

Draft

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Sunrise Middle School
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Contact Name
and Title

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Email and
Phone

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Sunrise Middle School, now in its sixth year, was formed to serve a low-income neighborhood where many students were walking or riding bike for three miles to get to the nearest district school. More than 40 percent of our students are English learners, 60 percent are living below the federal poverty level, 60 percent have parents who have not graduated from high school, and 92 percent qualify for the government's free lunch program. Although the majority of our students come to our school from one to four years behind grade level, Sunrise Middle School is firmly convinced that all of our students can succeed and achieve their dreams. We work hard to motivate and inspire students to do their personal best each day. Our students are recognized for their growth, perseverance and commitment. Our goal is that all students are prepared for the college prep track by the time they are promoted to high school, and that they are creative and collaborative leaders who know how to think critically, resolve conflicts, and succeed in today's technological world.

Sunrise Middle has seen steady improvements in its academic program over the past six years. However, financial struggles in the early years led to a large turnover in teaching staff until just two years ago. Sunrise needs to bring its salaries to district levels so that it can retain its strongest teachers. We have found new teachers not as effective as they could be during the first few months of each school year, when they were building rapport with students and learning how to set expectations for an underserved student population. Staff turnover has also led to some fragmentation within the academic program. As the staff has stabilized we also have been able to begin long-term planning and to have more program continuity. The next step will be for us to develop a comprehensive ELD plan that will propel our English Learners to English proficiency. We also want to develop a staff that is skilled in the 4Cs and whole child education.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Sunrise Middle has worked closely with its parents, teachers, student leaders and other stakeholders and is accepting all of their major recommendations for continued school-wide improvement. Four goals have been identified for focus in our 2017-18 LCAP:

- GOAL 1 – High-quality staff: Sunrise will attract, support and retain a highly effective and diverse certificated teacher, clerical and administrative workforce. (\$1,656,026)
- GOAL 2 – Integrated ELD: Sunrise will have a comprehensive educational plan for our English Learners and recently reclassified students, who comprise the majority of our student body. (\$64,000)
- GOAL 3 – Academic accountability: Sunrise will provide a high quality and comprehensive instructional program that empowers students to not only perform well on the state standardized tests, but to also be college and career ready, creative and critical thinkers, technologically savvy, and skilled in leadership, collaboration and conflict resolution. (\$131,700)
- GOAL 4 – Whole Child Education: Sunrise creates a strong college-bound culture that pushes students to achieve and

close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation. (\$97,700)

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Approximately 50 percent of our continuing students (7th and 8th graders) went up one level on SBAC in either math or ELA or both.

Our English Learners and students with disabilities “increased significantly” in math and English on the SBAC. All students and subgroups “increased significantly” in math.

Approximately 80 percent of our English Learners advanced at least one level on the CELDT test.

We were able to reduce our suspension rate by 8 percentage points, despite working with an underserved population.

Nearly all of our families reported that they feel highly positive about the school.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Sunrise students, although increasing significantly in both math and English on the state standardized test, are still categorized as “low,” compared to students statewide. Our students, most all of whom are low-income, are 26 points below Level 3 in English, and our English Learners are 37 points below. Our students are 69 points below Level 3 in math, and our English Learners are 83 points below.

Sunrise is still in the beginning stages of creating its Profile of a Graduate and road map to integrating the 4Cs (critical thinking, creativity, collaboration and communication) system-wide.

Sunrise also needs to focus on teacher retention to prevent the teacher turnover we’ve had in the past.

Another need is to expand teachers’ expertise in integrating ELD instruction throughout the curriculum, teaching students in poverty, and in whole child education.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Sunrise Middle School will substantially increase its professional development for math teachers and has also launched a math collaboration effort with high schools to which our students matriculate. This will improve our support to teachers in bringing ELD instruction across the curriculum.

Sunrise is revamping the weekly planning guide for its ELD designated block in an effort to help the Beginning to Intermediate English Learners more easily access the rest of the curriculum.

Sunrise will provide professional development for how best to inspire, motivate and educate students in poverty.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$2,357,955

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,949,426

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Classroom / office materials and supplies - \$31,554

Dues and membership - \$1,000

Insurance - \$16,510

Communications devices - \$8,000 (phone, etc.)

Student nutrition program - \$184,800
Business services - \$49,665
Rent \$117,000
TOTAL: \$408,529

\$1,685,450

Total Projected LCFF Revenues for LCAP Year

LCAP Year Reviewed: 2016-17

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Sunrise will provide its students teachers who hold valid California Teaching Credentials, and who use Common Core-aligned instructional materials in a safe and clean school facility.

State and/or Local Priorities Addressed by this goal:

STATE x 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100 percent of teachers will hold a CTC credential with appropriate EL authorization. The school will use Common Core-aligned text and digital curriculum. The facility will be clean and safe.

ACTUAL

100 percent of teachers did hold a CTC credential with appropriate EL authorization. The school did use Common Core and NGSS aligned text and digital curriculum. The campus is clean and safe.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

Sunrise will hire teachers with CTC credentials and appropriate EL authorization and will ensure they are given appropriate teaching assignments. In addition, teachers will be given an 8 percent pay increase – the last of three major increases promised to them in 2014-17 – in order to bring teacher salaries to a more competitive rate. Sunrise teacher salaries were far below standard rates prior to 2014-15, and this made it difficult to hire competent teachers. In addition, the school will hire two more teachers – one in math and one in ELA, partly due to an increase of 25 students, and also so that teachers will have more time to prepare for their lessons and help struggling students.
2014-15: 7 FTE teachers
2015-16: 7.3 FTE teachers
2016-17: 9.3 FTE teachers

ACTUAL

All of Sunrise Middle’s teachers have CTC credentials with appropriate EL authorization and are in appropriate teaching assignments. Teachers also were given an 8 percent pay increase, which translated into only one teacher leaving the school, and that was due to a family emergency. The school hired two additional teachers, as promised – one in math and one in English. A certified teacher was assigned to work in the after school program from 3:45-5 p.m.

| | |
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| <p>At least one certified teacher will be available at all times in the After School Program and for an optional Study Hall during the elective period. This is expected to increase the effectiveness of our after school period and homework assistance.</p> | |
| <p>BUDGETED \$734,000 certificated salaries \$258,000 total benefits</p> | <p>ESTIMATED ACTUAL \$748,000 certificated salaries \$260,000 total benefits</p> |

Expenditures

Action

2

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| <p>PLANNED Sunrise will continue to use its current CCSS/NGSS-aligned digital and text curriculum. In addition, the school midway through 2015-16 began using Kate Kinsella's 3D from Scholastic curriculum for English Learners and other struggling students. The school also has added Think Through Math and Achieve 3000 (ELA) to its online curriculum. We plan to continue to use these online programs, along with SuccessMaker (math) and Read 180/System 44. We will also purchase Big Ideas math curriculum for our 6th grade class so that their curriculum is in alignment with our 7th and 8th grade curriculum.</p> <p>We will continue to use our resource specialist and other classroom aides to assist with pullout</p> | <p>ACTUAL Sunrise did use CCSS/NGSS-aligned digital and text curriculum, as stated here. Our resource specialist and other instructional aides assisted with math intervention. We did acquire two additional sets of classroom laptops.</p> |
|--|--|

Actions/Services [actions.](#)

| | | |
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| | groups for math intervention. | |
| | -- | |
| | Increased use of online curriculum and testing is also requiring the purchase of more computers. We are buying two classroom sets of Apple laptops for 2016-17. | |
| Expenditures | BUDGETED \$69,000 | ESTIMATED ACTUAL \$74,000 |

Action

3

Actions/Services [actions.](#)

| | | |
|--------------|--|---|
| | PLANNED Sunrise will continue to stay at its current location, under a lease with San Jose Unified. We will add one classroom to accommodate 25 additional students. We will also need to begin paying San Jose Unified for internet use, as part of our lease. | ACTUAL This has happened and the one additional classroom was added. |
| Expenditures | BUDGETED \$145,000 | ESTIMATED ACTUAL \$130,000 |

[ANALYSIS](#)

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

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| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>Actions and services were implemented as planned.</p> |
| <p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p> | <p>Having appropriately credentialed teachers with EL authorization using CCSS- aligned materials in a safe and clean campus contributed greatly to our students' education. However, the majority of our teachers still benefit from professional development and coaching to be effective with our students. We also are still further refining our curriculum.</p> |
| <p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p> | <p>Sunrise overestimated the amount we thought we would need to pay on rent and repairs. Computer acquisition was slightly more expensive than expected.</p> |
| <p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p> | <p><u>Analysis</u> Although having appropriately credentialed teachers and materials helped our students advance on the state standardized testing, their scores are still below Level 3, or proficient.</p> <p><u>Change</u> We therefore, will increase our professional development and coaching efforts for next year, especially in math. We also will make refinements in the ELD designated block so that our Beginning to Intermediate English Learners can more easily access the curriculum.</p> |

Goal 2

The school's English Learners will thrive academically, as they are being taught by teachers who are well trained in Common Core and the new ELA/ELD standards. 100% of all ELs will gain academic content knowledge through CCSS. As a result, English Learners will advance one level per the CELDT/ELPAC each year.

State and/or Local Priorities Addressed by this goal:

STATE 1 x 2 3 x 4 5 6 x 7 x 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED actions.

English Learners will advance one level per the CELDT/ELPAC each year they are at Sunrise. They will gain academic content knowledge through CCSS/NGSS. In addition, 30 percent of continuing ELs will be reclassified to English proficient each year, and 42 percent of 8th grader ELs will score 3 or 4 on the school's CCSS-aligned writing rubric.

In 2015-16:

- Nearly 60% of continuing students advanced one level or more on the CELDT test.
- 45% of continuing English Learners will be reclassified.
- 69% of 8th grade ELs scored 3 or 4 (mainly 3) on the school's CCSS-aligned writing rubric.

ACTUAL

Nearly 80 percent of our English Learners advanced one or more levels on the Fall 2016-17 administration of the CELDT test.

We expect that 50 percent of our continuing English Learners (7th and 8th graders who were with Sunrise last year) will be reclassified to English proficient by the end of the year.

69% of our 8th grade English learners scored a 3 or 4 on the school's CCSS-aligned writing rubric in March.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services actions.

PLANNED

100% of teachers will continue to be trained in the latest best practices for teaching longtime English Learners. Lead English teacher will oversee the training and refine collaboration.

ACTUAL

All nine of our core teachers have been trained in the best practices for teaching longtime English Learners. English and social studies teachers and our resource specialist took

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| <p>As part of the continuous improvement plan, math teachers integrate ELD into instruction. In the upcoming year, lesson plans will include language objectives.</p> | <p>trainings offered by the County Office of Education, while our math and science teachers were trained on ELD standards by our Math/Science Director.</p> <p>The English department has met regularly to oversee the training, share lessons learned, and refine collaboration.</p> <p>Math teachers are integrating ELD into instruction, and lesson plans do include language objectives.</p> |
| <p>BUDGETED \$10,000</p> | <p>ESTIMATED ACTUAL \$5,000</p> |

Expenditures

ANALYSIS Instructions AU Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Action

2

Actions/Services actions.

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| <p>PLANNED All core teachers will continue to align their curriculum to 3D and Read 180 curriculum from Scholastic, and the new ELA/ELD standards.</p> <p>School also is purchasing "Whoo's Reading" program to encourage and better monitor outside reading.</p> <p>As part of the continuous improvement plan, math teachers integrate ELD into instruction. In the upcoming year, lesson plans will include language objectives.</p> | <p>ACTUAL Core teachers did align their curriculum to 3D from Scholastic and the new ELA/ELD standards.</p> <p>ELA teachers started out the year using Whoo's Reading to monitor outside reading, but one teacher switched later in year to better accommodate her students.</p> <p>Math teachers are integrating ELD into instruction, and their lesson plans include language objectives.</p> |
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| Expenditures | BUDGETED \$14,000 | ESTIMATED ACTUAL \$15,000 |

Action **3**

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|---|---|---|
| Actions/Services actions. | PLANNED School will continue to conduct small pullout groups for students in the lowest EL levels. There will continue to be English teacher collaboration to analyze ELD data and inform instruction. | ACTUAL This happened, as planned. However, we realized we need more collaboration between the ELD teacher for the designated block and other teachers, and this is now beginning to happen. Our current designated block plan also needs to be updated to incorporate the new ELD standards. |
| | Expenditures | BUDGETED \$32,500 |

[ANALYSISInstructions AU Analysis](#)

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

[ANALYSISInstructions AU Analysis](#)

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The changes were implemented as planned with only a few minor exceptions.

The changes were effective, as witnessed by our CELDT test scores and reclassification rate, cited above. However, our English learners are still well below “proficient” on the SBAC in both math and English.

Also, 19% of our sixth graders are Long Term ELs, 9.6% of our seventh graders, and 14.8% of our eighth graders. (Some of these eighth graders will be reclassified by the end of the school year.)

We were able to get curriculum at lower costs than expected.

The ELD instructor is working more hours than initially planned. Instructional aides also are assisting with the intervention groups.

Analysis

Our English Learners are progressing rapidly, as evidenced by their improvement on CELDT and reclassification rate. However, they are still scoring “low” in math and English on CAASPP.

Change

We intend to strengthen our instruction for English Learners through a more coordinated school-wide ELD plan in 2017-18 and more collaboration between the ELD instructor and all core teachers so that Beginning to Intermediate ELs can more easily access the curriculum.

Goal 3

School will meet SBAC growth targets, as mandated by the State of California.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 x 4 5 6 7 x 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED actions.

ACTUAL

School will meet all SBAC growth targets, for all student subgroups.

The school surpassed all of its growth targets on SBAC.

Approximately 50 percent of our continuing students (7th and 8th graders) went up one level on SBAC in either math or ELA or both.

Thirty-eight percent of our students scored proficient or advanced in English in 2016, compared to 24 percent in 2015 and to our growth target of 25 percent.

Twenty-one percent of our students scored proficient or advanced in math in 2016, compared to 13 percent in 2015 and to our growth target of 18 percent.

In math, all subgroups increased “significantly”:

English Learners, by an average of 24 points

Low Income, by an average of 22 points

Students with Disabilities, by an average of 50 points

Hispanic, by an average of 24 points

Similarly, in English, most subgroups also increased “significantly”:

| | |
|--|---|
| | <p>English Learners by an average of 22 points</p> <p>Low Income, by an average of 18 points (just under the 'significantly" threshold)</p> <p>Students with Disabilities, by 37 points</p> <p>Hispanic, by 22 points</p> |
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services actions.

Expenditures

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| <p>PLANNED</p> <p>Students will take SBAC interim tests and other related assessments and analyze this data and use to inform instruction. School also will purchase Common Core Standards Plus for ELA test prep.</p> | <p>ACTUAL</p> <p>Students took SBAC interim tests or related benchmark tests every six weeks. Staff analyzed this data to inform instruction. We also used Common Core Standards Plus for test prep.</p> |
| <p>BUDGETED</p> <p>\$3,000</p> | <p>ESTIMATED ACTUAL</p> <p>\$3,300</p> |

Action **2**

Actions/Services actions.

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| <p>PLANNED</p> <p>School will continue to use NWEA MAP testing for its pre to post assessments. These tests will be conducted at the beginning of the year, in December, and in May, to give students additional test practice, to help familiarize them with SBAC questions, and to assist teachers in knowing what curriculum modifications are</p> | <p>ACTUAL</p> <p>This occurred as planned.</p> |
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| | needed | |
| Expenditures | BUDGETED \$2,000 | ESTIMATED ACTUAL \$4,625 |

Action **3**

Actions/Services actions.

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| | <p>PLANNED</p> <p>Students who are not meeting the mark on practice tests will be pulled out in special test prep groups. School administrators and lead teachers will meet regularly to assess best ways to improve growth among the most at-risk students.</p> | <p>ACTUAL</p> <p>Students were not pulled out for math test prep, per se, but the students who were performing low did receive extra help in pullout groups, three hours each week during class time.</p> <p>Additionally, our lowest performing students in sixth grade are being pulled for ELA test prep during twice a week during the elective period.</p> |
| Expenditures | BUDGETED \$2,000 | ESTIMATED ACTUAL \$2,000 |

ANALYSIS Instructions AU Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.

The services were carried out as planned, with only a couple minor exceptions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We believe that the additional SBAC interim tests and benchmark tests are giving our students the familiarity with the test that they need to be successful. Additionally, teachers have used these results to inform instruction. For example, the more challenged sixth graders recently demonstrated that now they can even perform their most challenging task – completing a story when the beginning, middle or end is missing.

The NWEA tests do not indicate as clearly as we would like how our students will perform on the SBAC, but they do give a strong indication of whether they are learning at the rate they should be learning, and how they compare to other students nationwide.

We believe the pullout groups have been especially effective. For example, the sixth graders who were most challenged improved so much in these small groups, that we are now also including the sixth graders who were next most challenged.

These were not large expenditures, and we knew what the cost would be.

Analysis

We have seen steady growth among our students over the course of the year by utilizing the additional SBAC interim and benchmark testing, as well as the pullout groups. We are using the test results to inform instruction. However, one class, the 7th grade class that includes a large number of special education students and English Learners, is still not progressing as rapidly as we would like to see, largely due to behavioral issues.

Change

Based on the positive results, we are now utilizing more pullout groups for sixth grade English.

We began weekly counseling sessions for the students in the 7th grade class that is not progressing as rapidly as we would like and intend to continue these groups next year until the students demonstrate more academic progress.

Goal 4

Sunrise will have a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 x 3 4 x 5 x 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED actions.

Students will maintain an average daily attendance rate of 95% or better. Families will be highly satisfied with the school, as reported in annual surveys. Students will show strong interest in attending college and will participate in overnight stays at college dorms and career fairs. Teachers will begin to challenge students through integrated Project Based Learning, STEAM, a summer program, and a school-wide science fair. Sunrise will have a low suspension, expulsion and attrition rate.

2015-16 ADA rate: 96%

2015-16 Suspension rate: 9% (due to more at-risk population)

2015-16 Attrition rate: 2%

2015-16 Expulsion rate: 0%

ACTUAL

Expected ADA is 95.7 percent, or slightly less than we had anticipated. We believe this to be due to Trump's presidential victory and the ensuing Days Without Immigrants, as well as the winter storms, which caused flooding for a number of our families.

In a parent questionnaire, 131 of our 189 parents responded. All but one or two felt their participation at the school was valued, that they were well informed of what's happening at the school and of their students' progress, that the staff holds high expectations for their students, that they're given information about community services, and that the school is a friendly and safe place to learn.

About 110 of our students participated in one of two college overnight trips.

Project Based Learning was begun in summer school and carried into the school year during the time normally allotted for social studies.

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| | <p>The school offered two technology classes, and volunteers from Santa Clara-based Brillio put on a third. We also started a girls STEM club to help encourage our young women to become interested in technology and science related careers.</p> <p>Our student suspension rate, at 7 percent, declined “significantly” for all students and all student groups, according to our Dashboard report.</p> <p>Attrition rate is 2 percent.</p> <p>No students were expelled.</p> |
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services [actions.](#)

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| <p>PLANNED</p> <p>Teachers will begin learning about PBL and STEAM and incorporate these practices into the daily curriculum and schedule. We will start in 2016-17 with one hour devoted to PBL/STEAM activities daily. Students will continue the annual science fair begun in 2015-16 with more developed projects in 2016-17. School will continue with its annual career fair and overnight university trips so that students can “see” themselves as university students and professionals.</p> | <p>ACTUAL</p> <p>All teaching staff partook in a three-day PBL training with Buck Institute before the school year started, and the two academic directors have continued to receive training in PBL and STEAM all year long through joint offerings by the SCCOE and Bullis Charter School.</p> <p>We have begun PBL in a small way – several hours a week for 7th and 8th graders.</p> <p>Sunrise also continued its 2nd annual science fair, 4th annual</p> |
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Expenditures

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| <p>----</p> <p>In addition, the school will conduct its first annual summer school program in July, 2016. This will include academics in the morning, and swimming, sports, technology and field trips in the afternoon. The purpose is to prevent summer learning loss, to stimulate academic growth, and to provide healthy alternatives for summer fun.</p> | <p>career day, and two overnight university trips, which are geared toward having students “see” themselves as university students and professionals.</p> <hr/> <p>The school also conducted its first all day summer program last July and is gearing up for its second all day summer program this July. Again, it will include academics in the morning and swimming, sports, technology, recreational activities and field trips in the afternoon.</p> |
| <p>BUDGETED</p> <p>\$7,500 – College overnight trips \$10,000 -- PBL training for whole staff \$55,000 -- Summer program</p> | <p>ESTIMATED ACTUAL</p> <p>\$8,100 – College overnight trips \$10,000 – Buck Institute PBL training \$60,000 – Summer program</p> |

Action

2

Actions/Services [actions.](#)

| | |
|---|--|
| <p>PLANNED</p> <p>Sunrise will continue its practice of involving parents in school life through its regular school-wide parent meetings, ELAC and School Site Council meetings, parent conferences and family events. The school also has a former parent serving on the School Board.</p> <p>-----</p> <p>School will hire an additional office staff member, in part so that the office staff has more time to assist and interact with parents and to be their liaison.</p> <p>School will conduct regular ESL classes for</p> | <p>ACTUAL</p> <p>Sunrise continues to involve parents in several ways at the school:</p> <p>Monthly ELAC, School Site Council and school-wide parent meetings Parent-Teacher-Student conferences in the Fall and Spring Parent on the School Board Parents as office and lunch/brunch volunteer supervisors</p> <p>And, new this year: Parent education classes and support groups</p> <p>There was not sufficient interest in parent ESL classes. However, we did hold various mini-courses on topics that</p> |
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|--|--|
| <p>parents and will begin offering mini-lectures on topics of interest, such as domestic violence, college finances, immigrant services, etc., at its monthly parent meetings.</p> | <p>were of interest, such as domestic violence, immigrant rights, etc.</p> <p>We also held six parenting classes / support groups – in English and Spanish.</p> |
| <p>BUDGETED</p> <p>\$500 – Food for parent meetings</p> <p>--</p> <p>\$55,000 plus \$15,000, salary plus benefits – For additional office staff</p> | <p>ESTIMATED ACTUAL</p> <p>\$645 – Food for parent meetings and classes</p> <p>---</p> <p>\$50,000 plus \$10,000, salary plus benefits -- For additional office staff</p> |

Expenditures

Action

3

| | |
|---|--|
| <p>PLANNED</p> <p>Sunrise will continue its practice of providing a nurturing “second home” feel through small class size, daily meditation, frequent student assemblies, outdoor trips, and conflict resolution.</p> <p>----</p> <p>School will purchase additional sports and play equipment</p> | <p>ACTUAL</p> <p>Sunrise continued the elements of its socio-emotional program, which helps the school provide a nurturing “second home” environment for its students. In addition to retaining its smalls school atmosphere, Sunrise also offered:</p> <ul style="list-style-type: none"> Daily meditation Frequent student assemblies Outdoor trips Conflict resolution Challenge Day A 21-day Challenge (Gratitude this year, Kindness the previous year) Group and individual counseling Student leadership class <p>--</p> <p>The school purchased additional sports equipment, as promised, and is requesting funding for soccer goals as well.</p> |
|---|--|

Actions/Services [actions.](#)

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|----------------------------|----------------------------|
| \$25,000 – Outdoor program | \$25,000 – Outdoor program |
| \$3,000 – Sports equipment | \$2,700 – Sports equipment |

ANALYSIS Instructions AU Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.

Trainings were held and services were provided as planned.

We have become well trained in PBL and STEAM, but are not implementing either as much as we would like. We found that many sixth graders did not all seem ready for PBL, and were concerned about whether our students would grow as much in math and English with a PBL curriculum, so confined this project based learning to only about three hours a week for 7th and 8th graders, for the current school year. Next year we plan to strengthen our projects, deepening the scope and challenge.

Our science fair, career day and two university overnight trips were all successful. We anticipate our science fair will be more extensive this year. Our career day included 40 different professionals.

We held our first all-day summer school program but did not attract as many students as we had hoped to – 60 rather than 90. The students who went all advanced in math and English. They put together our school's first PBL project – a plan to make our school more environmentally friendly. All major components – composting, recycling, LED lighting, and solar power – are being implemented this year.

Sunrise saw more parents get involved in school life this year. Nearly all came to the November and March parent- teacher conferences. And, about 25 parents came to each of our six parenting classes / support groups. Informational nights on immigration rights

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

and housing assistance were the best attended, with about 50 parents participating.

The additional office staff member has allowed for considerable more interaction with our parents. Although she is not bilingual, her hire has allowed the other office personnel to reach out more to parents – with assistance on high school applications, calls for the ELAC and SSC meetings, more meetings with parents, more parenting classes and informational nights, etc.

Student leaders took a much larger role this year in organizing events, including a major fundraising effort to construct a water pipeline in Sudan, a 21-day Gratitude Challenge, student assemblies, etc.

Six 7th and 8th graders were leaders in our Outdoor Program.

No major differences. We spent more on food for parent programs, in an effort to attract more parents who were on their way home after a long day at work. This, as well as more advertising of the events, did attract more parents.

Analysis

Our outdoor program, daily meditation and second-home environment continue to be some of the strongest elements of our school. We have made great strides in our college-bound culture, and work hard to place students in high school environments that will continue this push. We also have made great strides in providing more STEAM opportunities for our students, including three tech classes and a girls STEM club. Student leaders are emerging, and our parents are becoming more involved. Our project based learning, however, is still in beginning stages. And, our summer school program did not attract as many students as expected.

Change

We are making a greater push this spring to enroll students in the summer program, to prevent loss of learning and to support their academic growth.

We will open a digital classroom next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will expand our project based learning but conducting it throughout the school year and not just at certain times. We also intend for our projects to be more in depth.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Sunrise Middle School is firmly committed to meeting with its various stakeholder group to elicit their thoughts on the best way to allocate the school's limited resources in the many areas that can be improved. Sunrise administrators met with the teachers and other staff members, parents, the ELAC, School Site Council, and student leaders in formulating its plan for next year. The school also elicited responses in two parent surveys.

Sunrise met with **teachers and other staff members** in February and March. Staff was most interested in bringing salaries to district levels, hiring a part-time paraprofessional to assist with special education, acquiring one to two more classroom sets of computers, a substitute teacher pool, and a Makerspace, Fab Lab or Digital Classroom.

Sunrise met with **parents** about the LCAP and other matters at school-wide meetings in December and February. The outcome of these meetings was that parents wanted to see more money spent on teacher salary increases, extra aides in the classroom, and more computers.

Sunrise met with the **ELAC** committee about the LCAP in October, December, February, and March. This committee, largely comprising parents, asked that LCFF funding be spent on teacher pay raises in order to retain a stable workforce, another part-time classroom aide, and one to two more classroom sets of computers. This committee also wanted to see more play space for students, increased patrolling and safety measures, more counseling programs such as Challenge Day, more parenting classes, and more guitars, keyboards, drums, etc. for the music classes.

Sunrise met with the **School Site Council** in October, February and March. The SSC favored increases in teacher salaries to promote teacher retention, more bilingual teachers, one to two additional classroom sets of computers, more sports equipment, weekend field trips, music equipment, library books, art classes, parenting classes, and school pets.

Sunrise met with the **student Leadership Class** twice in March. The 25 students voted unanimously in favor of teacher salary increases to bring them up to district level. Other big ticket items were: an extra classroom so one of their favorite teachers would not need to rotate classrooms, a school bell and intercom system, lockers, two more classroom sets of computers, basketball hoops and soccer goals.

The school also conducted **two parent surveys**. One of the surveys elicited parent response on funding priorities, and the other was a questionnaire about the school.

The parent survey on funding priorities indicated support for the following:

1. Bringing teacher salaries to district level.
2. Providing an extra full-time or part-time teacher's aide in the classrooms.
3. Obtaining one to two more classroom sets of computers.

Some respondents also favored: teacher professional development, more art classes and field trips, more play space for the students, more safety measures to protect students, more music equipment, and additional counseling support.

Here are the results for the parents survey on how Sunrise is doing:

100% of the 131 respondents felt their participation in the school was valued.

98% feel that the school communicates well with them, and 89% feel they have been given options to be involved in the school.

99% feel that the school is a friendly environment and safe place to learn.

98% feel that the teachers adjust their teaching style to meet their students' academic needs, and that the teachers hold high expectations for their students.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Sunrise is committed to adopting all of the major recommendations of its various stakeholder groups, whether from LCFF funding or other funding. These will include:

1. Pay raises to bring certificated and classified salaries to district levels over the next two years. This is an effort to retain our high-quality staff and to keep them from going to other schools that pay more.
2. At least 1.5 classroom sets of computers, and possibly two sets with donations from the community
3. An additional 0.5 FTE paraprofessional for special education
4. Additional music equipment
5. More parenting classes / support groups for parents
6. More counseling resources

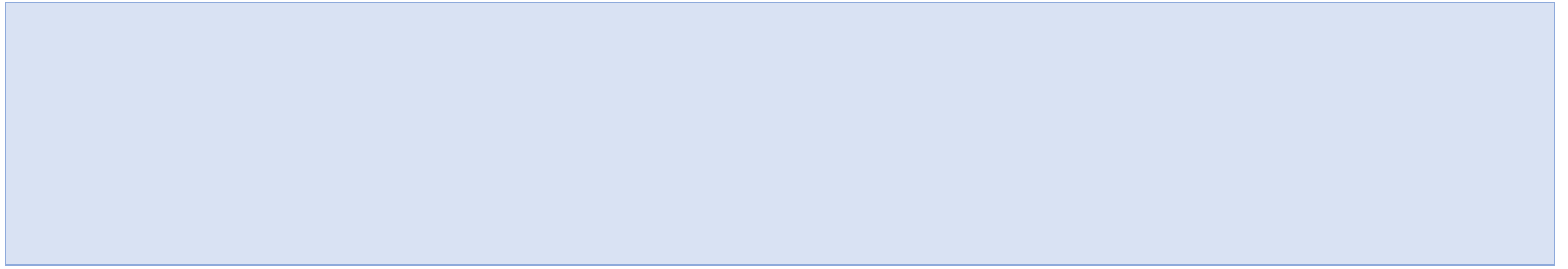
Additionally, we have asked our landlord, the San Jose Unified School District, to provide:

1. One-way traffic signs in the school parking lot so that parents aren't tempted to drive the wrong way to escape long lines at 8 a.m. and 3:45 p.m.
2. Student lockers, comparable to those at district middle schools
3. A bell system

We have applied for a city grant for soccer goals.

We also will receive:

1. An extra classroom, making for two on the other side of our multipurpose room.
2. Shared use of a basketball court.
3. More play space for our students in the area right outside classrooms on the other side of our multipurpose room.
4. A digital classroom. The Santa Clara-based Brillio tech firm is donating \$10,000 for this effort. The digital classroom will include a small Makerspace and will be housed inside of one of our existing classrooms.



Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

| | <input type="checkbox"/> New | <input checked="" type="checkbox"/> Modified | <input type="checkbox"/> Unchanged |
|----------------------|--|--|------------------------------------|
| <u>Goal 1</u> | High quality staff: Sunrise will attract, support and retain a highly effective and diverse certificated teacher and administrative workforce that is skilled in closing the achievement gap while all students improve. | | |

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Until two years ago, Sunrise Middle School experienced significant turnover in its staff, largely due to teacher salaries that were far below the district level. Today, beginning Sunrise teacher salaries, despite three consecutive years of 8% or greater increase, still are \$7,000 lower than the beginning teaching salary at most area school districts. Teacher turnover is undesirable at a school, particularly one that serves struggling students, due to 1.) The training in school culture, procedures, etc., needed for new teachers, 2.) The time it takes for a new teacher to form relationships with students, and 3.) A perception among some students, particularly struggling students and students of poverty, that the faculty might not care about them if too many individual members leave each year. Finally, Sunrise has built a quality staff over the years and does not wish for any of its teachers to leave for better salaries elsewhere. Sunrise intends to retain its quality teachers by increasing teacher salaries to district levels in two years, and providing the coaching, professional development and personal growth opportunities that most all quality teachers desire.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------|--|---|--|---------|
| SARC / School Salary Schedule | Beginning teacher salary at \$48,000, or \$7,000 lower than most area districts | Teacher salaries will start at \$52,000 | Teacher salaries will start at \$55,000 | |
| Teacher Turn-over | One teacher left the school at the end of 2015-16 but is returning in 2017-18. One teacher might leave at the end of this school year. | No teachers will want to leave the school | No teachers will want to leave the school | |
| Teacher Reflection Tool | Staff rating of school professional development support for teachers: 3-4 (Initial to full implementation) | Staff rating of school professional development support for teachers: 4 (full implementation) | Staff rating of school professional development support for teachers: 5 (full implementation and sustainability) | |

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1.1**

| | |
|---|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
| <u>Students to be Served</u> | X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: 6-8 |

OR

| | |
|---|---|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
| <u>Students to be Served</u> | English Learners <input type="checkbox"/> Foster Youth x Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Increase the salaries of all Sunrise Middle School staff by 3% and \$4,000 in an attempt to bring to district level within two years, thereby averting the departure of highly qualified teachers in the midst of the current teacher shortage. All teachers are and will continue to be appropriately assigned and hold EL authorization.

Increase the salaries of all Sunrise Middle School staff by 3% and \$3,000 in an attempt to bring to district level within two years, thereby averting the departure of highly qualified teachers in the midst of the current teacher shortage. All teachers are and will continue to be appropriately assigned and hold EL authorization.

Increase certificated salaries to \$861,101 from \$749,643.

Increase certificated salaries to \$980,034.

Increase non-certificated salaries to \$408,563 from \$366,901.

Increase non-certificated salaries to \$456,980.

Increase employee benefits to \$319,453 from \$271,743

Increase employee benefits to \$359,743.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$1,589,117

Amount \$1,796,757

Amount

Source LCFF Base, Title I, II, ASES

Source LCFF Base, Title I, II, ASES

Source

Budget Reference
1100-1900 Certificated Personnel Salaries
2100-2900 Classified

Budget Reference
1100-1900 Certificated Personnel Salaries
2100-2900 Classified

Budget Reference

Personnel Salaries
3101-3902 Employee
Benefits

Personnel Salaries
3101-3902 Employee
Benefits

Action **1.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|--|---|--|---|
| <u>Students to be Served</u> <u>Instructions PAS Contributes To</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> <u>Instructions PAS Scope Service</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES
Instructions PAS Actions Services

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Increased professional development and collaboration opportunities for teaching staff. <ol style="list-style-type: none"> 1. Math collaborative with area high schools to which our students matriculate 2. An extra hour of collaboration time on Wednesday afternoons – 2-5 p.m. instead of 3-5 p.m. 3. EL Achieve’s Constructing Meaning workshop for English teachers 4. Increased focus on teacher mentoring | | |

| | | |
|--|--|--|
| with improved feedback/evaluation model. 5. Training on socio-emotional learning – not yet selected – and on how best to inspire, motivate and educate students in poverty. | | |
|--|--|--|

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--------------------------------|--------------------------------|
| <p>Amount</p> <p>Math collaborative - \$55,000 (shared with other schools and also noted in Action 2.3)</p> <p>Constructing Meaning trainings from EL Achieve - \$5,500</p> | <p>Amount</p> | <p>Amount</p> |
| <p>Source</p> <p>Silicon Valley Community Foundation grant (for math)</p> <p>LCFF Supplemental</p> | <p>Source</p> | <p>Source</p> |
| <p>Budget Reference</p> <p>5864 – Professional Development - Other</p> | <p>Budget Reference</p> | <p>Budget Reference</p> |

Action **1.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|------------------------------|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
Instructions PAS Contributes To

English Learners Foster Youth Low Income

Scope of Services Instructions PAS Scope Service

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES Instructions PAS Actions Services

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Increased opportunities for personal / professional growth for all staff 1. Communication workshop 2. Whole child education training 3. Meditation training 4. Professional development – not yet selected – on how to best inspire, motivate and educate students in poverty | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount: \$5,000 Source: LCFF Base Budget Reference: 5864 – Professional Development - Other | Amount: _____ Source: _____ Budget Reference: _____ | Amount: _____ Source: _____ Budget Reference: _____ |

New Modified Unchanged

Goal 2

Integrated ELD: Sunrise will have a comprehensive educational plan for our English Learners and recently reclassified students, who comprise the majority of our students.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 x 2 3 x 4 5 6 x 7 x 8

COE 9 10

LOCAL _____

[Identified Need](#)

The vast majority of Sunrise Middle’s students (about 80%) are either English Learners or recently reclassified to English Proficient. The school’s English Learners showed significant progress on this year’s CELDT exam and in both math and English on the SBAC. However, they also are still categorized as “low,” compared to students statewide. Our English Learners were an average of 37 points below Level 3, or proficient, in English, and 83 points below in math.

Furthermore, our school’s ELD plan is still somewhat fragmented, with different teachers trying different approaches.

Also, the school has a designated ELD block for beginning to intermediate English Learners – apart from the two hours of daily English for all students – but there is insufficient collaboration between the ELD teacher and regular core curriculum/core teachers.

Additionally, the school has no formal ELD plan.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|--|---------|---------|
| CELDT | 80% of ELs advanced one or more levels on the CELDT test. | N/A. Students will take ELPAC for the first time. Reclassification: | | |

| | | | | |
|-------------------------|--|--|--|--|
| | <p>Reclassification: 50% of our continuing English Learners (7th and 8th graders) will be reclassified in 2016-17.</p> | <p>53% of our continuing English Learners (7th and 8th graders) will be reclassified in 2017-18.</p> | | |
| SBAC | <p>Our English Learners “increased significantly” in English and math.</p> <p>English – 20% of our ELs are proficient or above. Math – 15% of our ELs are proficient or above.</p> | <p>Our English Learners will continue to increase in English and math.</p> <p>English – 24% of our ELs will be proficient or above. Math – 18% of our ELs will be proficient or above.</p> | | |
| Internal Writing Rubric | <p>In-house writing rubric indicates that 69 percent of our 8th grade English Learners are scoring at proficient or above in writing.</p> | <p>Internal writing rubric will show that 75 percent of our 8th grade English Learners are scoring at proficient or above in writing (3 or 4 on scale of 4)</p> | | |

[PLANNED ACTIONS / SERVICES Instructions PAS](#)

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|------------------------------|---|
| <u>Students to be Served</u> | All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u> _____ |
| <u>Location(s)</u> | All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|--|---|
| <u>Students to be Served</u> | x English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> |
| <u>Instructions PAS Contributes To</u> | |
| <u>Scope of Services</u> | x LEA-wide <input type="checkbox"/> x School-wide <input checked="" type="checkbox"/> OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| ELD Teacher will better enable Beginning to Intermediate level ELs to access the curriculum through weekly collaboration sessions with the other teachers. Her position will go from 0.75 FTE to 1.0 FTE | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|-------------------|-------------------|
| Amount: \$55,000 | Amount: | Amount: |
| Source: LCFF Supplemental | Source: | Source: |
| Budget Reference: 2100 Instructional Aide Salaries 3101-3902 – Employee Benefits | Budget Reference: | Budget Reference: |

Action **2.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> : ELs |
|------------------------------|---|

Location(s) All schools Specific Schools: _____ Specific Grade spans: 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
Instructions PAS Contributes To English Learners Foster Youth Low Income

Scope of Services Instructions PAS Scope Service LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: 6-8

ACTIONS/SERVICES Instructions PAS Actions Services

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Academic leads will write a Designated ELD Weekly Planning Guide with 6-week unit plans. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|-------------------|-------------------|
| Amount: \$4,000 | Amount: | Amount: |
| Source: LCFF Supplemental | Source: | Source: |
| Budget Reference: 1300 Admin. Salaries | Budget Reference: | Budget Reference: |

Action **2.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] ELs

Location(s) All schools Specific Schools: _____ Specific Grade spans: 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|--|--|---|---|
| Students to be Served Instructions PAS ContributesTo | <input checked="" type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| Scope of Services Instructions PAS ScopeService | <input type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Location(s) | <input type="checkbox"/> All schools | <input checked="" type="checkbox"/> Specific Schools: Sunrise | <input type="checkbox"/> Specific Grade spans: 6-8 |

[ACTIONS/SERVICES Instructions PAS ActionsServices](#)

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <p>All teachers will part-take in focused ELD training.</p> <p>English teachers will be trained in Constructing Meaning from EL Achieve</p> <p>Math/Science will be part of a collaborative working with The Foundation for Hispanic Education (TFHE) on how best to teach math to ELs.</p> | | |

[BUDGETED EXPENDITURES](#)

| | 2017-18 | 2018-19 | 2019-20 |
|--------|---|---------|---------|
| Amount | Math (already noted in Action 1.2) English - \$5,000 | | |
| Source | Math – Silicon Valley Community Foundation grant English – LCFF Supplemental | | |

Budget Reference

5864 – Professional Development – Other

Budget Reference

Budget Reference

New x Modified Unchanged

Goal 3

Academic accountability: Sunrise will provide a high quality and comprehensive instructional program that empowers students to not only perform well on the state standardized tests, but to also be college and career ready, creative and critical thinkers, technologically savvy, and skilled in leadership, collaboration and conflict resolution.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 x 4 5 6 7 x 8
COE 9 10
LOCAL _____

Identified Need

Sunrise students, although increasing significantly in both math and English on the state standardized test, are still categorized as “low,” compared to students statewide. Our students were 26 points below Level 3 in English, and 69 points below Level 3 in math. Additionally, the vast majority of our students come from very low-income families. They don’t have computers, they do not hear academic language at home, and their parents have only an elementary school education. They have little exposure to technology, academic English, critical thinking, college or careers. Therefore, it becomes incumbent on us to provide this exposure.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|-----------------------------------|-----------------------------------|---------|---------|
| SBAC | 38% at Proficient or Above in ELA | 43% at Proficient or Above in ELA | | |
| | 21% at Proficient or | 24% at Proficient or | | |

| | | | | |
|-------------------------|---|---|--|--|
| | Above in Math | Above in Math | | |
| NWEA local tests | <p>68% of our students met or surpassed their growth target in math.</p> <p>71.5% of our students met or surpassed their growth target in reading.</p> <p>23% of our students are at or above the national average in math.</p> <p>32% of our students are at or above the national average in reading.</p> | <p>72% of our students meet or surpass their growth target in math.</p> <p>74% of our students meet or surpass their growth target in reading.</p> <p>25% of our students are at or above the national average in math.</p> <p>35% of our students are at or above the national average in reading.</p> | | |
| Internal Writing Rubric | <p>64.5% of our students are scoring a 3 or 4 on 4-point writing rubric.</p> | <p>68% of our students will score a 3 or 4 on 4-point</p> | | |

writing rubric.

PLANNED ACTIONS / SERVICESInstructions PAS

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ | | |
| <u>Location(s)</u> | <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ | | |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|--|--|--|--|
| <u>Students to be Served</u> <u>Instructions PAS Contributes To</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income | | |
| <u>Scope of Services</u> <u>Instructions PAS Scope Service</u> | <input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) | | |
| <u>Location(s)</u> | <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ | | |

[ACTIONS/SERVICES Instructions PAS Actions Services](#)

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <p>IMPROVED COACHING:</p> <p>Academic leads will coach teachers utilizing a coaching model that includes frequent feedback, reflective planning, instructional coaching and small group coaching.</p> <p>Teachers and academic leads will jointly develop coaching plans for the year. The individual teacher plans will closely follow the department-wide and school-wide plans which will focus on developing teacher capacity.</p> <p>Extra group coaching time will be available on Wednesdays, minimum days, from 2-5 p.m. instead of the current 3-5 p.m.</p> <p>Four teachers also will be in the BTSA induction program.</p> | | |

[BUDGETED EXPENDITURES](#)

| 2017-18 | 2018-19 | 2019-20 |
|---------------|---|---------------|
| <p>Amount</p> | <p>Coaching – included in employee salaries</p> <p>BTSA training - \$12,000</p> | <p>Amount</p> |

| | | | | | |
|------------------|---|------------------|--|------------------|--|
| Source | LCFF Supplemental | Source | | Source | |
| Budget Reference | 5864 – Professional Development - Other | Budget Reference | | Budget Reference | |

Action **3.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|---|---|--|---|
| <u>Students to be Served</u> <u>Instructions PAS ContributesTo</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> <u>Instructions PAS ScopeService</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES
Instructions PAS ActionsServices

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <p>IMPROVED PROJECT BASED LEARNING FOR STUDENT ENGAGEMENT:</p> <p>PBL Year 2: We will expand our expertise, based on this year’s PBL/STEAM trainings, and follow with more comprehensive and engaging projects for this summer and in the 2017-18 school year.</p> <p>NGSS Year 2 : We will begin upgrades to our current science curriculum by including</p> | | |

| | | |
|-------------------------------------|--|--|
| STEMscopes from Accelerate Learning | | |
|-------------------------------------|--|--|

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|-----------------------------|-----------------------------|
| Amount PBL - Included in employee salaries NGSS - \$1,200 | Amount | Amount |
| Source LCFF Base, Supplemental | Source | Source |
| Budget Reference 1100 – Teacher Salaries 1300 – Certificated Supervisor and Administrator Salaries 4325 – NGSS | Budget Reference | Budget Reference |

Action **3.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|------------------------------|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|---|---|
| <u>Students to be Served</u> <u>Instructions PAS ContributesTo</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income |
|---|---|

[Scope of Services](#) [Instructions PAS](#) [Scope Service](#)

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#) [Instructions PAS](#) [Actions Services](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

IMPROVED ACADEMICS:

Portrait of a Graduate (POG) – three-year roadmap for building 21st century skills:

We will complete our POG and roadmap for building 21st century skills and will begin implementing this in the curriculum and professional development.

We are focusing on the following skills in our students:

1. Critical thinking
2. Creativity
3. Communication
4. Self Initiation
5. Leadership
6. Collaboration
7. Conflict resolution

We will purchase at least one more classroom set of computers and establish a digital classroom, complete with 3D printer, Smart Board and Maker Space. We will offer three technology-related electives and a girls

We will begin evaluating our 8th grade students by using our POG rubric.

Full implementation of POG rubric

STEM club.

We will add Spanish to our elective courses.

We will add a 0.5 FTE paraprofessional to assist with struggling students.

We will continue with our small “power group” instruction in ELA and Math, having a classroom aide for struggling students, and our various online, math intervention, and ELA programs. These include English 3D, IXL, Who’s Reading, Common Core Plus test prep, SuccessMaker, Think Through Math, KnowRe, and Zeal for remediation, grade level practice and extension.

Continue with Interim/benchmark testing in ELA and math four times a year, to make sure we are making the necessary progress toward our SBAC goals.

We also will continue with NWEA MAP testing three times a year, as it is aligned to SBAC.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Amount

Amount

POG/roadmap – included in staff salaries

Computers and digital classroom - \$30,000

Spanish elective course - \$4,000

Classroom Aide / Small group instruction – \$27,000

0.5 FTE Para - \$30,000

Various math and ELA programs - \$25,000

NWEA MAP testing - \$2,500

Spanish and Classroom Aide – Title 1, LCFF Supplemental

Computers, etc. – LCFF Supplemental

Paraprofessional and Classroom Aide – LCFF Supplemental

Math and ELA programs,

Source

Source

Source

Budget Reference

NWEA MAP testing – LCFF Supplemental

4420 – Computers

4320 – Educational Software

2100 -- Classroom aide for small group instruction and Spanish course

2100 – Paraprofessional

4100 – Core Curricula Materials

5878 – Student Assessment

Budget Reference

Budget Reference

New

Modified

Unchanged

Goal 4

Whole Child Education: Sunrise creates a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Students in poverty need more than strong academics to prepare them for success in college and career. They also benefit greatly from a second-home environment, group and individual counseling, a daily program in stress reduction, character building, the presence of caring adults, parent support, and exposure to college and career, and an introduction to places, events and opportunities outside their immediate neighborhood.

Next year we want to strengthen the counseling component with the addition of four part-time mentors at our school. These mentors would be persons from the community who have

shared similar childhoods to those of our youth – lives of poverty, familial dysfunction, substance abuse, etc. These mentors could relate well to our youth while also providing them healthy outlets they might otherwise never experience – art, woodshop, long distance running and gender issues. We also intend for these mentors to work closely with our families, helping them obtain the social services they may need to provide a stable and happy home for their students. We believe this three-prong approach of mentoring, enrichment, and family support will enable our Tier 2 students to be much more successful in school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|------------------------------------|---|--|---------|---------|
| Parent Satisfaction survey | <p>100% felt their participation was valued</p> <p>98% felt the school does a good job staying in touch</p> <p>95% feel they receive info on how to help their student improve</p> <p>99% feel the school is friendly and safe place to learn</p> <p>98% feel teachers hold high expectations for their students and give the academic support needed</p> | <p>100% feel their participation is valued</p> <p>99% feel the school does a good job staying in touch</p> <p>96% feel they receive info on how to help their student improve</p> <p>99.5% feel the school is friendly and a safe place to learn</p> <p>99% feel teachers hold high expectations for their students and give the academic support needed</p> | | |
| Healthy CHKS School Climate Survey | <p>School Engagement:</p> <p>86% felt school connectedness (high)</p> <p>58.5% felt academic</p> | <p>School Engagement:</p> <p>89% feel school connectedness</p> <p>62% feel academic</p> | | |

| | | | | |
|--|---|--|--|--|
| | <p>motivation (high) 82.5% felt they were held to high expectations (high) 67.5% felt they had caring adult relationships at school (high)</p> <p>School Safety:</p> <p>85% perceived the school as safe 27.5% experienced harassment or bullying</p> <p>Health:</p> <p>28.5% experienced chronic sadness or hopelessness</p> | <p>motivation (high) 85% feel they are held to high expectations (high) 70% feel they have caring adult relationships at school (high)</p> <p>School Safety:</p> <p>88% perceive the school as safe 25% experience harassment or bullying</p> <p>Health:</p> <p>25% experience chronic sadness or hopelessness</p> | | |
| Suspension, Expulsion and Attendance Rates | <p>6% Suspension Rate (Anticipated) 0% Expulsion Rate 95.7% Attendance Rate (Anticipated)</p> | <p>5.5% Suspension Rate 0% Expulsion Rate 96% Attendance Rate</p> | | |

[PLANNED ACTIONS / SERVICES Instructions PAS](#)

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|---|---|--|---|
| <u>Students to be Served</u> <u>Instructions PAS ContributesTo</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> <u>Instructions PAS ScopeService</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES
Instructions PAS ActionsServices

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <p>Sunrise will continue its programs at college and career readiness, including a major push toward year-round education. This will include:</p> <ol style="list-style-type: none"> 1. An expanded summer program to prevent a “summer slide” in learning. We anticipate 80-90 participants this summer, up from 60 last summer. 2. Continuation of two university overnight trips each year – one (UCSC) for the new students and one for the 8th graders (SCU). 3. Continued growth in our after school program, from 90 students this year to 100 next year. 4. The procurement of additional music equipment for our arts program, and | | |

sports equipment (soccer goals).
 5. Continuation of our annual Career Day, visited by about 40 professionals, and our annual Science Fair

BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | Summer program - \$47,500 Music Equipment -\$3,000 Sports equipment - \$2,000 Career Day - \$500 University trips - \$7,500 | | |
| Source | Summer School - Silicon Valley Community Foundation grant And a City of San Jose SSIG grant Career Day and University overnight trips – LCFF Supplemental Music and Sports equipment –LCFF Supplemental | | |
| Budget Reference | 1100 – Teacher Salaries 1300 – Supervisor Salaries | | |

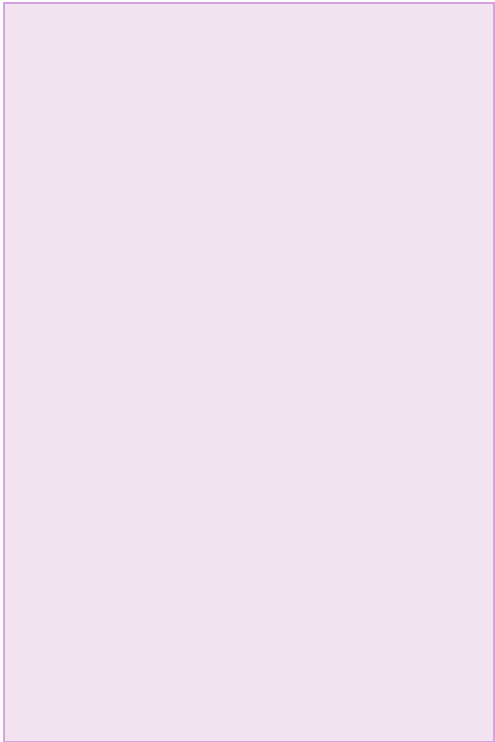
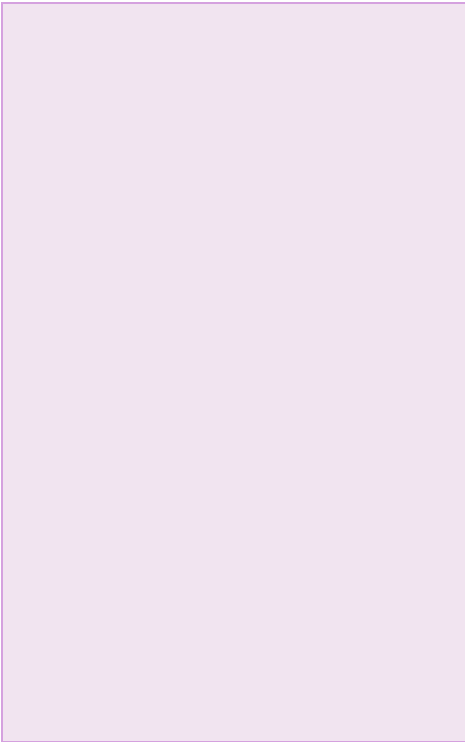
2100 – Instructional Aide Salaries

5210 – University trips

5830 – Career Day – Student Activities

4326 - Music equipment

4335 – Sports equipment (soccer goals)



Action **4.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|--|---|---------------------------------------|---|
| <u>Students to be Served</u> <u>Instructions PAS Contributes To</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> <u>Instructions PAS Scope Service</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)[Instructions](#) [PAS](#) [Actions](#)[Services](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Parent participation is essential to student success. For this reason we will:

1. Double the number of parent education/parent support classes to twelve (Spanish and English, morning and evening).
2. Continue to retain a seat on the school board for a parent in the school.
3. Continue parent meetings for the ELAC and School Site Council advisory groups.
4. Continue to encourage parents to volunteer at the school.
5. Continue to hold twice-yearly parent/teacher/student conferences, monthly parent meetings, and other classes of interest, for example, on immigration rights or housing.
6. Continue frequent parent mailings, texts, and calls home.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

Parent Classes - \$1,200
 Other parent activities – \$2,000 for refreshments

Amount

Amount

| | | | | | |
|------------------|---|------------------|--|------------------|--|
| Source | LCFF Base | Source | | Source | |
| Budget Reference | 4720 – Other food 5818 – Parent enrichment | Budget Reference | | Budget Reference | |

Action **4.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|--|---|--|---|
| <u>Students to be Served</u> <u>Instructions PAS Contributes To</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> <u>Instructions PAS Scope Service</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES
Instructions PAS Actions Services

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Sunrise continues to maintain that Socio-Emotional Learning is critical to success among middle school students, and continues to build on its SEL program each year. In 2017-18, the school will: <ol style="list-style-type: none"> Expand its Challenge Day activities to 7th graders as well as 8th graders. Add a 21-day Living Fearlessly Challenge to its previous 21-day Kindness and Gratitude Challenges. | | |

3. Provide training on whole child education and meditation to teachers and other staff.
4. Continue with its individual and group counseling programs (about 20% of our students will continue to be involved in counseling). Sunrise also will utilize Prop. 47 Safe Neighborhoods funding or its own for an expanded counseling and wellness program that would combine counseling and mentoring with art, running, women's issues and woodshop.
5. Continue to provide strong outdoor education and league sports programs.
6. Continue to emphasize the school's SCOPE characteristics in twice monthly advisory periods and assemblies. (Self Control, Curiosity, Optimism, Perseverance and Effort)

BUDGETED EXPENDITURES

2017-18

Amount

Challenge Day - \$3,500
 Counseling - \$9,500 (much is provided for free by Alum Rock Counseling Center)
 Outdoor Education - \$25,000
 League Sports - \$7,000

Source

LCFF Base, LCFF

2018-19

Amount

Source

2019-20

Amount

Source

Supplemental, ASES Federal
After School Funding, Youth
Outside Grant

5830 – Student Field Trips
and Activities - Outdoor
5210 – Conference Fees –
Challenge Day
5874 – Sports – League
Fees and Transportation
5815 – Consultants
(Counseling)

Budget
Reference

Budget
Reference

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$242,000

Percentage to Increase or Improve Services:

17.12 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Based on staff and stakeholder feedback, we are implementing twelve actions to increase services to our youth, most all of whom are low income and/or English Learners. All the actions are both schoolwide and LEA-wide, since Sunrise Middle is a single school district.

1. We will increase salaries to bring them to current district level in two years, in an effort to retain our high quality teachers. (Goal 1, Action 1.1)
2. We will increase and improve our professional development plan, and also increase teacher collaboration time, in an effort to retain our teachers and improve their capacity to teach both challenged and high-achieving students, most all of whom face the challenges of children living in poverty. (Goal 1, Action 1.2)
3. We will increase personal growth opportunities for our staff so that they may be better prepared to meet the demands of their jobs and better able to connect on a more personal level with their students. (Goal 1, Action 1.3)
4. Our ELD instructor/coordinator position will become full-time, thereby allowing this teacher more time to collaborate with other staff and to ensure that our Beginning to Intermediate Level ELs will be able to access the curriculum. (Goal 2, Action 2.1)
5. We will formulate a Designated ELD Weekly Planning Guide that will assist in this collaborative focus. (Goal 2, Action 2.2)
6. All core teachers will continue their training to intentionally incorporate ELD strategies into their curriculum. (Goal 2, Action 2.3)
7. We will improve our teacher coaching through adopting a seven-step model, allowing more time on a weekly basis for group coaching, having more teachers receiving assistance through BTSA, and writing more detailed Professional Development plans. (Goal 3, Action 3.1)
8. We will further refine our skills in Project Based Learning, thereby providing our students more engaging and comprehensive projects. (Goal 3, Action 3.2)

9. We will complete our Portrait of a Graduate and roadmap to equipping our students with 21st Century skills. In conjunction with this plan, we are securing more technology and a part-time paraprofessional, and will continue with our small group instruction, current classroom aides and varied math and English programs – all efforts aimed at having a strong academic program. (Goal 3, Action 3.3)
10. We will continue our college and career exposure through a four-week program to prevent the “summer slide,” an academically sound after school program, university overnight trips, Career Day, Science Fair, and additional music and sports equipment. (Goal 4, Action 4.1)
11. To better support our parents, we will add a 12-session parent education / support group to our current efforts for parent support and involvement. These already include frequent mailings, calls and texts home, monthly parents meetings, monthly ELAC and SSC meetings, twice yearly parent conferences, volunteer program, etc. (Goal 4, Action 4.2)
12. We will continue improvements to our Whole Child education program by adding a 21-day Living Fearlessly Challenge and Challenge Day for 7th graders as well as 8th graders. Other elements to be continued: daily meditation, conflict resolution, modified restorative justice, SCOPE character building, group and individual counseling, sports, outdoor education, etc.

DRAFT Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund

accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited only to students who are in one of the unduplicated student groups, place a check mark next to “Limited to Student Groups” and specify the unduplicated student group(s).

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more

unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - i. English Language Arts – Common Core State Standards for English Language Arts
 - ii. Mathematics – Common Core State Standards for Mathematics
 - iii. English Language Development
 - iv. Career Technical Education
 - v. Health Education Content Standards
 - vi. History-Social Science
 - vii. Model School Library Standards
 - viii. Physical Education Model Content Standards
 - ix. Next Generation Science Standards
 - x. Visual and Performing Arts
 - xi. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?