Sunny Sands Elementary

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

PSUSD PALM SPRINGS UNIFIED SCHOOL DISTRICT

Palm Springs Unified School District
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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 School 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 720 students Transitional 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 daily English Language Development lessons and Spanish support as needed. All Sunny Sands students are provided with a free Breakfast and Lunch each date. Sunny Sands has an attendance rate of approximately 96%. 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 results are mailed to parents. The State Test results are reviewed with parents during parent conferences each school year.

Monitoring comments and data are added to the SPSA throughout the school year to evaluate the effectiveness of Sunny Sands' school plan. Revisions to the 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 Benchmark Assessments are given. The School Site Council and other leadership groups have had the opportunity to review all student achievement data. The School 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 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	145
Grade 1	120
Grade 2	99
Grade 3	115
Grade 4	116
Grade 5	131
Total Enrollment	726

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	0.6
Filipino	4.5
Hispanic or Latino	84
White	6.2
Two or More Races	2.8
Socioeconomically Disadvantaged	89.5
English Learners	41
Students with Disabilities	9.8
Foster Youth	0.1
Homeless	13.8

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 Sunny Sands	17-18	18-19	19-20
With Full Credential	33	33	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1018
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	47

Teacher Misassignments and Vacant Teacher Positions at Sunny Sands Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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)

State adopted curriculum is accessible to all students and are used to teach the California Common Core Standards. Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional. Textbooks are chosen by a curriculum adoption committee with teacher input for each subject.

Textbooks and Instructional Materials
Year and month in which data were collected: September 24, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders--2016/2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Bridges in Mathematics Curriculum TK-5 2017/2018 **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

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

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, 27 self-contained classrooms, 16 portables, 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 provide 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: 11/27/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Work order(s) on file in M&O office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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	46	47	40	42	50	50
Math	44	43	26	28	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	12.2	25.2	32.1

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	364	364	100.00	47.25
Male	188	188	100.00	43.09
Female	176	176	100.00	51.70
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.00	57.14
Hispanic or Latino	304	304	100.00	43.09
White	22	22	100.00	77.27
Two or More Races	13	13	100.00	61.54
Socioeconomically Disadvantaged	327	327	100.00	45.57
English Learners	209	209	100.00	45.45
Students with Disabilities	30	30	100.00	3.33
Foster Youth	--	--	--	--
Homeless	39	39	100.00	0.00

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	364	364	100.00	43.41
Male	188	188	100.00	43.62
Female	176	176	100.00	43.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.00	78.57
Hispanic or Latino	304	304	100.00	37.17
White	22	22	100.00	77.27
Two or More Races	13	13	100.00	69.23
Socioeconomically Disadvantaged	327	327	100.00	41.28
English Learners	209	209	100.00	42.11
Students with Disabilities	30	30	100.00	13.33
Foster Youth	--	--	--	--
Homeless	39	39	100.00	0.00

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)
The Sunny Sands School Parent Engagement 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 engagement 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 School Plan for Student Achievement (SPSA) through our School Site Council meetings and Title I Parent meetings. School Site Council members attend annual district provided training of the roles and responsibilities pertaining to the School Site Council.

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,. 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 State priority: School Climate (Priority 6):

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

School Safety Plan

Sunny Sands Comprehensive School Safety Plan was reviewed and updated in November 2019. The Safety Plan was reviewed with all staff members, the School Leadership, School Site Council, and the Parent Teacher Group in October/November 2019.

Goals of Sunny Sands Comprehensive School 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. Maintain a safe and secure campus by requiring all visitors and volunteers to show identification when signing in and to wear visitors badges at all times on campus, maintain an updated approved volunteer list, use the Raptor system to track visitors and volunteers on campus, remain a closed campus during the day and monthly emergency drills are conducted.

3. Identify, prevent and address concerns related to bullying by using the Wooden's Pyramid of Success for Character Education, provide students with anti-bullying lessons and to respond and investigate reports of bullying.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.9	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	6			23	1	5		22	1	6	
1	19	6			30		3		23		5	
2	23		5		24		5		20	1	4	
3	23	1	5		23		5		23		5	
4	29		5		27		5		29		4	
5	26	1	5		26	1	5		26		5	
Other**					6	1						

*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	12	12	24

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. The specific approaches vary by content area. For ELA, in 2017-18, the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus was on the gradual release model, and 2019-20 was an extension of the previous two years. The professional development in these areas was provided by the Schoolhouse Project. In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. The training will take place over the course of three years. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlight the landscape of learning in mathematics. During Year 2 (2019-20) the focus is on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize). This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner).

The numbers in the chart above represent 12 days of ELA training in 2017-18. For both 2018-19 and 2019-20 there are 6 days per year of training for ELA. The remaining number of days in 2018-19 and 2019-20 are full days of professional learning for math.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,457	$48,612
Mid-Range Teacher Salary	$78,080	$74,676
Highest Teacher Salary	$108,422	$99,791
Average Principal Salary (ES)	$129,170	$125,830
Average Principal Salary (MS)	$135,731	$131,167
Average Principal Salary (HS)	$153,326	$144,822
Superintendent Salary	$259,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	$13,029	$3,470	$9,559	$95,366
District	N/A	N/A	$9,940	$87,928.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.9	11.7
School Site/ State	-16.3	16.2

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

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 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.