



Las Flores Elementary School

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Sierra Sands Unified School District

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District Governing Board

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**Assistant Superintendent,
Curriculum and Instruction**
Elaine Littleton
Executive Director of SELPA

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. In 2016 we were a California Gold Ribbon School and a Title 1 Academic Achievement Award recipient. We are a school wide Title I school.

During the 2016-17 school year, we continue 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 continue the implementation of our behavior support system known as PBIS (Positive Behavior Intervention Support) which included school wide rules (Pride, Awareness, Wise Choices and Safety), the DOJO system that reinforced positive behaviors, monthly assemblies, and monthly rewards.

Susan Marvin, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	104
Grade 2	76
Grade 3	81
Grade 4	81
Grade 5	79
Total Enrollment	506

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	1.2
Asian	3
Filipino	1.4
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	0.6
White	63.2
Two or More Races	1.8
Socioeconomically Disadvantaged	51.4
English Learners	9.9
Students with Disabilities	5.7
Foster Youth	0.8

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	14-15	15-16	16-17
With Full Credential	20	19	21
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Las Flores Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	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

2015-16 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	100.0	0.0
Districtwide		
All Schools	88.9	11.1
High-Poverty Schools	92.8	7.2
Low-Poverty Schools	83.2	16.8

* 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 2016-17)

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

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Treasures (2008) Adopted in 2010 Splash Adopted in 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! Houghton Mifflin -2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science (2008) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California (2006) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health and Fitness Adopted in 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 10/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Cafeteria: Coolers are in bad shape. Only one is working. Tray shelf needs to be fixed. Kitchen: Evaporator cooler dilapidated.
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			Library: Roof leaks on west side of room.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.
Overall Rating	Exemplary	Good	Fair	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.
	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	56	58	50	50	44	48
Math	42	41	34	34	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	89	70	65	65	63	61	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.4	12.7	59.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	81	78	96.3	65.4
Male	39	37	94.9	64.9
Female	42	41	97.6	65.9
Hispanic or Latino	14	14	100.0	28.6
White	57	55	96.5	76.4
Socioeconomically Disadvantaged	37	35	94.6	45.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	83	98.8	54.2
	4	79	76	96.2	61.8
	5	81	79	97.5	59.5
Male	3	41	40	97.6	55.0
	4	37	36	97.3	55.6
	5	39	37	94.9	54.0
Female	3	43	43	100.0	53.5
	4	42	40	95.2	67.5
	5	42	42	100.0	64.3
Hispanic or Latino	3	25	25	100.0	56.0
	4	19	19	100.0	52.6
	5	14	14	100.0	28.6
White	3	50	49	98.0	53.1
	4	45	43	95.6	62.8
	5	57	55	96.5	63.6
Socioeconomically Disadvantaged	3	46	45	97.8	53.3
	4	43	41	95.3	48.8
	5	37	36	97.3	41.7

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	83	98.8	53.0
	4	79	76	96.2	38.2
	5	81	79	97.5	31.6
Male	3	41	40	97.6	60.0
	4	37	36	97.3	44.4
	5	39	37	94.9	29.7
Female	3	43	43	100.0	46.5
	4	42	40	95.2	32.5
	5	42	42	100.0	33.3

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	25	25	100.0	48.0
	4	19	19	100.0	26.3
	5	14	14	100.0	14.3
White	3	50	49	98.0	51.0
	4	45	43	95.6	44.2
	5	57	55	96.5	36.4
Socioeconomically Disadvantaged	3	46	45	97.8	46.7
	4	43	41	95.3	26.8
	5	37	36	97.3	11.1

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 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.

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 (School Year 2016-17)

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. Volunteers from the Ridgecrest Presbyterian Church provide a Homework Club on Mondays and Thursdays. We also offer monthly Family Nights on campus. The contact person for parent involvement is our PTO President, Kelly Walden; 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. Nine supervisors keep the playground safe during lunch recess. 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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	2.9	1.1
Expulsions Rate	0.7	0.0	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	7.7	6.7	5.9
Expulsions Rate	0.2	0.2	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 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

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)	0.75
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	8.97
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	25	25				5	5	5			
1	31	22	22		2	2	2	2	2			
2	31	28	28				3	3	3			
3	26	28	28				3	3	3			
4	30	32	32				2	2	2			
5	29	32	32				3	1	1		2	2

Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,718	\$42,063
Mid-Range Teacher Salary	\$59,866	\$64,823
Highest Teacher Salary	\$80,940	\$84,821
Average Principal Salary (ES)	\$93,471	\$101,849
Average Principal Salary (MS)	\$99,479	\$107,678
Average Principal Salary (HS)	\$109,594	\$115,589
Superintendent Salary	\$136,000	\$169,152
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	6%

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

Types of Services Funded

Title I federal monies are used to supplement the educational programs offered to students through a full time Title I teacher. 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, 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5131.43	469.43	4662.00	60909.69
District	♦	♦	5248.53	\$61,647
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-11.2	2.5
Percent Difference: School Site/ State			-12.8	-6.7

* Cells with ♦ do not require data.