



Sunny Sands Elementary

69-310 McCallum Way • Cathedral City, CA 92234-2933 • 760-770-8635 • Grades K-5

Pamela Horton, Principal

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<http://www.sunnysandses.com/>

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



Palm Springs Unified School District

980 East Tahquitz Canyon Way
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District Governing Board

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

District Administration

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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

The Sunny Sands School community is dedicated to providing an outstanding elementary program that will enable all children to realize their maximum potential in order to lead productive lives as responsible, informed citizens. We will provide a safe, nurturing environment that inspires individual excellence and integrates the strengths of our diverse community.

Our goal is to prepare each student to master their grade level California Common Core Standards, and to develop proficiency in the English Language by providing an educational program based on the California State Frameworks, current educational research, and best practices.

Sunny Sands Elementary School and the Palm Springs Unified School District worked cooperatively in creating Units of Study, benchmark assessments, as well as developing regulations and procedures in-line with the Education Code and California Department of Education guidelines. Both Sunny Sands Elementary School and the Palm Springs Unified School District will work cooperatively to monitor and revise the Single Plan for Student Achievement (SPSA) annually so that it is designed to meet the needs of all Sunny Sands students.

Sunny Sands Elementary School is in Cathedral City, California, a community in the Coachella Valley located within Riverside County. Sunny Sands is one of sixteen elementary schools in the Palm Springs Unified School District. Sunny Sands is a school that serves appropriately 1,000 students kindergarten through fifth grade. Our dedicated staff enjoys teaching and working with a diverse student population. We have children who speak many languages with Spanish being the most dominant. A little over fifty percent of our students are English Language Learners and we offer our ELL students a daily English Language Development lessons and Spanish support as needed. Approximately 84% of our students participate in the Free and Reduced Lunch Program and 96% of our students attended Sunny Sands each school year. The Sunny Sands staff believes in strong home to school communication and we strive to work in partnership with our families.

Assessment results are made available to parents during parent conferences, through progress reports, and annual State Testing and CELDT results are mailed to parents. The State Test results are reviewed with parents at the first parent conference of each school year.

Monitoring comments will be added to our SPSA throughout the school year to evaluate the effectiveness of our school plan. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year.

Our school will evaluate the effectiveness of our SPSA shortly after State Test Results are released and/or after District Benchmark Assessments. The School Site Council and other leadership groups have had the opportunity to review all student achievement data. The Single Plan for Student Achievement is updated annually by the Sunny Sands School Site Council.

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 760-770-8635 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	144
Grade 1	148
Grade 2	167
Grade 3	160
Grade 4	162
Grade 5	192
Total Enrollment	973

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	1.1
Filipino	5.1
Hispanic or Latino	83
White	7
Two or More Races	2.1
Socioeconomically Disadvantaged	87.4
English Learners	54.3
Students with Disabilities	8.2
Foster Youth	0.1

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			
Sunny Sands Elementary	13-14	14-15	15-16
With Full Credential	35	39	38
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			
Sunny Sands 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)

State adopted curriculum is accessible to all students and each student has a copy of the textbook in every subject. Each state adopted textbook is aligned with the California grade level standards that students learn throughout the year. Intervention materials have been purchased to assist students who are below grade level. Textbooks are chosen by a curriculum adoption committee with teacher input for each subject. Every student, including English Learners, has access to their own textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Treasures --2010/2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson enVision Math California -- 2008/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science- Houghton Mifflin Harcourt School Publishers -- 2007/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections-Calif. K-5 -- 2006/2007 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)

Sunny Sands was constructed in 1989 on a beautiful ten-acre site and has an expansive playground with a variety of new equipment installed in March of 2013. The school consists of an administration building and library, a multipurpose room, 29 self-contained classrooms, 15 portables, 2 computer labs, and four conference rooms. Sunny Sands has sufficient classrooms, playground, and staff spaces to support teaching and learning. The kindergarten rooms are located at the north end of the school and have their own self-contained play area with a shade shelter.

Sunny Sands School is maintained in a manner that assures a safe, clean environment for student learning. To assist in this effort, the district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The school has a full time day custodian and the services of a full time night custodian and a four hour night custodian. Daily cleaning schedules are in place to ensure a clean and safe environment.

Playground supervision is provided during school recesses. Supervision is also provided before school, during lunches, and at dismissals times. In addition, for student and staff safety, the Sunny Sands staff with parental input has developed a Safe School Plan and an emergency preparedness plan.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/21/2015				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Work Order on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Work Order on file in M&O Office
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order on file in M&O Office
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

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	30	32	44
Math	21	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.

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	63	71	57	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.90	17.50	41.20

* 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	57
Male	55
Female	59
American Indian or Alaska Native	--
Asian	--
Filipino	80
Hispanic or Latino	51
White	84
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	37
Students with Disabilities	53
Students Receiving Migrant Education Services	--
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.

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	164	159	97.0	43	31	19	7
	4	159	158	99.4	46	32	13	8
	5	196	195	99.5	41	18	31	10
Male	3		78	47.6	47	33	17	3
	4		86	54.1	49	37	9	5
	5		105	53.6	50	17	25	8
Female	3		81	49.4	40	28	21	11
	4		72	45.3	42	26	18	13
	5		90	45.9	30	20	38	12
Black or African American	4		3	1.9	--	--	--	--
American Indian or Alaska Native	5		1	0.5	--	--	--	--

**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
Asian	3		2	1.2	--	--	--	--
	5		3	1.5	--	--	--	--
Filipino	3		6	3.7	--	--	--	--
	4		6	3.8	--	--	--	--
	5		15	7.7	13	13	60	13
Hispanic or Latino	3		136	82.9	48	31	18	4
	4		134	84.3	48	32	12	7
	5		159	81.1	45	19	27	8
White	3		13	7.9	31	23	23	23
	4		11	6.9	45	18	18	18
	5		16	8.2	31	19	25	25
Two or More Races	3		2	1.2	--	--	--	--
	4		4	2.5	--	--	--	--
	5		1	0.5	--	--	--	--
Socioeconomically Disadvantaged	3		143	87.2	46	32	16	6
	4		137	86.2	47	33	11	9
	5		167	85.2	44	17	29	10
English Learners	3		98	59.8	52	31	15	2
	4		86	54.1	51	30	10	7
	5		76	38.8	59	21	18	1
Students with Disabilities	3		11	6.7	91	0	9	0
	4		16	10.1	88	13	0	0
	5		18	9.2	83	6	11	0
Students Receiving Migrant Education Services	5		1	0.5	--	--	--	--
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	164	161	98.2	49	27	22	2
	4	159	159	100.0	35	43	18	3
Male	3		78	47.6	50	27	21	3
	4		87	54.7	38	40	17	5
Female	3		83	50.6	48	27	23	2
	4		72	45.3	32	47	19	1
Black or African American	4		3	1.9	--	--	--	--
Asian	3		2	1.2	--	--	--	--
Filipino	3		6	3.7	--	--	--	--
	4		6	3.8	--	--	--	--
Hispanic or Latino	3		138	84.1	54	26	19	1
	4		135	84.9	39	41	19	1
White	3		13	7.9	15	31	46	8
	4		11	6.9	27	36	18	18
Two or More Races	3		2	1.2	--	--	--	--
	4		4	2.5	--	--	--	--
Socioeconomically Disadvantaged	3		144	87.8	54	23	21	2
	4		138	86.8	37	45	15	3
English Learners	3		99	60.4	64	20	14	2
	4		86	54.1	37	45	16	1
Students with Disabilities	3		11	6.7	91	0	0	9
	4		16	10.1	69	25	6	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

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

The Sunny Sands School Parent Involvement Policy is distributed to all parents at the beginning of each school year. A Sunny Sands School Compact has been developed and approved by the staff and parents for use each year. The signed School Compacts are on file in the Sunny Sands School office. At Sunny Sands School, 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 our Sunny Sands School's parent involvement policy by inviting all parents to attend and give input into our School Site Council, English Language Advisory Committee meetings, Parent Education Nights, Parent Teacher Group meetings, and other school events. Parents receive all newsletters, memos and school information in both English and Spanish. The Sunny Sands School office staff is bilingual and translators are available for parent conferences, School Site Council and English Language Advisory Committee meetings, and Parent Education Nights.

Our parents and community are involved in planning and implementing our Single Plan for Student Achievement (SPSA) through our School Site Council meetings and Title I Parent meetings. School Site Council members attend annual district provided School Site Council trainings and training of School Site Council members also takes place throughout the school year during School Site Council meetings.

Parents are kept informed of their child's academic and social progress and school programs through parent conferences, progress reports, the weekly Sunny Sands Friday Folder, report cards, Student Success Team meetings, phone calls, notes home, school newsletters, School website and our weekly Important Dates calendar.

The Sunny Sands staff values and supports the opportunities for parent involvement and education at Sunny Sands which include the following: School Site Council, English Language Learner Committee, Inter-generational Community Mentoring Program, P.R.I.C.E. Parenting Classes in English and Spanish, parent education classes, Shining Star Reader Program, grade level Family Education Nights, Parent/Teacher Conferences, Back to School Night, Student Success Team meetings, classroom or school office volunteers, Parent Teacher Group, Fall PTG Carnival, PTG fundraisers, field trips, and other special events.

The required 1% of our Title I budget is spent on parenting and parent education classes provided by the Sunny Sands staff.

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

Sunny Sands Safety Plan was reviewed and updated in February 2015. The Safety Plan was reviewed with all staff members, the School Leadership, School Site Council, and the Parent Teacher Group in February 2015.

Goals of Sunny Sands Safety Plan:

1. Increase parent involvement and support for student learning by providing parent education workshops on services and programs available for students and families at school and in the community, and promoting volunteer opportunities for parents
2. Create a physical environment that improves the safety of children before and after school by reducing the number of students who come to school before supervision begins, by creating a safer, more organized dismissal procedure, and by offering a daily After School Education and Safety Program (ASES) to our students.

Monthly fire drills and periodic earthquake and lock down drills are conducted.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.96	0.67	1.63
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	2012-2013	2004-2005
Year in Program Improvement	Year 2	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	32	29	28				2	5	5	3		
1	31	28	24				5	6	6			
2	27	30	27	1			5	5	6			
3	30	26	26		1		6	5	6			
4	29	30	30				5	6	5			
5	33	27	31		1		1	5	6	4		
Other	10		9	1		3						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.40
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
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

Staff development activities at Sunny Sands and at the District level assist staff members with the refinement of their teaching skills, as well as provide the opportunity to learn new and effective teaching strategies. Two -Four full days and in some school years 4 half days of staff development days focused on student writing, refinement of the implementation of our Treasures Language Arts Program and enVision Math Program, data driven decision-making, ELD instructional techniques, technology, and vocabulary development. Paraprofessionals receive training from classroom teachers and Common Core Standards.

Regularly scheduled grade level and staff meetings, provide our staff a time to collaborate, share effective strategies, and monitor student assessment data. All teachers and administrators have participated in workshops to analyze student achievement data on the Smart Balance Assessment Consortium(SBAC), California English Language Development Tests (CELDT), and on District and school benchmark assessments.

School Site Council members are invited to attend annual district provided School Site Council training and training of School Site Council members also takes place throughout the school year during School Site Council meetings

P.R.I.C.E. Parenting classes and parent education classes are provided to parents by the Sunny Sands staff and from District Specialists.

Our Inter-generational Community Mentors receive training by our reading coach.

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

Title I (School-wide Model)

Local Control Accountability Plan (LCAP)

Special Education Services as appropriate: Speech, Adaptive PE, Resource Specialist Program, Special Day Classes

Centralized Services provided to Sunny Sands include:

Title I program services and instructional support, local testing services, ELL services, standards and assessment support, and accounting services

Professional Development

Homeless Educational Programs

Childcare Program

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	\$9,567	\$2,761	\$6,806	\$85,953
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-2.7	16.2
Percent Difference: School Site/ State			27.3	17.8

* Cells with ♦ do not require data.