



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Sunny Sands Elementary
Address	69-310 McCallum Way Cathedral City, CA 92234-2933
County-District-School (CDS) Code	33671736108450
Principal	Pamela Horton
District Name	Palm Springs Unified School District
SPSA Revision Date	July 1, 2024- June 30, 2025
Schoolsite Council (SSC) Approval Date	October 10, 2024
Local Board Approval Date	November 12, 2024

This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The Sunny Sands School community is dedicated to providing an outstanding elementary school 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 mission/goal is to prepare each student to master their grade level Common Core Standards in English Language Arts, Mathematics, Social Studies, Science, the Performing Arts, Physical Education, and English Language Development by providing an educational program based on the California State Frameworks, current educational research, and best practices. The ultimate goal is to help prepare students to master the Core College and Career Readiness Standards by the time they graduate from high school.

Sunny Sands Elementary School and the Palm Springs Unified School District work cooperatively in creating Units of Study and Interim Assessments, and other short cycle assessments that will monitor student progress throughout the school year. Sunny Sands Elementary School and the Palm Springs Unified School District will work cooperatively to monitor and revise the school plan annually so that it is designed to meet the needs of all Sunny Sands Elementary School students.

School Profile

Sunny Sands Elementary School is in Cathedral City, California, a community in the Coachella Valley located within Riverside County. Sunny Sands is one of 16 elementary schools in the Palm Springs Unified School District. Sunny Sands serves approximately 700 students in 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. Approximately 40 percent of our students are English Language Learners and we offer our ELL students daily English Language Development and Spanish support as needed. All students receive free breakfast and lunch and close to 94% of students attended Sunny Sands the entire 2023-2024 school year. The Sunny Sands staff believes in strong home to school communication and we strive to work in partnership with our families. The Sunny Sands website provides parents with up-to-date information about school activities, grade level events, educational websites, and announcements and Parent Square is utilized to communicate ongoing daily activities and resources to families.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sunny Sands Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to further measure and monitor progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. Sunny Sands School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council Election Dates and Results:

No teacher nomination or elections needed for the 2023-2024 school year.

8/18/2023— Parent/Community Nomination forms were sent home to all students for 2 open Parent/Community positions on the School Site Council. Nomination forms were accepted until August 25, 2023.

August 28, 2023—School Site Ballots went home for two open positions on the committee. Ballots were accepted until September 8, 2023. Claudia Garcia and Jennifer Corona were elected to the School Site Council for 2023-2025.

September 20, 2023 --School Site Council and ELAC Training took place via Zoom

ELAC: October 3, 2023 - A Parent Nomination Google Form was sent out via Parent Square and a link was placed on the school website. Paper copies also went home. Nominations were being accepted Oct.3-6, 2023.

ELAC: October 9—ELAC ballots were posted using a Google Form and posted on the school website and on ParentSquare app. Paper ballots were also sent home with voting taking place between October 9-13th.

October 19th—First ELAC meeting held of the 2023-2024 school year.

October 12, 2023—School Site Council Meeting was held via Zoom. All documents discussed during the meeting were shared via an email prior to the meeting and during the meeting a link to the forms was shared in the chat. Meeting was recorded and saved. During the meeting the Title 1 Parent and Family Engagement Policy and the Home/School Compact was reviewed and discussed. The council had no questions, comments, or suggestions to these documents. School Site Council Bylaws were reviewed. The District Uniform Complaint Procedure was reviewed and discussed with the Council. Minutes from the April 26, 2023, meeting and the September 12, 2023, were reviewed and approved. New ELAC procedures for 2023-2024 were discussed with the Council. SSC was informed that a new ELAC committee was in the process of being formed, following new nominations, and voting guidelines. During the 2022-2023 school year, the ELAC committee voted to be a part of School Site Council and that was supposed to be valid for two years but since ELAC membership guidelines had changed, a new ELAC committee would be formed, and the necessary documents would be reviewed.

STAR Data from Spring & Fall of 2023 was shared and analyzed with the Council, along with SBAC preliminary data from Spring 2023. Using these data sources the council looked at and analyzed how it could be affecting the Goals outlined in the SPSA plan, especially Goal #1, increasing academic achievement. The council agreed that STAR and SBAC data did show that some growth was being made in ELA and Math in terms of Academic Achievement.

Mrs. McLinn shared that Sunny Sands had the highest attendance in the district as of September 2023.

Revised Title 1 allocation was shared with the Council. Council approved to use the funds for targeted support for students in Grades 3-5 in preparation for the SBAC testing. Before and/or After school support would begin. in January 2024 and run until April 2024.

School Plan and budget were approved.

December 4, 2023—Leadership meeting was held. The updated Comprehensive Safe School Plan was reviewed with the team. Leadership had no questions, concerns or input to add to the plan.

January 22, 2024 – Parent Teacher Group was held and the Comprehensive Safe School Plan was reviewed with the group. Questions were answered in regards to the upcoming construction of the school but no other input or questions regarding the plan was given by PTG.

February 5, 2024 – Leadership meeting was held. The proposed budget for the 2024-2025 school year was shared with the group. The proposed budget had not been reviewed or approved by School Site Council. STAR Benchmark #2 data was reviewed with the team and next steps were discussed in terms of Tier 1 & Tier 2 instruction. Leadership team was reminded that on February 14, Dr. Feffer would be coming out to observe Grade Level PLC meetings and provide feedback.

February 29, 2024 –School Site Council met in person, but a zoom option was available. A quorum was established. STAR Benchmark #2 Data, California Dashboard Data, current suspension, and attendance data was shared with the council. Council looked at the various results of the data and how it tied to the three goals (academic achievement,

increasing parent involvement and creating a safe school environment) outlined in the SPSA plan. Data showed that progress has been made with reducing chronic Absenteeism from 37% in Spring 2023 to 17% as of February 2024 and small progress was made in ELA (about 1% growth) and Math (about 4% growth). Council agreed that based on current scores and data, progress had been made towards the SPSA goals. Intervention for students not at grade level will continue to be offered. Attendance incentives will continue and attendance meetings with parents of students who are chronically absent over 10% of the school year will continue take place.

April 26, 2023 –School Site Council met in person, but a zoom option was available. A quorum was established for the meeting. The School Site Council minutes from October 12, 2023 and February 29, 2024 were reviewed and approved. The 2023-2024 School Plan Goals were reviewed, updated and discussed on how each action was effective and what actions were not working. Questions and concerns were noted by the Council and changes were added the School Plan for the 2024-2025 school year.

The 2024-2025 School plan goals were reviewed and updated. The School Plan and Budget for the 2024-2025 school year was reviewed and input was provided by SSC. The SSC approved the 2024-2025 School Plan and Budget as presented.

School Site Council Election dates and results:

August 6, 2024-- Paper nomination forms were placed in all teacher and staff mailboxes regarding 4 open positions on the School Site Council with nomination forms due August 14, 2024.

August 15, 2024 --Paper ballots for the School Site Council were placed in All teacher and staff boxes with voting ending on August 22, 2024. Bradley Ferrell, Flori Trinidad, Sylvia Kathawa and Caitlyn Peterson being voted in as School representatives for the 2024-2026 biennium.

August 6, 2024 — Digital copies of Parent/Community Nomination forms were posted on the school Website and Parent Square and Paper copies of the nomination form were sent home with all students for 3 open Parent/Community positions on the School Site Council on August 9, 2024 Nomination forms were accepted until August 15, 2024.

August 16, 2024—School Site Ballots went home for three open positions on the committee. Digital ballots were also posted on Parent Square and on the School website. Ballots were accepted until August 23, 2024. Sulema Munoz, Ana Lazarski and Catalina Garcia were elected to the School Site Council for 2024-2026.

ELAC Election dates and results:

August 7, 2024: The District's Parent Engagement Center set up a table at Back To School Night in hopes of recruiting parents who were interested in Volunteering at School and being part of the English Learner Advisory Committee.

ELAC: August 14, 2024 - A Parent Nomination Google Form was sent out via Parent Square and a link was placed on the school website. Paper copies were also sent home. Nominations were being accepted August 15- 22, 2024.

ELAC: August 23, 2024 ELAC ballots were posted using a Google Form and posted on the school website and on ParentSquare app. Paper ballots were also sent home with voting taking place between October August 23-29, 2024. Ballots were accepted until August 30, 2024. Julia Vicente Ixmay, Cynthia Villalobos, Celia Hernandez Villalba, Francisco Gonzalez and Marvin Melchor were elected to be part of the ELAC Committee. After voting was completed, Marvin Melchor declined to be part of the ELAC.

Meetings:

September 4, 2024—First ELAC meeting held of the 2025-2026 school year. Parents were trained using a Powerpoint provided by the District with additional training to take place on September 18th. Schoolwide Needs Assessment survey was completed by each member of the ELAC. The importance of attendance was discussed and how to report absences via ParentVue was reviewed. Attendance incentives for students to attend school were also shared with parents. Carmen Padilla will continue as DELAC representative for the 2024-2025 school year. Deydi Valle introduced himself and share with the committee the types of services that the Family Engagement Center could offer to parents. Agenda items for the next meeting was collected: Attendance, SPSA, SBAC Data, STAR Data, EI Program and process, ELPAC data and information.

September 18, 2024 – The first meeting for the School Site Council and training for School Site Council and ELAC was held via zoom with members from the district. The School Site meeting was held following the district training. It was held via zoom and in person. During the meeting election results were discussed, a new SSC chairperson was elected, minutes were approved. The School Site Council worked together and collaborated on writing the New School Parent Compact together.

October 9, 2024 ELAC Meeting: October 9, 2024 ELAC Meeting: Minutes were approved from the previous meeting on September 4, 24. Election of officers were held. The EL Process, ELPAC, reclassification and programs available to EL learners was reviewed and discussed with members. Preliminary CAASPP results and STAR assessments were also reviewed with parents. The School Plan and goals were also reviewed with ELAC members and input was sought on how best to support EL learners at Sunny Sands. The needs assessment from the September 4, 2024 meeting was discussed and added to the SPSA. Based on the test scores and needs assessment, the committee wanted to continue with interventions and enrichment activities, such as the McCallum Theatre Institute which support academic instruction and vocabulary development with students. Reviewed current attendance incentives for students and how important consistent student attendance is important to the academic success of students. The new Home School Compact was reviewed with members and questions, comments and suggestions for revision were provided.

October 10, 2024 School Site Council Meeting: Minutes from the September 18, 2024 meeting were approved. The tile 1 Parent and Family Engagement Policy was reviewed and updated by the Council. The new Home School Compact that was written at the September 18, 2024 meeting was reviewed with members and suggestions, comments and corrections were taken and the compact was updated. The District's Uniform Complaint procedures were reviewed with the council along with the importance of good attendance and the effect it has on academic progress.

Preliminary CAASPP data and STAR benchmark data was shared and analyzed with the council. School plan and budget were reviewed. Using these data sources the council looked at and analyzed how it that could be showing if Sunny Sands is making progress on the Goals outlined in the SPSA plan, especially Goal #1, increasing academic achievement and Goal #3 providing a safe learning environment. The council agreed that STAR and CAASPP data show conflicting information regarding the academic progress of students. Preliminary CAASPP does not show growth but STAR Benchmark does show 12% growth from previous school year in ELA but down 4% in Math.

Sunny Sands received an additional \$12, 437.00 in Title 1 funds. The Council voted on spending \$10,000.00 extra in Title 1 allocations (Goal # 3) to provide additional counseling to support students who may be emotionally struggling and affecting academic progress. After discussion, the Council agreed that the McCallum Aesthetic Learning Institute is a vital and essential component to the overall educational process of students and felt the AMS grant could continue to support the program and agreed to move \$8625.00 dollars, originally allocated for the Sunny Sands to participate in the McCallum Aesthetic Learning Institute to be used to purchase Learning A to Z, Razkids and other online programs to support Goal #1 and student academic achievement. Also, to support the ongoing implementation of the McCallum Theatre program, the Council voted on spending \$1525.00 in Title 1 funds, originally designate for materials and supplies to be used to pay teachers to attend the summer professional development program at the McCallum and approved an additional \$2437.00 from the new Title 1 allotment to also be used on teacher professional development with the McCallum. The Council approved an additional \$335.00 for teacher extra duty to support parent education programs at Sunny Sands, a Title 1 requirement. Council also discussed the need to provide more radios for teachers to use during the day, in case of emergency. Title 1 funds could not be used to purchase radios but LCAP funds could be used.

October 23, 2024- School Site Council Meeting: The School Site Council met to review the ELAC's Needs Assessment and to create a strategy/action in the school plan to target English Learners. ELPAC scores for 2023-2024 were reviewed and showed that 53% of English Learners scored a level 3 or higher. Further analysis of the ELPAC scores show that 109 students improved at least one level, 43 students maintained their level and 18 students' scores decreased. Based on the ELAC Needs Assessment and the current ELPAC scores, the School Site Council created an action in which Bilingual Paraprofessionals will work directly with English Learners during Designated English Language Development time and provide them with small group or one on one support.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Students with disabilities and English Language Learners continue to perform far below their grade level peers. Only 10.4% of Students with Disabilities are meeting grade level standards. English Language Learners in ELA scored only 14.9% proficiency rate compared to 42.8% of non English Learners and in Math ELLs scored 16.4% proficient compared to 42.8% for non ELLs. English Language Learners Students and Students with disabilities have been targeted for both pull-out out intervention support and targeted intervention within their General Education Classroom.

Based on current STAR Benchmark Assessments from Fall 2024 and Preliminary CAASPP results from Spring 2024, English Learners continue to perform below their grade levels peers in both ELA and Math. Preliminary results on the

CAASPP show in ELA: 47% of students are advanced and proficient compared to 18% of EL Learners. In Math 39% of students are advanced or proficient compared to 16% of EL Learners.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

The review of state performance indicators on the California School Dashboard from Fall 2023 and the STAR Assessment showed the following:

Spring 2023 State Test results (CAASPP) show that overall students increased slightly by approximately 1 percentage point from 44.8% to 45.7% and in Math students increased 9 percentage points from 37% to 46%.

Local STAR assessments indicate that students showed some overall academic improvement in ELA. In ELA, overall students went from 34.5% proficient in the Winter of 2023 to 38.1% proficient in Winter 2023. In Math, students went from 25% proficient in Winter 2023 to 30.8% proficient in Winter 2024. The availability of before and after school tutoring, designated ELD time and Tier 2 reading intervention time during the school day contributed to this increase in ELA academic performance. English Learners went from 28.2% to 29.2%, Students with Disabilities remained the same at 0% proficiency.

Reclassification rate for the 2023-2024 school year was 15.3% with the district total being 9.6%

Suspension rates continue to be low for the 2023-2024 school year at .1%. Utilizing the School Counselor, a Licensed Family counselor, and Social Emotional Learning Lessons has assisted students with learning behavioral strategies reduce the need for in school and/or off-site suspensions.

Chronic Absenteeism while still high for the 2023-2024 school year, dropped from 33.2% in June 2023 and to 20% in the Spring of 2024. Offering student's attendance incentives and holding regularly scheduled Attendance meetings with parents helped to lower this rate during the school year.

Using this data, Sunny Sands plans for the 2024-2025 school year will be to continue working with the McCallum Theatre Aesthetic Learning Institute for enrichment opportunities, provide a Licensed Family Therapist, a Community Liaison and Teacher on Special Assignment to work with students, teachers and families as well as three bilingual aides. Teachers will also continue to provide Designated English Language support during the school day for 45 minutes, 4 days a week, teachers will work with consultants on High Impact Math training and will continue to meet weekly to discuss student progress and to plan next steps.

Reflections: Success

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Students with Disabilities, Socioeconomic Disadvantaged and Hispanic sub-groups continue to perform below their other sub-groups in both ELA and Math. Students with Disabilities continue to perform far below their grade level peers with 89.6% of students not meeting standards.

During the 2024-2025 school year, Sunny Sands will continue to have Special Education teachers collaborate with their General Education colleagues and provide opportunities for Students with Disabilities to increase their exposure to grade level materials. Also, Students with Disabilities will participate with the McCallum Aesthetic Learning Institute along side the grade level, General Education peers. Special Education Teachers will attend High Impact Math Training and be provided access to

Reflections: Identified Need

General Education Curriculum in Wonders ELA and Bridges Math. An additional Special Education teacher will be hired and will provide additional support and services for students with disabilities. In addition, Teachers will also continue to provide Designated English Language support during the school day for 45 minutes, 4 days a week with four Bilingual Instructional aide support and collaboration time to analyze student data will continue to be offered to teachers each Wednesday afternoons.

During the 2023-2024 school year ongoing attendance issues has lead to a need to provide additional support to students beyond the school day. Additional, intervention for Students with Disabilities, Socioeconomic Disadvantaged and Hispanic sub-group students will be targeted for additional intervention time before or after school. Chronic absenteeism continues to be a problem with the current data showing 20% Chronic Absenteeism rate.

The STAR Assessment given in August 2023, indicated that overall 38.4% of students were at grade level in Reading and in February 2024 ELA STAR data indicates that 38.1% of students were at grade level. In Math, the STAR data indicates that in August 2023 only 30.9% of students were at or above grade level and in February 2024 30.8% of students were at or above grade level. STAR data does not show that students are making academic progress in both ELA and Math, there is still a large percentage of the student population that is not at grade level and continues to be a concern.

State Test scores (CAASPP) scores from Spring 2023 indicate that 45.7% of our students in Grades 3-5 are meeting or exceeding standard in Language Arts and 46% of students in Grades 3-5 are meeting or exceeding Standards in Math. State test scores also indicate that various subgroups are performing below the overall school scores in both ELA and Math. In ELA, Students with disabilities had no students that met or exceeded the standard, English Learners 14.9% of students met or exceeded the standard, and the Hispanic sub-group 43.2% of students meeting or exceeding the standards. In Math, Students with disability only had 8.3% of students who met the standard, English Learners only had 16.4% of students who met or exceeded the standard and the Hispanic sub-group only had 44.6% of students who met or exceeded the standard.

Based on these CAASPP and STAR results, and to support all learners especially English Language Learners and Students with Disabilities, during the 2024-2025 school year the District Funded Reading Intervention Teacher and the Site Funded Teacher on Special Assignment (TOSA) will be providing pull out Reading Intervention using the Fountas and Pinnells and the UFLI Reading Intervention programs, purchased by the District. Before and after school intervention and enrichment will be offered to students. McCallum Aesthetic Learning Institute will be offered to all students in Grades 1-5 to support ELA instruction and vocabulary development. Bilingual Paraprofessionals will be used to help provide in classroom support to students in both ELA and Math for ELLs during Designated English Language Development time. Professional Development will be offered to teachers in the areas of English Language Development, Thinking Maps and High Impact Math strategies.

Preliminary CAASPP results from May 2024 indicate that overall only 47% of students are advanced and proficient in ELA and overall only 39% of students are advanced and proficient in Math. EL Learners on the CAASPP continue to perform far below grade level peers (18% proficient in ELA and 16% proficient in Math). STAR Benchmark Data from Fall 2024 indicate that only 52% of students are proficient in Reading and 48.9% of students are proficient in Math. Test results show a need for continued intervention for students in both ELA and Math including English Learners. From discussions with the School Site Council and ELAC both feel that the McCallum Aesthetic Learning Institute is a vital and essential enrichment component that support academic performance and vocabulary development of students and would like to see it continued but funding to be provided by the AMS Grant which will provide additional money for services and programs needed to support students in Reading and Math at Sunny Sands.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.61%	0.55%	0.29%	4	4	2
African American	0.61%	1.11%	1.02%	4	8	7
Asian	0.91%	0.55%	0.44%	6	4	3
Filipino	3.65%	3.47%	4.24%	24	25	29
Hispanic/Latino	84.65%	85.85%	84.94%	557	619	581
Pacific Islander	%	0%	%		0	
White	7.29%	6.66%	7.02%	48	48	48
Multiple/No Response	2.28%	1.8%	2.05%	15	13	14
	Total Enrollment			658	721	684

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	125	160	74
Grade 1	107	106	124
Grade 2	103	112	106
Grade3	126	116	107
Grade 4	100	123	112
Grade 5	97	104	123
Total Enrollment	658	721	684

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	209	239	202	27.40%	31.8%	29.5%
Fluent English Proficient (FEP)	81	81	87	14.50%	12.3%	12.7%
Reclassified Fluent English Proficient (RFEP)				11.3%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
721	98.1	33.1	0.7
Total Number of Students enrolled in Sunny Sands Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	239	33.1
Foster Youth	5	0.7
Homeless	131	18.2
Socioeconomically Disadvantaged	707	98.1
Students with Disabilities	54	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.1
American Indian	4	0.6
Asian	4	0.6
Filipino	25	3.5
Hispanic	619	85.9
Two or More Races	13	1.8
White	48	6.7

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

1. While data indicates that there has been a drop in tests scores from 2019 to 2022, overall students in both ELA and Math are making academic progress.
2. Chronic absenteeism continues to be a concern and is hindering academic progress of students.

School and Student Performance Data

Academic Performance English Language Arts

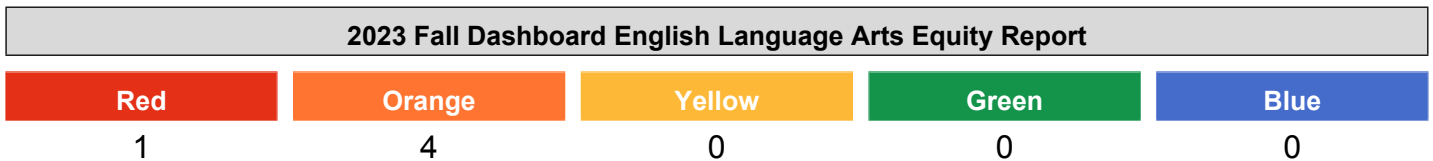
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 11.8 points below standard Maintained +0.9 points 331 Students	 Orange 22.3 points below standard Maintained +0.7 points 126 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 19.1 points below standard Decreased -9.3 points 49 Students	 Orange 12.5 points below standard Maintained +1.2 points 329 Students	 Red 111.3 points below standard Decreased Significantly -17.1 points 36 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students	56.3 points above standard Increased +13.9 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.2 points below standard Maintained +0.1 points 281 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	25.8 points below standard Decreased Significantly - 30.9 points 21 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.8 points below standard Decreased -11.9 points 89 Students	72.8 points above standard Increased Significantly +34.3 points 37 Students	15.2 points below standard Decreased -6.7 points 169 Students

Conclusions based on this data:

1. While data indicates that there has been a drop in tests scores from 2019 to 2022, overall students in both ELA and Math are making academic progress.
2. Chronic absenteeism continues to be a concern and is hindering academic progress of students.

School and Student Performance Data

Academic Performance Mathematics

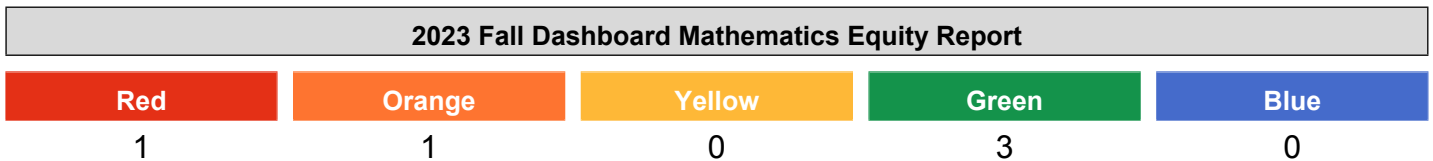
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>15.7 points below standard</p> <p>Increased +11 points</p> <p>331 Students</p>	<p>English Learners</p> <p>Green</p> <p>22.6 points below standard</p> <p>Increased +14.3 points</p> <p>126 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Orange</p> <p>27.1 points below standard</p> <p>Decreased -5.2 points</p> <p>49 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>15.8 points below standard</p> <p>Increased +11.9 points</p> <p>329 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>110 points below standard</p> <p>Decreased -12.3 points</p> <p>36 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students	34.8 points above standard Increased +7 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 19.6 points below standard Increased +12.7 points 281 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	21.7 points below standard Decreased Significantly - 19.3 points 21 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48.9 points below standard Increased +10.3 points 89 Students	40.8 points above standard Increased Significantly +26.5 points 37 Students	19.7 points below standard Maintained +1.2 points 169 Students

Conclusions based on this data:

1. While data indicates that there has been a drop in tests scores from 2019 to 2022, overall students in both ELA and Math are making academic progress.
2. Chronic absenteeism continues to be a concern and is hindering academic progress of students.

School and Student Performance Data

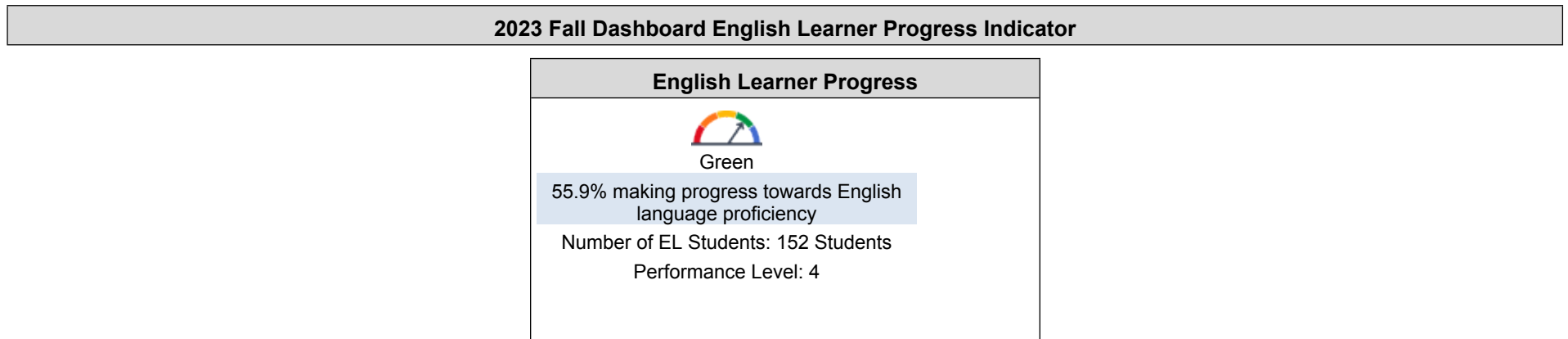
Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	46	0	85

Conclusions based on this data:

1. English Language Learners will continue to be targeted for English Language Development for a minimum of 45 minutes a day, 4 days a week.
2. Chronic absenteeism continues to be a concern and is hindering academic progress of students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

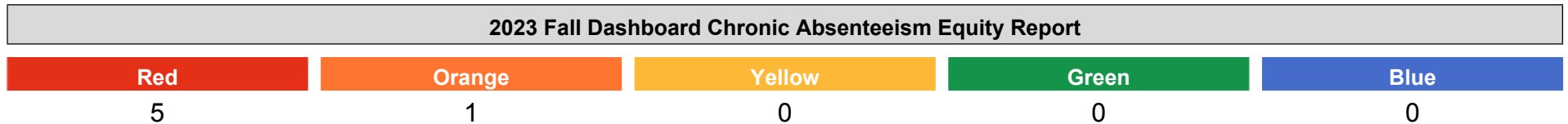
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



 Red

28% Chronically Absent

Increased Significantly 6.6

744 Students

English Learners


 Orange

20.9% Chronically Absent

Declined -2.4


244 Students

Foster Youth

Less than 11 Students

5 Students

Homeless



 Red

35.4% Chronically Absent

Increased 6.1

147 Students

Socioeconomically Disadvantaged



 Red

28% Chronically Absent

Increased Significantly 6.6

729 Students

Students with Disabilities





 Red

22.2% Chronically Absent

Increased 4.1

81 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students	16% Chronically Absent Increased 4.9 25 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 27.8% Chronically Absent Increased Significantly 5.7 637 Students	35.7% Chronically Absent Increased 22.4 14 Students	 No Performance Color 0 Students	 Red 30.8% Chronically Absent Increased 13.5 52 Students

Conclusions based on this data:

- Attendance meetings will continue to be held with parents to help educate them on the importance of getting their child to school each day.
- Students will be offered incentives for attending school on a daily, weekly and monthly basis.

School and Student Performance Data

Conditions & Climate Suspension Rate

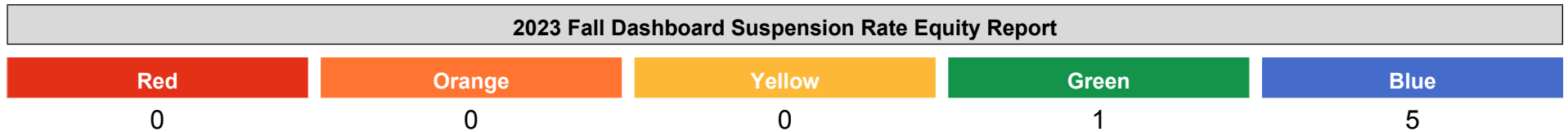
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Blue

0.1% suspended at least one day

Maintained 0
 754 Students

English Learners


 Blue


0% suspended at least one day

Maintained 0
 245 Students

Foster Youth

Less than 11 Students
 5 Students


Homeless


 Green

0.7% suspended at least one day

Maintained -0.2
 151 Students


Socioeconomically Disadvantaged


 Blue

0.1% suspended at least one day

Maintained 0
 739 Students




Students with Disabilities


 Blue

0% suspended at least one day

Maintained 0
 83 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 5 Students</p>	<p>Less than 11 Students 6 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 26 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained -0.2 643 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 14 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 52 Students</p>

Conclusions based on this data:

- Utilizing a Playworks Coach at recess, having a School Counselor and a part-time Licensed Family Therapist on site has helped with teaching students behavioral strategies they can utilize to be successful both behaviorally and academically in school.











Annual Review and Update




SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

All students at Sunny Sands will be prepared to graduate high school by mastering grade level Common Core Standards and participating in activities that will prepare them with academic and technical skills necessary for college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	+3.0 points	Increase 3 %	All	 Orange	11.8 points below standard	Maintained +0.9 points
	EL	Yellow	+3.0 points	Increase 2%	EL	 Orange	22.3 points below standard	Maintained +0.7 points
	Hisp	Yellow	+3.0 points	Increase 3%	Hisp	 Orange	17.2 points below standard	Maintained +0.1 points
	SED	Yellow	+3.0 points	Increase 3%	AA			Less than 11 Students
	SWD	Orange	+3.0 points	Increase 2%	SED	 Orange	12.5 points below standard	Maintained +1.2 points
					SWD	 Red	111.3 points below standard	Decreased Significantly - 17.1 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	+3 points	Increase 3%	All	 Green	15.7 points below standard	Increased +11 points
	EL	Yellow	+3 points	Increase 2%	EL	 Green	22.6 points below standard	Increased +14.3 points
	Hisp	Yellow	+3 points	Increase 3%	Hisp	 Green	19.6 points below standard	Increased +12.7 points
	AA	N/A			AA			Less than 11 Students
	SED	Yellow	+3 points	Increase 3%				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	SWD	Orange	+3 points	Increase 2%				
					SED	 Green	15.8 points below standard	Increased +11.9 points
					SWD	 Red	110 points below standard	Decreased - 12.3 points
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 -- 35%				California Science Test - Percent of students who meet or exceeded standard: 26.67%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator				English Learner Progress Indicator	 Green	55.9%	
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 10%				Actual reclassification rate was 15.3% for the 2023-2024 school year.			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 40% English Learners: 37% Hispanic: 46% African American: N/A SED: 49% Students with disabilities: 11%				3rd Grade Smart Balanced Assessment Consortium ELA Results: Percent of students who met or Exceed Standard: All Students: 45.72% English Learners: 48.32% Hispanic: 39.37% African American: N/A SED: 42.10% Students with Disabilities:N/A (Fewer than 11 students)			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% complaince				Williams Textbook/Materials Compliance- 100% compliance			

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Fund a site Teacher on Special Assignment (TOSA)/Reading Teacher & Coach to organize and provide Tier I & Tier II reading support and coordinate the Inter-Generational Tutoring program. TOSA will also monitor students through the SST process, and will work with teachers on appropriate strategies to use with students that will improve academic performance. TOSA will also be responsible for coordinating all state testing and paperwork and will work with teachers to provide appropriate ELA, ELD and Math focused instruction that includes best teaching strategies and practices that support student achievement, including strategies that target English Language Learners.</p>	<p>The TOSA provided support for students during Designated English Language Development time. She recruited and coordinated the Inter-generational tutoring program during the school day. She provide pull out Tier 2 reading intervention support for approximately 60 students. The TOSA also worked with teachers to monitor over 130 students progress through the SST system. She continued to provide Staff Development in the area of Tier 2 intervention strategies, navigating the SST online system and ELD Strategies. The TOSA coordinated the ELPAC testing, GATE Testing and all standardized testing the school site.</p>	<p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF 86104.00</p> <p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Title I 86104.00</p>	<p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF 86430.00</p> <p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Title I 86430.00</p>
<p>Materials and supplies will be purchased in order to support and supplement Core instruction in ELA, ELD, Math and Technology.</p>	<p>Materials have been purchased throughout the school year. Items purchased have been individual print cartridges for classroom printers, whiteboards, ELMO projectors, and classroom printers.</p>	<p>Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies LCFF 22010.00</p>	<p>Materials and Supplies: Books, ink cartridges, ELMO Projectors, Printers, Student White Boards and Reading program materials, etc. 4000-4999: Books And Supplies LCFF 5345.39</p>
		<p>Materials and Supplies: Books, ink cartridges, Chromebooks,</p>	<p>Materials and Supplies: Books, ink cartridges, ELMO Projectors, Printers, Student White Boards</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies Title I 4514.00	and Reading program materials, etc. 4000-4999: Books And Supplies Title I 0.0
Teachers will schedule and provide enrichment and/or intervention programs for students either during the school day, and/or before or after school that will support ELA and Math Common Core Standards.	Title 1 money had been allocated and set aside to fund enrichment and/or Intervention programs before or after school. For the 2023-2024 school year the district provided funding for all enrichment and most intervention programs at Sunny Sands. These activities were provided by 12 teachers in the area, Reading/Math Intervention, Drone Club, Mindfulness Yoga Class, Student Council, Musical Theater production, A Talent Show, Student Choir, Robotics, a Harry Potter Club and a Coding Class. Approximately 200 students have attended at least one of the enrichment or intervention program.	Teacher Extra Duty--Intervention 1000-1999: Certificated Personnel Salaries Title I 39518.00	Teacher Extra Duty--Intervention 1000-1999: Certificated Personnel Salaries Title I 0
		Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 6269.00	Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0
Provide Bilingual Paraprofessionals to work with and provide support to English learners in developing vocabulary, background information, and supporting core classroom instruction so that students can master grade level Common Core Standards.	Three Bilingual Paraprofessionals worked with and provided support to English Learning in developing vocabulary, background information and supporting core instruction for 3 hours each day. Paraprofessionals provided one-on-one support or small group instruction to students in Grades 1-3.	Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 29755.00	Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 27649.00
		Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF 14716.00	Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF 14094.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and students will participate in the McCallum Theatre's Aesthetic Education Program. Students will be given unique opportunities to be actively engaged in dance, theater music and the visual arts. Units of study with the McCallum Theatre will support the implementation of Common Core Standards. Teachers will attend the Summer Session or professional development opportunities at the McCallum Theatre that supports the implementation of the Aesthetic Education Program.</p>	<p>During the 2023-2024 school year the McCallum Theatre Teaching Artists provided 2 units of study for students in grades 1-5. Approximately 600 students took part in the study and analysis of various types of dance, movement and music.</p>	<p>McCallum Aesthetic Learning Institute 5800: Professional/Consulting Services And Operating Expenditures LCFF 9000.00</p>	<p>McCallum Aesthetic Learning Institute 5800: Professional/Consulting Services And Operating Expenditures LCFF 9000.00</p>
<p>Standards based and district approved software programs will be purchased school wide to assist Teachers and Students with daily instruction and intervention in ELA, ELD and Math. The school website and Parent Square App will also be supported to maintain communication with parents, students and the community.</p>	<p>Accelerated Reader was purchased for students in Grades 1-5 as a way to monitor and track students reading and comprehension abilities via a digital format. Students' independent reading levels were monitored using this program and it showed that student scores increased throughout the school year by a minimum of one level.</p> <p>Brainpop, BrainPop ESL, BrainPop Jr., Quill, Generation Genius were purchased as enrichment programs and to support Core Instruction in Language Arts, ELD and Science. Data shows that every teacher uses Generation Genius and BrainPop in some capacity with their students. Quill is used by 3-5</p>	<p>Software licenses for Accelerated Reader, Read Live Naturally, BrainPop, Quill Interactive Writing Program, Happy Numbers and Generation Genius Science. 5800: Professional/Consulting Services And Operating Expenditures LCFF 15000.00</p>	<p>Software licenses for Accelerated Reader, Read Live Naturally, BrainPop, Quill Interactive Writing Program, Happy Numbers and Generation Genius Science. 5800: Professional/Consulting Services And Operating Expenditures LCFF 15190.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>grade teachers primarily to assist in filling writing gaps with students.</p> <p>Read Live Naturally was purchased as a Tier 2 intervention program in Grades 2-5. Data from the program has shown that students who have consistently logged in and used the program have made between a one half to a full years growth in their Reading and Comprehension abilities. There are currently 90 students utilizing the program.</p>	<p>Substitute Teacher costs 5700-5799: Transfers Of Direct Costs LCFF 4000.00</p>	<p>Substitute Teacher costs 5700-5799: Transfers Of Direct Costs LCFF 1904.00</p>
<p>Provide Substitute Teachers so classroom teachers are able to meet and analyze student data.</p>	<p>Substitutes were provided so that teachers could attend IEP and SST meetings to discuss student performance.</p>		

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

After reviewing the STAR assessment reports, AR, Quill, Generation Genius Science, Read Live Naturally and BrainPop, except for the STAR assessments, the majority of students show gains in overall academic performance and the programs purchased by the school site are being utilized by both students and teachers. STAR assessment data shows that in ELA and Math students made no growth from Fall to Winter. Reading Intervention is being provided during the school day by two Intervention teachers. Enrichment and Intervention classes are being provided by teachers both before school and after school but are now funded by the District instead of the school site. The TOSA supported teachers by providing intervention for students and supporting teachers in documenting interventions and student progress in the SST online system. The TOSA provided small group reading support to 36 students, who all increased a minimum of one grade level in their reading. The TOSA also trained and works with teachers in using the new MTSS system. She helped monitor and track student progress for over 130 students. McCallum Theatre provided 2 units of enrichment study for students during the 2023-2024 school year. The District also provided a Reading Intervention Teacher and an Paraprofessional, that worked along side the site TOSA to provide Reading Intervention to students struggling academically.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding for enrichment activities was planned but the District paid for these items. Salaries for the TOSA, Bilingual Paraprofessionals, and the Community Liaison did not match the projected amount and was slightly lower. I do not believe salary increases were part of the current actual expenditure. Also, money allocated to material was not completely spent in order to pay for the unexpected pay raises of both classified and certificated personnel. The intervention expenditures show zero because those expenses have not been processed yet by payroll at the District.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-2025 school year, actions to meet the academic needs of students and to close the achievement gap of students are not changing. The focus will continue to take place on intervention during the school day, provided by the site TOSA and the District paid Reading intervention teacher and Paraprofessional. Before and after school intervention and enrichment will be offered but funding will be provided by the District. The site TOSA will continue to coordinate the Inter-generational tutoring program, provide Tier 2 Reading support to students, provide English Language Development support for English Learners and support teachers in monitoring and tracking student progress through the SST system. The site will continue to purchase additional software programs of Read Live Naturally, BrainPop, BrainPop ESL, Generation Genius, Read Live Naturally and Accelerated Reader as support for best Tier 1 instruction in ELA, Math, and Science as these programs can be utilized by students and staff. Sunny Sands will continue their collaboration with the McCallum Aesthetic Learning Institute of the 2024-2025 school year, to provide support to students in grades 1-5 in the development of critical thinking skills, increased vocabulary and analytical skills by participating in two units of study in the Fine Arts. While not listed as an action because the services are being paid for by the district, teachers in grades K-5 will continue participating in High Impact Math training provided by the District Instructional Coach that will support academic achievement. Additionally, a District funded Reading Intervention Teacher and Paraprofessional aide will support the site TOSA in providing services to students who are struggling to read.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

Sunny Sands will collaborate with families and provide parents with educational and volunteer opportunities that will help support student engagement and learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150 Parent Responses	Parent Participation in Stakeholder Input Processes - 223 Parent Responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) -90% African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 96 % Hispanic (Hisp) - 96% African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) -97 % African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 87 % Hispanic (Hisp) - 86% African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Sign in Sheets will be kept to monitor participation	There have been a number of School/Parent sponsored events during the 2023-2024 school year such as Parent Conference weeks, Back to School Nights, Fall Carnival, Family Dances, etc. Attendance is between 100 - 700 parent attendees, depending on the event. Sign-In sheets have been kept.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>A Community Liaison will attend, educate and provide support for parents regarding educational issues and concerns during parent conferences, at Title 1, SSC, ELAC Meetings and Parent Institutes. The community liaison will translate school newsletters, Weekly Important Dates Calendar, and all other home/school communications. The Community Liaison will work directly with students on a daily basis to provide academic support for students and help to organize the following students services: vision & hearing screening, Borrego Springs Dental Van, counseling referrals, SST meetings, and SART/SARB Meetings. The Community Liaison will help to monitor student attendance, make home visits as needed, and work with students and mentors in our Community mentoring program. The Community Liaison will also work with staff to provide Parent Education classes during the school year.</p>	<p>During the 2023-2024 school year, the School Community Liaison provided a plethora of support and resources to families. She provided ongoing communication to parents via Parent Square. She provided technology support to students and parents both in person and over the phone. She has provided academic support to approximately 32 students in grades 2, 3 and 4 during Designated English Language Development time. She has also assisted with the Inter-generational Tutoring program by working along side the tutors as they read one-one with students.</p> <p>The School Community Liaison also provide translation services during Parent Conferences, IEP meetings, SST Meetings and School Site Council Meetings. She has attended all district DELAC meetings and has reported back to the School Site Council.</p> <p>The Community Liaison helped monitor student attendance by making home visits, scheduling attendance meetings and/or phone calls. She has completed approximately 25 home visits this school year to visit families who</p>	<p>Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 105291.00</p>	<p>Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 106410.0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>were struggling with attendance issues. She has sat in on over 90 SART meetings through-out the school year to try and lower the Chronic Absentee rate at the school.</p> <p>She also coordinated the distribution of clothes and food to needy families through the Assistance League and with Cathedral City High School.</p> <p>Data shows Sunny Sands met the District's attendance goal of 94% and Chronic Absenteeism is down to 20%.</p> <p>The School Community also conducted an 8 week parenting class.</p>		
<p>Site Administrators will schedule and teachers will provide Family and Parent Education Nights, Back to School Nights, Student Success Team Meetings and parent conference weeks. Site Administrators will also schedule and support Title 1, GATE, ELAC and PTG meetings as well as School Site Council Meetings.</p>	<p>An eight week parenting class was offered to the parent's of Sunny Sands students. Back to School Nights, Parent Conferences, SST meetings, School Site Council Meetings, Title 1 Parent Meetings, and PTG meetings were all held this year either in person or via an online format. Attendance was taken at these classes and attendance information indicate that most meetings were well attended.</p>	<p>Teacher Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 611.00</p>	<p>Teacher Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 154.00</p>
<p>Provide Parent Education and supervision during Parent Education nights, School Site Council Meetings, ELAC Meetings,</p>	<p>Parent education and parent involvement opportunities were planned and conducted during the 2023-2024 school year. Child care</p>	<p>Classified Extra Duty Salary 2000-2999: Classified Personnel Salaries</p>	<p>Classified Extra Duty Salary 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parenting classes and other Parent School related meetings.	Supervision was provided for these meetings.	Title I Part A: Parent Involvement 2770.00	Title I Part A: Parent Involvement 3466.00

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the actions aligned to this goal have been successful especially the School Community Liaison. The number of Sunny Sands severe chronic absentee students has increased over the past few years but the Community Liaison has documented working with all the students on the Chronic Absentee List and has conducted 28 home visits and scheduled and facilitated over 90 SART meetings for these students. Attendance has improved and Sunny Sands now has a 94% overall attendance rate. In August 2023, Sunny Sands Chronic Absentee rate was around 37% and in April 2023 the percentage dropped to 20%. The Community Liaison communicates with families via Parent Square resources available to them such as rental assistance, medical information, counseling services and food assistance programs. She also communicates to parents upcoming events and activities taking place at Sunny Sands. The Liaison has provided Tier 2 reading support during the 2023-2024 school year for approximately 12 students as well as help to facilitate the Inter-generational tutoring program in which 31 students participated in. All 43 students increased one grade level in reading from the small reading group instruction and/or by reading 1 on 1 with a tutor, 3 days a week.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While the School Community Liaison provided Parenting classes this past school year, they were not well attended. The plan for the 2024-2025 school year is to conduct a survey and find out what types of support parents are in need of and then to offer those types of classes/activities during the school year. Salary cost increased because of the pay raises both Classified and Certificated staff received this past school year. Certificated staff salaries were not used but Classified staff provided child care and parent education opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-2025 school year the actions will not change. Based on current attendance data, the Community Liaison position will stay as an 8 hour position to provide support to families with attendance issues and social support.






















Annual Review and Update
















SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

Sunny Sands will provide students with a clean, healthy, physically and emotionally safe learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 91.%	Student Attendance Rates All Students (ALL) - 94.%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>-1.0</td> <td>1% decrease</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>-1.0</td> <td>1% decrease</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>-1.0</td> <td>1% decrease</td> </tr> <tr> <td>AA</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>-1.0</td> <td>1% decrease</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>-1.0</td> <td>1% decrease</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	-1.0	1% decrease	EL	Orange	-1.0	1% decrease	Hisp	Orange	-1.0	1% decrease	AA	N/A			SED	Orange	-1.0	1% decrease	SWD	Yellow	-1.0	1% decrease	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>28% Chronically Absent</td> <td>Increased Significantly 6.6</td> </tr> <tr> <td>EL</td> <td> Orange</td> <td>20.9% Chronically Absent</td> <td>Declined -2.4</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>27.8% Chronically Absent</td> <td>Increased Significantly 5.7</td> </tr> <tr> <td>AA</td> <td></td> <td></td> <td>Less than 11 Students</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>28% Chronically Absent</td> <td>Increased Significantly 6.6</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>22.2% Chronically Absent</td> <td>Increased 4.1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	28% Chronically Absent	Increased Significantly 6.6	EL	 Orange	20.9% Chronically Absent	Declined -2.4	Hisp	 Red	27.8% Chronically Absent	Increased Significantly 5.7	AA			Less than 11 Students	SED	 Red	28% Chronically Absent	Increased Significantly 6.6	SWD	 Red	22.2% Chronically Absent	Increased 4.1
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Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 84% English Learner (EL) - 84% Hispanic (Hisp) - 84% African American (AA) - N/A	Panorama Survey - School Connectedness All Students (ALL) - 79% English Learner (EL) - 80% Hispanic (Hisp) - 78% African American (AA) - N/A																																				
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 75% English Learner (EL) - 78% Hispanic (Hisp) - 82% African American (AA) - N/A	Panorama Survey – School Safety All Students (ALL) - 66% English Learner (EL) - 69% Hispanic (Hisp) - 68% African American (AA) - N/A																																				
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% Compliance	Williams Facilities Inspection Results - 100% Compliance																																				

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Additional playground supervision will be provided before school, during lunch and after school.</p>	<p>With the district providing additional funding for supervision aides, Sunny Sands provided 1.5 hours per day of additional supervision aide time. With the district's additional funding along with the 1.5 hours additional per day, allowed Sunny Sands to have 4 - 3.5 hour Supervision Aides each day and 2 - 5 hour Supervision aides. With all six supervision aides working the same hours during the school day, provides consistency and more supervision of students throughout the day. The 5 hour Supervision aides provide additional support at recess and after-school. Supervision aides are assigned specific areas to supervise each day and are given an assigned schedule to follow.</p> <p>With the additional time for all supervision aides, there have been only approximately 10 referrals to the office throughout the school day during both lunch and before school recess times.</p>	<p>Yard Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 10706.00</p>	<p>Yard Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 3990.48</p>
<p>Funding for a Licensed Family Therapist for two days a week that will target students that are struggling with issues at home that</p>	<p>The contracted Licensed Marriage and Family Counselor provided intense support for approximately 45 students during the 2023-2024 school year who needed</p>	<p>Contracted School Counselor 5000-5999: Services And Other Operating Expenditures Title I</p>	<p>Contracted School Counselor 5000-5999: Services And Other Operating Expenditures Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
can affect academic and school performance.	assistance with coping and dealing with family and personal issues that affected attendance and academic performance. The Licensed marriage and Family Counselor coordinated with the School Counselor on students who were referred for intense support.	30,000.00	30,000.00

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The additional supervision aide hours has been useful in keeping sufficient coverage and consistent coverage on the playground before school and during lunch with the number of referrals to the office at about 10 for the entire school year. Having additional supervision has allowed the supervision aides to address behavior issues or concerns of students quicker and they are able to provide students with mediation strategies.

The Licensed Marriage and Family Counselor has works with students who are struggling to deal with family issues or concerns such as divorce, death, or personal problems that affect their school performance, cause behavioral issues at school and mental health. The School Counselor communicated on a regular basis with the Licensed Therapist regarding student concerns and identified those students who needed additional mental health support.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Supervision aide costs increased for the school site because event though additional funding was provided buy the district, a pay increase for all employees increased the costs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-2025 school year, the site budget will continue to fund the part-time school Licensed Marriage and Family Counselor in addition to the school counselor provided by the district, for two days a weeks and for students who need therapy related to issues taking place at home. The district has increased funding for yard supervision and site money will used to maintain the current coverage of 3.5 hours a day each for 4 supervision aides and 5 hours for 2 more supervision aides.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

All students at Sunny Sands will be prepared to graduate high school by mastering grade level Common Core Standards and participating in activities that will prepare them with academic and technical skills necessary for college and career readiness.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

1. STAR Assessments from Winter 2024 indicate students in Grades 3-5 are making progress in both ELA and Math.

	STAR Reading	STAR Math
3rd Grade Proficient students:	30.6%	43.9%
4th Grade Proficient students:	33.6%	60.2%
5th Grade Proficient students:	46.8%	63.4%

STAR scores indicate that between 40-57% of students in grades 3-5 are not at grade level in either ELA or Math.

STAR Assessments from Fall 2024 indicate students in Grades 3-5 are making some progress in both ELA and Math (depending on the grade level)

	STAR Reading	STAR Math
3rd Grade Proficient Students:	38.3%	50.9%
4th Grade Proficient Students:	37.68%	53.2%
5th Grade Proficient Students:	51.3%	62.7%

2. CAST results from Spring 2022 show that only 29.93% of students are making progress in Science and the results from Spring 2023 indicate only 26.67% are making progress in Science, which is a 3.26% decrease.

3. ELPAC scores from 2023 show that 53% of students scored a level 3 or higher.

ELPAC scores from 2024 show that 53% of students scored a level 3 or higher.

4. CAASPP (State testing) scores:

	Spring 2022	Spring 2023
ELA:		
3rd Grade Proficient Students:	36%	43%
4th Grade Proficient Students:	46%	41%
5th Grade Proficient Students:	54%	54%

English Language Learners:	16.9%	21.2%
Students with Disabilities:	10.3%	3.4%
Overall Proficient Students:	45%	45%

Math:

3rd Grade Proficient Students:	31%	49%
4th Grade Proficient Students:	42%	42%
5th Grade Proficient Students:	40%	46%
English Language Learners:	15.5%	27.1%
Students with Disabilities:	13.8%	3.4%
Overall Proficient Students:	37%	46%

*The CAASPP assessments show that students in 3rd grade increased their performance in both ELA & Math, 4th grade did not show significant gains and 5th grade stayed the same in ELA and made some gains in Math. While grade levels are showing some gains, English Language Learners and Students with disabilities are performing far below grade level peers in both ELA and Math.

5. Sunny Sands current reclassification rate is at 15.3% which means that there still a large percentage of students are not meeting the academic requirements to be reclassified.

6. STAR assessments,ELPAC and CAASPP scores indicate a need for additional intervention, English Language Development for students and making sure teachers have strategies to implement best first instruction.

7. Based on STAR Assessments from Fall 2024 & ELPAC results from Spring 2024 English Learners will receive Designate Support during the school day for a minimum of 50 minutes a day, 4 days a week. Long Term EL

Learners, based on the ELPAC data will receive after school intervention to help support academic progress and English Language development.

8. All learners, including English Language Learners need enrichment opportunities that support academic progress in Reading, Writing, Speaking, Math and Vocabulary Development.






Measuring and Reporting Results

Metric/Indicator

Baseline

Expected Outcome

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Orange	11.8 points below standard	Maintained +0.9 points
EL	 Orange	22.3 points below standard	Maintained +0.7 points
Hisp	 Orange	17.2 points below standard	Maintained +0.1 points
AA			Less than 11 Students
SED	 Orange	12.5 points below standard	Maintained +1.2 points


St. Group	Color	DFS/Percentage	Change
All	Green	+6.00 points	Increased +3.0 points
EL	Yellow	+10.00 points	Increased +3.0 points
Hisp	Yellow	+10.00 points	Increased +3.0 points
AA	N/A	N/A	
SED	Yellow	+7.0 points	Increased +3.0 points
SWD	Orange	+30 points	Increased +3.0 points

Metric/Indicator

Baseline

Expected Outcome







California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

SWD	 Red	111.3 points below standard	Decreased Significantly -17.1 points
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California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Green	+10.0 points	Increased +3.0 points
EL	Green	+10.0 points	Increased +3.0 points
Hisp	Green	+10.0 points	Increased +3.0 points
AA	N/A	N/A	
SED	Green	+10.0 points	Increased +3.0 points
SWD	Orange	+15.0 points	Maintained +3.0 points

California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)


St. Group	Color	DFS/Percentage	Change
All	 Green	15.7 points below standard	Increased +11 points
EL	 Green	22.6 points below standard	Increased +14.3 points
Hisp	 Green	19.6 points below standard	Increased +12.7 points
AA			Less than 11 Students
SED	 Green	15.8 points below standard	Increased +11.9 points
SWD	 Red	110 points below standard	Decreased - 12.3 points

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5: 26.67%

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 -- 35%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Green	55.9%	

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Green	53.0%	Maintained 0%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 15.3%

English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - Maintain or increase Reclassification rate by at least 3%

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 47%

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL)	All Students (ALL): Standard Exceeded- 21.9% Standard Met:22.8% English Learners (EL): Standard Exceeded- 8.5% Standard Met: 23.4% Hispanic (Hisp): Standard Exceeded: 16.49% Standard Met: 22.68% African American (AA): N/S Socioeconomically Disadvantaged (SED): Standard Exceeded- 19.05% Standard Met: 24.76% Students with Disabilities (SWD)Standard Exceeded- 0% Standard Met: 8.3%	English Learners: 37% Hispanic: 45% African American: N/A SED: 49% Students with disabilities: 12%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance; Sunny Sands is 100% in compliance with the Williams Act.	Williams Textbook/Materials Compliance - 100% complaince

Planned Strategies/Activities

Strategy/Activity 1

A site Teacher on Special Assignment (TOSA)/Reading Teacher & Coach will be fund and will organize and provide Tier I & Tier II reading support and coordinate the Inter-Generational Tutoring program. TOSA will also monitor students through the SST process, and will work with teachers on appropriate strategies to use with students that will improve academic performance. TOSA will also be responsible for coordinating all state testing and paperwork and will work with teachers to provide appropriate ELA, ELD and Math focused instruction that includes best teaching strategies and practices that support student achievement, including strategies that target English Language Learners. This will be monitored using STAR Assessment, ELPAC and CAASP Data.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount

89719.00

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher on Special Assignment
Amount	89719.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher on Special Assignment

Strategy/Activity 2

Materials and supplies will be purchased and used by students to support and supplement Core instruction in ELA, ELD, Math and Technology and will be monitored using STAR Assessment data.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	5819.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc.
Amount	00.00
Source	Title I

Budget Reference

4000-4999: Books And Supplies

Description

Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc.

Strategy/Activity 3

Teachers will schedule and provide small group enrichment and/or intervention programs for students either during the school day, and/or before or after school to improve ELA and Mathematics scores as evident by STAR assessment data.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity**Amount**

0.00

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Teacher Extra Duty--Intervention

Amount

0.00

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Teacher Extra Duty

Strategy/Activity 4

Bilingual Paraprofessionals will provide small group and one-on-one instruction to students in Language Arts and English Language Development, a minimum of 50 minutes a day, 4 days a week, to increase academic scores in ELA and will be monitored using STAR assessment data, ELPAC scores and the Summit K12 program .

Students to be Served by this Strategy/Activity

English Learner

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	28473.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aides
Amount	14582.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aides

Strategy/Activity 5

Teachers and students will participate in the McCallum Theatre's Aesthetic Education Program. Buy participating in workshops with a McCallum Theatre Teaching Artist, students will be given unique opportunities to be actively engaged in dance, theater music and the visual arts. Units of study with the McCallum Theatre will support the implementation of the ELA Common Core Standards and will be monitored using STAR Assessment Data and CAASP data. Teachers will attend the Summer Session or professional development opportunities at the McCallum Theatre that supports the implementation of the Aesthetic Education Program. SSC would like to see this program to continue but main funding will be provided by the AMS grant.

Students to be Served by this Strategy/Activity

Specific Student Groups:
Grades 1-5

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

Teachers and School Administration.

Proposed Expenditures for this Strategy/Activity

Amount	00.00
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	McCallum Aesthetic Learning Institute
Amount	3962.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Professional Development Stipend to attend the Summer Institute at the McCallum Theatre in June 2025.

Strategy/Activity 6

Technology and various standards based and district approved software programs will be purchased school wide to support student learning and to provide Tier 2 intervention instruction in ELA, ELD and Math and will be monitored using STAR assessment data, CAASP and ELPAC scores.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2024 -June 30, 2025

Person(s) Responsible

Teachers and School Administration.

Proposed Expenditures for this Strategy/Activity

Amount	25,000.00
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Source

LCFF

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Software licenses for Accelerated Reader, Read Live Naturally, BrainPop, Quill Interactive Writing Program, Happy Numbers and Generation Genius Science.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Sunny Sands will collaborate with families and provide parents with educational and volunteer opportunities that will help support student engagement and learning.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

1. Per the Panorama Survey Student results only 79% of our students feel like they are connected to the School which leave 18% of students that need support. This decreased by 3% from the previous years but still shows that more work and/or support is needed in Social Emotional Learning.
2. While 96% of our parents feel connected to the school, Sunny Sands needs to continue to make sure that families feel a part of the school community.
3. Continue to stress the positives of attending school on a regular basis in order to maintain and improve the 94% of students that currently do attend on a regular basis.
4. Since Students with Disabilities continue to perform lower than their grade level peers, attendance of these students need to be monitored closely.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes : 223 parent survey responses.	Parent Participation in Stakeholder Input Processes - 200+ Parent Responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL): 84% Elementary School Students (ES): 84% English Learner (EL):80% Hispanic (Hisp): 84% African American (AA): N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 90% or higher Hispanic (Hisp) -90% or higher African American (AA) - N/A English Learner - 90% or higher

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL): 95% Hispanic (Hisp): 98% African American (AA)--N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) -97 % African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Sign in Sheets will be kept to monitor participation

Planned Strategies/Activities

Strategy/Activity 1

A Community Liaison will attend, educate and provide support for parents regarding educational issues and concerns during parent conferences, at Title 1, SSC, ELAC Meetings and Parent Institutes. The community liaison will translate school newsletters, Weekly Important Dates Calendar, and all other home/school communications. The Community Liaison will work directly with students on a daily basis to provide academic support for students and help to organize the following students services: vision & hearing screening, Borrego Springs Dental Van, counseling referrals, SST meetings, and SART/SARB Meetings. The Community Liaison will help to monitor student attendance, make home visits as needed, and work with students and mentors in our Community mentoring program. The Community Liaison will also work with staff to provide Parent Education classes during the school year. This will be monitored using STAR assessment attendance and Panorama Survey data.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount
106924.00

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Community Liaison Salary

Strategy/Activity 2

Site Administrators will schedule and teachers will provide Family and Parent Education Nights, Back to School Nights, Student Success Team Meetings and parent conference weeks. Site Administrators will also schedule and support Title 1, GATE, ELAC and PTG meetings as well as School Site Council Meetings. This will be monitored using attendance and Panorama survey data.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

Teachers and School Administration

Proposed Expenditures for this Strategy/Activity

Amount	960.00
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty Salary

Strategy/Activity 3

Provide Parent Education and supervision during Parent Education nights, School Site Council Meetings, ELAC Meetings, Parenting classes and other Parent School related meetings. This will be monitored using attendance and panorama survey data.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

Support Staff and School Administration

Proposed Expenditures for this Strategy/Activity

Amount	2224.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Extra Duty Salary

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Sunny Sands will provide students with a clean, healthy, physically and emotionally safe learning environment.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

1. Based on District attendance rates and Panorama Surveys, students continue to need coping strategies to deal with issues both in and out of school that are affecting their attendance and behaviors. Discussion with the School Site Council in September 2024 indicated that students need Social Emotional Support at school and allocated additional Title 1 funding to the Licensed Family Therapist.
2. On the Winter 2024 Panorama Survey only 66% of the students feel safe and only 79% of students feel a connectedness to school and counseling can help provide coping strategies on how to deal with difficult situations and provide Social Emotional Learning lessons and extra supervision will help provide a more secure environment by providing a better ability to monitor students' behavior.
3. Approximately 94% of Sunny Sands students attend school on a regular basis there is still approximately 6% of students who are chronically absent that need follow-up. This is a drop from our usual 96% attendance rate. A continued effort to stress the positives of attending school on a regular basis is needed to increase attendance rates.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL): 91%	Student Attendance Rates All Students (ALL) - 94.%																
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change					<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change				
St. Group	Color	DFS/Percentage	Change															
St. Group	Color	DFS/Percentage	Change															

Metric/Indicator

Baseline

Expected Outcome

Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

All	Red	28% Chronically Absent	Increased Significantly 6.6
EL	Orange	20.9% Chronically Absent	Declined - 2.4
Hisp	Red	27.8% Chronically Absent	Increased Significantly 5.7
AA			Less than 11 Students
SED	Red	28% Chronically Absent	Increased Significantly 6.6
SWD	Red	22.2% Chronically Absent	Increased 4.1

All	Yellow	20%	Declined Significantly +3.0 points
EL	Yellow	15%	Declined Significantly +3.0 points
Hisp	Yellow	20%	Declined Significantly +3.0 points
SED	Yellow	20%	Declined Significantly +3.0 points
SWD	Yellow	20%	Declined Significantly +3.0 points

Suspension Rates

St. Group	Color	DFS/Percentage	Change
All	Blue	0.1% suspended at least one day	Maintained 0
EL	Blue	0% suspended at least one day	Maintained 0
Hisp	Blue	0% suspended at least one day	Maintained - 0.2
AA			Less than 11 Students
SED	Blue	0.1% suspended at least one day	Maintained 0
SWD	Blue	0% suspended at least one day	Maintained 0

St. Group	Color	DFS/Percentage	Change
All	Blue	0.1% suspended at least one day	Maintain 0
EL	Blue	0	Maintain 0
Hisp	Blue	0	Maintain 0
SED	Blue	0	Maintain 0
SWD	Blue	0	Maintain 0

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Panorama Survey - School Safety
All students: 72%
EL: 72%
AA: N/A
Hisp: 73%
SED: N/A

Panorama Survey - School Safety
All students: 75%
EL: 75%
AA: N/A
Hisp: 75%
SED : N/A
* Primary goal is to meet or exceed the 2018 ratings.

Expulsion Rates
All Students (ALL)
English Learner (EL)

Expulsion Rates
All Students (ALL): Maintained under 0%
English Learner (EL): Maintained under 0%

Expulsion Rates
All Students (ALL)--0%
English Learner (EL)--0%

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	Hispanic (Hisp): Maintained under 0% African American (AA): Maintained under 0% Socioeconomically Disadvantaged (SED): Maintained under 0% Students with Disabilities (SWD): Maintained under 0%	Hispanic (Hisp) --0% African American (AA) -0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 84% EL: 81% AA: N/A Hisp: 84% SED: N/A	Panorama Survey - School Connectedness All Students (ALL) - 84% English Learner (EL) - 84% Hispanic (Hisp) - 84% African American (AA) - N/A
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 74% EL: 75% AA: N/A Hisp: 78% SED: N/A	Panorama Survey – School Safety All Students (ALL) - 75% English Learner (EL) - 78% Hispanic (Hisp) - 82% African American (AA) - N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results: 100% in compliance.	Williams Facilities Inspection Results - 100% Compliance

Planned Strategies/Activities

Strategy/Activity 1

Additional playground supervision will be provided before school, during lunch and after school and will directly monitored students on the playground and in various areas around campus. This will be monitored using office referrals, Synergy Discipline data and Panorama Survey data.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2024 - June 30, 2025

Person(s) Responsible

Site Administrators

Proposed Expenditures for this Strategy/Activity

Amount

3742.00

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Yard Supervision Aides

Strategy/Activity 2

A Licensed Family Therapist will be funded for two days a week and will work with students one-on-one that are struggling with issues at home that can affect academic and school performance. This will be monitored using STAR assessment attendance and CAASP data.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2024- June 30, 2025

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount

40000.00

Source

Title I

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Contracted School Counselor

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$165,338
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$411,124.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	162,154	0.00
Title I Part A: Parent Involvement	3,184	0.00
LCFF	245,786	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$162,154.00
Title I Part A: Parent Involvement	\$3,184.00

Subtotal of additional federal funds included for this school: \$165,338.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$245,786.00

Subtotal of state or local funds included for this school: \$245,786.00

Total of federal, state, and/or local funds for this school: \$411,124.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	245,786.00
Title I	162,154.00
Title I Part A: Parent Involvement	3,184.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	184,360.00
2000-2999: Classified Personnel Salaries	155,945.00
4000-4999: Books And Supplies	5,819.00
5000-5999: Services And Other Operating Expenditures	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures		0.00
1000-1999: Certificated Personnel Salaries	LCFF	89,719.00
2000-2999: Classified Personnel Salaries	LCFF	125,248.00
4000-4999: Books And Supplies	LCFF	5,819.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	25,000.00
1000-1999: Certificated Personnel Salaries	Title I	93,681.00
2000-2999: Classified Personnel Salaries	Title I	28,473.00
4000-4999: Books And Supplies	Title I	0.00
5000-5999: Services And Other Operating Expenditures	Title I	40,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	960.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,224.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Claudia Garcia				X	
Catalina Garcia				X	
Sulema Munoz				X	
Jennifer Corona				X	
Ana Lazarski				X	
Pamela Horton	X				
Caitlyn Peterson--Chairperson		X			
Flori Trinidad		X			
Bradley Ferrell			X		
Sylvia Kathawa		X			
Numbers of members of each category:	1	3	1	5	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 10, 2024.

Attested:

	Principal, Pamela Horton on October 23, 2024
	SSC Chairperson, Caitlyn Peterson on October 23, 2024

Title I and LCFF Funded Program Evaluation

Goal #1:
 All students at Sunny Sands will be prepared to graduate high school by mastering grade level Common Core Standards and participating in activities that will prepare them with academic and technical skills necessary for college and career readiness.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>A site Teacher on Special Assignment (TOSA)/Reading Teacher & Coach will be fund and will organize and provide Tier I & Tier II reading support and coordinate the Inter-Generational Tutoring program. TOSA will also monitor students through the SST process, and will work with teachers on appropriate strategies to use with students that will improve academic performance. TOSA will also be responsible for coordinating all state testing and paperwork and will work with teachers to provide appropriate ELA, ELD and Math focused instruction that includes best teaching strategies and practices that support student achievement, including strategies that target English Language Learners. This will be monitored using STAR Assessment, ELPAC and CAASP Data.</p>			
<p>Materials and supplies will be purchased and used by students to support and supplement Core instruction in ELA, ELD, Math and Technology and will be monitored using STAR Assessment data.</p>			
<p>Teachers will schedule and provide small group enrichment and/or intervention programs for students either during the school day, and/or before or after school school to improve ELA and Mathematics scores as evident by STAR assessment data.</p>			
<p>Bilingual Paraprofessionals will provide small group and one-on-one instruction to students in Language</p>			

Arts and English Language Development, a minimum of 50 minutes a day, 4 days a week, to increase academic scores in ELA and will be monitored using STAR assessment data, ELPAC scores and the Summit K12 program .			
Teachers and students will participate in the McCallum Theatre's Aesthetic Education Program. By participating in workshops with a McCallum Theatre Teaching Artist, students will be given unique opportunities to be actively engaged in dance, theater music and the visual arts. Units of study with the McCallum Theatre will support the implementation of the ELA Common Core Standards and will be monitored using STAR Assessment Data and CAASP data. Teachers will attend the Summer Session or professional development opportunities at the McCallum Theatre that supports the implementation of the Aesthetic Education Program. SSC would like to see this program to continue but main funding will be provided by the AMS grant.			
Technology and various standards based and district approved software programs will be purchased school wide to support student learning and to provide Tier 2 intervention instruction in ELA, ELD and Math and will be monitored using STAR assessment data, CAASP and ELPAC scores.			

Goal #2:
Sunny Sands will collaborate with families and provide parents with educational and volunteer opportunities that will help support student engagement and learning.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
A Community Liaison will attend, educate and provide support for parents regarding educational issues and concerns during parent conferences, at Title 1, SSC, ELAC Meetings and Parent Institutes. The			

<p>community liaison will translate school newsletters, Weekly Important Dates Calendar, and all other home/school communications. The Community Liaison will work directly with students on a daily basis to provide academic support for students and help to organize the following students services: vision & hearing screening, Borrego Springs Dental Van, counseling referrals, SST meetings, and SART/SARB Meetings. The Community Liaison will help to monitor student attendance, make home visits as needed, and work with students and mentors in our Community mentoring program. The Community Liaison will also work with staff to provide Parent Education classes during the school year. This will be monitored using STAR assessment attendance and Panorama Survey data.</p>			
<p>Site Administrators will schedule and teachers will provide Family and Parent Education Nights, Back to School Nights, Student Success Team Meetings and parent conference weeks. Site Administrators will also schedule and support Title 1, GATE, ELAC and PTG meetings as well as School Site Council Meetings. This will be monitored using attendance and Panorama survey data.</p>			
<p>Provide Parent Education and supervision during Parent Education nights, School Site Council Meetings, ELAC Meetings, Parenting classes and other Parent School related meetings. This will be monitored using attendance and panorama survey data.</p>			

Goal #3:

Sunny Sands will provide students with a clean, healthy, physically and emotionally safe learning environment.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>

<p>Additional playground supervision will be provided before school, during lunch and after school and will directly monitored students on the playground and in various areas around campus. This will be monitored using office referrals, Synergy Discipline data and Panorama Survey data.</p>			
<p>A Licensed Family Therapist will be funded for two days a week and will work with students one-on-on that are struggling with issues at home that can affect academic and school performance. This will be monitored using STAR assessment attendance and CAASP data.</p>			

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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