



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, 2025- June 30, 2026
Schoolsite Council (SSC) Approval Date	May 1, 2025
Local Board Approval Date	June 24, 2025

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 2024-2025 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:

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 title 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.

January 22, 2025 –Staff meeting Met with the staff to discuss budget proposal for the 2025-2026 school year. The staff was informed that while the budget remained the same as the 2024-2025 school year the cost of personnel increased because of normal attrition. I shared with the staff the possibility of reducing or eliminating positions during the 2025-2026 school year or the year after. Also, asked the staff to look at different software that could be eliminated that could tie up additional funds for materials and supplies. The staff was going to meet in grade levels to discuss software and the potential of laying off a Bilingual Paraprofessional and reducing the number of days the site will have a licensed family therapist on site. After the meeting, grade levels met and shared with me their ideas for reducing various software programs and also shared that they would like to maintain the bilingual aide positions if at all possible for the 2025-2026 school year.

January 23, 2025—School Site Council. A quorum was established and the minutes from the October 23, 2024 School Site council meeting were approved. Council met to discuss the upcoming budget for the 2025-2026 school year. The Council was informed that the budget for the 2025-2026 school remained the same as the 2024-2025 school year but that the cost of the positions that were funded from the Title 1 and LCAP money increase because of normal yearly step and column annual salary increases. The following was shared with the council and discussion was had about services such as counseling and bilingual paraprofessionals being cut or reduced for the 2025-2026 school year.

Summary:

LCAP: \$245,388

Expenses: TOSA, School Community Liaison, Bilingual Aide, Software

Expense Increase of \$8,847.00

Balance for the 2025-2026 if we continue with all employees \$17,785

Title 1: 144,678

Expenses: TOSA, 2 Bilingual Aides, Parent Education, JSR counseling Services.

Expense Increase is \$7169.00

Balance for the 2025-2026 year if we continue will all employees \$ 16,313.00
Counseling expense are currently \$40,000.00 per year out of Title 1

Pay raises (IF negotiated) could effect the budget and wipe out all left over money.

After answering questions and following a discussion on various scenarios, the School Site council voted to eliminate the unfilled Supervision position in the LCAP budget, reduce the expenditures in software, maintain all current positions and reduce Counseling services to one day a week. If additional funds are allocated to Title 1 the School Site Council would like to see additional days of Counseling services added.

Since there was no new assessment data to report, at the next meeting, the School Site Council would be looking a new STAR assessment data and school goals and analyze and discuss if progress is being made towards these goals.

March 6, 2025 – ELAC Meeting. Current STAR and attendance data were reviewed with the committee along with a review of the state testing data from Spring 2024. Ms. Horton showed ELAC members current data from Renaissance Learning that showed Sunny Sands current attendance rate of 94.2% and the Chronic Absence rate at 17.9%. Ms. Horton showed a graph of the attendance rate, starting in August 2024 which shows that Sunny Sands started out at 95.5% attendance rate and how it has slowly declined to the current rate of 94.2%. Ms. Horton shared that there were 2 Saturday schools and one more Saturday school coming up and that with the help of attendance at Saturday school it would improve the overall attendance rate. Ms. Horton also shared that about 50 Attendance meetings have been held with parents this school year regarding improving Student attendance. Members discussed various ways to improve attendance.

Overall CAASPP scores from Spring 2024 were reviewed again with the committee. STAR State Benchmark Scores from January 2025 were reviewed with the committee and how these scores correlate with how students perform on the state test. Current STAR scores from January 2025 show that students in grades 3-5 are currently scoring approximately 10 percentage points lower in both ELA and Math compared to students' performance on the state test in Spring 2024. The CBM reading data for Sunny Sands was reviewed with the committee. These scores show the majority of students are making progress in Reading. The STAR and CBM data, show mixed results in terms of Sunny Sands making progress towards academic progress. The school plan and goals was reviewed and discussed with the committee and a new needs assessment was completed. This information would be added to the 2025-2026 school plan.

A needs assessment was conducted to provide input for the development of the 2025-2026 school plan.

March 6, 2025 – School Site Council Meeting. A quorum was established and the minutes from the January 23, 2025 School Site council meeting were approved. Current School STAR testing data and attendance were reviewed. Ms. Horton showed and reviewed current data from Renaissance Learning that showed Sunny Sands current attendance rate of 94.2% and the Chronic Absence rate at 17.9%. Ms. Horton showed a graph of the attendance rate, starting in August 2024 which shows that Sunny Sands started out at 95.5% attendance rate and how it has slowly declined to the current rate of 94.2%. Ms. Horton shared that there were Saturday schools in November & January and one more scheduled for March 22nd which may help with the overall attendance rate. Ms. Horton also shared that about 50 Attendance meetings have been held with parents this school year regarding improving Student attendance. Members discussed various ways to improve attendance.

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The STAR and CBM data, show mixed results in terms of Sunny Sands making progress towards academic progress. Based on the current data, SSC members suggested that earlier intervention would be beneficial for students because students struggle to catch up once they are far behind their peers and would like to see more interventions offered to students throughout the school year.

Irma Corona, School Community Liaison shared with the committee DELAC information from a recent meeting. The DELAC committee received a presentation on Hate Speech, the Family Engagement center shared information on upcoming events and types of services available to parents and the District Equity lead shared information.

March 10, 2025—Leadership Meeting. STAR State Benchmark, CBM Reading, attendance and Spring 2024 State testing data were reviewed with the Leadership team. STAR State Benchmark data predicts how students will perform on the state test and currently students are scoring 10% below in both ELA and Math than students did last year on the CAASPP test. Next steps were discussed, and grade levels can prepare students for the CAASPP test and how grade levels can use the CBMs and the phonics screener to target Tier 1 and Tier 2 instruction and well as the Online tool kit to help prepare students for the test. Grades 1 & 2 could be using Wonders and Bridges Performance Tasks to challenge students and to provide them with productive struggle.

April 30, 2025 – ELAC Meeting—The Needs Assessment gathered at the March 6, 2025 meeting was reviewed with the committee. The 2025-2026 School Plan and Budget was reviewed with ELAC committee with emphasis on the actions and data pertaining to English Learners. Additional input for the school plan was sought from the committee on how to best help English Learners. Current attendance data was reviewed with the committee and a DELAC report was shared. There was a extensive discussion about how to increase parent involvement in ELAC for the 2025-2026 school year. It was decided that personal phone calls would be made to parents of English Learners and that a sign up booth would be set up during Back to School night.

May 1, 2025 -- School Site Council met in person, but a zoom option was available. A quorum was established for the meeting. The School Site Council minutes form March 6, 2025 were reviewed and approved. Current STAR Testing data, attendance and CAASPP data from Spring 2024 was reviewed again with the School Site Council. This data was shared and discussed at the March 6th meeting. This information was added to the 2025-2026 School plan. STAR data and CAASPP data show mixed results on determining if students are making academic progress. STAR results from Fall 2024 to Winter 2025 show academic gains but CAASPP data from Spring 2023 and Spring 2024 show 3rd and 5th grade dropped in test scores.

Mrs. Horton reviewed and clarified a data point from the October 23, 2024 meeting. “ELPAC scores were reviewed. 53% of students scored a level 3 or higher on the test.” While this number is accurate. It must be noted that to be proficient on the ELPAC a student must be at a level 4 (and not 3). 12.4% of students at Sunny Sands scored a level 4. The council did not feel that this clarification changed the action in the School plan for 2025-2026 school year related to English Learners.

The 2024-2025 School Plan Goals were reviewed, updated and discussed on how each action was effective and if any, what actions were not working. Questions and concerns were noted by the Council and changes were added to 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.

School budget for the 2024-2025 school year was reviewed and how the expenditures tie into the SPSA goals and how much actually was spent on each action. Based on the current data from the STAR assessment, students are making gains academically and CAASPP data indicate that overall students have made progress but both 3rd and 5th grade scores declined. School site discussed if the expenditures were successful in meeting the goals outlined in the school plan.

The proposed budget for the 2025-2026 was once again reviewed with the council. The budget expenditures had already been discussed, reviewed and approved by the council in January 2025. Each expenditure was tied to a goal and action in the school plan.

Resource Inequities

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

A review of the CAASPP data from Spring of 2024, Students with disabilities and English Language Learners continue to perform far below their grade level and general education peers.

The following inequities were noted:

In ELA Students with Disabilities only scored 9% proficient or advanced in ELA compared with 47% of the overall population and in Math SWD were 0% proficient compared to 39% of the overall population. This indicates that Students With Disabilities needed more targeted support in ELA. Goal 1 will provide this support in the form of small group instruction in the classroom with General Education teacher or Reading Intervention teacher and pull-out/push-in support through Resource.

In ELA English Language Learners scored only 18% proficiency rate compared to 47% of non English Learners and in Math ELLs scored 16.% proficient compared to 39% for non ELLs. Based on these results during the 2024-2025 school year English Language Learners Students and Students with disabilities were provided with for both pull-out out intervention support and targeted intervention within their General Education Classroom. In addition, English Learners were provided with English Language Development 50 minutes, 4 days a week during the regular school day and were provided with additional English Language Development, of English Language Development after school two days a week for 60 minutes.

Students with Disabilities and English Learners will continue to be a focus during the 2025-2026 school year and targeted support will continue to be provided.

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 2024 and the STAR Assessment showed the following:

Spring 2024 State Test results (CAASPP) show that overall in ELA students increased 2% percentage point and 47% of students are proficient or advanced.

Local STAR assessments indicate that students showed some overall academic improvement in ELA. In ELA, overall students went from 52.2% proficient in Fall 2024 to 57.1% proficient in Winter 2025. In Math, students went from 49% proficient in Fall 2024 to 52.7% proficient in Winter 2025.

English Learners went from 26% to 27.6% and Students with Disabilities went from 14.8% to 19.2% proficiency.

According to the California Dashboard, 60.4% of students made progress on the English Learner Progress Indicator, helping to lead the site to a 9.7% reclassification rate for the 2024-2025 school year.

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.

Suspension rates continue to be low for the 2024-2025 school year at 0%. 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 2024-2025 school year, dropped from 18.81% in June 2024 and to 15.74% in the Spring of 2025. Offering students 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 2025-2026 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 50 minutes, 4 days a week, teachers will continue to provide students access to High Impact Math Strategies and will continue to meet weekly to discuss student progress and to plan next steps. Foster and homeless students will also be monitored during 2025-2026

Reflections: Success

school year even though there are not enough Foster and Homeless youth to show data that can be counted.

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 student groups continue to perform below their other student groups in both ELA and Math. Students with Disabilities continue to perform far below their grade level peers with 91% of students not meeting standards in ELA and 100% of students not meeting standards in Math.

During the 2025-2026 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 provide High Impact Math strategies to students and will be provided access to General Education Curriculum in Wonders ELA and Bridges Math. In addition, Teachers will also continue to provide Designated English Language support during the school day for 50 minutes, 4 days a week with three Bilingual Instructional aide support, will provide English Learners and Students with Disabilities targeted remediation support throughout the school day in all subjects areas and collaboration time to analyze student data will continue to be offered to teachers each Wednesday afternoons.

During the 2024-2025 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 student groups will be targeted for additional intervention time before or after school. Chronic absenteeism continues to be a problem with the current data showing 15.74% Chronic Absenteeism rate.

The STAR Assessment given in Fall 2024, indicated that overall 52.2% of students were at grade level in Reading and in Winter 2025 ELA STAR data indicates that 57.1% of students were at grade level. In Math, the STAR data indicates that in Fall 2024 only 49% of students were at or above grade level and in Winter 2025 52.7% of students were at or above grade level. STAR data does not show that students are making adequate 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.

While there are no current student groups in the Red, there are still groups that are in need of supports to close the achievement gaps. State Test scores (CAASPP) scores from Spring 2024 indicate that 47% of our students in Grades 3-5 are meeting or exceeding standard in Language Arts and 39% of students in Grades 3-5 are meeting or exceeding Standards in Math. State test scores also indicate that various student groups are performing below the overall school scores in both ELA and Math. In ELA, Students with disabilities had 9% students that met or exceeded the standards and no students in Math. English Learners only 18% of students met or exceeded the standard, and the Hispanic student group 43% of students met or exceeded the standards. In Math, Students with Disabilities had no students who met the standard, English Learners only had 14% of students who met or exceeded the standard and the Hispanic student group only had 35.3% of students who met or exceeded the standard. ELPAC data shows a need to improve student proficiency as well.

Based on these ELPAC, CAASPP and STAR results, and to support all learners especially English Language Learners and Students with Disabilities, during the 2025-2026 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 and School Site. Before and after school intervention and enrichment

Reflections: Identified Need

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. n

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 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
684	95%	29.5%	0.1%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	202	29.5%
Foster Youth	1	0.1%
Homeless	120	17.5%
Socioeconomically Disadvantaged	650	95%
Students with Disabilities	60	8.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1%
American Indian	2	0.3%
Asian	3	0.4%
Filipino	29	4.2%
Hispanic	581	84.9%
Two or More Races	14	2%
Pacific Islander	0	0.0%
White	48	7%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2024 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate

Mathematics



Yellow

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Blue

English Learner Progress



Green

College/Career

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

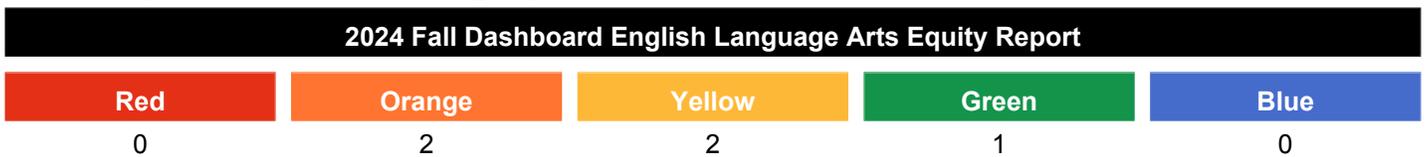
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3.6 points below standard</p> <p>Increased 8.2 points</p> <p>336 Students</p>	<p>English Learners</p> <p>Orange</p> <p>22.6 points below standard</p> <p>Maintained 0.4 points</p> <p>111 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>Yellow</p> <p>7.3 points below standard</p> <p>Increased 11.8 points</p> <p>52 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>3.5 points below standard</p> <p>Increased 8.9 points</p> <p>332 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>87.7 points below standard</p> <p>Increased 23.6 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>72.8 points above standard</p> <p>Increased 16.4 points</p> <p>12 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>10.5 points below standard</p> <p>Increased 6.7 points</p> <p>282 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>53.3 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>1.3 points above standard</p> <p>Increased 27.1 points</p> <p>23 Students</p>

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

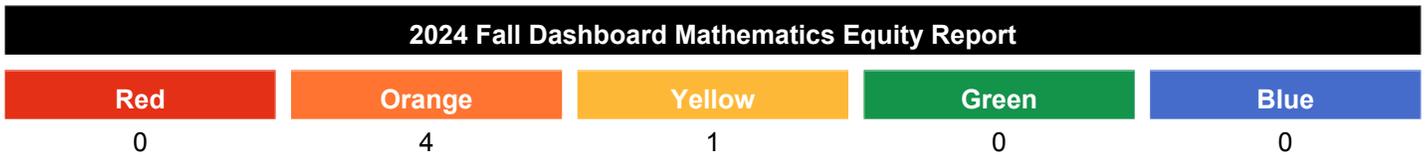
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>23.3 points below standard</p> <p>Declined 7.6 points</p> <p>337 Students</p>	<p>English Learners</p> <p> Orange</p> <p>35.1 points below standard</p> <p>Declined 12.5 points</p> <p>112 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p> Orange</p> <p>36.3 points below standard</p> <p>Declined 9.3 points</p> <p>53 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>23.0 points below standard</p> <p>Declined 7.2 points</p> <p>333 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>105.8 points below standard</p> <p>Increased 4.2 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>26.0 points above standard</p> <p>Declined 8.8 points</p> <p>13 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>29.7 points below standard</p> <p>Declined 10.1 points</p> <p>282 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>29.1 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>18.0 points below standard</p> <p>Increased 3.7 points</p> <p>23 Students</p>

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

The 2024 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 60.4% making progress. Number Students: 149 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2024 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
12.1%	27.5%	0%	60.4%

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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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 18.8% Chronically Absent Declined 9.1 723 Students	English Learners Yellow 15% Chronically Absent Declined 5.9 226 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Homeless Orange 21.4% Chronically Absent Declined 14 131 Students	Socioeconomically Disadvantaged Yellow 19% Chronically Absent Declined 9 685 Students

<p>Students with Disabilities</p>  <p>Yellow</p> <p>16.7% Chronically Absent</p> <p>Declined 5.6</p> <p>78 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>10% Chronically Absent</p> <p>Declined 6</p> <p>30 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>20.4% Chronically Absent</p> <p>Declined 7.4</p> <p>614 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>14.3% Chronically Absent</p> <p>Declined 21.4</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>2% Chronically Absent</p> <p>Declined 28.8</p> <p>51 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

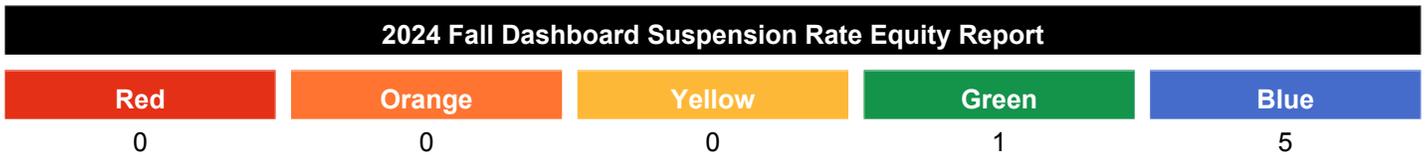
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0.1% suspended at least one day</p> <p>Maintained 0%</p> <p>739 Students</p>	<p>English Learners</p> <p> Green</p> <p>0.4% suspended at least one day</p> <p>Increased 0.4%</p> <p>232 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>Homeless</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.7%</p> <p>135 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0.1% suspended at least one day</p> <p>Maintained 0%</p> <p>699 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>82 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>625 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>55 Students</p>

Conclusions based on this data:

1. 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: 2024-25

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	Green	+6.00 points	Increased +3.0 points	All	 Green	3.6 points below standard	Increased 8.2 points
	EL	Yellow	+10.00 points	Increased +3.0 points	EL	 Orange	22.6 points below standard	Maintained 0.4 points
	Hisp	Yellow	+10.00 points	Increased +3.0 points	Hisp	 Yellow	10.5 points below standard	Increased 6.7 points
	AA	N/A	N/A		AA	 No Performance Color		Less than 11 Students
	SED	Yellow	+7.0 points	Increased +3.0 points	SED	 Green	3.5 points below standard	Increased 8.9 points
	SWD	Orange	+30 points	Increased +3.0 points	SWD	 Orange	87.7 points below standard	Increased 23.6 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	Green	+10.0 points	Increased +3.0 points	All	 Yellow	23.3 points below standard	Declined 7.6 points
	EL	Green	+10.0 points	Increased +3.0 points	EL	 Orange	35.1 points below standard	Declined 12.5 points
	Hisp	Green	+10.0 points	Increased +3.0 points	Hisp	 Orange	29.7 points below standard	Declined 10.1 points
	AA	N/A	N/A					

Metric/Indicator

Expected Outcomes

Actual Outcomes

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SED	Green	+10.0 points	Increased +3.0 points
SWD	Orange	+15.0 points	Maintained +3.0 points

AA	 No Performance Color		Less than 11 Students
SED	 Yellow	23.0 points below standard	Declined 7.2 points
SWD	 Orange	105.8 points below standard	Increased 4.2 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: The percent of students who met or exceeded standard in 5th grade-- 34%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Green	53.%	Maintained 0%

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Green	60.4%	4 +4.5

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

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

English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate: 9.7%.

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 - 47%
 English Learners: 37%
 Hispanic: 45%
 African American: N/A
 SED: 49%
 Students with disabilities: 12%

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard):
 All Students (ALL) ELA - 36%
 English Learners: 18.5%
 Hispanic: 29.5%
 African American: N/A
 SED: 36%
 Students with disabilities: 15%

Williams Textbook/Materials Compliance

Williams Textbook/Materials Compliance - 100% compliance

Williams Textbook/Materials Compliance - 100% compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>A site Teacher on Special Assignment (TOSA)/Reading Teacher & Coach will be funded 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>The site TOSA has completed a plethora of responsibilities that has been successful in supporting both ELA and Math instruction and in providing students with additional Tier 2 support in Language Arts and small group instruction in Designated English Language Development.</p> <p>The Site TOSA provided Tier 2, pull-out reading support for students in grades 2-5 and small group instruction during Designated English Language Learning time for grades 2-5. The TOSA also provided an after-school English Language Development intervention class for students who had not made progress on the State's annual ELPAC assessment.</p> <p>The Site TOSA also scheduled time with grade levels every 4-6 weeks to collect data and monitor 120 students in the MTSS system who were struggling academically or behaviorally. During these meetings, the TOSA would also worked with teachers to provide appropriate strategies when working with struggling students.</p>	<p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF 89719.00</p> <p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Title I 89719.00</p>	<p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF 89493.00</p> <p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Title I 89493.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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>During the 2024-2025 school year the site purchased UFLI manuals for teachers in Grades K-5. These manuals provided teacher with phonics intervention lessons for teachers for students who were struggling with reading.</p>	<p>Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials,etc. 4000-4999: Books And Supplies LCFF 5819.00</p>	<p>Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, radios, etc. 4000-4999: Books And Supplies LCFF 4265.00</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>For the 2024-2025 school year the district provided funding for all enrichment and intervention programs at Sunny Sands. These activities were provided by 12 teachers in the area, Reading/Math Intervention, Drone Club, Student Council, Musical Theater production, A Talent Show, Student Choir, Robotics, a Harry Potter Club, Chess Club, VR CLub, Art classes and a Coding Class. Approximately 200 students have attended at least one of the enrichment or intervention program.</p>	<p>Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials,etc. 4000-4999: Books And Supplies Title I 00.00</p>	<p>Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials,etc. 4000-4999: Books And Supplies Title I 0.00</p>
<p>Bilingual Paraprofessionals will provide small group and one-on-one instruction to students in Language Arts and English</p>	<p>Throughout the 2024-2025 school year this action has been consistently implemented and students have been receiving small</p>	<p>Teacher Extra Duty--Intervention 1000-1999: Certificated Personnel Salaries Title I 0.00</p>	<p>Teacher Extra Duty--Intervention 1000-1999: Certificated Personnel Salaries Title I 0.00</p>
<p>Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0.00</p>	<p>Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0.00</p>	<p>Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0.00</p>	<p>Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0.00</p>
<p>Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries Title I</p>	<p>Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries Title I</p>	<p>Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries Title I</p>	<p>Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 .</p>	<p>group and one on one support during Designated English Language Development time.</p>	<p>28473.00</p> <p>Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF 14582.00</p>	<p>29734.00</p> <p>Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF 15963.00</p>
<p>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.</p>	<p>During the 2024-2025 school year students in Grades 1-5 have successfully completed 2 units of study with the McCallum Theatre's Aesthetic Education Program. This action was funded through the AMS grant. Students participating in the program have been provided with opportunities to critically think, analyze and engaged in various types of Visual Arts genres.</p>	<p>McCallum Aesthetic Learning Institute 5800: Professional/Consulting Services And Operating Expenditures 00.00</p> <p>Teacher Professional Development Stipend to attend the Summer Institute at the McCallum Theatre in June 2025. 1000-1999: Certificated Personnel Salaries Title I 3962.00</p>	<p>McCallum Aesthetic Learning Institute 5800: Professional/Consulting Services And Operating Expenditures 0.00</p> <p>Teacher Professional Development Stipend to attend the Summer Institute at the McCallum Theatre in June 2025. 1000-1999: Certificated Personnel Salaries Title I 0.00</p>
<p>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</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</p>	<p>Software licenses for Accelerated Reader, Read Live Naturally, BrainPop, Quill Interactive Writing Program, Happy Numbers and Generation Genius Science.</p>	<p>Software licenses for Accelerated Reader, Read Live Naturally, BrainPop, Quill Interactive Writing Program, Happy Numbers and Generation Genius Science.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>monitored using STAR assessment data, CAASPP and ELPAC scores.</p>	<p>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, Happy Numbers, Generation Genius and A to Z Learning were purchased as enrichment programs and to support Core Instruction in Language Arts, ELD, Math and Science. Data shows that every teacher uses Generation Genius and BrainPop in some capacity with their students. Quill is used by 3-5 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.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF 25,000.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF 20513.00</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, Happy Numbers and BrainPop, 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 growth from Fall to Winter. 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. Reading Intervention is being provided during the school day by two Intervention teachers and one Paraprofessional. 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 2024-2025 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.

Enrichment and intervention activities were planned by the school site but the District paid for these items and no funding was allocated in the SPSA. Salaries for the TOSA, Bilingual Paraprofessionals, and the Community Liaison did not match the projected amount and was slightly higher. I do not believe salary increases were part of the current actual expenditure. Also, money allocated to material was not completely spent. Six radios were also purchased to assist with communication on the playground when teachers have recess duty. The intervention expenditures show zero because this action was funded by the District. Money allocated in Title 1 for Summer Professional Development was spent on Parent Education (See Goal 2) because after the first set of parent conferences, teachers saw a need to assist parents with understanding the various math strategies and ideas that were being taught in class. Four Math parent nights were planned and attended by both parents and students. Also, the expenditures on Software licenses were lower because of the District negotiated a lower price for Accelerated Reader.

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 2025-2026 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 and best first instruction. 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 program Accelerated Reader as support for best Tier 1 instruction in ELA. However, but due to budget constraints additional programs, such as Quill and A to Z will not be renewed based on usage by teachers and students. 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 but this collaboration will be funded through the AMS Grant. 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: 2024-25

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 - 200+ Parent Responses	Parent Participation in Stakeholder Input Processes: 181 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% or higher Hispanic (Hisp) -90% or higher African American (AA) - N/A English Learner - 90% or higher	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) -94% African American (AA) - N/A English Learner - 96%
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) - 94% Hispanic (Hisp) -97 % 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	Number of Parent Attendees attending 1 or more site/parent center sponsored events: 146 participants

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. This will be monitored using STAR assessment attendance and Panorama Survey data.</p>	<p>During the 2024-2025 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. She has provided academic support to approximately 36 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 18 home visits this school year to visit families who were struggling with attendance issues. She has sat in and</p>	<p>Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 106924.00</p>	<p>Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 109877.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>organized on over 100 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 15.7%.</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>Back to School Nights, Parent Conferences, Family Math Nights, SST meetings, School Site Council Meetings, Title 1 Parent Meetings, ELAC 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 960.00</p>	<p>Teacher Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2024.00</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>	<p>Parent education and parent involvement opportunities were planned and conducted during the 2024-2025 school year. Child care Supervision was provided for these meetings if needed.</p>	<p>Classified Extra Duty Salary 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2224.00</p>	<p>Classified Extra Duty Salary 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2597.25</p>

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 18 home visits and scheduled and facilitated over 100 SART meetings for these students. Attendance has improved and Sunny Sands now has a 94% overall attendance rate and Chronic Absentee rate of 15.7% and the Panorama Survey indicated that 94% of families feel connected to the school. 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 2024-2025 school year for approximately 12 students as well as help to facilitate the Inter-generational tutoring program in which 28 students participated in. She also provided English Language Support to students in Grades 2, 4 & 5. All 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.

During the 2024-2025 School year more money was spent on Parent Education/participation because teachers and staff addressed a need of educating families on how best help their child in Math and planned and implemented 4 different Math nights in which parents and students came to learn various concepts and skills via a play based format. Also, with salary for the Community Liaison was slightly more than the actual budgeted amount because of increased and unexpected cost in Health and Welfare.

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 2025-2026 school year the actions will not change. Based on current attendance data and the Panorama Survey which indicates all student groups made progress the Community Liaison position will stay as an 8 hour position to provide support to families with attendance issues and social support for all student groups.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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) - 94.4%	Student Attendance Rates All Students (ALL) - 94.4%																																																				
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>Yellow</td> <td>20%</td> <td>Declined Significantly +3.0 points</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>15%</td> <td>Declined Significantly +3.0 points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>20%</td> <td>Declined Significantly +3.0 points</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>20%</td> <td>Declined Significantly +3.0 points</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>20%</td> <td>Declined Significantly +3.0 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	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	<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> Yellow</td> <td>18.8% Chronically Absent</td> <td>Declined 9.1</td> </tr> <tr> <td>EL</td> <td> Yellow</td> <td>15% Chronically Absent</td> <td>Declined 5.9</td> </tr> <tr> <td>Hisp</td> <td> Yellow</td> <td>20.4% Chronically Absent</td> <td>Declined 7.4</td> </tr> <tr> <td>AA</td> <td> No Performance Color</td> <td></td> <td>Fewer than 11 students - data not displayed for privacy</td> </tr> <tr> <td>SED</td> <td> Yellow</td> <td>19% Chronically Absent</td> <td>Declined 9</td> </tr> <tr> <td>SWD</td> <td> Yellow</td> <td>16.7% Chronically Absent</td> <td>Declined 5.6</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	18.8% Chronically Absent	Declined 9.1	EL	 Yellow	15% Chronically Absent	Declined 5.9	Hisp	 Yellow	20.4% Chronically Absent	Declined 7.4	AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy	SED	 Yellow	19% Chronically Absent	Declined 9	SWD	 Yellow	16.7% Chronically Absent	Declined 5.6
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Metric/Indicator

Expected Outcomes

Actual Outcomes

EL	Blue	0	Maintain 0
Hisp	Blue	0	Maintain 0
SED	Blue	0	Maintain 0
SWD	Blue	0	Maintain 0

EL	Blue	0	Maintain 0
Hisp	Blue	0	Maintain 0
SED	Blue	0	Maintain 0
SWD	Blue	0	Maintain 0

EL	Green	0.4% suspended at least one day	Increased 0.4%
Hisp	Blue	0.2% suspended at least one day	Maintained 0.2%
AA	No Performance Color		Fewer than 11 students - data not displayed for privacy
SED	Blue	0.1% suspended at least one day	Maintained 0%
SWD	Blue	0% suspended at least one day	Maintained 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: 75%
 EL: 75%
 AA: N/A
 Hisp: 75%
 SED : N/A
 * Primary goal is to meet or exceed the 2018 ratings.

Panorama Survey - School Safety
 All students: 70%
 EL: 74%
 AA: N/A
 Hisp: 72%
 SED : N/A

Expulsion Rates
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Expulsion Rates
 All Students (ALL)--0%
 English Learner (EL)--0%
 Hispanic (Hisp) --0%
 African American (AA) -0%

Expulsion Rates
 All Students (ALL)--0%
 English Learner (EL)--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 (ALL) - 84%
 English Learner (EL) - 84%
 Hispanic (Hisp) - 84%
 African American (AA) - N/A

Panorama Survey - School Connectedness
 All Students (ALL) - 75%
 English Learner (EL) - 75%
 Hispanic (Hisp) - 77%
 African American (AA) - N/A

Panorama Survey – School Safety
 All Students (ALL)
 English Learner (EL)

Panorama Survey – School Safety
 All Students (ALL) - 75%
 English Learner (EL) - 78%

Panorama Survey – School Safety
 All Students (ALL) - 70%
 English Learner (EL) - 74%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Hispanic (Hisp) African American (AA)	Hispanic (Hisp) - 82% African American (AA) - N/A	Hispanic (Hisp) - 72% 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
Additional playground supervision will be provided before school, during lunch and after school and will directly monitor students on the playground and in various areas around campus. This will be monitored using office referrals, Synergy Discipline data and Panorama Survey data.	With the district providing adequate funding for supervision aides, Sunny Sands only had to pay for 1.5 additional hours per day. However, this 1.5 hours was not able to be filled by anyone. Current supervision aides did not want the additional hours. For the 2024-2025 school year, Sunny Sands had 1 - 5 hour Supervision Aide and 5 - 3.5 hour Supervision aides which provided adequate coverage during lunch and lunch recess and before school recess and breakfast.	Yard Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 3742.00	Yard Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 0.00
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 CAASPP data.	The contracted Licensed Marriage and Family Counselor provided intense support for approximately 48 students during the 2024-2025 school year who needed assistance with coping and dealing with family and personal issues that affected attendance, academic or behavior. The Licensed Marriage and Family Counselor	Contracted School Counselor 5000-5999: Services And Other Operating Expenditures Title I 40000.00	Contracted School Counselor 5000-5999: Services And Other Operating Expenditures Title I 40000.00

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

coordinated with the School Counselor on students who was referred for intensive support.

Analysis

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

Having sufficient and consistent coverage on the playground before school and during lunch assisted in keeping the the number of referrals to the office at about 15 for the entire school year. 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 and this has been based on office referrals from supervision and from teachers. Having adequate supervision coverage during lunch and recess also reduces the amount of time teachers have to deal with discipline issues in the classroom that are related to actions on the playground and reduces the amount of instructional minutes wasted to dealing with discipline issues.

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. Based on Synergy discipline reports, having a full time school counselor, who provides in classroom lessons on behavioral topics and a part-time Licensed Marriage and Family Counselor on site has kept discipline referrals at a low level with no major behavioral concerns during the 2024-205 school year. Also, overall attendance rates have maintained and the Chronic Absentee rate has dropped to 15.7%.

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 there was 1.5 hours of Supervision allocated in the school plan, unfortunately it was left unfilled, even after recruitment and with the district providing adequate funding for supervision aides, the additional 1.5 per day was not needed. There was no difference with the budgeted expenditures for the Licensed Therapist and the actual expenditures.

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.

Because of overall progress and progress by all student groups in attendance rates and behavioral referrals, for the 2025-2026 school year, the site budget will continue to fund the part-time school Licensed Marriage and Family Counselor for at least one day a week for students who need more intense therapy related to issues taking place at home or additional behavior support. This service will be in addition to the full-time School Counselor fund by the district. For the 2025-2026 school year, the 1.5 hours of supervision coverage will be eliminated.

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 Fall 2024 and Winter 2025 indicate students in Grades 3-5 are making progress in both ELA and Math (except 4th grade Math scores) but STAR scores indicate that between 36-54% of students in grades 3-5 are not at grade level in either ELA or Math.

STAR Reading	Fall 2024	Winter 2025
Overall	52.2%	57.1%
3rd Grade Proficient students:	53.4%	61.7%
4th Grade Proficient students:	45.7%	46.3%
5th Grade Proficient students:	59.6%	62.3%

STAR Math	Fall 2024	Winter 2025
Overall	49%	52.7%
3rd Grade Proficient students:	51%	57.1%
4th Grade Proficient students:	54.3%	49.5%
5th Grade Proficient students:	63.8%	64.9%

2. CAST results:

Spring 2022: 29.93%

Spring 2023: 26.67%

Spring 2024: 33.9%

While CAST results show that student made progress, there are still 66% of students who are not meeting proficiency on the Science Test.

3. The 2024 CA ELPI Dashboard indicates that 60.4% of students are making progress on the ELPAC test.

4. Sunny Sands Reclassification rate for 2024 was 9.7% which was a decrease of 5.6% from 2023 which means that there still a large percentage of students are not meeting the academic requirements to be reclassified.

5. CAASPP (State testing) scores:

Spring 2022 Spring 2023 Spring 2024

ELA:

3rd Grade Proficient Students:	36%	43%	35%
4th Grade Proficient Students:	46%	41%	51%
5th Grade Proficient Students:	54%	54%	53%
English Language Learners:	16.9%	21.2%	18%
Students with Disabilities:	10.3%	3.4%	9%
Overall Proficient Students:	45%	45%	47%

Math:

3rd Grade Proficient Students:	31%	49%	37%
4th Grade Proficient Students:	42%	42%	45%
5th Grade Proficient Students:	40%	46%	38%
English Language Learners:	15.5%	27.1%	16%
Students with Disabilities:	13.8%	3.4%	0%
Overall Proficient Students:	37%	46%	39%

*The CAASPP assessments show that overall students in grades 3-5 are making slow progress in ELA from 2022 to 2024. Fourth grade continues to make growth in both ELA and Math but still over 55% of students are not proficient in either ELA or Math. Overall grade levels are showing some gains, but the majority of students especially English Language Learners and Students with disabilities are performing far below grade level peers in both ELA and Math.

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 Designated ELD 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.

Based on STAR, CAASPP, ELPAC and Reclassification data the following SMART goals have been developed for 2025-2026 School year to help monitor students academic progress:

ELA: By June 2026, Sunny Sands will demonstrate growth and have 20% percent of K-5th grade students improve at least one band as measured by the BOY to EOY K-5 Reading Screener.

Math: By the end of the 2025-2026 school year, each grade level will reduce the percentage of students scoring urgent intervention by 20% in Math. This goal will be assessed by comparing the percentage of urgent intervention students on the STAR Math BOY assessment to the EOY assessment. Progress will also be monitored using the MOY STAR Math assessment. Each grade level will implement targeted interventions

for urgent intervention students including small group instruction.

English Learners: By June 2026, Sunny Sands will increase the reclassification rate of English Learner students by 2% as measured by the Interim ELPAC data and STAR Reading Assessment.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome				
	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	 Green	3.6 points below standard	Increased 8.2 points	All	Green	+3.0 Points	Increased +3.0 points	
	EL	 Orange	22.6 points below standard	Maintained 0.4 points	EL	Green	+3.0 points	Increased +3.0 points	
	Hisp	 Yellow	10.5 points below standard	Increased 6.7 points	Hisp	Green	+3.0 points	Increased +3.0 points	
	AA	 No Performance Color		Less than 11 Students	AA	N/A	Less than 11 students		
	SED	 Green	3.5 points below standard	Increased 8.9 points	SED	Green	+3.0 Points	Increased +3.0 points	
	SWD	 Orange	87.7 points below standard	Increased 23.6 points	SWD	Green	+3.0 points	Increased +15.0 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)	All	 Yellow	23.3 points below standard	Declined 7.6 points	All	Green	+3.0 points	Increased +3.0 points
		EL	 Orange	35.1 points below standard	Declined 12.5 points	EL	Green	+3.0 points	Increased +3.0 points
Hisp		 Orange	29.7 points below standard	Declined 10.1 points	Hisp	Green	+3.0 Points	Increased +3.0 points	
AA		 No Performance Color		Less than 11 Students	AA	N/A	Less than 11 students		
SED					SED	Green	+3.00 points	Increased +3.0 points	
SWD					SWD	Green	+3.00 points	Increased +3.0 points	

Metric/Indicator	Baseline	Expected Outcome																
	<table border="1"> <tr> <td>SED</td> <td> Yellow</td> <td>23.0 points below standard</td> <td>Declined 7.2 points</td> </tr> <tr> <td>SWD</td> <td> Orange</td> <td>105.8 points below standard</td> <td>Increased 4.2 points</td> </tr> </table>	SED	 Yellow	23.0 points below standard	Declined 7.2 points	SWD	 Orange	105.8 points below standard	Increased 4.2 points									
SED	 Yellow	23.0 points below standard	Declined 7.2 points															
SWD	 Orange	105.8 points below standard	Increased 4.2 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: 34%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 -- 38%																
California School Dashboard – English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td> Green</td> <td>60.4%</td> <td>4 +4.5</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Green	60.4%	4 +4.5	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td>Blue</td> <td>65%</td> <td>Increased 4.6%</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Blue	65%	Increased 4.6%
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English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 9.7%	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 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 - 36% English Learners: 18.5% Hispanic: 29.5% African American: N/A SED: 36% Students with disabilities: 0%	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: 25% Hispanic: 35% African American: N/A SED: 40% 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% compliance																

Planned Strategies/Activities

Strategy/Activity 1

A site Teacher on Special Assignment (TOSA)/Reading Teacher & Coach will be funded 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. Site TOSA will organize and provide an after school intervention class or students in grades 3-5 who are long term English Language Learners. This will be monitored using STAR Assessment, ELPAC and CAASPP Data.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities

Timeline

July 1, 2025-June 30, 2026

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	97035.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher on Special Assignment
Amount	97035.00
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 to show that the materials and supplies do support academic achievement.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2025-June 30, 2026

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	6566.00
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

Strategy/Activity 3

Teachers will schedule and provide small group enrichment and/or targeted small group 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. This strategy will be funded through Expanded Learning.

Students to be Served by this Strategy/Activity

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

Timeline

July 1, 2025-June 30, 2026

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, District Reading screener .

Students to be Served by this Strategy/Activity

English Learner

Timeline

July 1, 2025-June 30, 2026

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	31330.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Bilingual Aides
Amount	16045.00
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. 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. 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, 2025-June 30, 2026

Person(s) Responsible

Teachers and School Administration.

Proposed Expenditures for this Strategy/Activity

Amount	00.00
Source	None Specified
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	McCallum Aesthetic Learning Institute

Strategy/Activity 6

Technology and various standards and Researched 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, CAASPP and ELPAC scores. Programs purchased will be Accelerated Reader, Happy Numbers and Read Live Naturally.

Students to be Served by this Strategy/Activity

X All

Timeline

July 1, 2025-June 30, 2026

Person(s) Responsible

Teachers and School Administration.

Proposed Expenditures for this Strategy/Activity

Amount	15,000.00
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 75% of our students feel like they are connected to the School which leave 25% of students that need support. This decreased by 4% from the previous years but still shows that more work and/or support is needed in Social Emotional Learning.
2. While 94% 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. Continued need of stressing 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. Current Chronic Absentee rate is still at 15.7%.
4. Since Students with Disabilities continue to perform lower than their grade level peers, attendance of these students need to be monitored closely.
5. Only one or two parents attend ELAC meetings which is not representative of our English Learner population.

Based on the Panorama Survey results and current attendance data the following SMART goals have been created to track Parent participation and Student attendance:

By June 2026, Sunny Sands will continue to maintain the Suspension rate of less than 1 percent. (Also, see Goal #3)

By June 6, 2025 Sunny Sands will decrease the chronically absent students by 4% from 15.74% to 11.74% as measured by yearly attendance reports. (Also, see Goal #3)

Measuring and Reporting Results

Metric/Indicator

Baseline

Expected Outcome

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 - 181 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): 94% English Learner (EL): 96% Hispanic (Hisp): 94% African American (AA): N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% or higher Hispanic (Hisp) -95% or higher African American (AA) - N/A English Learner - 96% or higher
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): 94% Hispanic (Hisp): 97% English Learners: 98% African American (AA)--N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 94% or higher Hispanic (Hisp) -97% or higher English Learners: 98% or higher African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site Sign in Sheets will be kept to monitor participation	Number of Attendees Attending 1 or more school/parent center sponsored events at site : 146 participants	Number of Parent Attendees attending 1 or more site/parent center sponsored events: 150 or higher

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. Under the supervision of a Certificated, Site Intervention teacher, 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. Site and District Community Liaison will create invitations and contact parents of English Language Learners and extended personal invites to families.

This will be monitored using STAR assessment attendance and Panorama Survey data.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2025-June 30, 2026

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	110742.00
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, 2025-June 30, 2026

Person(s) Responsible

Teachers and School Administration

Proposed Expenditures for this Strategy/Activity

Amount	378.00
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, 2025-June 30, 2026

Person(s) Responsible

Support Staff and School Administration

Proposed Expenditures for this Strategy/Activity

Amount	2595.00
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 and in January 2025 indicated that students need Social Emotional Support at school and allocated Title 1 funding to the Licensed Family Therapist.
2. On the Winter 2025 Panorama Survey only 70% of the students feel safe and only 75% 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 foster a more positive climate on which to learn.
3. Approximately 94% of Sunny Sands students attend school on a regular basis there is still approximately 15.7% of students who are chronically absent that need follow-up. A continued effort to stress the positives of attending school on a regular basis is needed to increase attendance rates.

Based on current Panorama Survey and attendance data the following SMART goals have been created:

By June 6, 2025 Sunny Sands will decrease the chronically absent students by 5.74% from 15.74% to 10% as measured by yearly attendance reports.

By June 2026, Sunny Sands will continue to maintain the Suspension rate of less than 1 percent.

By June 2026, the number of parents attending ELAC meetings will increase from two parents on average to 7 parents on average per meeting.

Measuring and Reporting Results

Metric/Indicator

Baseline

Expected Outcome

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL): 94.23%	Student Attendance Rates All Students (ALL) - 95.0%																																																								
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>Yellow</td> <td>18.8% Chronically Absent</td> <td>Declined 9.1</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>15% Chronically Absent</td> <td>Declined 5.9</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>20.4% Chronically Absent</td> <td>Declined 7.4</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td>Fewer than 11 students - data not displayed for privacy</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>19% Chronically Absent</td> <td>Declined 9</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>16.7% Chronically Absent</td> <td>Declined 5.6</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	18.8% Chronically Absent	Declined 9.1	EL	Yellow	15% Chronically Absent	Declined 5.9	Hisp	Yellow	20.4% Chronically Absent	Declined 7.4	AA	No Performance Color		Fewer than 11 students - data not displayed for privacy	SED	Yellow	19% Chronically Absent	Declined 9	SWD	Yellow	16.7% Chronically Absent	Declined 5.6	<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>Green</td> <td>10%</td> <td>Decl. Sign. 8.8%</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>10%</td> <td>Decl. Sign. 5%</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>10%</td> <td>Decl. Sign. 15%</td> </tr> <tr> <td>AA</td> <td>N/A</td> <td>Fewer than 11 students</td> <td></td> </tr> <tr> <td>SED</td> <td>Green</td> <td>10%</td> <td>Decl. Sign. 13.9%</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>10%</td> <td>Decl. Sign. 11.6%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	10%	Decl. Sign. 8.8%	EL	Green	10%	Decl. Sign. 5%	Hisp	Green	10%	Decl. Sign. 15%	AA	N/A	Fewer than 11 students		SED	Green	10%	Decl. Sign. 13.9%	SWD	Green	10%	Decl. Sign. 11.6%
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SWD	Blue	0 Suspensions	Maintain 0%																																																							
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp)	Panorama Survey - School Safety All students: 72% EL: 72% AA: N/A	Panorama Survey - School Safety All students: 75% EL: 75% AA: N/A																																																								

Metric/Indicator	Baseline	Expected Outcome
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp: 73% SED: N/A	Hisp: 75% SED : N/A .
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL): Maintained under 0% English Learner (EL): Maintained under 0% Hispanic (Hisp): Maintained under 0% African American (AA): Maintained under 0% Socioeconomically Disadvantaged (SED): Maintained under 0% Students with Disabilities (SWD): Maintained under 0%	Expulsion Rates All Students (ALL)--0% English Learner (EL)--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: 75% EL: 75% AA: N/A Hisp: 77% SED: N/A	Panorama Survey - School Connectedness All Students (ALL) - 76% or higher English Learner (EL) - 76% or higher Hispanic (Hisp) - 78% or higher African American (AA) - 77% (If more than 11 students)
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% or higher English Learner (EL) - 75% or higher Hispanic (Hisp) - 78% or higher African American (AA) - 75% (If more than 11 students)
Williams Facilities Inspection Results	Williams Facilities Inspection Results: 100% in compliance.	Williams Facilities Inspection Results - 100% Compliance

Planned Strategies/Activities

Strategy/Activity 1

A Licensed Family Therapist will be funded for a minimum of one day 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 CAASPP data. Data collected will only be on the students seen by the therapist.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2025- June 30, 2026

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount

16313.00

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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	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)				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	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	\$147,651
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$393,039.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	144,678	0.00
Title I Part A: Parent Involvement	2,973	0.00
LCFF	245,388	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	\$144,678.00
Title I Part A: Parent Involvement	\$2,973.00

Subtotal of additional federal funds included for this school: \$147,651.00

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	\$245,388.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$245,388.00

Total of federal, state, and/or local funds for this school: \$393,039.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	245,388.00
None Specified	0.00
Title I	144,678.00
Title I Part A: Parent Involvement	2,973.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	194,448.00
2000-2999: Classified Personnel Salaries	160,712.00
4000-4999: Books And Supplies	6,566.00
5000-5999: Services And Other Operating Expenditures	16,313.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	97,035.00
2000-2999: Classified Personnel Salaries	LCFF	126,787.00
4000-4999: Books And Supplies	LCFF	6,566.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	97,035.00
2000-2999: Classified Personnel Salaries	Title I	31,330.00
5000-5999: Services And Other Operating Expenditures	Title I	16,313.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	378.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,595.00

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.

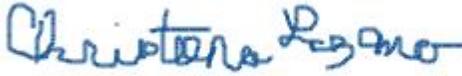
Recommendations and Assurances

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:

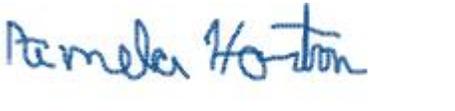
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Leadership Team

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 May 1, 2025.

Attested:

	Principal, Pamela Horton on May 1, 2025
	SSC Chairperson, Caitlyn Peterson on May 1, 2025

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 funded 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. Site TOSA will organize and provide an after school intervention class or students in grades 3-5 who are long term English Language Learners. This will be monitored using STAR Assessment, ELPAC and CAASPP 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 to show that the materials and supplies do support academic achievement.</p>			
<p>Teachers will schedule and provide small group enrichment and/or targeted small group intervention programs for students either during the school day, and/or before or after</p>			

school school to improve ELA and Mathematics scores as evident by STAR assessment data. This strategy will be funded through Expanded Learning.			
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, District Reading screener .			
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. SSC would like to see this program to continue but main funding will be provided by the AMS grant.			
Technology and various standards and Researched 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, CAASPP and ELPAC scores. Programs purchased will be Accelerated Reader, Happy Numbers and Read Live Naturally.			

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

<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. Under the supervision of a Certificated, Site Intervention teacher, 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. Site and District Community Liaison will create invitations and contact parents of English Language Learners and extended personal invites to families.</p> <p>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>A Licensed Family Therapist will be funded for a minimum of one day 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 CAASPP data. Data collected will only be on the students seen by the therapist.</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, its 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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