

Sunny Sands Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

| | |
|--|---|
| School Name | Sunny Sands Elementary |
| Street | 69-310 McCallum Way |
| City, State, Zip | Cathedral City, CA 92234-2933 |
| Phone Number | 760-770-8635 |
| Principal | Pamela Horton |
| Email Address | phorton@psusd.us |
| School Website | http://sses.psusd.us |
| County-District-School (CDS) Code | 33671736108450 |

2022-23 District Contact Information

| | |
|---------------------------------|--------------------------------------|
| District Name | Palm Springs Unified School District |
| Phone Number | (760) 883-2700 |
| Superintendent | Mike Swize, Ed.D. |
| Email Address | mswize@psusd.us |
| District Website Address | www.psusd.us |

2022-23 School Overview

The Sunny Sands School community is dedicated to providing an outstanding elementary program that will enable all children to realize their maximum potential in order to lead productive lives as responsible, informed citizens. We will provide a safe, nurturing environment that inspires individual excellence and integrates the strengths of our diverse community.

Our goal is to prepare each student to master their grade level California Common Core Standards, and to develop proficiency in the English Language by providing an educational program based on the California State Frameworks, current educational research, and best practices.

Sunny Sands Elementary School and the Palm Springs Unified School District worked cooperatively in creating Units of Study, benchmark assessments, as well as developing regulations and procedures in-line with the Education Code and California Department of Education guidelines. Both Sunny Sands Elementary School and the Palm Springs Unified School District will work cooperatively to monitor and revise the School Plan for Student Achievement (SPSA) annually so that it is designed to meet the needs of all Sunny Sands students.

Sunny Sands Elementary School is in Cathedral City, California, a community in the Coachella Valley located within Riverside County. Sunny Sands is one of sixteen elementary schools in the Palm Springs Unified School District. Sunny Sands is a school that serves appropriately 720 students Transitional kindergarten through fifth grade. Our dedicated staff enjoys teaching and working with a diverse student population. We have children who speak many languages with Spanish being the most dominant. A little over fifty percent of our students are English Language Learners and we offer our ELL students daily English Language Development lessons and Spanish support as needed. All Sunny Sands students are provided with a free Breakfast and Lunch each day. The Sunny Sands staff believes in strong home to school communication and we strive to work in partnership with our families.

Assessment results are made available to parents during parent conferences, through progress reports, and annual State Testing results are mailed to parents. The State Test results are reviewed with parents during parent conferences each school year.

Monitoring comments and data are added to the SPSA throughout the school year to evaluate the effectiveness of Sunny Sands' school plan. Revisions to the SPSA, and subsequent Board approval, will occur if there are substantial budget and/or

2022-23 School Overview

material changes during the school year.

Our school will evaluate the effectiveness of our SPSA shortly after State Test Results are released and/or after Benchmark Assessments are given. The School Site Council and other leadership groups have had the opportunity to review all student achievement data. The School Plan for Student Achievement is updated annually by the Sunny Sands School Site Council.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 125 |
| Grade 1 | 107 |
| Grade 2 | 103 |
| Grade 3 | 126 |
| Grade 4 | 100 |
| Grade 5 | 97 |
| Total Enrollment | 658 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.9 |
| Male | 49.1 |
| American Indian or Alaska Native | 0.6 |
| Asian | 0.9 |
| Black or African American | 0.6 |
| Filipino | 3.6 |
| Hispanic or Latino | 84.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 2.3 |
| White | 7.3 |
| English Learners | 31.8 |
| Foster Youth | 0.6 |
| Homeless | 11.6 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 95.1 |
| Students with Disabilities | 7.6 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 34.00 | 100.00 | 910.60 | 88.10 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.80 | 0.95 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 2.60 | 0.26 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 42.00 | 4.07 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 68.30 | 6.62 | 18854.30 | 6.86 |
| Total Teaching Positions | 34.00 | 100.00 | 1033.50 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Every student is provided a set of textbooks and/or online curriculum instructional materials for use both at school and at home. Chromebooks are provided to students in order to access online learning materials both at school and at home, and PSUSD provides support for home internet access for students as needed. All textbooks and instructional materials in each subject area are aligned to the current California state standards, and are consistent with the content and cycles of the curriculum frameworks as adopted by the SBE. Textbooks and/or online curriculum instructional materials are reviewed and selected by a curriculum adoption committee specific to each subject area. Each curriculum adoption committee follows a process that includes input from teachers, district personnel, and parents. Each student, including all low income students and English learners, have access to their own copies of current textbooks and have individualized access to online curriculum instructional materials as locally adopted for each subject area.

Year and month in which the data were collected

August 22, 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|--|-----------------------------|--|
| Reading/Language Arts | McGraw Hill Wonders--2016/2017 | Yes | 0 |
| Mathematics | Bridges in Mathematics Curriculum TK-5 2017/2018 | Yes | 0 |
| Science | Amplify Science / 2020-2021 | Yes | 0 |
| History-Social Science | Reflections-Calif. K-5 -- 2006/2007 | Yes | 0 |
| Foreign Language | N/A | | |
| Health | N/A | | |
| Visual and Performing Arts | N/A | | |
| Science Laboratory Equipment (grades 9-12) | N/A | | |

School Facility Conditions and Planned Improvements

Sunny Sands was constructed in 1989 on a beautiful ten-acre site and has an expansive playground with a variety of new equipment installed in March of 2013. The school consists of an administration building and library, a multipurpose room, 27 self-contained classrooms, 16 portables, and four conference rooms. Sunny Sands has sufficient classrooms, playground, and staff spaces to support teaching and learning. The kindergarten rooms are located at the north end of the school and have their own self-contained play area with a shade shelter.

Sunny Sands School is maintained in a manner that assures a safe, clean environment for student learning. To assist in this effort, the district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The school has a full time day custodian and the services of a full time night custodian and a four hour night custodian. Daily cleaning schedules are in place to ensure a clean and safe environment.

Playground supervision is provided during school recesses and a Playworks Coach plans recess games and activities for students to participate in. Supervision is also provide before school, during lunches, and at dismissals times. In addition, for student and staff safety, the Sunny Sands staff with parental input has developed a Safe School Plan and an emergency preparedness plan.

Year and month of the most recent FIT report

11/17/2022

School Facility Conditions and Planned Improvements

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Carpet seam separating, multiple stained ceiling tile - Work order(s) on file in M&O office |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | Elec. Rm. - light fixture missing cover, multiple Hand dryers out - Work order(s) on file in M&O office |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 45 | N/A | 36 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 37 | N/A | 20 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 338 | 331 | 97.93 | 2.07 | 44.85 |
| Female | 171 | 168 | 98.25 | 1.75 | 49.10 |
| Male | 167 | 163 | 97.60 | 2.40 | 40.49 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 14 | 14 | 100.00 | 0.00 | 57.14 |
| Hispanic or Latino | 289 | 285 | 98.62 | 1.38 | 43.51 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 18 | 90.00 | 10.00 | 64.71 |
| English Learners | 103 | 101 | 98.06 | 1.94 | 28.71 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 38 | 38 | 100.00 | 0.00 | 47.37 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 325 | 319 | 98.15 | 1.85 | 44.20 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 35 | 34 | 97.14 | 2.86 | 8.82 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 337 | 329 | 97.63 | 2.37 | 37.08 |
| Female | 170 | 167 | 98.24 | 1.76 | 35.33 |
| Male | 167 | 162 | 97.01 | 2.99 | 38.89 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 14 | 14 | 100.00 | 0.00 | 64.29 |
| Hispanic or Latino | 289 | 284 | 98.27 | 1.73 | 34.15 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 19 | 17 | 89.47 | 10.53 | 58.82 |
| English Learners | 103 | 101 | 98.06 | 1.94 | 24.75 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 38 | 38 | 100.00 | 0.00 | 39.47 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 325 | 318 | 97.85 | 2.15 | 36.79 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 35 | 34 | 97.14 | 2.86 | 11.76 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 33.65 | 14.08 | 17.24 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 105 | 104 | 99.05 | 0.95 | 33.65 |
| Female | 55 | 55 | 100 | 0 | 36.36 |
| Male | 50 | 49 | 98 | 2 | 30.61 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 89 | 89 | 100 | 0 | 29.21 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 23 | 23 | 100 | 0 | 13.04 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 98 | 98 | 100 | 0 | 32.65 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100 | 0 | 8.33 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100% | 100% | 100% | 100% | 100% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The Sunny Sands School Parent Engagement Policy is distributed to all parents at the beginning of each school year. A Sunny Sands School Compact has been developed and approved by the staff and parents for use each year. The signed School Compacts are on file in the Sunny Sands School office. At Sunny Sands School, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of our Sunny Sands School's parent engagement policy by inviting all parents to attend and give input into our School Site Council, English Language Advisory Committee meetings, Parent Education Nights, Parent Teacher Group meetings, and other school events. Parents receive all newsletters, memos and school information in both English and Spanish. The Sunny Sands School office staff is bilingual and translators are available for parent conferences, School Site Council and English Language Advisory Committee meetings, and Parent Education Nights.

Our parents and community are involved in planning and implementing our School Plan for Student Achievement (SPSA) through our School Site Council meetings and Title I Parent meetings. School Site Council members attend annual district provided training of the roles and responsibilities pertaining to the School Site Council.

Parents are kept informed of their child's academic and social progress and school programs through parent conferences, progress reports, the weekly Sunny Sands Friday Folder, report cards, Student Success Team meetings, phone calls, notes home, school newsletters, School website and our Important Dates calendar.

The Sunny Sands staff values and supports the opportunities for parent involvement and education at Sunny Sands which include the following: School Site Council, English Language Learner Committee, Inter-generational Community Mentoring Program, Parenting Classes in English and Spanish, parent education classes, Shining Star Reader Program, grade level Family Education Nights, Parent/Teacher Conferences, Back to School Night, Student Success Team meetings, classroom or school office volunteers, Parent Teacher Group, Fall PTG Carnival, PTG fundraisers, field trips, and other special events.

The required 1% of our Title I budget is spent on parenting and parent education classes provided by the Sunny Sands staff.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 721 | 703 | 150 | 21.3 |
| Female | 365 | 356 | 74 | 20.8 |
| Male | 356 | 347 | 76 | 21.9 |
| American Indian or Alaska Native | 5 | 5 | 3 | 60.0 |
| Asian | 7 | 6 | 2 | 33.3 |
| Black or African American | 4 | 4 | 0 | 0.0 |
| Filipino | 28 | 27 | 3 | 11.1 |
| Hispanic or Latino | 610 | 594 | 131 | 22.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 15 | 15 | 2 | 13.3 |
| White | 52 | 52 | 9 | 17.3 |
| English Learners | 228 | 223 | 52 | 23.3 |
| Foster Youth | 9 | 8 | 2 | 25.0 |
| Homeless | 111 | 106 | 31 | 29.2 |
| Socioeconomically Disadvantaged | 690 | 674 | 144 | 21.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 86 | 83 | 15 | 18.1 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.00 | 4.74 | 2.45 |
| Expulsions | 0.00 | 0.09 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.14 | 0.05 | 5.62 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.19 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.14 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.28 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.16 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.90 | 0.00 |
| Socioeconomically Disadvantaged | 0.14 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2022-23 School Safety Plan

Sunny Sands Comprehensive School Safety Plan was reviewed and updated in September 2022. The Safety Plan was reviewed with all staff members, the School Leadership, School Site Council, and the Parent Teacher Group in October 2022

Goals of Sunny Sands Comprehensive School Safety Plan:

1. Increase parent involvement and support for student learning by providing parent education workshops on services and programs available for students and families at school and in the community, and promoting volunteer opportunities for parents
2. Maintain a safe and secure campus by requiring all visitors and volunteers to show identification when signing in and to wear visitors badges at all times on campus, maintain an updated approved volunteer list, use the Raptor system to track visitors and volunteers on campus, remain a closed campus during the day and monthly emergency drills are conducted.
3. Identify, prevent and address concerns related to bullying by using the Wooden's Pyramid of Success for Character Education, provide students with anti-bullying lessons and to respond and investigate reports of bullying.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 6 | |
| 1 | 24 | | 5 | |
| 2 | 24 | | 5 | |
| 3 | 20 | 5 | | |
| 4 | 29 | | 4 | |
| 5 | 23 | | 5 | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 23 | | 6 | |
| 1 | 20 | 3 | 3 | |
| 2 | 25 | | 5 | |
| 3 | 22 | 2 | 3 | |
| 4 | 27 | | 4 | |
| 5 | 28 | | 4 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 2 | 4 | |
| 1 | 18 | 6 | | |
| 2 | 21 | 2 | 3 | |
| 3 | 25 | | 5 | |
| 4 | 25 | | 4 | |
| 5 | 24 | | 4 | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 658 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$16,342 | \$5,716 | \$10,626 | \$103,037 |
| District | N/A | N/A | \$10,164 | \$91,322 |
| Percent Difference - School Site and District | N/A | N/A | 4.4 | 12.1 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | 46.8 | 18.8 |

2021-22 Types of Services Funded

Currently, Sunny Sands receives Title 1 and LCAP funding. These funds are used to support enrichment activities, academic support, increase parent engagement and provide behavioral support for students. As outlined in the school plan, the following expenditures are budgeted to support student programs and services:

*Sunny Sands contracts with the McCallum Theatre Learning Institute and provides 2 units of study in the Fine Arts to students in grades 1-5.

*A Teacher on Special Assignment is funded and this individual provides ongoing Professional Development for classroom teachers to assist with best first instruction as well as provide intervention support for students in grades 1-5.

*A full time Community Liaison is funded and this individual works with families regarding attendance, provides Parenting classes, provides support and information to families on outside agencies, provides small group support to students, translation services and works with outside agencies and coordinates services for students.

* Additional yard supervision personnel is outlined to help provide additional supervision at lunch and before school.

* Extra duty is allocated for teachers to provide both enrichment and intervention services before and/or after school.

*Part-time Bilingual Paraprofessionals are funded and these individuals work directly with students and provide Tier 1 and Tier 2 intervention supports.

*A Part-time licensed counselor is funded and works with students who are having behavioral issues that are effecting academic progress.

* Ongoing professional development for teachers that support Language Arts and Math instruction.

Special Education Services as appropriate: Speech, Adaptive PE, Resource Specialist Program, Special Day Classes

Centralized Services provided to Sunny Sands include:

Title I program services and instructional support, local testing services, ELL services, standards and assessment support, and accounting services

Professional Development

Homeless Educational Programs

Childcare Program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$55,137 | \$51,081 |
| Mid-Range Teacher Salary | \$80,534 | \$77,514 |
| Highest Teacher Salary | \$111,829 | \$105,764 |
| Average Principal Salary (Elementary) | \$138,377 | \$133,421 |
| Average Principal Salary (Middle) | \$142,131 | \$138,594 |
| Average Principal Salary (High) | \$161,091 | \$153,392 |
| Superintendent Salary | \$275,095 | \$298,377 |
| Percent of Budget for Teacher Salaries | 32% | 32% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

Professional Development continues to be a priority in PSUSD for staff and principals, focused on improving student achievement. Each year we have designed professional learning based on student achievement data, research of best practices, and discussions with teachers and principals. The specific approaches vary by content area.

In 2019-2020, ELA professional development support focused on depth of knowledge, ELA claims and targets, and rigorous questioning strategies as well as an intro to Claim 2 (Writing). This support continued during the 2020-2021 school year with a focus on strengthening student learning in the virtual setting. The 2021-2022 school year continued the previous years' work in a differentiated model allowing school sites 3 days of professional development support based on the need for refinement in claim 1 (Reading) or claim 2 (writing) with grade-level teams, provide an overview to new teachers, or extend the work beyond grade levels to develop vertical school-wide plans for implementation. The professional development in these areas was provided by the Schoolhouse Project. During 2022-2023, all sites received one full district day of professional development focused on English Language Development including the Ellevation program, Listenwise, and Thinking Maps.

In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlighting the landscape of learning in mathematics. During Year 2 (2019-20) the focus was on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize).

This professional development also supported teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner). During Year 3 (2020-2021), we continued the work of year 2 due to the school closure and provided support for instructional math delivery in the virtual setting. During Year 4 (2021-2022), all elementary teachers, instructional coaches, and administrators collaborated with High Impact Math consultants to continue the math studio work from years 1-3 inclusive of planning, co-teaching, and debriefing with teachers and coaches. Core lessons were developed focusing on priority standards and incorporating the math goal, content development, high-yield instructional strategies, and assessment. The school site received a total of 4 days in 2022-23 with the consultants for the math studio work and time for the consultant, coach, and administrator to develop a site action plan for continuous support following the training.

During the 2021-2022 school year, teachers received 1 day of Kagan Cooperative Learning Strategies which is applicable to student engagement in all content areas. Follow up training and new teacher training is provided as needed during 2022-23.

A big initiative for PSUSD began in 2021-22 partnering with the Center for Applied Special Technology (CAST) to provide professional development on Universal Design for Learning. This multi-year focus will allow for intentional training for site administrators, teachers on special assignment (TOSA), and classroom teachers. Elementary school principals were involved in a two-day UDL Implementation Academy in 2022-23.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 18 | 24 | 11 |