



Agua Caliente Elementary

30-800 San Luis Rey Drive • Cathedral City, CA 92234-6045 • (760) 416-8235 • Grades K-5

Lucy Hansen, Ed.D, Principal

lhansen@psusd.us

aguacalienteschoolweebly.com

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
(760) 416-6000
www.psusd.us

District Governing Board

Karen Cornett, Member
Shari Stewart, President
Richard Clapp, Member
John Gerandi, Clerk
James Williamson, Member

District Administration

Christine J. Anderson, Ed. D
Superintendent
Mauricio Arellano
**Assistant Superintendent,
Human Resources**

Mike Swize, Ed. D.
**Assistant Superintendent,
Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent,
Business Services**

School Description

We are an educational team who believes that our students can and will develop the skills necessary for lifelong success. We provide a safe and secure environment in which students, teachers, parents and community members work together to ensure each learner will achieve his/her full potential. Instruction within a collaborative service delivery model is used to ensure all students have access to the core curriculum. A pyramid of interventions has been established to meet the various educational needs of our students. This three tiered process enables us to help support students so that they reach grade level proficiency. Through teamwork and the Student Success Team process, at risk students are assessed using probes selected from the core curriculum.

Students are grouped for instructional purposes according to their assessed performance. Students receive instruction at the appropriate reading level utilizing a variety of service models including: One-on-One Tutoring, Direct Instruction, Cooperative Learning, Computer Assisted Learning, etc. Identified special education services are delivered in the pull out model or in the inclusion model in collaboration with special education staff. Our English Language Development program is a collaborative process that engages, teachers, students, families and the community. We strive to ensure that all students have equitable opportunities to access high quality English Language Development instruction through a designated and integrated approach across the disciplines.

Mission Statement:

We at Agua Caliente will not rest until our faculty works collaboratively with the same belief and high expectations for all students. We are dreamers and problem solvers who are advocates for students first. When we invest our energy in a project, we do so in a way that results in that endeavor becoming the best of its kind. We know that life is too short to listen to naysayers and the excuses they share. Our students only get one shot at school success and because of this our clocks are set to one time...Now!

Academic Achievement

Tenets of No Excuses University (NEU). This program will support the continuous improvement process by:

- Fostering Collaboration
- Ensuring Standards Alignment
- Providing the Framework for the Assessment Plan
- Integrating Data into our Evaluation and Measurement Processes
- Providing for interventions

Safe and Secure Environments

1. School wide PBS implementation
2. Bully free lessons
3. Safe egress and ingress
4. Teaching and Administration staff constantly addressing student needs

Parent and Community partnerships

1. Topical parent workshops (College Career Readiness, WEB Safety, Attendance)
2. Utilization of parent volunteers
3. School/Home connection through technology

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 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, at (760) 416-8235 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	113
Grade 1	96
Grade 2	88
Grade 3	118
Grade 4	97
Grade 5	109
Total Enrollment	621

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
Asian	0.3
Filipino	0.2
Hispanic or Latino	96.6
White	1.1
Two or More Races	1
Socioeconomically Disadvantaged	96.9
English Learners	60.2
Students with Disabilities	7.1
Foster Youth	0.5

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			
Agua Caliente Elementary	13-14	14-15	15-16
With Full Credential	24	26	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Agua Caliente Elementary	13-14	14-15	15-16
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

2014-15 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	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

Textbooks in all content areas are of high quality, standards based and are recent state and district adoptions. Textbooks are available for classroom use. A limited number of copies are available for parent check out in the school library. The textbook adoptions are consistent with the content and cycles or the curriculum frameworks developed by the SBE. Every student has access to their own textbooks and instructional material in accordance with the Williams Act. English Learners and special needs students have equal access to all textbooks instructional materials.

Textbook selection:

Certificated staff voluntarily apply, experts identified, and receive appointment to District content area committees. Each committee is charged with the task of review and recommend textbooks to be adopted within the District according to the adoption cycle. The committee members follow a prescribed process that is California Content standards based and CST/CAHSEE data based to address increasing student performance. Committee recommendations are forwarded to District Administration for final selection.

Textbooks and Instructional Materials Year and month in which data were collected: September 8, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Treasures The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson / enVision Math 08/09 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt/ Californias Science 07/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt / Reflections 06/07 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)

Agua Caliente Elementary School was constructed in 1960, and consists of 34 self-contained classrooms, 1 Head Start building, a multipurpose room with a stage, an administration building, and a library. A renovation of the Agua Caliente School Campus was completed at the end of January 1996. The campus is located on a ten-acre site, half of which is a renovated park and playground. In addition, there are two blacktop play areas, one for primary students and another for intermediate students. The Kindergarten area is located at the north end of the school, which includes an open play area. Agua Caliente School provides a safe, clean environment for learning. Students are well supervised at all times. During lunch and recess there are a minimum of four adults supervising children at all times. In addition, the Agua Caliente staff has developed an emergency preparedness plan and conducts monthly fire and disaster drills. Plans to construct a new facilities is underway for the 2016-17 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Work Orders on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Work Orders on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Work Orders on file in M&O Office
Safety: Fire Safety, Hazardous Materials	X			Work Orders on file in M&O Office
Structural: Structural Damage, Roofs	X			Work Order on file in M&O Office
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order on file in M&O Office

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/14/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Overall Rating	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], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	28.70	18.50	8.30

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	21	32	44
Math	20	20	33

* 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.

2014-15 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	44
All Student at the School	55
Male	61
Female	48
Black or African American	--
Asian	--
Hispanic or Latino	55
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	39
Students with Disabilities	56
Foster Youth	--

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	45	60	55	50	50	44	59	60	56

* Results are for 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.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	116	114	98.3	47	32	11	9
	4	99	97	98.0	59	22	12	7
	5	108	106	98.1	58	17	9	14
Male	3		59	50.9	58	34	5	2
	4		46	46.5	63	20	11	7
	5		52	48.1	63	15	13	8

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		55	47.4	36	31	16	16
	4		51	51.5	55	24	14	8
	5		54	50.0	54	19	6	20
Black or African American	3		1	0.9	--	--	--	--
	5		3	2.8	--	--	--	--
Asian	5		1	0.9	--	--	--	--
Filipino	3		0	0.0	--	--	--	--
Hispanic or Latino	3		112	96.6	48	31	11	9
	4		94	94.9	60	20	13	7
	5		99	91.7	60	16	9	14
White	4		3	3.0	--	--	--	--
	5		2	1.9	--	--	--	--
Two or More Races	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3		111	95.7	48	32	11	9
	4		93	93.9	61	20	12	6
	5		99	91.7	60	16	10	13
English Learners	3		82	70.7	46	34	10	10
	4		72	72.7	57	18	15	10
	5		49	45.4	78	14	6	2
Students with Disabilities	3		6	5.2	--	--	--	--
	4		12	12.1	92	8	0	0
	5		15	13.9	80	13	7	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	116	114	98.3	48	29	11	11
	4	99	99	100.0	49	29	14	7
	5	108	108	100.0	65	19	6	10
Male	3		59	50.9	53	32	8	7
	4		48	48.5	52	29	10	8
	5		54	50.0	61	24	7	7
Female	3		55	47.4	44	25	15	16
	4		51	51.5	47	29	18	6
	5		54	50.0	69	13	6	13
Black or African American	3		1	0.9	--	--	--	--
	5		3	2.8	--	--	--	--
Asian	5		1	0.9	--	--	--	--
Filipino	3		0	0.0	--	--	--	--
Hispanic or Latino	3		112	96.6	49	29	10	12
	4		96	97.0	49	29	15	7
	5		101	93.5	64	19	7	10
White	4		3	3.0	--	--	--	--
	5		2	1.9	--	--	--	--
Two or More Races	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3		111	95.7	48	30	12	11
	4		94	94.9	51	29	13	7
	5		101	93.5	65	19	7	9
English Learners	3		82	70.7	46	32	11	11
	4		74	74.7	49	27	15	9
	5		50	46.3	90	8	2	0
Students with Disabilities	3		6	5.2	--	--	--	--
	4		12	12.1	92	8	0	0
	5		15	13.9	80	13	7	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Agua Caliente welcomes and encourages parent involvement. The opportunities for parental involvement are varied throughout the school year. Among the parental participation activities are:

- Core Parent Group Meeting by Grade Levels
- Attendance at monthly award assemblies
- Classroom assistance for teachers and students
- Winter and Spring performances by classes
- No Excuses University (NEU) Parent
- Back to School Night
- Parent Teacher Conferences
- Participation in the Parent Teacher Association
- Parent Literacy Workshops/Training on an on-going basis
- Individual teacher conferences upon request
- Individual Principal conferences upon request

The Agua Caliente Elementary Parent Involvement policy is distributed to all parents at the beginning of each school year. All communication with the parents is distributed both in English and in Spanish.

An Agua Caliente Elementary School compact has been developed and approved by staff and parents for use. The signed compacts are on file in the Agua Caliente School office.

At Agua Caliente, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Agua Caliente's parent involvement. Monthly workshops are provided for parents to become involved in their child's education. All workshops are delivered in both English and Spanish. Topics vary each month (ie. homework help, testing tips, internet safety and how to help your child be successful in school).

Contact Person Name: Dr. Lucy Hansen Contact Person Phone Number: (760) 416-8235

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

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence.

Date School Safety Plan last reviewed: 12/1/2015

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.80	0.81	0.72
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	69.2	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	54	57				4		1		2	1
1	30	28	24				4	3	4			
2	32	30	22			1	2	4	3	1		
3	27	27	30	1			2	4	4	2		
4	29	28	32				3	4	2			1
5	31	26	27		1		3	3	4			
Other	10			1								

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	.4
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
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.

Professional Development provided for Teachers

The district offers staff development on the newly adopted Common Core Standards as well as the process of establishing Professional Learning Communities at each school site for teachers and administrators. In addition, our school is participating in Edivate PD which provides an on-demand suite of on-line professional learning tools for teachers. We also provide teachers with on-going staff development to support English Language Learners. These strategies and skills will be evident in classroom observations and indicated in lesson plans.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

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

Types of Services Funded

Our focus on Professional Development is to provide teachers with current research based strategies on best teaching practices. Supplementary educational services provide Agua Caliente students with additional academic support which we believe is an important part of student success at our school.

Title I

In-School Intervention Support

After School Tutoring

Technology

School Counselor (One Day Per Week)

Professional Development

Paraprofessionals

LCFF

Supplemental Materials

Paraprofessionals-Bilingual

Instructional Materials

Parent Involvement

English Language Acquisition Program

Materials to support vocabulary and oral language development

In School Intervention Support

Online learning to extend students' day

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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,196	\$2,416	\$6,780	\$79,149
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-3.1	7.0
Percent Difference: School Site/ State			26.8	8.5

* Cells with ♦ do not require data.