
<b>Phone Number</b>	(760) 499-1860
<b>Principal</b>	Sarah Tate
<b>Email Address</b>	state@ssusd.org
<b>School Website</b>	lasflores.ssusd.org
<b>County-District-School (CDS) Code</b>	15-73742-6009625

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### Principal's Message

Our vision is to partner with the community in educating all students to the highest levels of academic achievement, to reach their fullest potential, and to prepare them to become productive, responsible, and compassionate citizens.

At Las Flores, we are committed to being a Professional Learning Community that engages in collaboration, Response to Intervention (RTI), and school site that is newly focused on implementing Capturing Kids Hearts . With these multi-tiered interventions in place, we are confident that we will successfully prepare our students to thrive socially, emotionally, and academically.

We invite you to join our PTO or School Site Council (SSC) to partner with us to ensure our students are successful.

## 2023-24 School Description and Mission Statement

### About this School

#### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	84
Grade 2	81
Grade 3	87
Grade 4	89
Grade 5	89
Total Enrollment	526

#### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50%
American Indian or Alaska Native	1.1%
Asian	4.8%
Black or African American	4.9%
Filipino	0.6%
Hispanic or Latino	26.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.5%
White	56.1%
English Learners	3%
Foster Youth	0.8%
Homeless	2.7%
Socioeconomically Disadvantaged	38.6%
Students with Disabilities	9.5%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.80	100.00	158.40	68.07	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.50	4.54	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	21.00	9.05	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	20.60	8.85	12115.80	4.41
<b>Unknown</b>	0.00	0.00	22.00	9.49	18854.30	6.86
<b>Total Teaching Positions</b>	19.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.20	79.18	154.60	65.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	10.41	6.80	2.89	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	10.41	35.20	14.87	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.30	5.20	11953.10	4.28
<b>Unknown</b>	0.00	0.00	27.60	11.68	15831.90	5.67
<b>Total Teaching Positions</b>	19.20	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	0.00	2.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2.00

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
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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	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

Our school comprises four buildings that include 22 classrooms, a media center, a computer lab, and a cafeteria. Overall our facilities are in good condition. The Las Flores buildings and grounds were renovated during the 2000–2001 school year. We installed new playground equipment on the primary and intermediate playgrounds. During the 2002–2003 school year we added new drinking fountains to primary and intermediate playgrounds and renovated the kitchen. New playground equipment was added to the primary and kindergarten playgrounds in 2007–2008. Our school underwent modernization and was completed by the 2012-13 school year.

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 making 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.

After the July 2019 earthquakes, all our buildings received a green tag.

### Library

Our media center works closely with classroom teachers to ensure that literature and instructional materials are aligned with the California Content Standards. Students have 30 minutes in the media center each week.

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
<b>Interior:</b> Interior Surfaces		X		Classroom 4: Edge of counter is broken. Library: 2 stained ceiling tiles. Cafeteria: Stairwell to stage needs to be painted. Computer Lab stained ceiling tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
<b>Electrical</b>	X			No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Grounds (Back Campus) Fall protection coming apart.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	44	41	39	47	46
<b>Mathematics</b> (grades 3-8 and 11)	33	41	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
<b>All Students</b>	266	262	98.50	1.50	43.89
<b>Female</b>	132	128	96.97	3.03	43.75
<b>Male</b>	134	134	100.00	0.00	44.03
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	14	100.00	0.00	78.57
<b>Black or African American</b>	14	14	100.00	0.00	35.71
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	65	65	100.00	0.00	29.23
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	36.36
<b>White</b>	158	154	97.47	2.53	48.05
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	139	136	97.84	2.16	34.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	33	100.00	0.00	36.36

## 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
<b>All Students</b>	266	262	98.50	1.50	40.84
<b>Female</b>	132	128	96.97	3.03	35.94
<b>Male</b>	134	134	100.00	0.00	45.52
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	14	100.00	0.00	78.57
<b>Black or African American</b>	14	14	100.00	0.00	14.29
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	65	65	100.00	0.00	30.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	36.36
<b>White</b>	158	154	97.47	2.53	44.16
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	139	136	97.84	2.16	30.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	33	100.00	0.00	30.30

## 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
<b>Science</b> (grades 5, 8 and high school)	25.88	32.18	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
<b>All Students</b>	89	87	97.75	2.25	32.18
<b>Female</b>	44	42	95.45	4.55	23.81
<b>Male</b>	45	45	100.00	0.00	40.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	18	18	100.00	0.00	11.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	54	52	96.30	3.70	36.54
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	47	46	97.87	2.13	26.09
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	81%	59%	58%	84%	86%

## 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

Our PTO has more than 100 members. The School Site Council includes parents and school personnel, and it helps develop, carry out, and monitor the school plan. We updated the School Plan for Student Achievement and the School Safety Plan with input from these two parent groups and an annual survey of all parents. Parents and community members volunteer in our classrooms and the library and support school-wide activities. We also offer monthly Family Nights/Mornings on campus. The contact person for parent involvement is our PTO President, Jennifer Ricketts, who can be reached at (760) 499-1860.

We strongly encourage and wholeheartedly welcome parents at our school!

Following is a list of various programs in which you can help in the following ways Classroom Volunteers, Positive Behavior Support Reward once a month, Book Fair, Teacher Appreciation Day, and our annual Field Day.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	570	556	106	19.1
Female	287	278	55	19.8
Male	282	277	50	18.1
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	6	6	3	50.0
Asian	26	26	5	19.2
Black or African American	29	27	5	18.5
Filipino	3	3	0	0.0
Hispanic or Latino	156	150	45	30.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	29	29	2	6.9
White	317	311	43	13.8
English Learners	22	20	4	20.0
Foster Youth	7	7	1	14.3
Homeless	21	20	9	45.0
Socioeconomically Disadvantaged	304	298	84	28.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	70	13	18.6

### 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	0.89	2.11	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	2.11	0
Female	1.05	0
Male	3.19	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.45	0
Filipino	0	0
Hispanic or Latino	2.56	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.89	0
English Learners	0	0
Foster Youth	0	0
Homeless	4.76	0
Socioeconomically Disadvantaged	3.29	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.63	0

## 2023-24 School Safety Plan

Staff members supervise students 15 minutes before and after school and during all recesses. Nine supervisors keep the playground safe during lunch recess. We require all visitors to sign in using our site Raptor system that scans and checked visitor's ID against national databases. Visitors wear badges with their picture and their destinations printed on the badge. All volunteers are required to adhere to the district's volunteer policy and are both live scanned and pass a TB test. School personnel participates in monthly site and district safety meetings. We update our School Safety Plan annually. We developed our crisis-response plan with local law enforcement agencies. We hold regular fire, earthquake, bus, and lockdown drills.

## 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	18	4		
1	25		3	
2	20	3	1	
3	24		3	
4	27		3	
5	28		3	

## 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	17	2	3	
1	19	1	3	
2	15	2	3	
3	20	1	3	
4	30		3	
5	27		3	
Other	15	1		

## 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	10	7	3	0
1	12	4	3	0
2	10	6	3	0
3	22	1	3	0
4	30	0	3	0
5	30	0	3	0
6	0	0	0	0
Other	0	0	0	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
<b>Pupils to Academic Counselor</b>	526

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2

## 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
<b>School Site</b>	5405.32	186.64	5218.68	60042.08
<b>District</b>	N/A	N/A	6715.45	\$70,139
<b>Percent Difference - School Site and District</b>	N/A	N/A	-25.1	-15.5
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A	-37.2	-30.9

## Fiscal Year 2022-23 Types of Services Funded

Our Title I allocation is used to supplement the educational programs offered to students through a full-time Title I teacher on special assignment, a full time para professional that supports students in the computer lab and a part time para professional that is extra support during intervention times. This allows for systematic collaboration and intervention/smaller instructional groups, staff development, and parent involvement programs. We receive funding to supplement school programs from sources such as our PTO. We have used these funds to improve school facilities and programs to develop and implement diverse intervention programs for students.

## 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
<b>Beginning Teacher Salary</b>	\$45,118	\$50,875
<b>Mid-Range Teacher Salary</b>	\$73,562	\$79,761
<b>Highest Teacher Salary</b>	\$103,106	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$115,381	\$128,154
<b>Average Principal Salary (Middle)</b>	\$113,428	\$131,774
<b>Average Principal Salary (High)</b>	\$133,450	\$142,676
<b>Superintendent Salary</b>	\$175,000	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	27.4%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	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. 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3