

Las Flores Elementary School

720 W. Las Flores Blvd. • Ridgecrest, CA 93555 • (760) 499-1860 • Grades K-5

Susan Marvin, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Sierra Sands Unified School District

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Principal's Message

At Las Flores Elementary School we are committed to providing the best learning opportunities possible to help all of our students achieve academic success. Through our Professional Learning Community and our partnership with parents, we provide excellent learning opportunities for all students. We encourage parents to become involved by joining our PTO or School Site Council (SSC), by visiting, or by volunteering in the classroom or in school wide activities.

Las Flores was selected as a 2004 California Distinguished School Honorable Mention. We were also awarded as California Distinguished School in 2006, 2009 and 2014. We are a school wide Title I school.

During the 2014-15 school year, we continued to provide a Response to Intervention plan that targeted the needs of at risk students in English Language Arts and at risk math students. We also continued the implementation of our behavior support system known as PBIS (Positive Behavior Intervention Support) which included school wide rules (Kind, Safe, Productive, Respectful), the DOJO system that reinforced positive behaviors, monthly assemblies, and monthly rewards.

Susan Marvin, PRINCIPAL

Types of Services Funded at Las Flores Elementary School

State and federal monies are used to supplement the educational programs offered to students through smaller instructional groups, staff development, and parent involvement programs. We receive funding to supplement school programs from sources such as our PTO, Kiwanis, and Box Tops for Education. We have used these funds to improve school facilities, including the library, and to develop and implement diverse intervention programs for students.

Professional Development provided for Teachers at Las Flores Elementary School

Teachers and administrators participate in staff development activities throughout the year. Recent trainings have emphasized language arts, mathematics, technology, and English language development instructional strategies. The district offered various staff development opportunities in 2014-15 including training to help teachers strengthen their teaching of reading, writing and math and implementing the Common Core Standards and PBIS behavior training. We hold regular onsite collaborative meetings in which our staff discusses state and district standards, our academic program, and effective instructional strategies.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 499-1860.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	126
Gr. 1	79
Gr. 2	74
Gr. 3	79
Gr. 4	72
Gr. 5	74
Total	504

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	1.2
Asian	4.6
Filipino	2.2
Hispanic or Latino	19.0
Native Hawaiian/Pacific Islander	0.8
White	66.9
Two or More Races	1.2
Socioeconomically Disadvantaged	55.6
English Learners	8.3
Students with Disabilities	4.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Las Flores Elementary School	12-13	13-14	14-15
Fully Credentialed	15	18	20
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	202
Without Full Credential	◆	◆	10
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Las Flores Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	90.54	9.46
High-Poverty Schools	91.24	8.76
Low-Poverty Schools	89.58	10.42

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose our textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School district holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Treasures (2008) Adopted in 2010</p> <p>Splash Adopted in 2012</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Go Math! Houghton Mifflin Harcourt Adopted in 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Science (2008) Adopted in 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>History-Social Science for California (2006) Adopted in 2006</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Health and Fitness Adopted in 2005</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Spotlight on Music Adopted in 2007</p> <p>SRA Art Connections Adopted in 2007</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

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 we returned to our original site at the start of 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 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

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.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 11-12-14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		Evaporative cooler in Kitchen needs replaced. A work order has been submitted.
Interior: Interior Surfaces	[X]	[]	[]		No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		No apparent problems.
Electrical: Electrical	[X]	[]	[]		No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		No apparent problems.
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 Rating	Exemplary [X]	Good []	Fair []	Poor []	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	78	62	89	69	68	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	59	66	70	54	59	59	54	56	55
Math	75	74	84	52	53	54	49	50	50
HSS				48	54	56	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	9
Similar Schools	8	8	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.1	22.4	53.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	66	
All Student at the School	89	
Male	93	
Female	84	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White	93	
Two or More Races		
Socioeconomically Disadvantaged	88	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	33	23	22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-8		
Native Hawaiian/Pacific Islander			
White	43	22	21
Two or More Races			
Socioeconomically Disadvantaged	17	32	24
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents are actively involved in our classrooms and are encouraged to volunteer. We include parents in our decision-making process and ask for their input when developing school goals and objectives. Our school represents the values of students, families, teachers, and the local community.

Our PTO has more than 150 members. The School Site Council includes both parents and school personnel, and it helps develop, carry out, and monitor the school plan. We updated the Single School Plan for Student Achievement and the School Safety Plan with input from these two parent groups and from an annual survey of all parents. Parents and community members volunteer in our classrooms and library, and they support such schoolwide activities. We also offer monthly Family Nights on campus. The contact person for parent involvement is our PTO President, Emily Lane; she can be reached at (760) 499-1860.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Staff members supervise students 15 minutes before and after school and during all recesses. Six supervisors keep the playground safe at lunch. We require all visitors to sign in at the office and wear badges. School personnel participate 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.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.2	0.4	0.7
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	30.5	24	25	0	1		2	3	5	0		
Gr. 1	28.7	23	26	0	1	1	3	2	2	0		
Gr. 2	31.5	26	25	0		1	2	3	2	0		
Gr. 3	32.5	33	26	0			1	1	3	1	1	
Gr. 4	33.5	32	24	0		1	0	2	2	2		
Gr. 5	28.5	34	25	0		1	2		2	0	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4707	568	4139	60615
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-9.4	1.6
Percent Difference: School Site/ State			-25.2	-4.0