

School Year: **2023-24**



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, 2023- June 30, 2024
Schoolsite Council (SSC) Approval Date	October 12, 2023
Local Board Approval Date	November 14, 2023

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 670 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 96% of students attended Sunny Sands the entire 2021-2022 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 Class Dojo 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. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement 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:

Teacher nominations were accepted August 8-12, 2022.

Teacher SSC voting took place via another Google Form from August 15-19, 2022. Teachers elected to the School Site Council for the 2022-2024 biennium were Sue Palmquist, Paula Henry, Flori Trinidad, and Andy McLinn.

August 18, 2022 Parent/Community Nomination forms were sent home to all students for 4 open Parent positions on the School Site Council. Nomination forms were accepted until August 25, 2022.

August 25, 2022 The first ELAC meeting of the school year was held. ELAC Bylaws, the purpose of ELAC and the responsibilities of ELAC officers were reviewed. The Sunny Sands Parent Engagement Policy, the Uniform Complaint Procedures and the School Compact were reviewed with ELAC. NO changes, updates or concerns were noted regarding these policies. STAR Assessment data from Spring 2022 and Fall 2021 was shared at the meeting and data indicated that students were making academic progress including English Language Learners. A motion was made and unanimously approved to have ELAC to become part of the School Site Council for the next two years. ELAC members were informed that they could attend all School Site Council meetings, including the annual training to provide input and ask questions regarding English Language Learners.

August 26, 2022 A Parent/Community Ballot was sent home with all students. Ballots were accepted until Friday, September 2, 2022. The following parents were elected to the School Site Council for the 2022-2024 biennium: Tara Holcomb, Ricardo Flores, Jennifer Knapp and Ana Lazaraski.

September 12, 2022 –The School Leadership Team met and reviewed the Sunny Sands Parent Engagement Policy, the Uniform Complaint Procedures and the School Compact. No changes, corrections or questions were made regarding the documents. The School plan and budget that was approved in April by the School Site Council was reviewed. No changes or correction were provided by the Leadership team.

September 14, 2022 The first School Site Council meeting of the year was held via Zoom. The Council received the annual SSC Training from Ms. Karen Johnson, PSTA President and Dr. Jim Feffer, Director of State and Federal Projects. Following the Zoom training members continued the School Site Council meeting. A quorum was established. Election results for both teachers and parents were shared. Sue Palmquist was elected Chairperson and Jennifer Knapp was selected as Co-Chairperson. Bylaws were shared. No suggestions or changes were provided by the Council and they were approved. Minutes from the April 2023 meeting were read and approved by the Council. It was shared that the English Language Advisory Committee voted to be a part of the School Site Council for the 2022-2024 school years and issues pertaining to English Language Learners will be addressed by the School Site Council via School Plan goals. The Uniform Complaint procedure was shared with the council. The Parent/Family Engagement Policy and the Home/School Compact were shared with the Council. The Council had no questions, concerns, additions or corrections to either document. Attendance information was shared with the Council. The SPSA Goals and Budget for 2022-2023 school year, that was approved by the previous council was reviewed with the Council. No changes or revisions to the school plan or budget was offered by the Council. New STAR data would be shared at the October meeting.

October 13, 2022—A quorum was established for the meeting. Minutes from the September 14, 2022 meeting was approved. Attendance data was shared along with various attendance incentives that were being offered to students. Mrs. Horton shared with the Council the results of the August 2022 STAR assessment and shared results from August 2021 STAR assessment. The results showed that students were making gains in both Reading and Math. Students in grades 2-5 who scored in the Red and yellow were being targeted for Intervention by the site TOSA and the District paid Intervention teacher and paraprofessional. Mrs. Horton also shared the CAASP data from the Spring 2022. Mrs. Horton reviewed the school goals outlined in the SPSA plan and reviewed the budget that was approved by the Council in April 2022. Mrs. Horton shared that the beginning of the year STAR assessment results were added to the school plan and the assessments showed a need for continued intervention and enrichment for students. Mrs. Horton shared that the school received an additional \$16,571 in Title 1 funds. These additional funds were placed into the Actions already approved by the Council back in April 2022. Additional funding was placed into Parent Education, materials and supplies and Teacher stipends to pay for the one-day Professional Development with the McCallum Theatre. At the next School Site Council meeting Winter STAR data will be shared and used to evaluate how the Actions outlined in the

school plan will show how students, including English Language Learners are making progress towards achieving the school goals. The School Plan and Budget were approved as presented.

February 6, 2023 –The School Leadership Team met to review and gather input on the proposed School Budget for the 2023-2024 school year. No changes, revisions or questions were noted for the proposed budget for the 2023-2024 School year.

March 2, 2023 meeting was rescheduled for March 15, 2023.

March 15, 2023 – A quorum was established for the meeting. The District LCAP PowerPoint was shared with the SSC and the Councils input and suggestions for the new 2023-2024LCAP plan was recorded in the District's Google Sheet. STAR Data from Fall 2022 & Winter 2023 along with attendance, discipline, and suspension data was shared with the Council and how the data correlated with Sunny Sands making progress towards SPSA goals. Based on the review of the STAR assessment, attendance, discipline and suspension data, the SSC recommended that the following allocations continue for the 2023-24 school year: School Community Liaison, School Site TOSA, Bilingual Paraprofessional, additional Supervision aides and continue contracting with a Licensed Family Therapist. School Site Council had no revision recommendations for the school plan. Next meeting was scheduled for April 26, 2023 at 5:00 pm

April 26, 2023 – A quorum was established for the meeting. The 2022-2023 School Plan Goals were reviewed, updated and discussed on how each action was effective and what actions were not working. Questions and concerns were noted by the Council and changes were added the School Plan for the 2023-2024 school year. Based on the March 15 meeting information, those recommendations were put into the School Plan and Budget for the 2023-2024 school year. The 2023-2024 School plan goals were reviewed and updated. The School Plan and Budget for the 2023-2024 school year was reviewed and input was provided by SSC. The SSC approved the 2023-2024 School Plan and Budget as presented.

Resource Inequities

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

Students with disabilities continue to perform far below their grade level peers with 89.6% of students not meeting grade level standards. Students with disabilities have been targeted for both pull-out out intervention support and targeted intervention within their General Education Classroom.

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 2022 and the STAR Assessment showed the following:

During the 2021-2022 school year students who took the state test in ELA dropped slightly from 47.3% overall (from Spring 2019) to 44.8% overall (from the Spring 2022). In Math students dropped from 43.4% overall (From Spring 2019) to 37.1% (from Spring 2022). While academic indicators show students did drop, the drop was less than what was expected given the year and half of distance learning and hybrid learning. Also, before and after school intervention as well as a designated Tier 2 Reading intervention time during the school day were key factors in why students academic performance did not drop significantly.

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

Local STAR assessments indicate that students showed some overall academic improvement in both ELA and Math. In ELA, overall students went from 22.% proficient in the Fall of 2022 to 29.2% proficient in

Reflections: Success

Winter 2023. English Learners went from 28.2% to 29.2%, Students with Disabilities remained the same at 0% proficiency, In Math, overall students went from 18.9% proficient in the Fall of 2022 to 19.6% proficient in Winter 2023. 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 academic performance.

Suspension rates continue to be low for the 2022-2023 school year at .1%. Utilizing a Playworks Recess Coach, School Counselor and a Licensed Family counselor 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 2022-2023 school year, dropped from 40% at the start of the school year and to 37% in the Spring of 2023. English Learners went from 31.5% to 32.9%, Students with disabilities went from 41.7% to 40%. Offering student's attendance incentives and holding regularly scheduled Attendance meetings with parents helped to lower this rate during the school year.

Using this data, Sunny Sands plans for the 2023-2024 school year will be to continue working with the McCallum Theatre Aesthetic Learning Institute for enrichment opportunities, provide a Licensed Family Therapist, a Community Liaison and Teacher on Special Assignment to work with students, teachers and families as well as three bilingual aides. Teachers will also continue to provide Designated English Language support during the school day for 45 minutes, 4 days a week, teachers will work with consultants on High Impact Math training and will continue to meet weekly to discuss student progress and to plan next steps.

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

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

During the 2023-2024 school year, Sunny Sands will continue to have Special Education teachers collaborate with their General Education colleagues and provide opportunities for Students with Disabilities to increase their exposure to grade level materials. Also, Students with Disabilities will participate with the McCallum Aesthetic Learning Institute along side the grade level, General Education peers. Special Education Teachers will attend High Impact Math Training and be provided access to General Education Curriculum in Wonders ELA and Bridges Math. An additional Special Education teacher will be hired and will provide additional support and services for students with disabilities. In addition, Teachers will also continue to provide Designated English Language support during the school day for 45 minutes, 4 days a week with four Bilingual Instructional aide support and collaboration time to analyze student data will continue to be offered to teachers each Wednesday afternoons.

During the 2022-2023 school year ongoing attendance issues due to COVID guidelines and restrictions has lead to a need to provide additional support to students beyond the school day. Additional, intervention for Students with Disabilities, Socioeconomic Disadvantaged and Hispanic sub-group students will be targeted for additional intervention time before or after school. Chronic absenteeism continues to be a problem with the current data showing 37% Chronic Absenteeism rate compared to June of 2019 when the rate was only 6%.

The STAR Assessment given in August 2022, indicated that overall 35.4% of students were at grade level in Reading and in February 2023 ELA STAR data indicates that 46.4% of students were at grade level. In Math, the STAR data indicates that in August 2022 50.1% of students were at or above grade level and in February 2023 62.1% of students were at or above grade level. While STAR data shows that students are making academic progress in both ELA and Math, there is still a large percentage of the student population that is not at grade level and continues to be a concern.

State Test scores (CAASPP) scores from Spring 2022 indicate that 45% of our students in Grades 3-5 are meeting or exceeding standard in Language Arts and 37% of students in Grades 3-5 are meeting or exceeding Standards in Math. State test scores also indicate that various subgroups are performing below the overall school scores in both ELA and Math. In ELA, Students with disabilities had no students that met or exceeded the standard, English Learners 28.7% of students met or exceeded the standard, and the Hispanic sub-group 43.5% of students meeting or exceeding the standards. In Math, Students with disability only had 8.3% of students who met the standard, English Learners only had 24.7% of students

Reflections: Identified Need

who met or exceeded the standard and the Hispanic sub-group only had 34.2% of students who met or exceeded the standard.

STAR tests results from the Fall 2023 show that only 38.4% of students are reading at or above grade level and in Math only 30.9% are performing at or above grade level. English Language Learners and Students with Disabilities are scoring lower on the STAR: In ELA 16.5% of ELLs are performing at or above grade level and 15.9% of Students with Disabilities are scoring at or above grade level. In Math on the STAR, 16.5% of ELL & 12% of Students with Disabilities are scoring at or above grade level.

State testing (CAASPP) from Spring 2023 show less than a 1% increase in students performing at or above grade level in ELA but only 45.7% of students are at or above Grade level and in Math, while students performance increased by 9%, only 46% of students in grades 3-5 are performing at or above grade level expectations. On CAASPP, ELL and Students with disabilities, are again performing below overall. In ELA: 21.2% of ELLs and 3.4% of Students with Disabilities are scoring at or above grade level and in Math 27.1% of ELLs and 3.4% of Students with Disabilities are scoring at or above grade level.

Based on these CAASPP and STAR results, and to support all learners especially English Language Learners and Students with Disabilities, during the 2023-2024 school year the District Funded Reading Intervention Teacher and the Site Funded Teacher on Special Assignment (TOSA) will be providing pull out Reading Intervention using the Fountas and Pinnells and the UFLI Reading Intervention programs, purchased by the District. Before and after school intervention and enrichment will be offered to students. McCallum Aesthetic Learning Institute will be offered to all students in Grades 1-5 to support ELA instruction and vocabulary development. Bilingual Paraprofessionals will be used to help provide in classroom support to students in both ELA and Math for ELLs during Designated English Language Development time. Professional Development will be offered to teachers in the areas of English Language Development, Thinking Maps and High Impact Math strategies.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.61%	0.55%	4	4	4
African American	0.7%	0.61%	1.11%	5	4	8
Asian	1.1%	0.91%	0.55%	8	6	4
Filipino	4.1%	3.65%	3.47%	29	24	25
Hispanic/Latino	84.5%	84.65%	85.85%	601	557	619
Pacific Islander	0.1%	%	0%	1		0
White	6.1%	7.29%	6.66%	43	48	48
Multiple/No Response	2.8%	2.28%	1.8%	20	15	13
Total Enrollment				711	658	721

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	135	125	160
Grade 1	122	107	106
Grade 2	125	103	112
Grade3	110	126	116
Grade 4	106	100	123
Grade 5	113	97	104
Total Enrollment	711	658	721

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	298	243	195	41.0%	33.8%	27.40%
Fluent English Proficient (FEP)	94	124	103	12.9%	17.3%	14.50%
Reclassified Fluent English Proficient (RFEP)	55	58	22	16.3%	19.5%	11.3%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
658	95.1	31.8	0.6
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	209	31.8
Foster Youth	4	0.6
Homeless	76	11.6
Socioeconomically Disadvantaged	626	95.1
Students with Disabilities	50	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6
American Indian	4	0.6
Asian	6	0.9
Filipino	24	3.6
Hispanic	557	84.7
Two or More Races	15	2.3
Pacific Islander		
White	48	7.3

Conclusions based on this data:

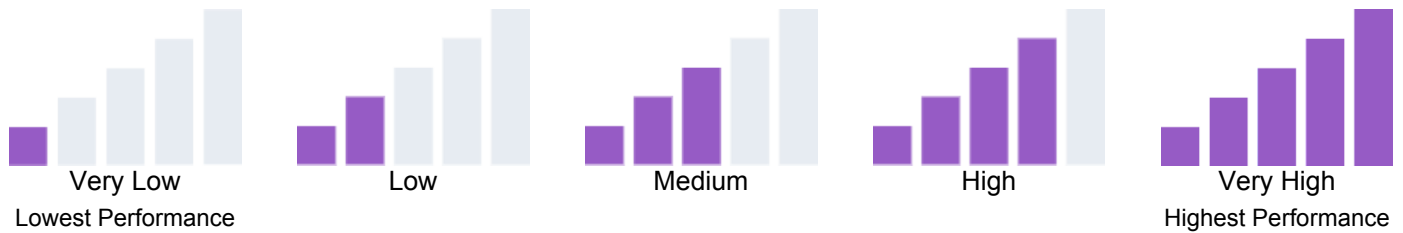
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School and Student Performance Data

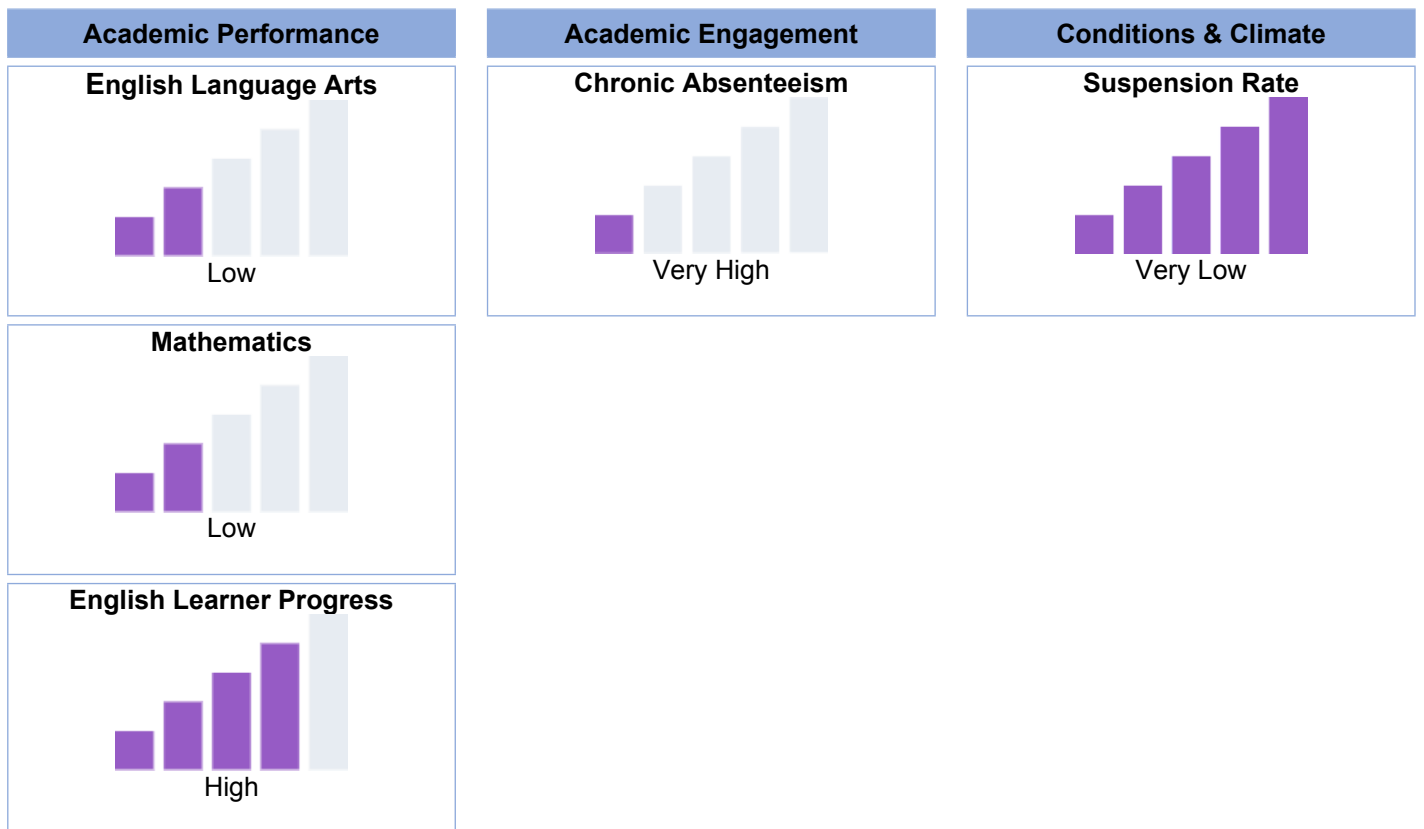
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

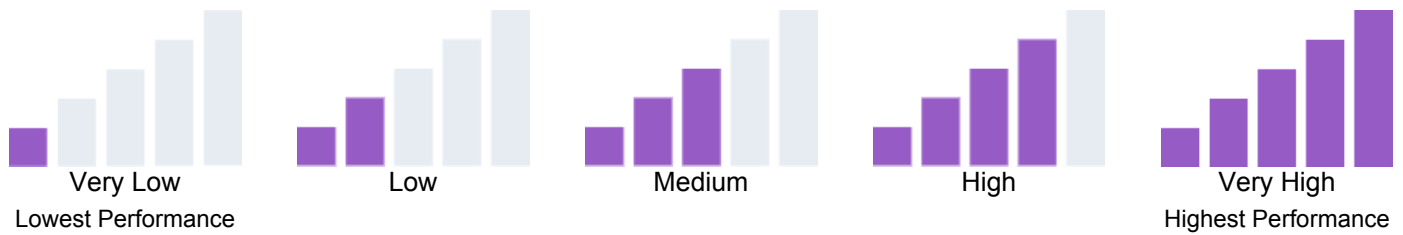
1. While data indicates that there has been a drop in tests scores from 2019 to 2022, overall students in both ELA and Math are making academic progress.
2. Chronic absenteeism continues to be a concern and is hindering academic progress of students.

School and Student Performance Data

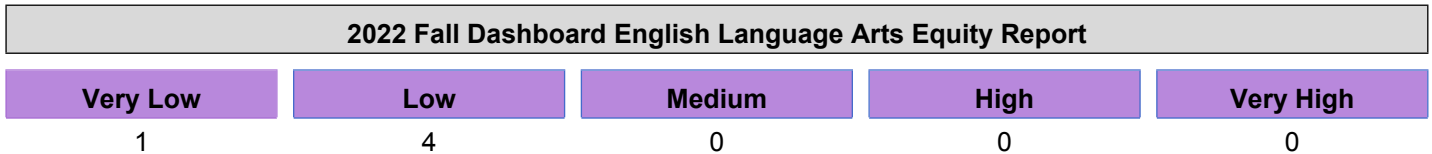
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

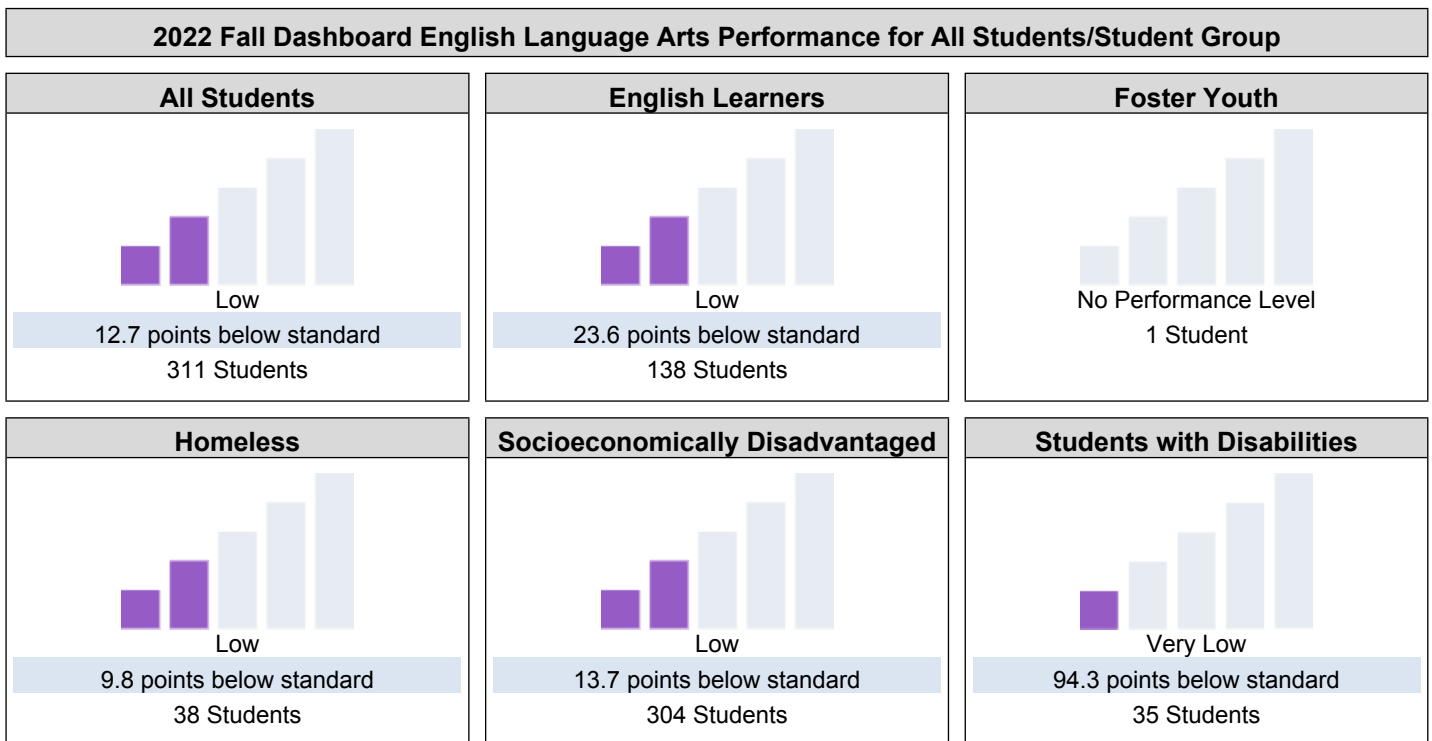
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



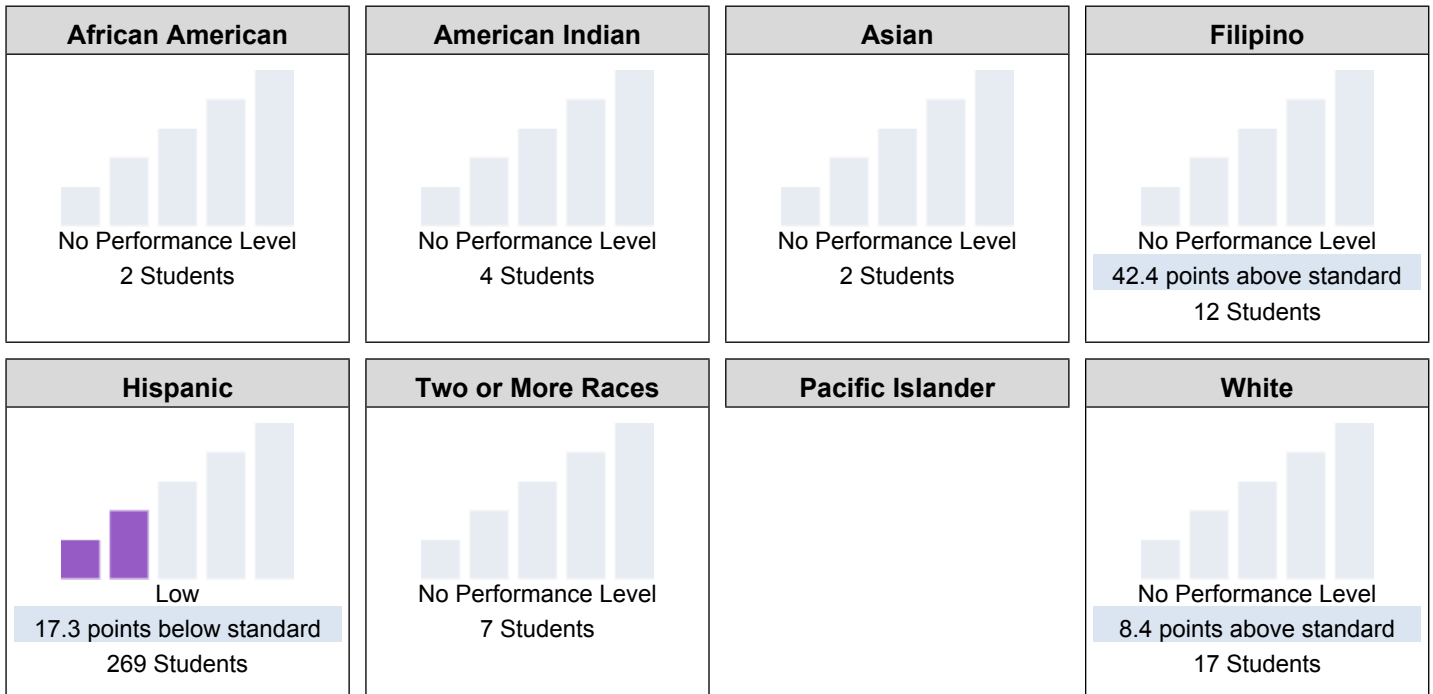
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
49.9 points below standard	38.5 points above standard	8.5 points below standard
96 Students	42 Students	156 Students

Conclusions based on this data:

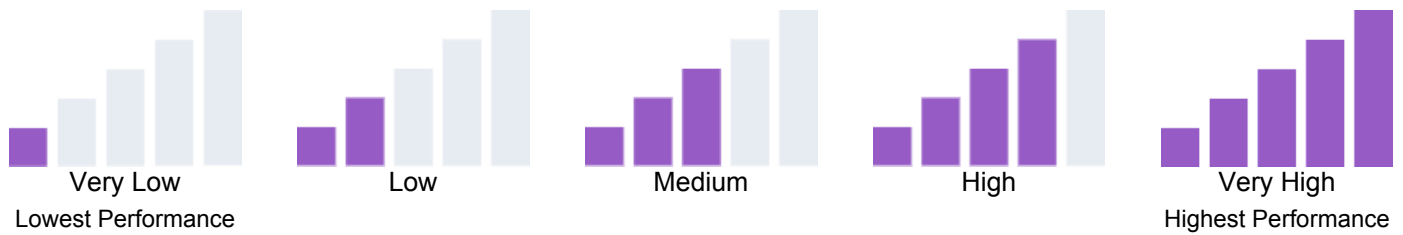
1. While data indicates that there has been a drop in tests scores from 2019 to 2022, overall students in both ELA and Math are making academic progress.
2. Chronic absenteeism continues to be a concern and is hindering academic progress of students.

School and Student Performance Data

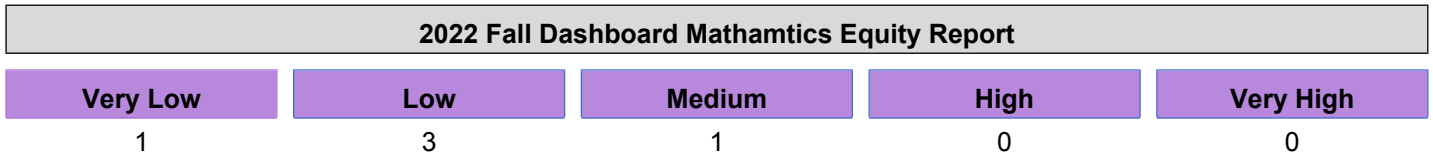
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

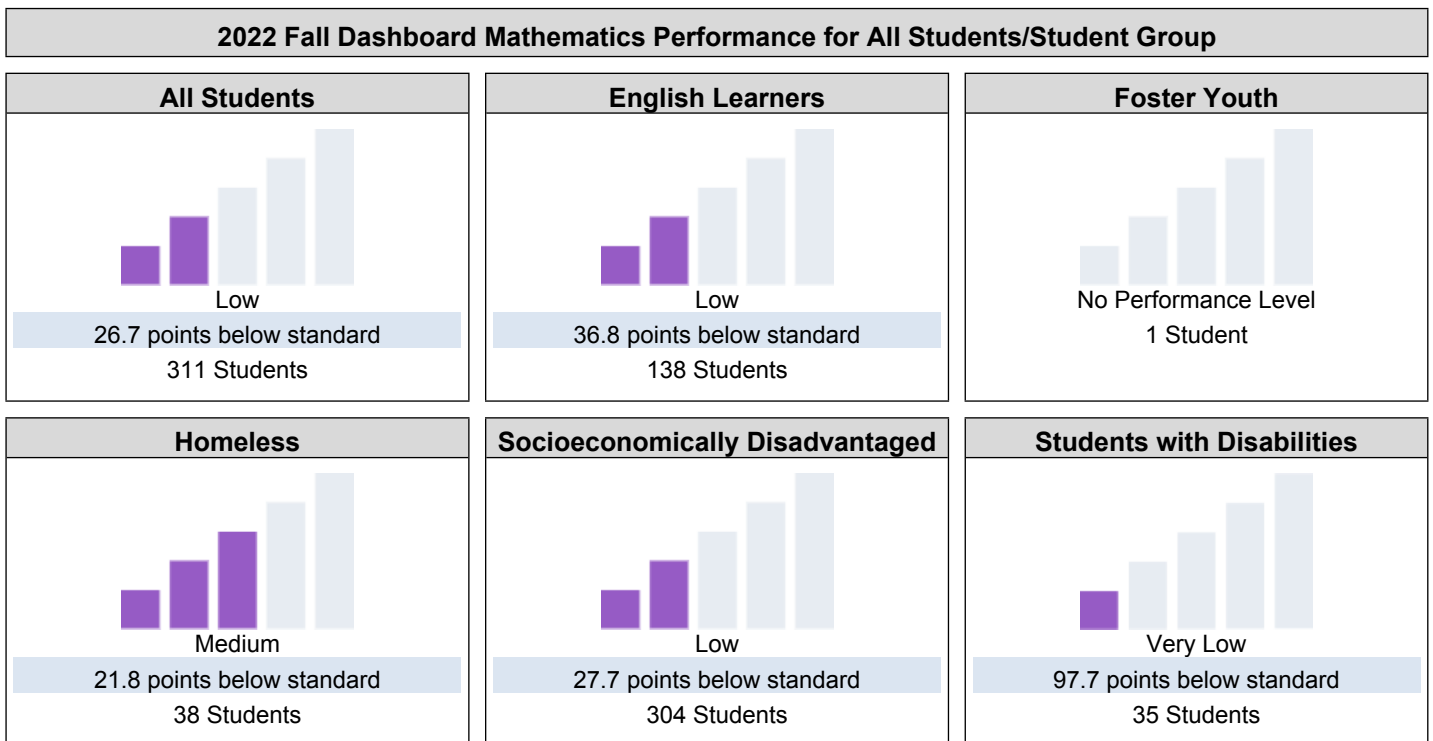
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



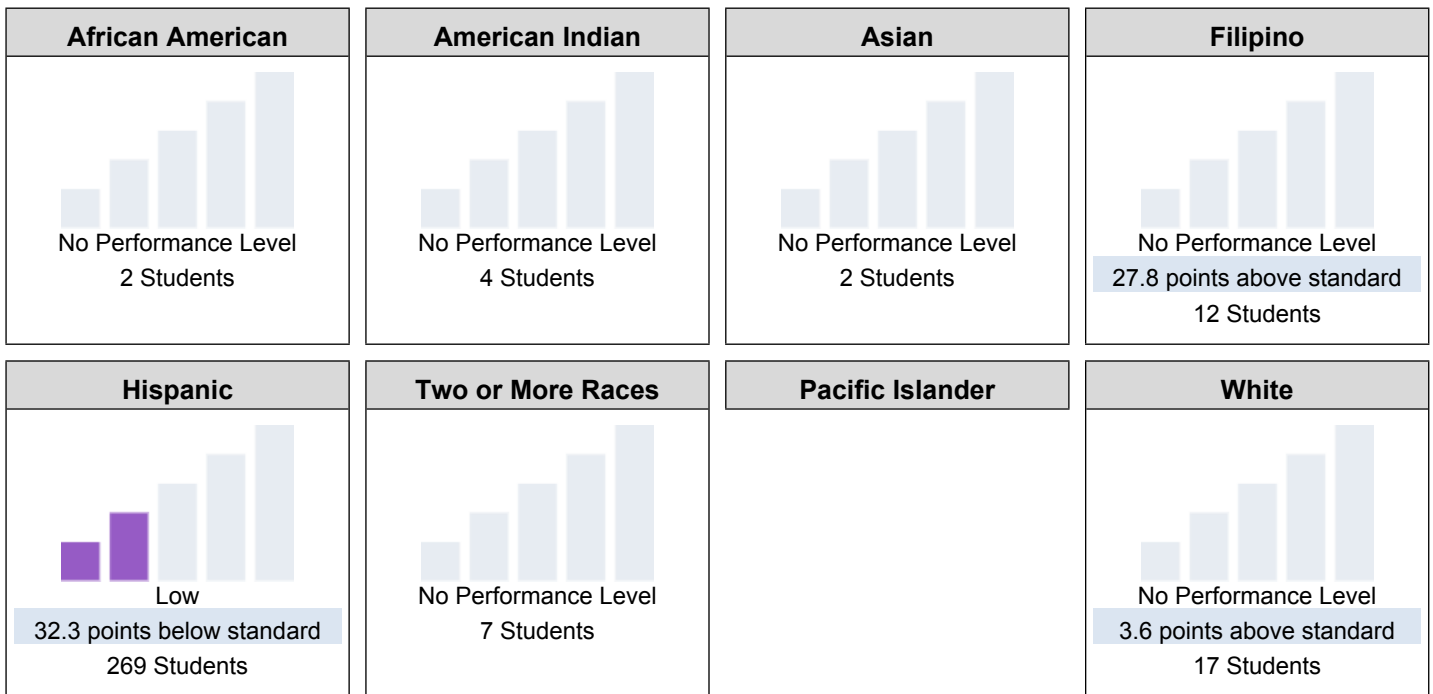
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.2 points below standard 96 Students	14.3 points above standard 42 Students	20.9 points below standard 156 Students

Conclusions based on this data:

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

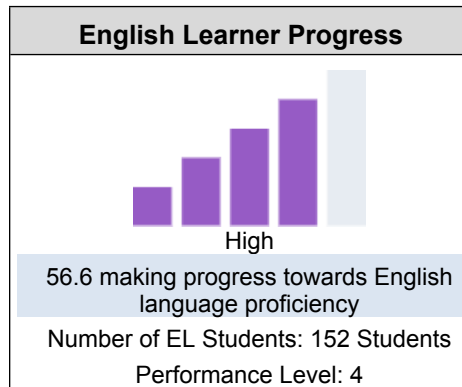
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
19.7%	23.7%	0.7%	55.9%

Conclusions based on this data:

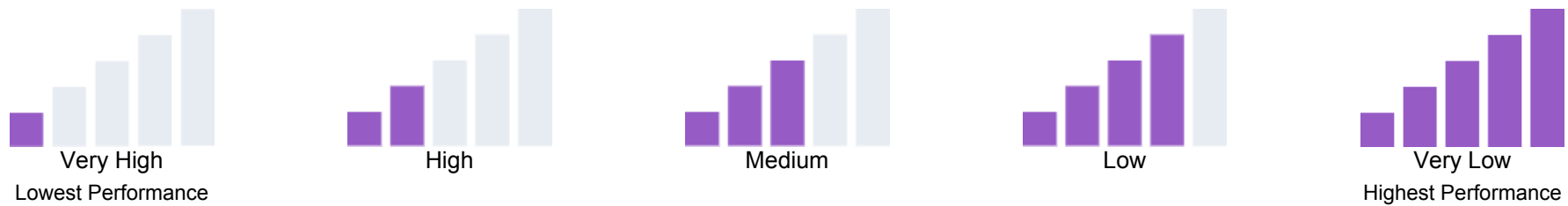
- English Language Learners will continue to be targeted for English Language Development for a minimum of 45 minutes a day, 4 days a week.
- Chronic absenteeism continues to be a concern and is hindering academic progress of students.

School and Student Performance Data

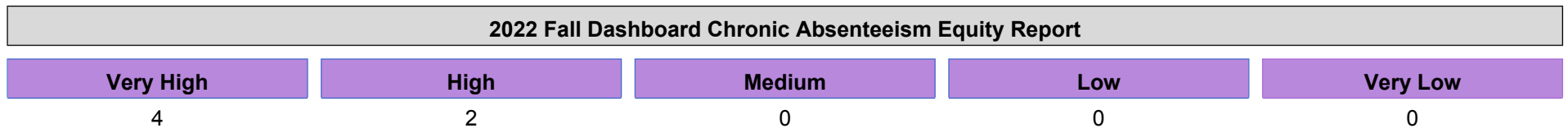
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

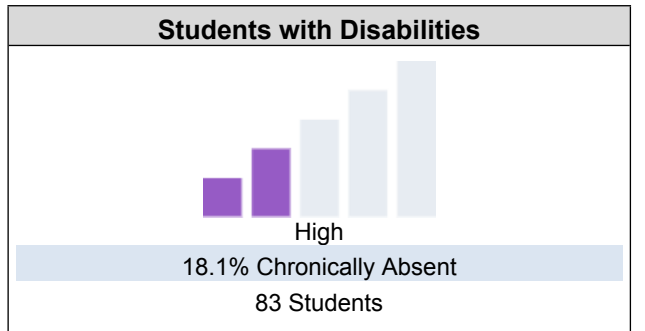
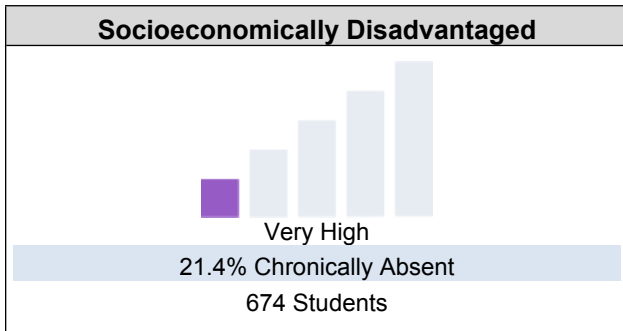
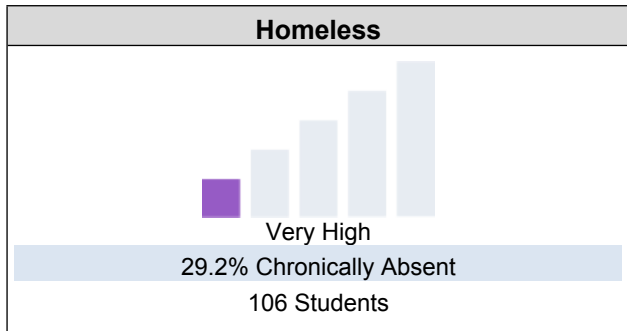
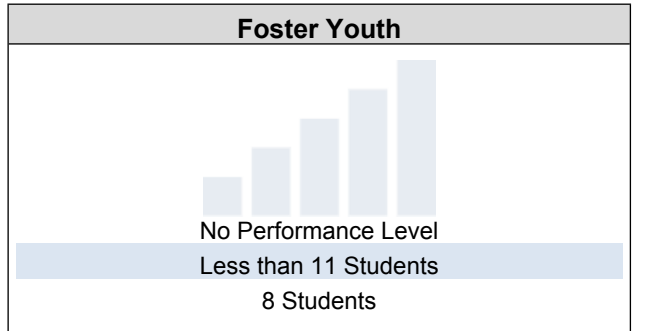
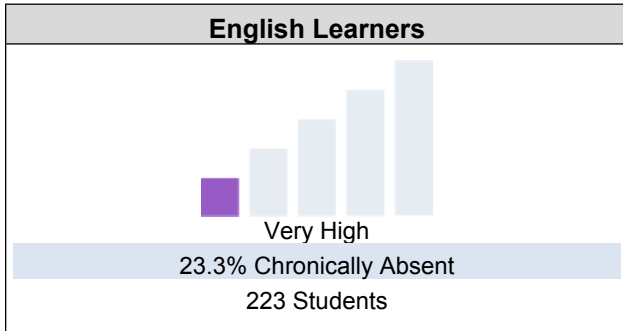
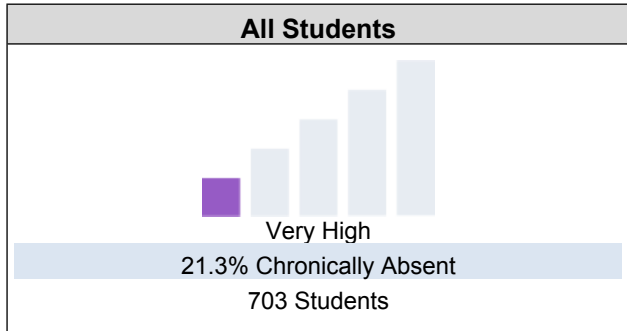


This section provides number of student groups in each level.

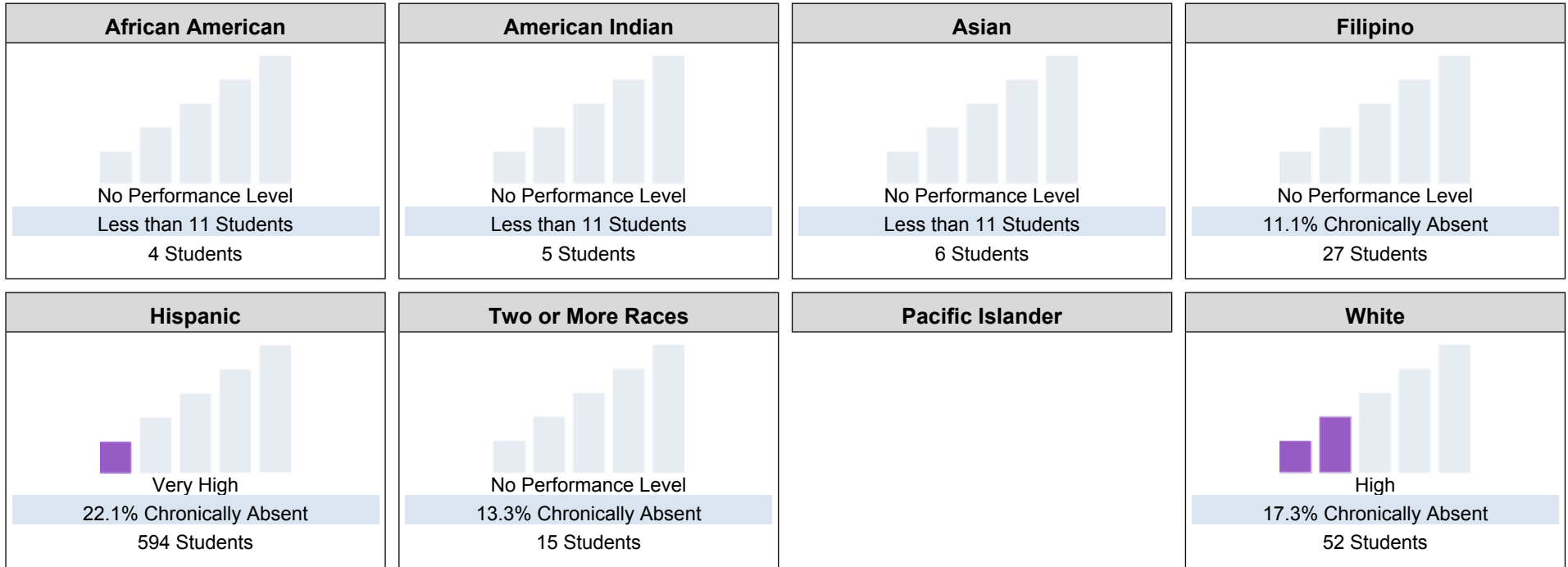


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

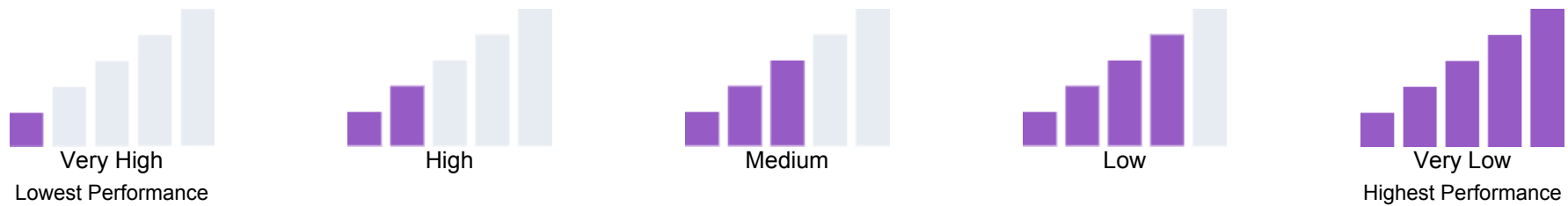
1. Attendance meetings will continue to be held with parents to help educate them on the importance of getting their child to school each day.
2. Students will be offered incentives for attending school on a daily, weekly and monthly basis.

School and Student Performance Data

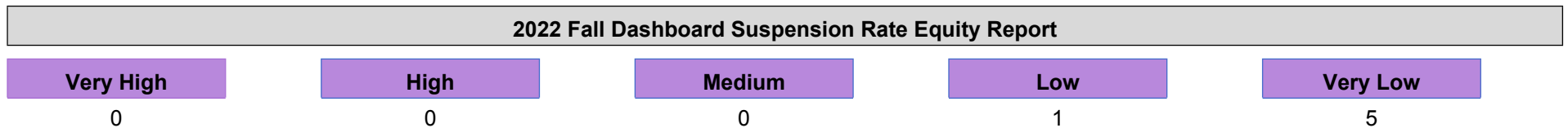
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

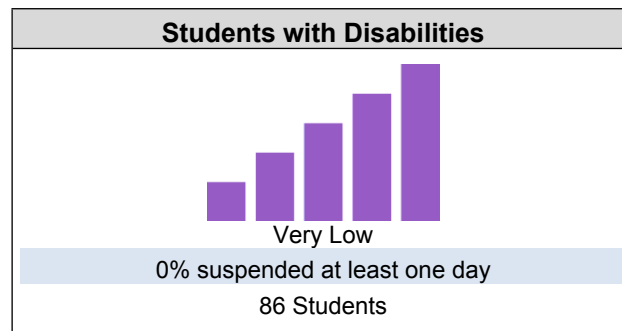
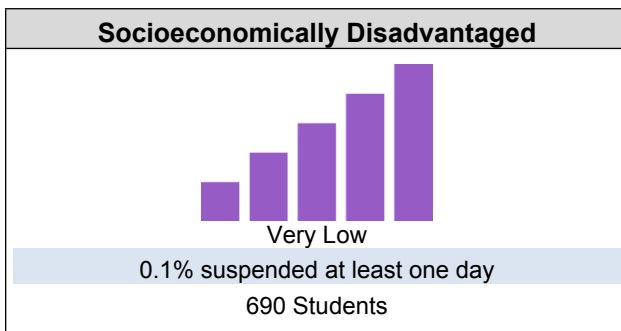
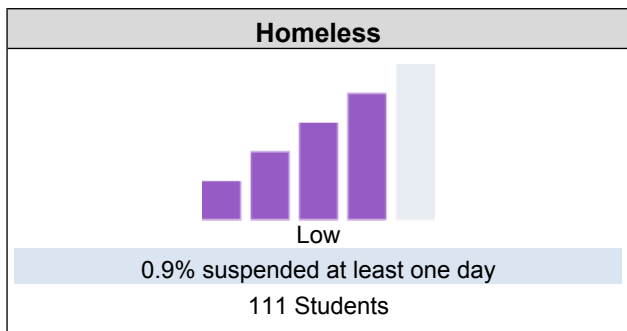
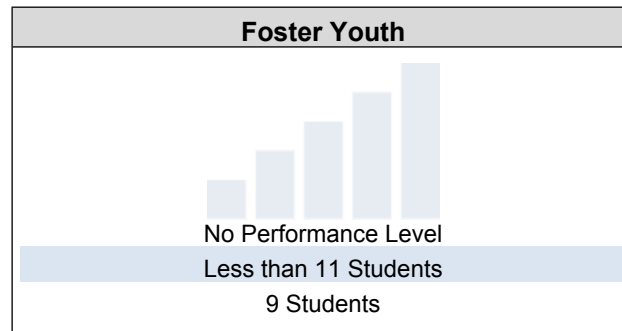
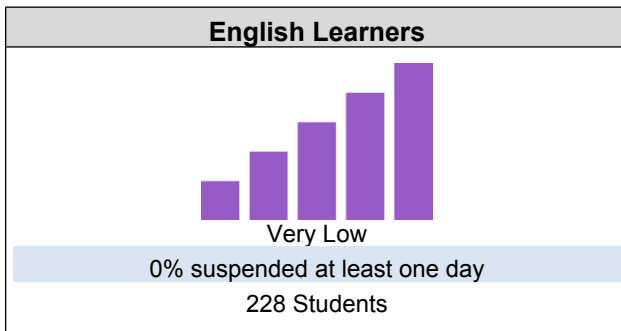
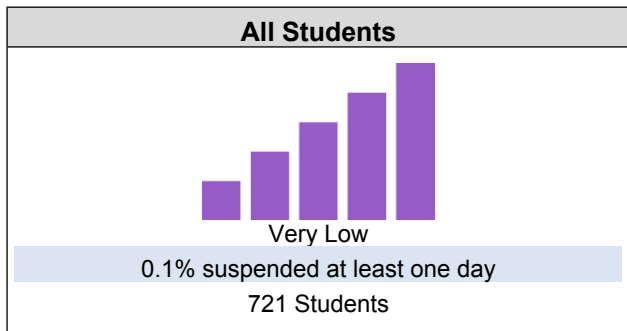


This section provides number of student groups in each level.

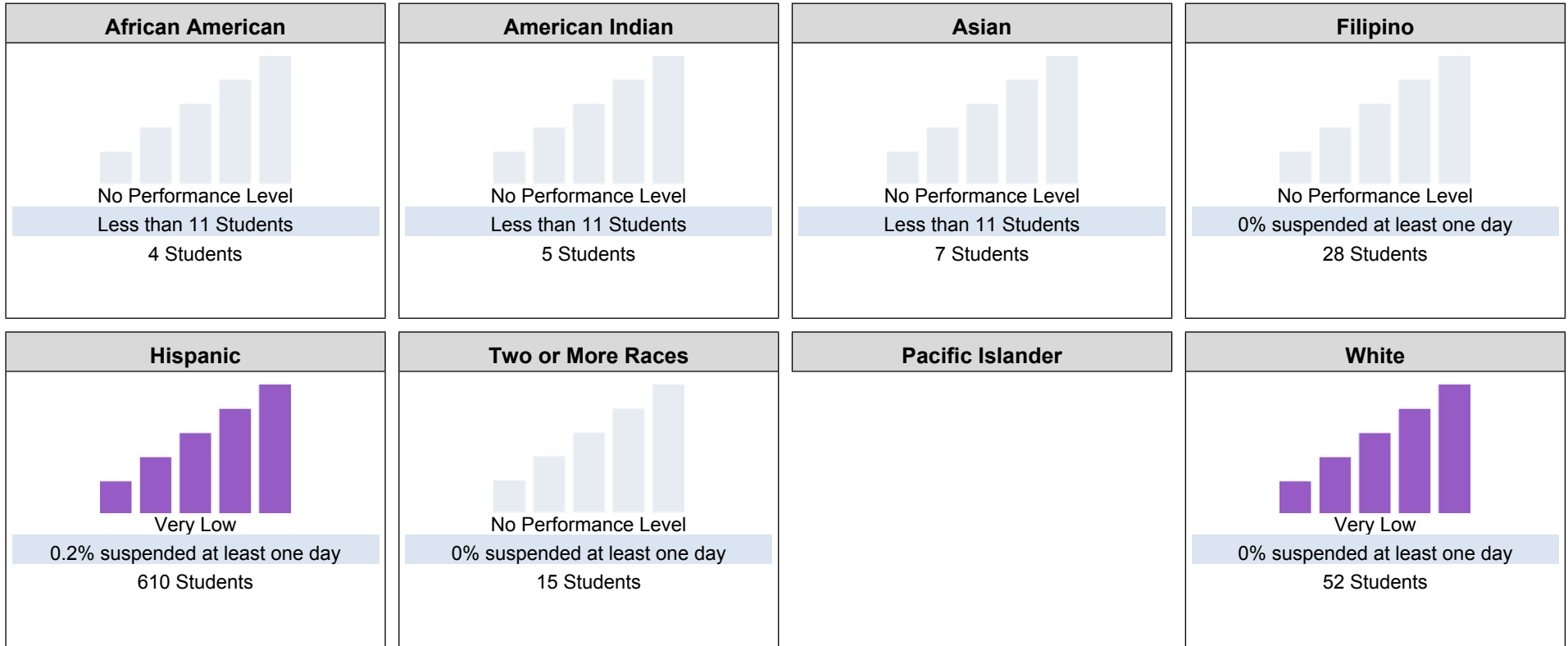


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	<p>Local Indicators: STAR Reading Assessment Data</p> <p>3rd Grade: Spring 2022 34.7% and Winter 2023 29.6% 4th Grade: Spring 2022 29.2% and Winter 2023 30% 5th Grade: Spring 2022 37% and Winter 2023 34.9%</p> <p>Please refer to the analysis boxes for thorough review of effectiveness of the 2022-2023 actions.</p> <p>California School Dashboard for Academic Indicators for English Language Arts Spring 2022:</p> <p>All Students: 45% English Learners: 28.7% Hispanic: 43.5% African American: 50% Socioeconomically Disadvantaged: 44.85% Students with Disabilities: 0%</p>
	All	Green	+4.3 points	Increase +3.0	
	EL	Green	+2.0 points	Increase +4.7	
	Hisp	Green	+2.0	Increase +9.7	
	SED	Green	+2.0	Increase +3.5	
	SWD	No Color	-66.4	Increase +25	
)				
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	St. Group	Color	DFS/Percentage	Change	<p>Local Indicators: STAR Math Assessment Data</p> <p>3rd Grade: Spring 2022 58.1% and Winter 2023 63.7% 4th Grade: Spring 2022 47.0% and Winter 2023 56.2% 5th Grade: Spring 2022 67.3% and Winter 2023 70.2%</p>
	All	Green	+3	Increase +12	
	EL	Green	-9.6	Increase +6	
	Hisp	Green	-19.00	Increase +3.00	

Metric/Indicator	Expected Outcomes	Actual Outcomes								
Students with Disabilities (SWD)	<table border="1"> <tr> <td>SED</td> <td>Green/Blue</td> <td>-12.00</td> <td>Increase +3.00</td> </tr> <tr> <td>SWD</td> <td>No Color</td> <td>-76.9</td> <td>Increase +15.00</td> </tr> </table>	SED	Green/Blue	-12.00	Increase +3.00	SWD	No Color	-76.9	Increase +15.00	<p>Please refer to the analysis boxes for thorough review of effectiveness of the 2022-2023 actions.</p> <p>California School Dashboard for Academic Indicators for Mathematics, Spring 2022: All Students: 37% English Learners: 24.7% Hispanic: 34.2% African American: 50% Socioeconomically Disadvantaged: 37.08% Students with Disabilities: 8.3%</p>
SED	Green/Blue	-12.00	Increase +3.00							
SWD	No Color	-76.9	Increase +15.00							
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%	<p>Please refer to the analysis boxes for thorough review of effectiveness of the 2022-2023 actions.</p> <p>Grade 5: 33.7%</p>								
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – High 64%	<p>Please refer to the analysis boxes for thorough review of effectiveness of the 2022-2023 actions.</p> <p>The 2022 ELPAC results show that 51.2% students scored at a level 3 or above on the assessment.</p>								
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 20%	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 5.6%								
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 - 45% English Learners: 35% Hispanic: 44% African American: N/A SED: 47% Students with disabilities: 11%	<p>Please refer to the analysis boxes for thorough review of effectiveness of the 2022-2023 actions.</p> <p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results Spring 2022: All Students: 36.6% English Learners: 21.8% Hispanic: 36.4% African American: N/A SED: 36.29% Students with disabilities: 8.3%</p>								

Metric/Indicator	Expected Outcomes	Actual Outcomes
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>Fund a site Teacher on Special Assignment (TOSA)/Reading Teacher & Coach to organize and provide Tier I & Tier II reading support and coordinate the Inter-Generational Tutoring program. TOSA will also 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.</p>	<p>The TOSA provided support for students during Designated English Language Development time. She recruited and coordinated the Inter-generational tutoring program during the school day. She provide pull out Tier 2 reading intervention support for approximately 60 students. The TOSA also worked with teachers to monitor student progress through the SST system. She continued to provide Staff Development in the area of Tier 2 intervention strategies, navigating the SST online system and ELD Strategies. The TOSA coordinated the ELPAC testing, GATE Testing and all standardized testing the school site.</p>	<p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF 74043.00</p>	<p>Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF 82187.00</p>
<p>Materials and supplies will be purchased in order to support and supplement Core instruction in ELA, ELD, Math and Technology.</p>	<p>Materials have been purchased throughout the school year. Items purchased have been individual print cartridges for classroom printers, novels for classroom instruction, and classroom printers.</p>	<p>Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies LCFF 22481.00</p>	<p>Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies LCFF 14,346.50</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies Title I 10017.00	Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials, etc. 4000-4999: Books And Supplies Title I 528.00
Teachers will schedule and provide enrichment and/or intervention programs for students either during the school day, and/or before or after school school that will support ELA and Math Common Core Standards.	Money had been allocated and set aside to fund enrichment and/or Intervention programs before or after school. For the 2022-2023 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, Chess Club, Mindfulness Yoga Class, Student Council, Musical Theater production, A Talent Show, Student Choir, Robotics, a Harry Potter Club and a Coding Class. Approximately 200 students have attended at least one of the enrichment or intervention program.	Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 6269.00	Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0
Provide Bilingual Paraprofessionals to work with and provide support to English learners in developing vocabulary, background information, and supporting core classroom instruction so that students can master grade level Common Core Standards.	Three Bilingual Paraprofessionals worked with and provided support to English Learning in developing vocabulary, background information and supporting core instruction for 3 hours each day. Paraprofessionals provided one-on-one support or small group instruction to students in Grades 1-3.	Bilingual Paraprofessional Aides 2000-2999: Classified Personnel Salaries LCFF 24366.00 Bilingual Paraprofessional Aides 2000-2999: Classified Personnel Salaries Title I 29013.00	Bilingual Paraprofessional Aides 2000-2999: Classified Personnel Salaries LCFF 27818.00 Bilingual Paraprofessional Aides 2000-2999: Classified Personnel Salaries Title I 11802.82

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and students will participate in the McCallum Theatre's Aesthetic Education Program. Students will be given unique opportunities to be actively engaged in dance, theater music and the visual arts. Units of study with the McCallum Theatre will support the implementation of Common Core Standards. Teachers will attend the Summer Session at the McCallum Theatre that supports the implementation of the Aesthetic Education Program.</p>	<p>During the 2022-2023 school year the McCallum Theatre Teaching Artists provided 2 units of study for students in grades 1-5. Approximately 600 students took part in the study and analysis of various types of dance, movement and music.</p>	<p>McCallum Aesthetic Learning Institute 5800: Professional/Consulting Services And Operating Expenditures LCFF 8250.00</p>	<p>McCallum Aesthetic Learning Institute 5800: Professional/Consulting Services And Operating Expenditures LCFF 0</p>
<p>Standards based and district approved software programs will be purchased school wide to assist Teachers and Students with daily instruction and intervention in ELA, ELD and Math. The school website will also be supported to maintain communication with parents, students and the community.</p>	<p>Accelerated Reader was purchased for students in Grades 1-5 as a way to monitor and track students reading and comprehension abilities via a digital format. Students' independent reading levels were monitored using this program and it showed that student scores increased throughout the school year by a minimum of one level.</p> <p>Brainpop, BrainPop ESL, BrainPop Jr., Quill, Generation Genius were purchased as enrichment programs and to support Core Instruction in Language Arts, ELD and Science. Data shows that every teacher uses Generation Genius and BrainPop in some capacity with their students. Quill is used by 3-5 grade teachers primarily to assist in filling writing gaps with students.</p>	<p>McCallum Theatre Professional Development --1 day training for 22 teachers in June 1000-1999: Certificated Personnel Salaries Title I 7487.00</p>	<p>McCallum Theatre Professional Development --1 day training for 22 teachers in June 1000-1999: Certificated Personnel Salaries Title I 0</p>
		<p>Software licenses for Accelerated Reader, Read Live Naturally, BrainPop, Quill Interactive Writing Program and Generation Genius Science. 5800: Professional/Consulting Services And Operating Expenditures LCFF 14000.00</p>	<p>Software licenses for Accelerated Reader, Read Live Naturally, BrainPop, Quill Interactive Writing Program and Generation Genius Science. 5800: Professional/Consulting Services And Operating Expenditures LCFF 12432.20</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

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.

Analysis

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

After reviewing the STAR assessment reports, AR, Quill, Generation Genius Science, Read Live Naturally and BrainPop, 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 Students went from 22.5 % to 29.2 % and in Math from 18.9% to 19.6% Reading Intervention is being provided during the school day by two Intervention teachers. Enrichment and Intervention classes are being provided by teachers both before school and after school but are now funded by the District instead of the school site. The TOSA supported teachers by providing intervention for students and supporting teachers in documenting interventions and student progress in the SST online system. the TOSA provided small group reading support to 31 students, who all increased a minimum of one grade level in their reading. The TOSA also trained teachers in using the Beyond SST system. She helped monitor and track student progress for over 50 students. McCallum Theatre provided 2 units of enrichment study for students during the 2022-2023 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.

At the beginning of the school year, there were 4 bilingual paraprofessional budgeted but only 3 positions were filled due to the inability to find qualified candidates. Funding for enrichment activities was planned but the District paid for these items. The McCallum Theatre was budgeted but the money was used along with most of the materials and supplies funding to cover large pay raises negotiated by the District and the Unions.

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 2023-2024 school year, actions to meet the academic needs of students and to close the achievement gap of students are not changing. The focus will continue to take place on intervention during the school day, provided by the site TOSA and the District paid Reading intervention teacher and Paraprofessional. Before and after school intervention and enrichment will be offered but funding will be provided by the District. The site TOSA will continue to coordinate the Inter-generational tutoring program, provide Tier 2 Reading support to students, provide English Language Development support for English Learners and support teachers in monitoring and tracking student progress through the SST system. The site will continue to purchase additional software programs of Quill, Read

Live Naturally, BrainPop, BrainPop ESL, Generation Genius, Read Live Naturally and Accelerated Reader as support for best Tier 1 instruction in ELA, Math, and Science as these programs can be utilized by students and staff. Sunny Sands will continue their collaboration with the McCallum Aesthetic Learning Institute of the 2023-2024 school year, to provide support to students in grades 1-5 in the development of critical thinking skills, increased vocabulary and analytical skills by participating in two units of study in the Fine Arts. While not listed as an action because the services are being paid for by the district, teachers in grades K-5 will continue participating in High Impact Math training provided by the District Instructional Coach that will support academic achievement. Additionally, a District funded Reading Intervention Teacher and Paraprofessional aide will support the site TOSA in providing services to students who are struggling to read.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 - 300 Parent Responses	Parent Participation in Stakeholder Input Processes - 185 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) - 87% Hispanic (Hisp) -87% African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) -93% African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) -98 % African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 86% Hispanic (Hisp) - 85% African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Sign in Sheets will be kept to monitor participation	There have been a number of School/Parent sponsored events during the 2022-2023 school year such as Parent Conference weeks, Back to School Nights, Fall Carnival, Movie Nights, etc. Attendance is between 100 - 700 parent attendees, depending on the event. Sign-In sheets have been kept.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>A Community Liaison will attend, educate and provide support for parents regarding educational issues and concerns during parent conferences, at Title 1 and ELAC Meetings and Parent Institutes. The community liaison will translate school newsletters, Weekly Important Dates Calendar, and all other home/school communications. The Community Liaison will work directly with students on a daily basis to provide academic support for students and help to organize the following students services: vision & hearing screening, Borrego Springs Dental Van, counseling referrals, SST meetings, and SART/SARB Meetings. The Community Liaison will help to monitor student attendance, make home visits as needed, and work with students and mentors in our Community mentoring program. The Community Liaison will also work with staff to provide Parent Education classes during the school year.</p>	<p>During the 2022-2023 school year, the School Community Liaison provided a plethora of support and resources to families. She provided ongoing communication to parents via Class Dojo. She provided technology support to students and parents both in person and over the phone. She has provided academic support to approximately 32 students in grades 2, 3 and 4 during Designated English Language Development time. She has also assisted with the Inter-generational Tutoring program by working along side the tutors as they read one-one with students.</p> <p>The School Community Liaison also provide translation services during Parent Conferences, IEP meetings, SST Meetings and School Site Council Meetings. She has attended all district DELAC meetings and has reported back to the School Site Council.</p> <p>The Community Liaison helped monitor student attendance by making home visits, scheduling attendance meetings and/or phone calls. She has completed approximately 25 home visits this school year to visit families who were struggling with attendance issues. She has sat in on over 90</p>	<p>Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 93010.00</p>	<p>Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 102811.93</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>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 91% and Chronic Absenteeism is down it is not where it was pre-pandemic.</p> <p>The School Community also conducted an 8 week parenting class.</p>	<p>Teacher Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1705.00</p>	<p>Teacher Extra Duty Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 0</p>
<p>Site Administrators will schedule and teachers will provide Family and Parent Education Nights, Back to School Nights, Student Success Team Meetings and parent conference weeks. Site Administrators will also schedule and support Title 1, GATE, ELAC and PTG meetings as well as School Site Council Meetings.</p>	<p>An eight week parenting class was offered to the parent's of Sunny Sands students. Back to School Nights, Parent Conferences, SST meetings, School Site Council Meetings, Title 1 Parent Meetings, and PTG meetings were all held this year either in person or via an online format. Attendance was taken at these classes and attendance information indicate that most meetings were well attended.</p>	<p>Classified Extra Duty Salary 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement</p>	<p>Classified Extra Duty Salary 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement</p>
<p>Provide Parent Education and supervision during Parent Education nights, School Site Council Meetings, ELAC Meetings,</p>	<p>Parent education and parent involvement opportunities were planned and conducted during the 2022-2023 school year. Child care Supervision was provided for these</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parenting classes and other Parent School related meetings.	meetings when meetings were not held via the Zoom format.	1100.00	4370.42

Analysis

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

Overall, the actions aligned to this goal have been successful especially the School Community Liaison. the number of Sunny Sands severe chronic absentee students has increased over the past few years but the Community Liaison has documented working with all the students on the Chronic Absentee List and has conducted 28 home visits and scheduled and facilitated 48 SART meetings for these students. With the COVID guidelines easing up, attendance has improved but not to where Sunny Sands was during the 2018-2019 school year. In August 2022, Sunny Sands Chronic Absentee rate was around 42.9% and in April 2023 the percentage dropped to 31.2%. The Community Liaison communicates with families via Class Dojo 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 2022-2023 school year for approximately 12 students as well as help to facilitate the Inter-generational tutoring program in which 31 students participated in. All 43 students increase one grade level in reading from the small reading group instruction and/or by reading 1 on 1 with a tutor, 3 days a week.

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

While the School Community Liaison provided Parenting classes this past school year, they were not well attended. The plan for the 2023-2024 school year is to offer the classes earlier in the school year and at a different time during the day to see if more parents will attend. Salary cost increased because of the large pay raises both Classified and Certificated staff received this past school year. Certificated staff salaries were not used but Classified staff provided child care and parent education opportunities.

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

For the 2023-2024 school year the actions will not change. Based on current attendance data, the Community Liaison position will stay as an 8 hour position to provide support to families with attendance issues and social support.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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) - 96.%	Student Attendance Rates All Students (ALL) - 91.1%																												
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>Green</td> <td>+5.6</td> <td>.5% Increase</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>+4.7</td> <td>.5% Increase</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>+5.7</td> <td>.5% Increase</td> </tr> <tr> <td>AA</td> <td>N/A</td> <td>+17.2</td> <td>.5% Increase</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>+6.2</td> <td>.5% Increase</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>+6.3</td> <td>.5% Increase</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	+5.6	.5% Increase	EL	Yellow	+4.7	.5% Increase	Hisp	Green	+5.7	.5% Increase	AA	N/A	+17.2	.5% Increase	SED	Green	+6.2	.5% Increase	SWD	Green	+6.3	.5% Increase	<p>Chronic Absenteeism Rates All Students (ALL): 37% English Learner (EL): 45.4% Hispanic (Hisp): 37.5% African American (AA): 37.5% Socioeconomically Disadvantaged (SED): 21.4% Students with Disabilities (SWD): 41.5%</p> <p>Please refer to the analysis boxes for thorough review of effectiveness of the 2022-2023 actions.</p>
St. Group	Color	DFS/Percentage	Change																											
All	Green	+5.6	.5% Increase																											
EL	Yellow	+4.7	.5% Increase																											
Hisp	Green	+5.7	.5% Increase																											
AA	N/A	+17.2	.5% Increase																											
SED	Green	+6.2	.5% Increase																											
SWD	Green	+6.3	.5% Increase																											
Students with Disabilities		<p>Please refer to the analysis boxes for thorough review of effectiveness of the 2022-2023 actions.</p> <p>Local indicators show that Students with Disabilities attend 90.9 % of the time.</p>																												
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<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>Blue</td> <td>0</td> <td>.6% decrease</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Blue	0	.6% decrease	<p>Suspension Rates: All Students (ALL): .1% English Learner (EL): 0% Hispanic (Hisp): 0% African American (AA): 0%</p>																				
St. Group	Color	DFS/Percentage	Change																											
All	Blue	0	.6% decrease																											

Metric/Indicator	Expected Outcomes				Actual Outcomes
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL	Blue	0	.6% decrease	Socioeconomically Disadvantaged (SED): 0% Students with Disabilities (SWD): 0%
Hisp	Blue	0	.8% decrease		
AA	N/A	0	0% Maintain		
SED	Blue	0	.7% decrease		
SWD	Blue	0	-2.3% decrease		
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) - 87% English Learner (EL) - 85% Hispanic (Hisp) - 87% African American (AA) - N/A				Panorama Survey - School Connectedness All Students (ALL) - 82% English Learner (EL) - 83% Hispanic (Hisp) - 82% African American (AA) - N/A
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 79% English Learner (EL) - 80% Hispanic (Hisp) - 82% African American (AA) - N/A				Panorama Survey – School Safety All Students (ALL) - 69% English Learner (EL) - 83% Hispanic (Hisp) - 70% African American (AA) - N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100% Compliance				Williams Facilities Inspection Results - 100% Compliance

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Additional playground supervision will be provided before school, during lunch and after school.</p>	<p>With the district providing additional funding for supervision aides, Sunny Sands provided 1.5 hours per day of additional supervision aide time. With the district's additional funding along with the 1.5 hours additional per day, allowed Sunny Sands to have 6 - 3.5 hour Supervision Aides each day. With all six supervision aides working the same hours each day, provides consistency and more supervision of students throughout the day. Supervision aides are assigned specific areas to supervise each day and are given an assigned schedule to follow.</p> <p>With the additional time for all supervision aides, there have been only approximately 10 referrals to the office throughout the school day during both lunch and before school recess times.</p>	<p>Yard Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 5849.94</p>	<p>Yard Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 11,217.00</p>
<p>Funding for a School Counselor for two days a week that will target students that are struggling with issues at home that can affect academic and school performance.</p>	<p>The contracted Licensed Marriage and Family Counselor provided intense support for approximately 45 students during the 2022-2023 school year who needed assistance with coping and dealing with family and personal issues that affected attendance and academic performance. The Licensed marriage and Family</p>	<p>Contracted Licensed Marriage and Family Counselor 5000-5999: Services And Other Operating Expenditures Title I 30,000.00</p>	<p>Contracted Licensed Marriage and Family Counselor 5000-5999: Services And Other Operating Expenditures Title I 30,000.00</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Counselor coordinated with the School Counselor on students who were referred for intense support.

Analysis

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

The additional supervision aide hours has been useful in keeping sufficient coverage and consistent coverage on the playground before school and during lunch with the number of referrals to the office at about 12 for the entire school year. Having additional supervision has allowed the supervision aides to address behavior issues or concerns of students quicker and they are able to provide students with mediation strategies.

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

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

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

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

For the 2022-2023 school year, the site budget will continue to fund the part-time school Licensed Marriage and Family Counselor in addition to the school counselor provided by the district, for two days a weeks and for students who need therapy related to issues taking place at home. The district has increased funding for yard supervision and site money will used to maintain the current coverage of 3.5 hours a day each for 6 supervision aides.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

1. STAR Assessments from Winter 2023 indicate students are in Grades 3-5 are making progress in both ELA and Math.

	STAR Reading	STAR Math
3rd Grade Proficient students:	29.6%	27.2%
4th Grade Proficient students:	30%	18.2%
5th Grade Proficient students:	34.9%	20.4%

STAR scores indicate that between 63-72% of students in grades 3-5 are not at grade level in either ELA or Math.

STAR Assessments from August 2023:

	STAR Reading	STAR Math
3rd Grade Proficient Students:	32.3%	30.2%
4th Grade Proficient Students:	39.8%	36.2%
5th Grade Proficient Students:	44.7%	26.2%

2. CAST results from Spring 2022 show that only 29.93% of students are making progress in Science and the results from Spring 2023 indicate only 27.6% are making progress in Science, which is a 2.3% decrease.

3. ELPAC scores from 2022 show that 51.2% of students scored a level 3 or higher.

4. CAASPP (State testing) scores:

	Spring 2022	Spring 2023
ELA:		
3rd Grade Proficient Students:	36%	42%
4th Grade Proficient Students:	46%	40%
5th Grade Proficient Students:	54%	54%
English Language Learners:	16.9%	21.2%
Students with Disabilities:	10.3%	3.4%
Overall Proficient Students:	45%	45%

Math:

3rd Grade Proficient Students:	31%	49%
4th Grade Proficient Students:	42%	43%
5th Grade Proficient Students:	40%	46%
English Language Learners:	15.5%	27.1%
Students with Disabilities:	13.8%	3.4%
Overall Proficient Students:	37%	46%

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

5. Sunny Sands current reclassification rate is only 5.6% which means that a large percentage of students are not meeting the academic requirements to be reclassified.

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

Measuring and Reporting Results

Metric/Indicator

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)

Baseline

St. Group	Color	DFS/Percentage	Change
All	 Low	12.7 points below standard	
EL	 Low	23.6 points below standard	
Hisp	 Low	17.3 points below standard	

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	+3.0 points	Increase 3 %
EL	Yellow	+3.0 points	Increase 2%
Hisp	Yellow	+3.0 points	Increase 3%
SED	Yellow	+3.0 points	Increase 3%
SWD	Orange	+3.0 points	Increase 2%

Metric/Indicator

Baseline

Expected Outcome

--

AA			
SED		13.7 points below standard	
SWD		94.3 points below standard	

--

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

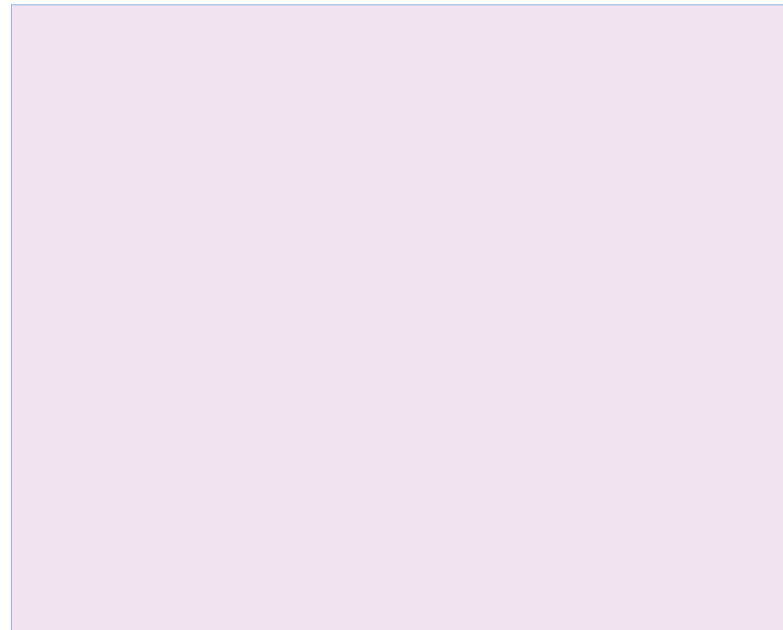
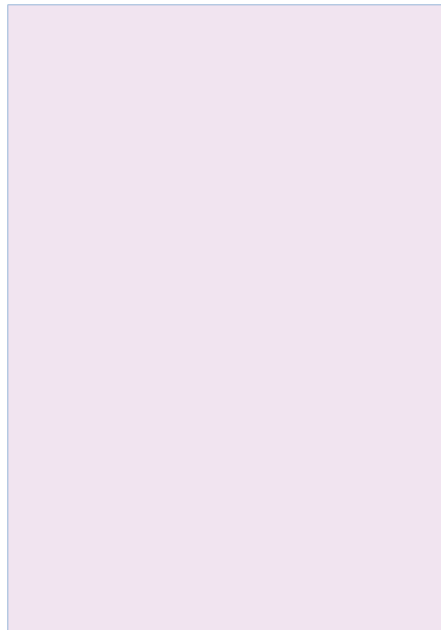
St. Group	Color	DFS/Percentage	Change
All		26.7 points below standard	
EL		36.8 points below standard	
Hisp		32.3 points below standard	

St. Group	Color	DFS/Percentage	Change
All	Yellow	+3 points	Increase 3%
EL	Yellow	+3 points	Increase 2%
Hisp	Yellow	+3 points	Increase 3%
AA	N/A		
SED	Yellow	+3 points	Increase 3%
SWD	Orange	+3 points	Increase 2%

Metric/Indicator

Baseline

Expected Outcome



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: 29.93%

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

California School Dashboard – English Learner Progress Indicator (ELPI)

California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – High Dashboard status -- 61.2% of students are making progress
17.4% of ELs decreased one level
21.3 % maintained ELPI level at 1, 2L, 2H, 3L, 3H
3.8% Maintained ELPI 4 level
57.3% Progressed at least one ELPI Level

California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – Blue at 65%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 5.6%

English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 10%

Metric/Indicator	Baseline	Expected Outcome
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): Standard Exceeded- 21.9% Standard Met:22.8% English Learners (EL): Standard Exceeded- 8.5% Standard Met: 23.4% Hispanic (Hisp): Standard Exceeded: 16.49% Standard Met: 22.68% African American (AA): N/S Socioeconomically Disadvantaged (SED): Standard Exceeded- 19.05% Standard Met: 24.76% Students with Disabilities (SWD)Standard Exceeded- 0% Standard Met: 8.3%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 40% English Learners: 37% Hispanic: 46% African American: N/A SED: 49% Students with disabilities: 11%
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

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

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Students with Disabilities
- All

Timeline

July 1, 2023-June 30, 2024

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	86104.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher on Special Assignment
Amount	86104.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher on Special Assignment

Strategy/Activity 2

Materials and supplies will be purchased in order to support and supplement Core instruction in ELA, ELD, Math and Technology.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023-June 30, 2024

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	22010.00
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials,etc.
Amount	4514.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies: Books, ink cartridges, Chromebooks, Printers, manipulatives, Reading program materials,etc.

Strategy/Activity 3

Teachers will schedule and provide enrichment and/or intervention programs for students either during the school day, and/or before or after school school that will support ELA and Math Common Core Standards.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities
- All

Timeline

July 1, 2023-June 30, 2024

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	39518.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty--Intervention
Amount	6269.00

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty

Strategy/Activity 4

Provide Bilingual Paraprofessionals to work with and provide support to English learners in developing vocabulary, background information, and supporting core classroom instruction so that students can master grade level Common Core Standards.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities

Timeline

July 1, 2023-June 30, 2024

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	29755.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aides
Amount	14716.00
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. Students will be given unique opportunities to be actively engaged in dance, theater music and the visual arts. Units of study with the McCallum Theatre will support the implementation of Common Core Standards. Teachers will attend the Summer Session or professional development opportunities at the McCallum Theatre that supports the implementation of the Aesthetic Education Program.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Grades 1-5

Timeline

July 1, 2023-June 30, 2024

Person(s) Responsible

Teachers and School Administration.

Proposed Expenditures for this Strategy/Activity

Amount	9000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	McCallum Aesthetic Learning Institute

Strategy/Activity 6

Standards based and district approved software programs will be purchased school wide to assist Teachers and Students with daily instruction and intervention in ELA, ELD and Math. The school website and Parent Square App will also be supported to maintain communication with parents, students and the community.

Students to be Served by this Strategy/Activity

- All

Timeline

July 1, 2023 -June 30, 2024

Person(s) Responsible

Teachers and School Administration.

Proposed Expenditures for this Strategy/Activity

Amount	15000.00
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.

Strategy/Activity 7

Provide Substitute Teachers so classroom teachers are able to meet and analyze student data.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities

Timeline

July 1, 2023 - June 30, 2024

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitute Teacher costs

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 82% of our students feel like they are connected to the School which leave 18% of students that need support. This decreased by 2% from the previous years but still shows that more work and/or support is needed in Social Emotional Learning.
2. While 93% of our parents feel connected to the school, Sunny Sands needs to continue to make sure that families feel a part of the school community.
3. Continue to stress the positives of attending school on a regular basis in order to maintain and improve the 91.1% of students that currently do attend on a regular basis.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes : 114 parent survey responses.	Parent Participation in Stakeholder Input Processes - 150 Parent Responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL): 84% Elementary School Students (ES): 84% English Learner (EL):80% Hispanic (Hisp): 84% African American (AA): N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) -90% African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97%

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

Planned Strategies/Activities

Strategy/Activity 1

A Community Liaison will attend, educate and provide support for parents regarding educational issues and concerns during parent conferences, at Title 1 and 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.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023-June 30, 2024

Person(s) Responsible

School Administration

Proposed Expenditures for this Strategy/Activity

Amount	105291.00
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.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023-June 30, 2024

Person(s) Responsible

Teachers and School Administration

Proposed Expenditures for this Strategy/Activity

Amount	611.00
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.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023-June 30, 2024

Person(s) Responsible

Support Staff and School Administration

Proposed Expenditures for this Strategy/Activity

Amount	2770.00
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.
2. On the Winter 2023 Panorama Survey only 69% of the students feel safe and only 82% of students feel a connectedness to school and counseling can help provide coping strategies on how to deal with difficult situations and provide Social Emotional Learning lessons and extra supervision will help provide a more secure environment by providing a better ability to monitor students' behavior.
3. While a little over 91% of Sunny Sands students attend school on a regular basis there is still approximately 9% of students who are chronically absent that need follow-up. This is a drop from our usual 96% attendance rate. A continued effort to stress the positives of attending school on a regular basis is needed to increase attendance rates.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL): 89.74%	Student Attendance Rates All Students (ALL) - 91.%																
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<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></td> <td>21.3</td> <td>Very High</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		21.3	Very High	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>-1.0</td> <td>1% decrease</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	-1.0	1% decrease
St. Group	Color	DFS/Percentage	Change															
All		21.3	Very High															
St. Group	Color	DFS/Percentage	Change															
All	Orange	-1.0	1% decrease															

Metric/Indicator	Baseline				Expected Outcome			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL		23.3	Very High	EL	Orange	-1.0	1% decrease
	Hisp		22.1	Very High	Hisp	Orange	-1.0	1% decrease
	AA	No Performance Color			AA	N/A		
	SED		21.4	Very High	SED	Orange	-1.0	1% decrease
	SWD		18.1	High	SWD	Yellow	-1.0	1% decrease
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All		.1%	Very Low -	All	Blue	0	.1% Decrease
	EL		0%	Very Low	EL	Blue	0	0% Maintain
	Hisp		.2%	Very Low	Hisp	Blue	0	.2% Decrease
	AA	No Performance Color	0		AA	N/A	0	0% Maintain
	SED		.1%	Very Low	SED	Blue	0	.1% Decrease
	SWD		0%	Very Low	SWD	Blue	0	.0% Maintain
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: 84% EL: 81% AA: N/A Hisp: 84% SED: N/A				Panorama Survey - School Connectedness All Students (ALL) - 84% English Learner (EL) - 84% Hispanic (Hisp) - 84% African American (AA) - N/A			

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

Planned Strategies/Activities

Strategy/Activity 1

Additional playground supervision will be provided before school, during lunch and after school.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023 - June 30, 2024

Person(s) Responsible

Site Administrators

Proposed Expenditures for this Strategy/Activity

Amount	10706.00
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Source	LCFF
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Budget Reference

2000-2999: Classified Personnel Salaries

Description

Yard Supervision Aides

Strategy/Activity 2

Funding for a School Counselor for two days a week that will target students that are struggling with issues at home that can affect academic and school performance.

Students to be Served by this Strategy/Activity
 All
Timeline

July 1, 2023- June 30, 2024

Person(s) Responsible

Site Administrator

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

30,000.00

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, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Assignment (TOSA)	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	\$193,272
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$466,368.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	189,891	0.00
Title I Part A: Parent Involvement	3,381	0.00
LCFF	273,096	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	\$189,891.00
Title I Part A: Parent Involvement	\$3,381.00

Subtotal of additional federal funds included for this school: \$193,272.00

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 (\$)
LCFF	\$273,096.00

Subtotal of state or local funds included for this school: \$273,096.00

Total of federal, state, and/or local funds for this school: \$466,368.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	273,096.00
Title I	189,891.00
Title I Part A: Parent Involvement	3,381.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	218,606.00
2000-2999: Classified Personnel Salaries	163,238.00
4000-4999: Books And Supplies	26,524.00
5000-5999: Services And Other Operating Expenditures	30,000.00
5700-5799: Transfers Of Direct Costs	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	24,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	92,373.00
2000-2999: Classified Personnel Salaries	LCFF	130,713.00
4000-4999: Books And Supplies	LCFF	22,010.00
5700-5799: Transfers Of Direct Costs	LCFF	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	24,000.00
1000-1999: Certificated Personnel Salaries	Title I	125,622.00
2000-2999: Classified Personnel Salaries	Title I	29,755.00
4000-4999: Books And Supplies	Title I	4,514.00
5000-5999: Services And Other Operating Expenditures	Title I	30,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	611.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,770.00

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	
Jennifer Dean--Co-Chairperson				X	
Tara Holcomb				X	
Jennifer Corona				X	
Ana Lazarski				X	
Pamela Horton	X				
Sue Palmquist--Chairperson		X			
Flori Trinidad		X			
Paula Henry		X			
Andy McLinn			X		
Numbers of members of each category:	1	3	1	5	0

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



Recommendations and Assurances

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

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

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

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


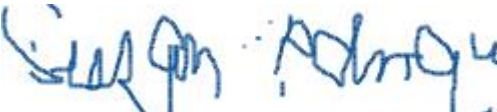
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on October 12, 2023.

Attested:

	Principal, Pamela Horton on October 12, 2023
	SSC Chairperson, Sue Palmquist on October 12, 2023

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>
Fund a site Teacher on Special Assignment (TOSA)/Reading Teacher & Coach to organize and provide Tier I & Tier II reading support and coordinate the Inter-Generational Tutoring program. TOSA will also monitor students through the SST process, and will work with teachers on appropriate strategies to use with students that will improve academic performance. TOSA will also be responsible for coordinating all state testing and paperwork and will work with teachers to provide appropriate ELA, ELD and Math focused instruction that includes best teaching strategies and practices that support student achievement, including strategies that target English Language Learners.			
Materials and supplies will be purchased in order to support and supplement Core instruction in ELA, ELD, Math and Technology.			
Teachers will schedule and provide enrichment and/or intervention programs for students either during the school day, and/or before or after school school that will support ELA and Math Common Core Standards.			
Provide Bilingual Paraprofessionals to work with and provide support to English learners in developing vocabulary, background information, and supporting core classroom instruction so that students can master grade level Common Core Standards.			
Teachers and students will participate in the McCallum			

<p>Theatre's Aesthetic Education Program. Students will be given unique opportunities to be actively engaged in dance, theater music and the visual arts. Units of study with the McCallum Theatre will support the implementation of Common Core Standards. Teachers will attend the Summer Session or professional development opportunities at the McCallum Theatre that supports the implementation of the Aesthetic Education Program.</p>			
<p>Standards based and district approved software programs will be purchased school wide to assist Teachers and Students with daily instruction and intervention in ELA, ELD and Math. The school website and Parent Square App will also be supported to maintain communication with parents, students and the community.</p>			
<p>Provide Substitute Teachers so classroom teachers are able to meet and analyze student data.</p>			

Goal #2:

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

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

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 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.			
Provide Parent Education and supervision during Parent Education nights, School Site Council Meetings, ELAC Meetings, Parenting classes and other Parent School related meetings.			

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>
Additional playground supervision will be provided before school, during lunch and after school.			
Funding for a School Counselor for two days a week that will target students that are struggling with issues at home that can affect academic and school performance.			