



Sunflower Elementary School

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Jeannette Quiroz, Principal

2014-15 School Accountability Report Card

Principal's Message

Published January 2016

The school accountability report card provides parents and community members with ongoing information about Sunflower Elementary School. This report card covers everything from student achievement and student discipline to school facilities and safety. We hope you find it an important and useful document. We invite any comments and/or suggestions that might help us in better serving our students. You may call us at (760) 337-4890 or visit our website at www.sunflowersuns.com if you have any questions about this report.

School Mission

We are dedicated to providing students a positive school climate that fosters high self-esteem and promotes academic achievement.

School Vision

Our vision is to promote successful, confident, life-long learners.

District & School Profile

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools and two middle schools, and educates almost 6,100 students in kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."

Sunflower Elementary School serves students in kindergarten through sixth grade. During the 2014-15 school year, the school had an enrollment of 451 students including 9.8% in special education, 39.7% qualifying for English Language Learner support, and 61.4% qualifying for free or reduced price lunch.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	0.9%	Kindergarten	50
American Indian or Alaskan Native		Grade 1	49
Asian	1.3%	Grade 2	57
Filipino	0.2%	Grade 3	65
Hawaiian or Pacific Islander		Grade 4	63
Hispanic or Latino	91.3%	Grade 5	82
White (not Hispanic)	5.8%	Grade 6	85
Two or More Races	0.4%	Grade 7	
Socioeconomically Disadvantaged	61.4%	Grade 8	
English Learners	39.7%		
Students with Disabilities	9.8%		
Migrant Education		Total	
Foster Youth	1.1%	Enrollment	451



El Centro Elementary School District

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Board of Trustees

George McFaddin, President
Frances Terrazas, Clerk
Patricia Dunnam, Member
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District Administration

Jon K. LeDoux
Superintendent

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Educational Services/
Human Resources

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Assistant Superintendent
Administrative Services

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Title I Academic Achievement School

California Distinguished School

2014 CBEE Award



Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through the flyers, letters, newsletters, parent conferences, progress reports, the school marquee, the school website (www.sunflowersuns.com), the school's Facebook page ([facebook/sunflowerschoolec.com](https://www.facebook.com/sunflowerschoolec)), and Blackboard Connect (automated telephone message delivery system). Contact any school office staff member or the classroom teacher at (760) 337-4890 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

ASB Activities
Classroom Helper
Fundraising Activities
Library Helper
Office Helper

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities

Arts Festival
Back to School Night
Beautification Day
Candy Cane Run
Family Valentine's Day Dance
Halloween Parade
Holiday Program
Lunch in the Lawn
Movie Night
Open House
Parent Math Nights
Read Across America
Science Fair
Student Recognition Assemblies
Talent Show

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal, who works closely with the School Site Council, and all teachers. Weekly collaboration occurs on Thursday afternoons. Decisions are made based on a model of collaboration among grade level teams and the staff as a whole.

Principal Jeannette Quiroz has been in the educational field for 26 years. Previous positions held in other schools include: School Services Coordinator at the district office, classroom teacher, Curriculum Specialist, reading teacher, and a reading coach. Principal Jeannette Quiroz holds a bachelor's degree in Business, a master's degree in Educational Leadership, a credential in administrative services, a multi-subject credential with BCLAD, and a Reading Specialist credential.

Specialized Instruction

All curriculum and instruction is being aligned to the Common Core State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students are clustered by grade level to receive differentiated instruction. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Sunflower Elementary offers

programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. An ELD support for newcomers is in place daily. The intervention allows the students to get one on one language support through the use of a computer based lesson through Rosetta Stone. English Learners are clustered in the classroom by language fluency level to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular Language Arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Sunflower Elementary's teachers utilize the Treasures series, a state-approved reading program, textbook adoption and Common Core State Standards Plus in English Language Arts. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate and adjust individualized learning strategies. English Learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Sunflower Elementary's special education program is staffed by a special education teacher and instructional aides. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. A portion of instruction may be provided in the special day class. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Sunflower Elementary takes advantage of the district's participation in the Imperial County Office of Education Special Education Locan Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Sunflower Elementary provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those

students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies may include:

- Linda Mood Bell
- Universal Access
- Successmaker

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Enrichment Programs

Sunflower Elementary School offers an all day enrichment kindergarten program, and a band program, a strings program, and Phi Kappa Phi Young Scholars Club to all fourth thru sixth grade students who wish to participate. All kindergarten through sixth grade students can participate in the After School Education & Safety (ASES) Program which offers enrichment programs in science, visual arts, performing arts, organized intramural, sports, soccer (boys & girls), and physical education.

Staff Development

All training and curriculum development activities at Sunflower Elementary School are being aligned to the Common Core State Standards.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	2	4

During the 2014-15 school year, Sunflower Elementary School held staff development devoted to:

- Classroom Management
- Common Core State Standards
- Data Team Planning
- Diabetes Crisis Training
- Differentiated Instruction
- Engagement Strategies
- English Language Arts Program Resources
- Language Arts Training
- Math Training
- PBIS Team Planning
- Social & Emotional for GATE Training
- SPARKS Training
- Think Central
- Unit 1 Planning

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Sunflower Elementary School supports ongoing professional growth throughout the year on late start Mondays. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Sunflower Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Sunflower Elementary School are aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On Tuesday, October 13, 2015, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution #101315-1064 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, El Centro Elementary School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Classroom Environment

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	Yes	McMillan/McGraw Hill: <i>California Treasures</i>	0%	TK-6
Math				
2014	Yes	Houghton Mifflin Harcourt: <i>California Go Math!</i>	0%	K-6
Science				
2007	Yes	Harcourt School Publishers: <i>California Science</i>	0%	K-6
2006	Yes	Holt, Rinehart & Winston: <i>Earth Science</i>	0%	6-8
Social Science				
2006	Yes	McMillan/McGraw Hill: <i>California Vistas</i>	0%	K-6
2006	Yes	McDougal Littell: <i>World History Ancient Civilizations</i>	0%	6

Textbook information was obtained from district office personnel in December 2015.

Class Size Distribution Self-Contained Classrooms 2012-13

Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0		2	
1	27.0		2	
2	32.0		2	
3	21.0	1	2	
4	31.0		2	
5	22.0	1	2	
6	23.0	1	1	1

2013-14

K	25.0		2	
1	28.0		2	
2	30.0		2	
3	22.0	1	2	
4	35.0			2
5	27.0	1		2
6	20.0	1	2	

2014-15

K	25.0		2	
1	25.0		2	
2	19.0	3		
3	22.0	1	2	
4	32.0		1	1
5	27.0	1		2
6	28.0	1		2

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

Discipline & Climate for Learning

Sunflower Elementary School's discipline policies are based on a school wide discipline plan, which currently implements positive behavioral interventions and support systems to develop school rules, behavior management programs, teaching of expectations, promote responsibilities and respect, and minimize classroom disruptions. Teachers, students, and other members of the staff and community clearly identify and explain behavioral expectations to all students and staff. These same groups discuss and manage the rewards for meeting the expectations and the consequences when they don't meet the expectations. Sunflower is shifting its thinking from changing the student, to changing the environment. We believe in the Growth Mindset Mentality and that there are opportunities for growth in every aspect of learning.

Suspensions and Expulsions

	Sunflower			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	13	4	16	224	196	291	329,370	279,383	243,603
Expulsions (#)	0	1	0	4	8	7	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Student Achievement

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?

AYP Criteria	Sunflower	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes

AYP Performance Level

Number of AYP Criteria Met Out of the Total	9/9	12/13
Number of Criteria Possible		

Physical Fitness

In the spring of each year, Sunflower Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15

Number of Standards Met:
4 of 6 5 of 6 6 of 6

Grade(s) Tested	43%	26%	7%
Fifth			

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.

California Standards Test (CST)

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Sunflower			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	72	73	71	62	60	53	59	60	56

California Standards Test (CST)

Results by Student Subgroup

2014-15

Percentage of Students Scoring at Proficient and Advanced Levels

ECESD	53
Sunflower	71
Male	81
Female	53
Hispanic or Latino	65
English Learners	46
Students with Disabilities	65

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Assessment Results Disaggregated by Student Groups 2014-15

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
				1	2	3	4				1	2	3	4
	Total Enrollment	Number Tested	Percent Tested					Total Enrollment	Number Tested	Percent Tested				
Grade 3								Grade 3						
All Students Tested	65	61	93.8%	28.0%	34.0%	23.0%	15.0%	65	63	96.9%	29.0%	33.0%	27.0%	11.0%
Male	65	23	35.4%	26.0%	22.0%	30.0%	22.0%	65	24	36.9%	25.0%	25.0%	38.0%	13.0%
Female	65	38	58.5%	29.0%	42.0%	18.0%	11.0%	65	39	60.0%	31.0%	38.0%	21.0%	10.0%
African American	65	2	3.1%	*	*	*	*	65	2	3.1%	*	*	*	*
Hispanic or Latino	65	57	87.7%	26.0%	33.0%	25.0%	16.0%	65	59	0.8%	27.0%	4.0%	27.0%	12.0%
White (not Hispanic)	65	2	3.1%	*	*	*	*	65	2	3.1%	*	*	*	*
Socioeconomically Disadvantaged	65	40	61.5%	33.0%	38.0%	20.0%	10.0%	65	40	61.5%	28.0%	45.0%	23.0%	5.0%
English Learners	65	22	33.8%	45.0%	36.0%	18.0%	0.0%	65	23	35.4%	39.0%	43.0%	17.0%	0.0%
Students with Disabilities	65	4	6.2%	*	*	*	*	65	4	6.2%	*	*	*	*
Migrant Education	65	4	6.2%	*	*	*	*	65	4	6.2%	*	*	*	*
Grade 4								Grade 4						
All Students Tested	65	65	100.0%	37.0%	20.0%	26.0%	14.0%	65	65	100.0%	28.0%	45.0%	18.0%	9.0%
Male	65	37	56.9%	38.0%	19.0%	22.0%	16.0%	65	37	56.9%	22.0%	49.0%	19.0%	11.0%
Female	65	28	43.1%	36.0%	21.0%	32.0%	11.0%	65	28	43.1%	36.0%	39.0%	18.0%	11.0%
African American	65	1	1.5%	*	*	*	*	65	1	1.5%	*	*	*	*
Hispanic or Latino	65	60	92.3%	38.0%	20.0%	28.0%	10.0%	65	60	92.3%	30.0%	45.0%	8.0%	7.0%
White (not Hispanic)	65	3	4.6%	*	*	*	*	65	3	4.6%	*	*	*	*
Socioeconomically Disadvantaged	65	35	53.8%	46.0%	20.0%	9.0%	6.0%	65	35	53.8%	31.0%	51.0%	11.0%	6.0%
English Learners	65	29	44.6%	52.0%	21.0%	14.0%	7.0%	65	29	44.6%	45.0%	41.0%	3.0%	10.0%
Students with Disabilities	65	1	1.5%	*	*	*	*	65	1	1.5%	*	*	*	*
Migrant Education	65	2	3.1%	*	*	*	*	65	2	3.1%	*	*	*	*
Grade 5								Grade 5						
All Students Tested	82	80	97.6%	40.0%	18.0%	28.0%	15.0%	82	80	97.6%	43.0%	23.0%	15.0%	20.0%
Male	82	49	59.8%	33.0%	16.0%	31.0%	20.0%	82	49	59.8%	35.0%	20.0%	16.0%	29.0%
Female	82	31	37.8%	52.0%	19.0%	23.0%	6.0%	82	31	37.8%	55.0%	26.0%	13.0%	6.0%
African American	82	1	1.2%	*	*	*	*	82	1	1.2%	*	*	*	*
Asian	82	4	4.9%	*	*	*	*	82	4	4.9%	*	*	*	*
Hispanic or Latino	82	69	84.1%	45.0%	19.0%	25.0%	12.0%	82	69	84.1%	49.0%	23.0%	13.0%	4.0%
White (not Hispanic)	82	6	7.3%	*	*	*	*	82	6	7.3%	*	*	*	*
Socioeconomically Disadvantaged	82	41	50.0%	56.0%	15.0%	22.0%	7.0%	82	41	50.0%	63.0%	15.0%	12.0%	10.0%
English Learners	82	20	24.4%	70.0%	20.0%	10.0%	0.0%	82	20	24.4%	80.0%	15.0%	5.0%	0.0%
Students with Disabilities	82	13	15.9%	85.0%	8.0%	0.0%	8.0%	82	13	15.9%	92.0%	0.0%	0.0%	8.0%
Migrant Education	82	4	4.9%	*	*	*	*	82	4	4.9%	*	*	*	*
Grade 6								Grade 6						
All Students Tested	86	83	96.5%	25.0%	28.0%	30.0%	17.0%	86	83	96.5%	40.0%	28.0%	16.0%	16.0%
Male	86	49	57.0%	29.0%	33.0%	31.0%	8.0%	86	49	57.0%	41.0%	33.0%	16.0%	10.0%
Female	86	34	39.5%	21.0%	21.0%	29.0%	29.0%	86	34	39.5%	38.0%	21.0%	15.0%	24.0%
African American	86	2	2.3%	*	*	*	*	86	2	2.3%	*	*	*	*
Filipino	86	1	1.2%	*	*	*	*	86	1	1.2%	*	*	*	*
Hispanic or Latino	86	77	89.5%	25.0%	27.0%	30.0%	18.0%	86	77	89.5%	42.0%	25.0%	16.0%	7.0%
White (not Hispanic)	86	3	3.5%	*	*	*	*	86	3	3.5%	*	*	*	*
Socioeconomically Disadvantaged	86	49	57.0%	33.0%	27.0%	33.0%	8.0%	86	49	57.0%	47.0%	31.0%	10.0%	10.0%
English Learners	86	27	31.4%	52.0%	37.0%	11.0%	0.0%	86	27	31.4%	70.0%	26.0%	4.0%	0.0%
Students with Disabilities	86	16	18.6%	81.0%	19.0%	0.0%	0.0%	86	16	18.6%	94.0%	6.0%	0.0%	0.0%
Migrant Education	86	4	4.7%	*	*	*	*	86	4	4.7%	*	*	*	*

Note: 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. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

**California Assessment of Student Performance and Progress
All Students
Percentage of Students Meeting or Exceeding the State Standards**

	2014-15		
	Sunflower	ECESD	CA
English-Language Arts/Literacy	42	31	44
Mathematics	33	21	33

Note: Students in grades 3-8 and 11 are given this test. 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.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Sunflower Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I PI Status 2015-16		
	Sunflower	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2011-2012	2004-2005
Year in PI	Year 2	Year 3
# Schools Currently In PI	9	9
% Schools Currently In PI	82%	82%

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

In the following table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

**NCLB Compliance
Percentage of Classes in Core Academic Subjects:**

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
Sunflower	100.0%	0.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	100.0%	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Staff

Sunflower Elementary School provides professional, highly qualified staff who provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Sunflower Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Professional Staff

Teacher Assignment

During the 2014-15 school year, Sunflower Elementary School had 19 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	Sunflower			ECESD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	17	19	17	211	221	217
Teachers with Full Credential	17	19	17	209	219	212
Teachers without Full Credential	0	0	0	2	2	5
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	2
Total Teacher Misassignments*	0	0	0	0	0	2
Teacher Vacancies	0	1	0	2	6	5

*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.*

**Counselors and Support Personnel
(Nonteaching Professional Staff)**

	2014-15	
	No. of Staff	FTE*
Academic Counselor	0	0.0
Library Technician	1	1.0
Nurse	As Needed	
Psychologist	As Needed	
Speech/Language/Hearing Therapist	1	1.0
Computer Lab Supervisor	1	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% of full time.*

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Sunflower Elementary School's original facilities were built in 1996, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2014-15 Campus Improvements:

- Installation of a new HVAC in the multipurpose room
- Addition of a school memory garden in the center of campus
- Installation of a new campus security system
- Installation of a new phone system
- Upgrades to internet campus wide

2015-16 Planned Campus Improvements:

- Installation of a drain in the library
- Installation of new carpet in some classrooms

Every morning before school begins, the custodian inspects facilities for safety hazards or conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Sunflower Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Classroom cleaning
- Restroom cleaning
- Trash Removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

Campus Description	
Year Built	1968
	Quantity
# of Permanent Classrooms	22
# of Portable Classrooms	1
# of Restrooms (student use)	4
Computer Lab	1
Library (with 15 computers)	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge	1
Staff Work Room	1

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Facilities Inspection

The district's maintenance department inspects Sunflower Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Sunflower Elementary uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 1, 2015. Deficiencies noted in the

School Facility Good Repair Status	
Item Inspected	Repair Status
Inspection Date: October 1, 2015	Good Fair Poor
Systems	✓
Interior Surfaces	<p>✓ Building "A" Office - Principal's Office: Ceiling tiles cracked, Office: Vinyl baseboard damaged by main doors, Front Office: Ceiling cracks on drywall, Workroom: Ceiling tiles stained formica top damaged, door paint coming off, Storage: Ceiling repair drywall, Lounge: Door paint coming off; Building "B" Room A & B - Room A: Ceiling tiles stained, Room B: Replace clock, ceiling tiles stained; Building "C" Rooms Library & Computer Lab - Library: Formica trim damaged, Computer Lab Office: Cabinet lock not working, stained ceiling tiles, Computer Lab: Floor damaged, Resource Room: Stained and cracked ceiling tiles; Building "D" Rooms 18-21 - Room 18: Adjust cabinet door, cabinet trim damaged, Room 19: Stained ceiling tiles, adjust cabinet doors, office door handle loose, Room 20: Adjust cabinet doors, formica trim damaged, Room 21: Adjust cabinet doors, formica top damaged, office missing latch cover, mirror damaged, Exterior: Hose bib leaking north side building; Building "E" Rooms 12-17 - Room 12: Adjust cabinet doors, formica damaged, stained ceiling tiles, Room 13: Adjust cabinet doors, cabinet sliding door backs damaged, Room 14: Adjust cabinet doors, formica trim damaged, cracks on drywall all around, Room 15: Formica trim damaged, adjust cabinet doors, vinyl baseboard damaged, carpet damaged, cracks on drywall west wall, Room 16: Formica top damaged, stain on floor under sink, adjust cabinet doors, repair cracks on drywall, Room 17: Adjust cabinet doors, vinyl baseboard damaged, carpet damaged, repair drywall cracks and corner bead, Boys Restroom: Sink faucet not working, Girls Restroom: Sink faucet needs service; Building "F" Rooms 6-11 - Room 6: Adjust cabinet doors, formica trim damaged, Room 7: Adjust cabinet doors, Room 8: Cabinet drawer broken, adjust cabinet doors, Room 9: Adjust cabinet doors, crack on drywall east wall, Room 10: Adjust cabinet doors, formica damaged, Room 11: Adjust cabinet doors, Office 8-9: Replace clock, formica top damaged, door latch missing cover, Office 6-7: Replace clock, formica top damaged, Exterior: Stucco damaged behind room 8; Building "G" Rooms 2-5 - Room 2: Adjust cabinet doors, stained ceiling tiles, Room 3: Adjust cabinet doors, formica top damaged, vinyl baseboard damaged, Room 4: Adjust cabinet doors, ceiling tiles stained, cracks on drywall, vinyl baseboard damaged, Room 5: Cabinet door front damaged, adjust cabinet doors, cracks on drywall, Office: Replace clock, formica trim; Building "H" MPR - Ceiling tiles out of place, floor tile missing by stairs and vinyl baseboard, ceiling tiles stained, replace stage clock, Custodial Room: Patch drywall ceiling, Custodial room drywall tape coming off ceiling and ceiling tiles stained, Kitchen: Ceiling needs painting, MPR: Stained ceiling tiles, cracks on drywall, Foyer: Door closer missing cover, Exterior: Handicap ramp concrete badly damaged on north side, AC access gates need painting; Building "I" Room 21 & 22 - Room 21: East wall missing cover, ceiling tiles stained and out of place, Room 22: Ceiling tiles stained and cracked, storage cabinet needs lock; Home School - Repair fence east gate, Room 1: Pigeon problem west side, Room 3: Door closer cover off; WH - Deficiency noted</p>
Cleanliness	✓
Electrical	<p>✓ Building "A" Office - Principal's Office: Light fixture out, Storage: Light fixture out; Building "B" Room A & B - Room A Boys Restroom: Light fixture out; Building "C" Rooms Library & Computer Lab - Library: Light fixtures out, Computer Lab - Light fixture falling; Building "D" Rooms 18-21 - Room 18: Light fixture out, Room 20: Light fixture out, Girls Restroom: Light fixture missing cover; Building "E" Rooms 12-17 - Room 15: Light fixture lens stained; Building "F" Rooms 6-11 - Room 7: Light fixture out, receptacles not working south wall, Room 8: Receptacle not working; Building "G" Rooms 2-5 - Room 3: Light fixture out; Building "H" MPR - Light fixture out on stage, light fixture out, Kitchen: Light fixture falling, Exit lights not working, Boys Restroom: Light fixture out, Foyer: Display case lights not working; Building "I" Room 21 & 22 - Room 21: Light fixtures out; Home School - Room 3: Outside light out; WH - Receptacle cover missing west wall, blank cover missing east wall</p>
Restrooms/Fountains	<p>✓ Building "B" Room A & B - Room A Girls Restroom - Sink faucet damaged, Room B Girls Restroom: Sink faucet damaged, sink clogged; Building "C" Rooms Library & Computer Lab, Building "G" Rooms 2-5, Building "I" Room 21 & 22 & WH - Deficiency noted; Building "F" Rooms 6-11 - Room 9: Service sink faucet, Room 11: Paper towel dispenser broken; Building "H" MPR - Boys Restroom: Middle sink missing chrome cap, clean out need cover, Girls Restroom: Broken paper towel dispenser, sink missing chrome cap; Home School - Main Office sink faucet broken</p>
Safety	✓
Structural	✓
External	✓
Overall Summary of School Facility Good Repair Status	
Overall Summary	Exemplary Good Fair Poor
	✓

Percentage Description Rating:

Poor: The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and six pupil supervisors are strategically assigned to designated entrance areas and playground. During recess, the principal and teachers supervise playground activity. The principal and six pupil supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, six pupil supervisors, ASES staff members, and the principal monitor student behavior to ensure a safe and orderly departure.

Sunflower Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Sunflower Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed and updated in February 2015, and discussed with school staff October 2015.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Sunflower Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Sunflower Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Sunflower Elementary School is the El Centro Public Library.

El Centro Public Library
539 W. State Street, El Centro
Phone Number: (760) 337-4565
Website: www.cityofelcentro.org/library
Hours: Mon-Thurs: 9am-7pm
Fri: 9am- 5pm
Sat: 9 am-1pm
Sun: Closed

Number of Computers Available: 5

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	-	42,723
Mid-Range Teacher Salary	70,729	65,936
Highest Teacher Salary	88,921	84,545
Average Principal Salaries:		
Elementary School	108,612	106,864
Middle School	109,206	110,494
Superintendent Salary	168,558	15,933
Percentage of Budget For:		
Teacher Salaries	42	40
Administrative Salaries	6	6

For detailed information on salaries, see the CDE
Certificated Salaries & Benefits Web page at
<http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2013-14 school year, El Centro Elementary School District spent an average of \$8,568 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2013-14 Dollars Spent Per Student					
Expenditures Per Pupil	Sunflower	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,984	N/A	N/A	N/A	N/A
Restricted (Supplemental)	636	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,347	4,445	97.8%	5,348	81.3%
Average Teacher Salary	69,848	76,291	91.6%	69,086	101.1%

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

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.