



# Las Flores Elementary School

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Sierra Sands Unified School District

113 Felspar  
Ridgecrest CA, 93555  
(760) 499-1600  
ssusd.org

#### District Governing Board

Michael Scott, President

William Farris, Vice President

Amy Castillo Covert, Member

Timothy Johnson, Member

Kurt Rockwell, Member

#### District Administration

Dr. Dave Ostash  
**Superintendent**

Bryan Auld

**Assistant Superintendent, Human  
Resources**

Pamela Smith

**Assistant Superintendent, Business  
Services**

Michelle Savko

**Assistant Superintendent,  
Curriculum and Instruction**

Elaine Littleton

**Executive Director of SELPA**

Bryan Auld

**Assistant Superintendent, Human  
Resources**

### 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.

In 2016 Las Flores was a California Gold Ribbon School and a Title I Academic Achievement Award recipient. We are a school wide Title I school.

We continue to provide a Response to Intervention plan that targets the needs of at risk students in English Language Arts and math. We also continue the implementation of our behavior support system known as PBIS (Positive Behavior Intervention Support) which includes school wide expectations (Pride, Awareness, Wise Choices and Safety or PAWS), the DOJO system that reinforces positive behaviors, monthly assemblies, and monthly reinforcement of the schoolwide expectations.

Sarah Tate, 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	72
Grade 2	77
Grade 3	75
Grade 4	83
Grade 5	81
<b>Total Enrollment</b>	<b>476</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.3
Asian	3.4
Filipino	1.3
Hispanic or Latino	20.6
Native Hawaiian or Pacific Islander	0.4
White	66.4
Two or More Races	2.7
Socioeconomically Disadvantaged	50.6
English Learners	6.9
Students with Disabilities	7.6
Foster Youth	0.4
Homeless	2.1

## 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

Teacher Credentials for Las Flores Elementary	17-18	18-19	19-20
With Full Credential	19	19	22
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sierra Sands Unified	17-18	18-19	19-20
With Full Credential	◆	◆	216
Without Full Credential	◆	◆	47
Teaching Outside Subject Area of Competence	◆	◆	20

### Teacher Misassignments and Vacant Teacher Positions at Las Flores Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

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: September 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Advance- 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Go Math! Houghton Mifflin -2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	California Science (2008) Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	California Studies Weekly (2018) Adopted in 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Health and Fitness Adopted in 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	California Spotlight on Music Adopted in 2007  SRA Art Connections Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 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.

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.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Evaporative cooler is dilapidated.
<b>Interior:</b> Interior Surfaces	Good	Portable Classroom 16: Water stains on ceiling. Portable Classroom 17 Water stains on ceiling. Library: Water stains on ceiling. Office: Conference room needs ceiling cover plates. Computer Lab: Hole in west wall, hole in north wall where clock was.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
<b>Electrical:</b> Electrical	Good	Portable Classroom 18: NW corner data plates need to be fixed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Portable Classroom 22: Fountain needs to be adjusted.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	Good	Portable Classroom 16: Water leak in roof. Portable Classroom 17: Water leak in roof. Library: Roof leaks on west side of room.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Grounds (Front Campus) Cracks in concrete and parking lot. Grounds (Back Campus) Cracks in concrete, paint is coming off steps behind the library.
<b>Overall Rating</b>	<b>Good</b>	

## 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. 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); 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	56	48	51	50	50
Math	45	45	32	36	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.2	14.1	37.2

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	239	236	98.74	55.93
Male	112	111	99.11	54.05
Female	127	125	98.43	57.60
Black or African American	17	17	100.00	47.06
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.00	44.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	148	98.01	58.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	127	99.22	41.73
English Learners	24	24	100.00	50.00
Students with Disabilities	22	22	100.00	13.64
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	239	236	98.74	44.92
Male	112	111	99.11	47.75
Female	127	125	98.43	42.40
Black or African American	17	17	100.00	23.53
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.00	32.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	148	98.01	47.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	127	99.22	29.92
English Learners	24	24	100.00	41.67
Students with Disabilities	22	22	100.00	18.18
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2019-20)

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 school wide activities. We also offer monthly Family Nights/Mornings on campus. The contact person for parent involvement is our PTO President, Kelly Weldon, who can be reached at (760) 499-1860.

#### 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.

#### 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. All volunteers are required to adhere to the district's volunteer policy and are both live scanned and pass a TB test. 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 lock down drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.0	2.3
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	6.6	7.1
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	476.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	3		23	1	3		22		4	
1	25		3		24		3		24		3	
2	26		4		27		3		26		3	
3	25		3		22		4		25		3	
4	32		2		32		2		28		3	
5	30		3		32		2	1	27		3	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2017-18, 2018-19, and 2019-20 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$46,208
Mid-Range Teacher Salary	\$64,078	\$72,218
Highest Teacher Salary	\$89,299	\$92,742
Average Principal Salary (ES)	\$98,718	\$134,864
Average Principal Salary (MS)	\$106,825	\$118,220
Average Principal Salary (HS)	\$117,016	\$127,356
Superintendent Salary	\$160,000	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5177.09	231.09	4946.00	59593.01
District	N/A	N/A	\$5,478.68	\$63,270.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.2	-6.0
School Site/ State	-41.1	-20.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## 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. 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 <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).

## 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.