

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sunrise Middle School
CDS Code:	43-10439-0124065
LEA Contact Information:	Name: Teresa Robinson Position: Director Email: teresa@sunrisemiddle.org Phone: 408.659.4785
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2,573,432.00
LCFF Supplemental & Concentration Grants	\$394,994
All Other State Funds	\$428,992
All Local Funds	\$165,129
All federal funds	\$470,390
Total Projected Revenue	\$3,637,943

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$3,571,597
Total Budgeted Expenditures in the LCAP	\$\$2,185,771.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$403,855.00
Expenditures not in the LCAP	\$1,385,826

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$432,120
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$443,620

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$8,861
2020-21 Difference in Budgeted and Actual Expenditures	\$11,500

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, special education contracts, office and auxiliary salaries, supplies, utilities, PPE, and business back office expenses.

	<p>Also, we did not list how we would spend our remaining ESSER II dollars, as we have not yet made that determination. The amounts will be included in budget updates throughout the year.</p>
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunrise Middle School

CDS Code: 43-10439-0124065

School Year: 2021-22

LEA contact information:

Teresa Robinson

Director

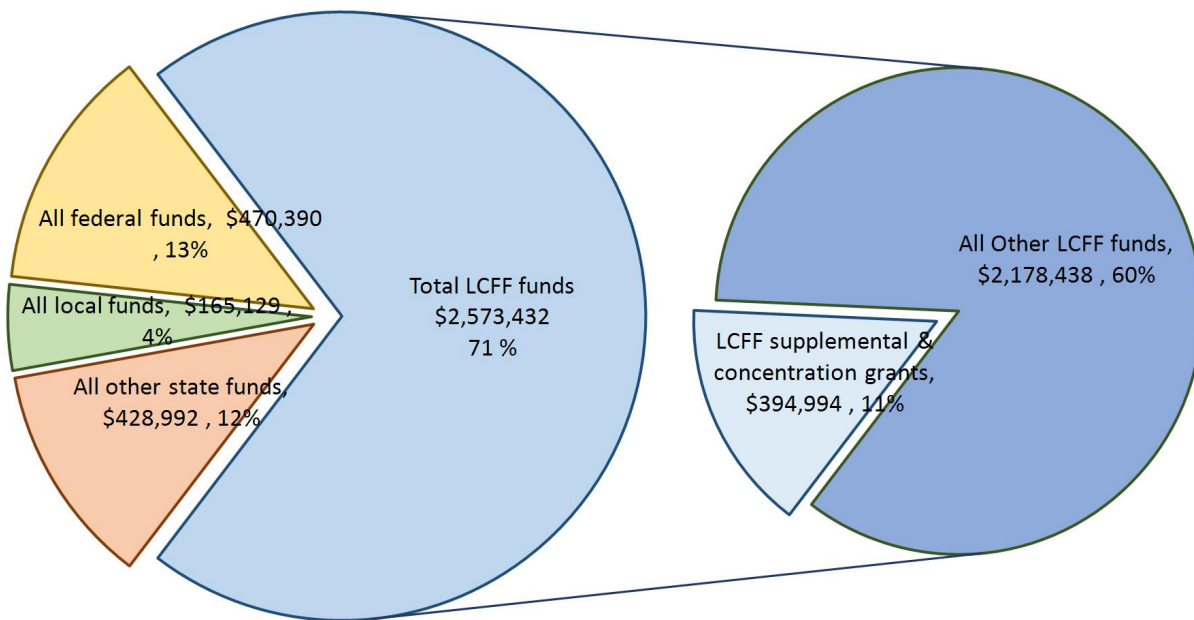
teresa@sunrisemiddle.org

408.659.4785

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



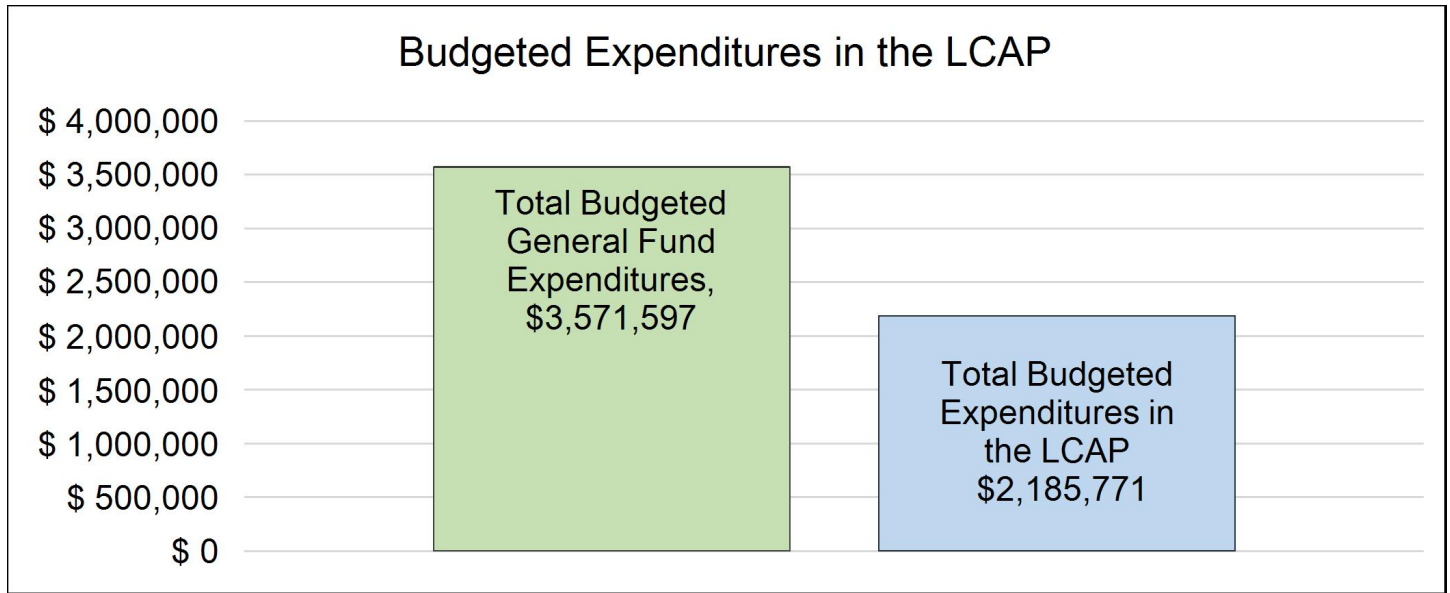
This chart shows the total general purpose revenue Sunrise Middle School expects to receive in the coming year from all sources.

The total revenue projected for Sunrise Middle School is \$3,637,943, of which \$2,573,432.00 is Local Control Funding Formula (LCFF), \$428,992 is other state funds, \$165,129 is local funds, and \$470,390 is

federal funds. Of the \$2,573,432.00 in LCFF Funds, \$394,994 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sunrise Middle School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sunrise Middle School plans to spend \$3,571,597 for the 2021-22 school year. Of that amount, \$2,185,771.00 is tied to actions/services in the LCAP and \$1,385,826 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, special education contracts, office and auxiliary salaries, supplies, utilities, PPE, and business back office expenses.

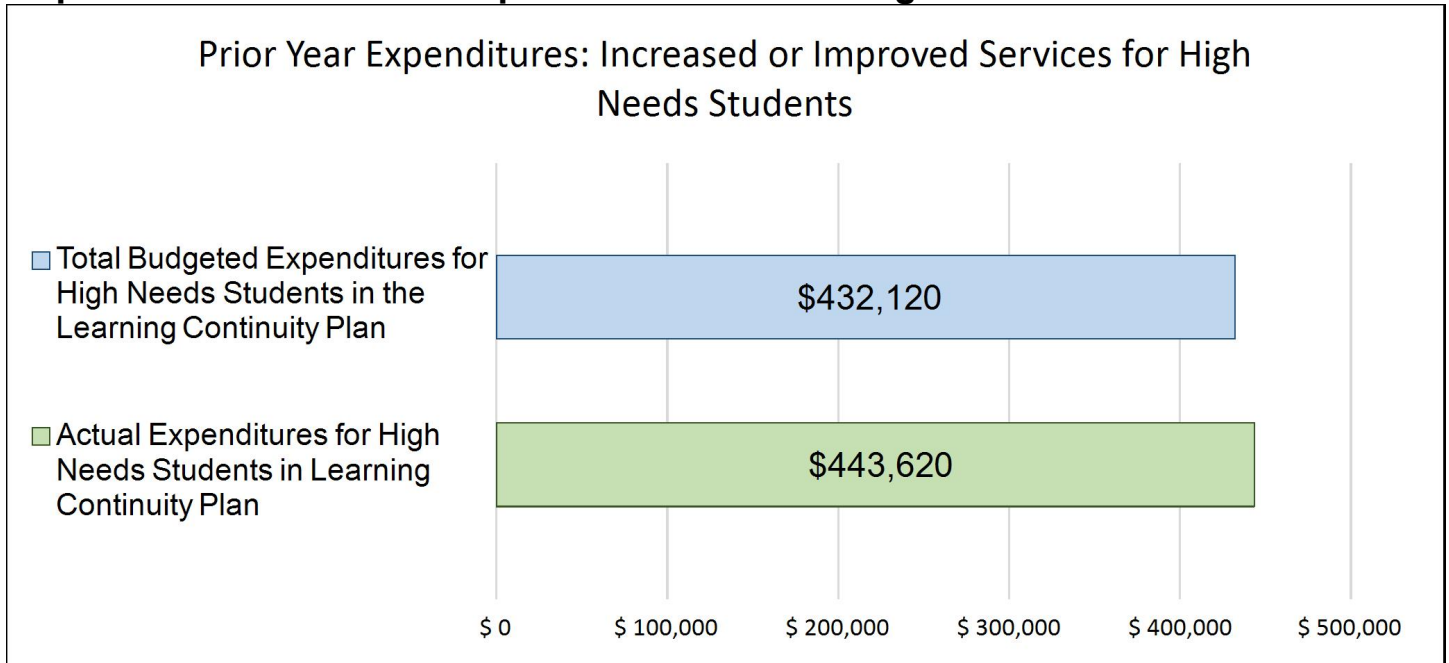
Also, we did not list how we would spend our remaining ESSER II dollars, as we have not yet made that determination. The amounts will be included in budget updates throughout the year.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sunrise Middle School is projecting it will receive \$394,994 based on the enrollment of foster youth, English learner, and low-income students. Sunrise Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Sunrise Middle School plans to spend \$403,855.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Sunrise Middle School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sunrise Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Sunrise Middle School's Learning Continuity Plan budgeted \$432,120 for planned actions to increase or improve services for high needs students. Sunrise Middle School actually spent \$443,620 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Sunrise Middle School	Teresa Robinson Director	teresa@sunrisemiddle.org 408.659.4785

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

High-quality staff: Believing that the success of a school lies within the classroom, Sunrise will continue to attract, support and retain a highly effective and diverse certificated teacher, clerical and administrative workforce. The 2019-20 school year will see a rather significant jump in average teacher salary, due to the recruitment of more experienced and highly qualified teachers who have more experience and skill in teaching English Learners. (\$1,887,500)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SARC / School Salary Schedule</p> <p>19-20 Teacher salaries will start at \$56,650. Average teacher salary will be \$76,800.</p> <p>Baseline Beginning teacher salary at \$48,000, or \$7,000 lower than most area districts</p>	<p>Teacher salaries started at \$56,650. Average teacher salary: \$76,800.</p>
<p>Metric/Indicator Teacher Turn-over</p> <p>19-20 No teachers will want to leave.</p> <p>Baseline 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.</p>	<p>One teacher chose to leave Sunrise to work closer to home. Another teacher left mid year for a job in administration at another school.</p>
<p>Metric/Indicator Teacher Reflection Tool</p>	<p>Teachers rated professional development at 4.5 or near full implementation. However, some PD scheduled for late in the year</p>

Expected	Actual
<p>19-20 Staff rating of school professional development for teachers will be about 4.5, or near full implementation and sustainability.</p> <p>All teachers will continue to feel that the administrative team listens to their concerns and supports their needs.</p> <p>Baseline Staff rating of school professional development support for teachers: 3-4 (Initial to full implementation)</p>	<p>was canceled due to the COVID-19 pandemic. Other PD for distance learning was held online.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase the salaries of all Sunrise Middle staff by 3% to keep closer to district level, thereby averting the departure of highly qualified and experienced teachers in the midst of a teacher shortage. The average teacher salary will be \$76,800. All teachers will continue to be appropriately assigned and hold EL authorization.</p> <p>Our new teachers will be more experienced and, importantly, more experienced in teaching ELs. Three will be bilingual.</p> <p>Increase total certificated salaries to \$1,170,694.</p> <p>Increase total non-certificated salaries to \$593,198.</p> <p>Increase total employee benefits to \$442,608.</p> <p>(Some salaries and benefits are noted separately, e.g., for 1.5 FTE paraprofessionals, PBL coordinator, and 0.85 FTE ELD teacher, under other goals, so total below is listed at \$1,878,500)</p>	<p>LCFF Base, Title 1, II, IV, ASES</p> <p>1100-1900 Certificated Personnel Salaries</p> <p>2100-2900 Classified Personnel Salaries</p> <p>3101-3902 Employee Benefits 1,878,500</p>	<p>LCFF Base, Title I, II, IV, ASES</p> <p>1100-1900 Certificated Personnel Salaries</p> <p>2100-2900 Classified Personnel Salaries</p> <p>3101-3902 Employee Benefits</p> <p>Total certificated salaries: \$1,235,259</p> <p>Total non-certificated salaries: \$642,532</p> <p>Total employee benefits: \$483,044</p> <p>Some salaries and benefits are noted separately, for 2.0 FTE paraprofessionals, PBL coordinator, and ELD teacher, under other goals.</p> <p>So total below listed at \$2,360,835</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		minus these salaries, or \$2,051,891 2,051,891
<p>Continued quality professional development and collaboration opportunities for teaching staff.</p> <ol style="list-style-type: none"> 1. Math professional development - resuming collaborative efforts with area high schools to which our students matriculate. The Foundation for Hispanic Education has especially requested this for our large number of students matriculating to Luis Valdez Leadership Academy. 2. In-house trainings to make our teaching more engaging and student centered. 3. State, SCCOE and in-house trainings to increase our achievement among English Learners. 4. Continued collaboration time on Wednesday afternoons. This is divided into whole staff meeting time and specific collaborative time for PBL, department and grade level meetings. 5. Continuation of the Cooperative Learning Workshop from Kagan Professional Development - Classroom Management and Student Engagement. 6. ELA and 5th grade team will go to Long Beach for four days this summer to learn more about the Lucy Calkins reading workshop strategies. 7. Continued focus on teacher mentoring. 8. Continued in-house training on socio-emotional learning. 	<p>Consulting and training from Kagan, Growing Educators and CABE 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6,000</p>	<p>Consulting and training from Kagan, Growing Educators and CABE (some of the latter was canceled due to COVID) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7,083</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>9. CABE conference for ELA/ELD teachers, to expand their teacher toolbox by using strategies such as combining ELA standards with ELD standards, to be abreast of new research and evidence based instructional strategies, and to compliment our school improvement efforts.</p>		
<p>Continued opportunities for personal and professional growth for all staff</p> <p>1, Administrative credential payment Year Three with LEAP for Asst. Principal Jesus Meraz (Rusila Racinez and Jessica De Anda are postponing this work for one year.)</p> <p>2. Continued in-house training for whole child education, meditation and inspiring students in poverty.</p>	<p>5864 - Professional Development - Other LCFF Supplemental and Concentration \$3,000</p>	<p>5864 - Professional Development- Other LCFF Supplemental and Concentration \$3,075</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions and services were implemented and used to support students, families, teachers and staff. Some PD was canceled, but then replaced by online and in-house training for Distance Learning. Teachers continued to teach online to our students immediately, the day after we needed to shut down our campus due to the pandemic. All staff continued to work full-time, while many worked overtime, trying to get students to engage in Distance Learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

These funds were spent as planned. We were able to maintain a highly qualified staff. Two teachers chose to leave at or near the end of the year - one for a job closer to his home, which was two hours away, and another for a job in administration at another school. We believe there was nothing we could have done to keep these teachers under the circumstances. Contracts for two other teachers were not renewed.

Goal 2

Integrated ELD: Sunrise will continue to build its comprehensive educational plan for our English Learners and recently reclassified students, who comprise the majority of our student body. Three of our new teacher hires are bilingual in Spanish and English. (\$65,000)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CELDT/ELPAC</p> <p>19-20 For our reclassification rate, we were too optimistic in the past. We noted that the rate we hoped for was far higher than that of other schools in the district and statewide. Therefore, for next year, we are hoping for a somewhat more realistic reclassification rate -</p> <p>* 35% of our continuing ELs will be reclassified (7th and 8th graders), and * 23% of our ELs school wide (including 5th and 6th)</p> <p>Baseline 80% of ELs advanced one or more levels on the CELDT test. Reclassification: 50% of our continuing English Learners (7th and 8th graders) will be reclassified in 2016-17.</p>	<p>CELDT/ELPAC</p> <p>Due to the COVID-19 pandemic, we started but were not able to complete our ELPAC testing. Therefore, we were cautious in reclassifying students, and attempted mainly to just examine our 8th graders' performance, and that of a few of our outstanding 6th and 7th graders.</p> <p>We reclassified 2 of our 6th graders, 3 of our 7th graders, and 34, or all but a few, of our 8th grade English Learners.</p> <p>According to the 2019 Dashboard, 64.2% of our English Learners making progress towards English language proficiency on the state exam.</p>

Expected	Actual
<p>Metric/Indicator SBAC</p> <p>19-20 Our goal is that 18% of our ELs will be proficient or above in English and 14% in Math.</p> <p>This would be up from 17.5% and 12.4% respectively, in 2018-19.</p> <p>We surpassed last year's goals and are now aiming higher.</p> <p>Baseline English – 20% of our ELs are proficient or above. Math – 15% of our ELs are proficient or above.</p>	<p>SBAC</p> <p>The state test was not administered in 2019-2020 due to the pandemic.</p>
<p>Metric/Indicator Internal Writing Rubric</p> <p>19-20 Our internal writing rubric will show that 65% of our 8th grade English Learners are scoring at proficient or above in writing (3 or 4 on a scale of 4).</p> <p>In 2018-19, 60 percent of our 8th grade English Learners scored at proficient or above in writing. Our 8th grade English teachers reported that she scored more rigorously this year in an effort to motivate the students.</p> <p>Baseline 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</p> <p>Our 8th grade English Learners did very well on our internal writing rubric this year: 84% scored a 3 or 4 out of 4 by February, before the pandemic.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ELD Teacher will continue to serve Beginning to Intermediate level ELs in the designated block and during class time. She will help them access the curriculum through weekly collaboration sessions with the other teachers. Her position will be at 0.85 FTE.</p>	<p>2100 Instructional Aide Salaries 3101-3902 - Employee Benefits LCFF Supplemental and Concentration \$65,000</p>	<p>2100 Instructional Aide Salaries 3101-3902 - Employee Benefits LCFF Supplemental and Concentration \$77,536</p>
<p>Next year, we plan on strengthening our EL program by continuing to develop teachers' capacities with foundational ELL strategies by focusing on the basics such as scaffolding, SDAIE, and GLAD strategies. Further trainings and/or data collection will take place around these practices. Additionally, we will continue to align our pull out program of level 1's and 2's to compliment our Writing Performance Based Assessments, or PBAs. Through pullouts, students will receive individualized support with basic reading, or writing skills that they might not otherwise receive considering the rigor and pace that's necessary in the general classroom setting.</p>	<p>Admin. Salaries \$4,500 (already included in total) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0</p>	<p>Admin. Salaries \$4,500 (already included in total) 0</p>
<p>All of our teachers will continue to participate in focused ELD training, as it is offered through the SCCOE and in house.</p> <p>English teachers will again be trained in classroom management and student engagement from Kagan Professional Development. While this is not geared toward ELs specifically, it does much to engage our more challenged learners.</p> <p>Math/Science will be part of an informal collaborative working with The Foundation for Hispanic Education (TFHE) on how best to teach math to ELs.</p> <p>TFHE has asked us to resume this collaborative partnership. We were not able to in 2018-19 due to turnover mid-year in our math department.</p> <p>Three of our new teachers will be bilingual.</p>	<p>English - Kagan training - already paid for in 2018-19 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration</p>	<p>Kagan training - already paid for in 2018-19 0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented as planned. Our ELD teachers and support staff continued to teach our students online after the pandemic struck. Our ELD teacher continued to hold designated ELD sessions with her students on Zoom. Some of our PDs late in the year needed to be canceled, due to the pandemic; they were replaced with trainings on strategies for engagement during Distance Learning. We were not able to form the collaboration with The Foundation for Hispanic Education (TFHE) high schools on how to best teach math to ELs. The high schools had other priorities for the year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our English Learner program was carried out as planned through February, and the students were doing very well on their benchmark writing tests. However, it was more difficult at first to engage our English Learners after the pandemic struck. We spent extra time calling home and held Zoom meetings with their parents in an effort to get all students in distance learning. About half did not come, but by fall, all were there.

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. This plan includes a comprehensive Multi-Tiered System of Supports (MTSS), which melds our newly established PBIS with RTI and our other student intervention and engagement programs. We have a new full-time position for Youth Mentor for our Tier 2 and Tier 3 students. We are also adding a fifth grade class so that we can begin working with our students at a younger age and help them become better prepared for high school by the time they leave 8th grade. (\$342,820)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC</p> <p>19-20 47% at Proficient or Above in ELA (we were at 46% last year). 29% at Proficient or Above in math (we were at 26% last year).</p> <p>Baseline 38% at Proficient or Above in ELA 21% at Proficient or Above in Math</p>	<p>SBAC was not administered in 2019-20 due to the pandemic.</p>
<p>Metric/Indicator NWEA local tests</p> <p>19-20 85% of our students meet or surpass their growth target in math (like in 18-19)</p>	<p>NWEA local tests were not administered at the end of 2019-20 due to the pandemic.</p> <p>However, here are math results for mid-year, before COVID struck:</p>

Expected	Actual
<p>84% of our students meet or surpass their growth target in reading (like in 18-19)</p> <p>45% of our students are at or above the national average in math. (We were at 33.9% percent in May 2019)</p> <p>44% of our students are at or above the national average in reading. (We were at 42 percent in May 2019)</p> <p>Baseline 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>5th grade:</p> <p>Fall benchmark results (from Fall NWEA, national comparison) starting percentiles of only two students were above the 75th percentile, and nearly half were near or below the 25th percentile. Then from Dreambox results, 49% had mastered all 3rd grade standards, and all had met most or all of 2nd grade standards. 12% were proficient in 4th grade standards.</p> <p>6th, 7th and 8th grade:</p> <p>These students gained between 1.5 and 3 months of additional learning over the first semester. Based on this, from SuccessMaker results, the average placement (performing level) for each grade level up to this point was approximately 6+ for 8th graders, 5.5 for 7th graders, and 4.2 for 6th graders. Instruction on grade-level content and SEL was the focus for the remainder of the year.</p>
<p>Metric/Indicator Internal Writing Rubric</p> <p>19-20 84% of our students will score a 3 or 4 on a 4-point rubric.</p> <p>We were at 75% in December 2018, and at 82% in May 2018.</p>	<p>Internal Writing Rubric</p> <p>By the middle of the year, the majority of our 5th and 7th graders were scoring 2 out of 4 points on a 4-point rubric for writing.</p> <p>The majority of our 6th and 8th graders were scoring 3 out of 4.</p>

Expected	Actual
<p>The students are likely to do better by the end of the year.</p> <p>Baseline 64.5% of our students are scoring a 3 or 4 on 4- point writing rubric.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>IMPROVED COACHING:</p> <p>The assistant principal and English and Math department chairs will continue to coach teachers utilizing a coaching model that includes frequent feedback, reflective planning, instructional coaching and small group coaching.</p> <p>Administrators and teachers will again jointly develop coaching plans for the year that reflect department-wide and school-wide plans for developing teacher capacity.</p> <p>We expect that next year we will have two teachers in the BTSA induction program.</p>	<p>Coaching - included in employee salaries BTSA training - \$6,000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6,000</p>	<p>Coaching - included in employee salaries BTSA training - \$3,000 (only 1 teacher, not 2) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,000</p>
<p>IMPROVED PROJECT BASED LEARNING FOR STUDENT ENGAGEMENT:</p>	<p>PBL Coordinator / Social Studies Teacher - already included in employee salaries</p>	<p>PBL Coordinator / Social Studies Teacher - already included in employee salaries</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>PBL Year 4: We will be able to truly deepen the scope and breadth of our PBLs under the leadership of one of our social studies/social justice teachers, who has several years experience with project based learning.</p> <p>Our projects will be tied to the history and English classes, and to a lesser extent, to science and math.</p> <p>NGSS Year 4: We will continue to use STEMscopes from Accelerate Learning and to prepare our students for the California Science Test (CAST). Limited funds keep us from buying new science curriculum for grades 6-8 at this point; we are purchasing FOSS for our new 5th grade.</p>	<p>1100 - Teacher Salaries 1300 - Certificated LCFF Supplemental and Concentration \$93,000</p> <p>NGSS - STEMscopes from Accelerate Learning FOSS Science curriculum for 5th grade 4000-4999: Books And Supplies LCFF Base \$5,200</p> <p>Not Applicable Not Applicable</p>	<p>1100 - Teacher Salaries 1300 - Certificated LCFF Supplemental and Concentration \$67,424</p> <p>NGSS - STEMscopes from Accelerate Learning and FOSS Science curriculum for 5th grade 4000-4999: Books And Supplies LCFF Base \$4,632</p>
<p>ACADEMIC IMPROVEMENTS</p> <p>Employing the same growth mindset we expect from our students, Sunrise continues to seek ways the school can improve academic engagement and growth for its students.</p> <p>First and foremost, we are adding a new fifth grade class next year so that we can start working with our students at a younger age and have them better prepared for high school. The teacher is bilingual and experienced with English Learners. Her salary is included under Goal 1.</p> <p>Also:</p> <p>We were not able to focus as much on aligning skills for critical thinking, creativity and communication as we had hoped, due to one of our administrators having to devote much of her time to subbing math this year. However, we'll be back focusing on this in 2019-2020!</p> <p>We intend to purchase another set of classroom computers and possible a second set, if we get a donation.</p>	<p>4C's - included in staff salaries Computers, \$20,000 or more 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,000</p> <p>Extra 1.5 FTE classroom aide for small group instruction, making for 2 FTE paraprofessionals - salary and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$98,000</p> <p>Various math and ELA programs for intervention, including Achieve3000, SuccessMaker, Imagine Math, Listenwise, English 3D, iReady, and DreamBox 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$30,000</p>	<p>4C's - included in staff salaries Computers, \$20,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,000</p> <p>Extra 1.5 FTE classroom aide for small group instruction, making for total 2 FTE paraprofessionals - salary and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$104,371</p> <p>Various math and ELA programs for intervention, including Achieve3000, SuccessMaker, Imagine Math, Listenwise, English 3D, iReady and DreamBox 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$35,355</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>We will continue to offer our expanded computer coding and robotics classes that we started in 2018-2019 - and also continue the girls STEM club.</p> <p>We will likely replace our two special education teachers with one resource specialist and one paraprofessional, due to budgetary concerns. Having two resource specialists did not seem to make much of a difference, according to the core teachers. However, we may keep two resource specialists if we receive one of two multi-year grants for which we have applied. We will have 2.0 FTE paraprofessionals, 1.5 FTE funded by LCFF Supplemental funds and .5 by Title 1.</p> <p>We will continue to use an inclusive intervention model for the third year, utilizing "power group" instruction wherever possible.</p> <p>We also will continue with a rich variety of online, math intervention and ELA programs, including Achieve 3000, Imagine Math, SuccessMaker, Listenwise, iReady, DreamBox for 5th, English 3D, Common Core Plus, etc.</p> <p>Additionally, we're increasing our library and book club budget to engage our students more in reading. We did this in 2018-19, and it really helped engage our students, who previously had not been that excited about reading.</p> <p>We'll also continue with our current system of interim and benchmark testing in ELA and Math to ensure we are making the necessary progress toward our CAASPP goals.</p>	<p>NWEA Map testing - \$2,500 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,500</p> <p>Books for our library and ELA book clubs 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$16,120</p> <p>New fifth grade teacher - salary and benefits included in total salaries - see Goal 1 1000-1999: Certificated Personnel Salaries LCFF Base</p>	<p>NWEA Map testing - \$5,750 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,750</p> <p>Books for our library and ELA book clubs 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,779</p> <p>New fifth grade teacher - salary and benefits included in total salaries - see Goal 1 1000-1999: Certificated Personnel Salaries LCFF Base</p>
<p>POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)</p> <p>Sunrise has noticed a dramatic drop in referrals after starting a PBIS system and intends to continue with the program.</p>	<p>Counseling / mentoring services - youth mentor and part-time counselor 2000-2999: Classified Personnel Salaries LCFF</p>	<p>Counseling / mentoring services - youth mentor and part-time counselor 2000-2999: Classified Personnel Salaries LCFF</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>This year we were able to hire a full-time youth mentor trained by Peacemakers Inc. to work with our Tier 2 and Tier 3 students.</p> <p>We also increased our counseling services to include the following:</p> <ul style="list-style-type: none"> * three girls groups * one grief group * one-on-one counseling from Alum Rock Counseling Center * a San Jose State counseling intern twice a week * a retired school counselor once a week <p>Teachers and other staff were given in-house training on PBIS - the common language, reward system, etc.</p> <p>We will be able to continue with PBIS in all these areas next year, and will be sure to train our new employees in the system as well.</p>	<p>Supplemental and Concentration \$72,000</p>	<p>Supplemental and Concentration \$76,800</p>
<p>Multi-Tiered System of Supports (MTSS)</p> <p>Sunrise has been delayed somewhat in implementing its key action items for MTSS, but will focus on these next year:</p> <ol style="list-style-type: none"> 1. Aligning and defining the components of our academic RTI and PBIS 2. Prioritizing our many initiatives and programs so as to form a vision for the logical integration of these components 3. Making more informed decisions that impact our school where improvement is most needed - for example, in mathematics. 	<p>The costs of MTSS are absorbed in the budget for certificated employees. 1000-1999: Certificated Personnel Salaries LCFF Base</p>	<p>Costs of MTSS are absorbed in the budget for certificated employees. 1000-1999: Certificated Personnel Salaries LCFF Base</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented as planned with the following exceptions:

1. Our youth mentor and part-time counselors needed to counsel student by phone rather than in person after the pandemic hit.
2. We spent less on books for our library and book clubs as we moved more toward online library resources; on the other hand, we spent more on online curriculum than planned.
3. Our PBL coordinator quit before the year was over, and we used a longtime sub to replace her.
4. We had one teacher rather than two in the teacher induction program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our youth mentor trained by Peacemakers Inc. continued to be a great resource for our school, leading to a continued drop on referrals, and the teachers feeling they could continue with class and not have to stop for disciplinary issues. Rather, the youth mentor took challenging students out of class to talk with them and get to the root of their issues, providing family resources as needed.

Our fifth grade class came in very low in skills - several years behind grade level with a few exceptions. However, they advanced at more than the normal pace as the year progressed. We are glad that we were able to start with these students early. They now are doing much better in sixth grade.

Our PBL coordinator conducted engaging projects regarding immigration, climate change, etc., and her sub was able to complete these projects - and also delve into pandemic-related issues - after she left our school.

Our coaching model worked well until COVID hit - then we switched gears and focused on student engagement for distance learning.

We realized in spring 2020 that we would not be able to maintain our level of paraprofessional help in the classroom - something that has been found to really help our struggling learners. One silver lining of the pandemic is that we now have funds to reinstitute those paraprofessionals and even add to their number.

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. We are adding more college readiness classes for our parents in addition to our current parenting classes. (\$258,370)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Satisfaction Survey</p> <p>19-20 Expected outcomes:</p> <p>All parents responses to these questions will be in the 98-100% range.</p> <p>Baseline 100% felt their participation was valued 98% felt the school does a good job staying in touch 95% feel they receive info on how to help their student improve 99% feel the school is friendly and safe place to learn 98% feel teachers hold high expectations for their students and give the academic support needed</p>	<p>We did not conduct a parent satisfaction survey near the end of the 2019-2020 school year, due to the pandemic. However, we did conduct such a survey in Fall of 2020, and parents gave the school similar marks to the year before.</p> <p>98% felt their participation was valued. 97% felt the school does a good job of staying in touch. 93% felt they receive information on how to help their student improve. 98% felt the school is a friendly and safe place to learn. 98% felt teachers hold high expectations for their students and give the academic support needed.</p>

Expected	Actual
<p>Metric/Indicator Student School Climate Survey</p> <p>19-20 Expected outcomes:</p> <p>86% of students feel highly connected to their school (We suspect we are losing some of this feeling of connectivity as we grow in numbers, but will conduct more grade-level events to overcome this.)</p> <p>92% of students feel high academic motivation and that they're held to high expectations</p> <p>86% feel they have caring adult relationships at school</p> <p>86% perceive the school as safe</p> <p>14% experience harassment or bullying</p> <p>28% experience chronic sadness or hopelessness</p> <p>Baseline 86% felt school connectedness</p> <p>58.5% felt academic motivation</p> <p>82.5% felt they were held to high expectations</p>	<p>We had planned to conduct a student satisfaction survey near the end of the 2019-2020 school year, but could not due to the pandemic.</p>

Expected	Actual
<p>67.5% felt they had caring adult relationships at school</p> <p>School Safety: 85% perceived the school as safe 27.5% experienced harassment or bullying</p> <p>Health: 28.5% experienced chronic sadness or hopelessness</p>	
<p>Metric/Indicator School/State Data</p> <p>19-20 Goals for 2019-20</p> <p>8% Suspension Rate 0% Expulsion Rate 96% Attendance Rate</p> <p>Baseline Baseline 2016-17</p> <p>9.6% Suspension Rate 0% Expulsion Rate 95.7% Attendance Rate</p>	<p>School/State Data</p> <p>Suspension rate: 5.14% Expulsion rate: 0% Attendance Rate: 95%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Sunrise will continue its programs for college and career readiness, including strong encouragement for attendance at our summer program	Revenue for certificated and classified salaries for the Summer	Revenue for certificated and classified salaries for the Summer

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>to prevent the so-called "summer slide" so prevalent among children of poverty and English learners.</p> <ol style="list-style-type: none"> 1. We anticipate having 80-90 students in the summer program, like this summer. 2. Continuation of our annual Career Fair and after school program - 100 students enrolled this year. 3. Expanding our university trips to two overnights and a third day trip. 4. Implementing an AVID program on campus. This year we implemented some aspects, such as community service, high school and college trips, speakers, and parent workshops. But next year we hope to do more in this regard. 	<p>Program will come from the 21st Century grant, City of San Jose SSIG grant and Colad Trust Foundation. 1000-1999: Certificated Personnel Salaries Other \$54,000</p> <p>For the career Fair - food, speakers, etc. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$500</p> <p>For the university trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p> <p>For classified and certificated personnel, supplies, league sports, etc. - all for the after school program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$147,420</p> <p>For the mini AVID program, most costs will again be absorbed in employee salaries, with the coming from the student activities fund 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$750</p>	<p>Program came from the 21st Century grant, City of San Jose SSIG grant and the Colad Trust Foundation. 1000-1999: Certificated Personnel Salaries Other \$57,920</p> <p>For the career fair - food, speakers, etc. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,000</p> <p>For the overnight university trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,578</p> <p>For classified and certificated personnel, supplies, league sports, etc. - all for the after school program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$159,803</p> <p>Mini AVID program (absorbed in salaries) LCFF Supplemental and Concentration 0</p>
<p>We're finding more and more that parent participation and belief in the educational system is crucial to our students' success.</p>	<p>Parent classes/support groups 5800: Professional/Consulting Services And Operating</p>	<p>Parent classes/support groups 5800: Professional/Consulting Services And Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>So far our efforts have primarily hit the parents who already are thoroughly convinced of the benefits of a sound education for their students.</p> <p>Next year we will focus more on those parents who have not been attending our meetings and parent classes.</p> <p>We will:</p> <ul style="list-style-type: none"> * Make even more calls home and conduct even more one-on-one meetings with parents who don't come to our group meetings. * Provide parent education in the morning and evening, as we did this year. * Double the number of our college readiness classes provided by PIQE - and perhaps add classes on nutrition and healthy eating (if the budget allows). * Continue with our monthly parent coffees and ELAC/SSC meetings and our regular school-wide meetings and events. * Continue with our twice yearly parent conferences and weekly One Calls or mailings. 	<p>Expenditures LCFF Supplemental and Concentration \$2,700</p> <p>Refreshments, raffle prizes, etc. for parent activities LCFF Supplemental and Concentration \$2,000</p>	<p>Expenditures LCFF Supplemental and Concentration \$1,150</p> <p>Refreshments, raffle prizes, etc for parent activities LCFF Supplemental and Concentration \$1,500</p>
<p>Sunrise will continue to build upon its Socio-Emotional Learning program, believing that it is critical to success among its middle school youth.</p> <p>In 2019-20 the school will continue to provide:</p> <ul style="list-style-type: none"> * Counseling for about 25 percent of its students (See Goal 3) * A 21-day Gratitude Challenge (repeating the three-year cycle for Kindness, Gratitude and Living Fearlessly) * Daily meditation at the beginning of the PE classes * A strong outdoor program (twice monthly activities) * League sports 	<p>Counseling/mentoring services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$12,500</p> <p>For 8th grade Challenge Day 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,500</p> <p>For Outdoor Education - educational and counseling related trips</p>	<p>Counseling/mentoring services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$7,110</p> <p>for 8th grade Challenge Day 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,575</p> <p>For Outdoor Education - educational and counseling related trips 5000-5999: Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>* A SCOPE character building program that emphasizes Self Control, Curiosity, Optimism, Perseverance and Effort.</p> <p>We also hope to purchase an SEL curriculum to augment what we currently provide in our twice monthly advisory periods. This was not possible in 2018-19 due to unexpected costs for other new curriculum. We are currently seeking outside funding for this curriculum.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,700</p> <p>For Outdoor Education - other trips - funded by grants, etc. 5000-5999: Services And Other Operating Expenditures Other \$14,300</p> <p>\$7,000 for League Sports included in After School Program budget - see above 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES)</p> <p>Meditation Program costs - included in certificated and classified salaries</p>	<p>And Other Operating Expenditures LCFF Supplemental and Concentration \$6,000</p> <p>For Outdoor Education - other trips - funded by grants, etc. 5000-5999: Services And Other Operating Expenditures Other \$11,928</p> <p>\$2,653 for League sports included in After School Program - see above 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES)</p> <p>Meditation Program costs - included in certificated and classified salaries</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All planned actions/services were implemented with the following exceptions:

League sports and field trips were stopped by March due to the pandemic. Our coaches continued to hold PE online and also helped with tech issues, calling home to students, and supporting them with their studies in Zoom breakout rooms.

The mini-AVID program, planned for later in the year, did not happen because of the pandemic. We instead focused help on helping our 8th graders with their high school applications.=

Our after school program instructors worked during the day instead, providing extra support to our special education and EL students.

Counseling was conducted by phone, rather than in person.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We provided our "whole child" activities as planned up until the pandemic hit. Fortunately, our students were able to go on the annual overnight snow, rock climbing, and Hidden Villa trips right before. Our 8th graders also experienced our annual Challenge Day. We held our career fair. And, our 6th and 8th graders went on their overnight university trips. Unfortunately, other activities such as our soccer season, end-of-year field trips, etc. needed to be canceled. It was more difficult to do meditation and counseling online than in person. Graduation plans were curtailed. And, our mini AVID program never got off the ground.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teaching staff will supervise the small group of students attending school for targeted instruction until all students can go on campus.	\$60,000	\$66,000	Yes
School purchased two additional classrooms to accommodate students so that all can attend 8 am - 2 pm daily - we're also using the cafeteria.	\$43,000	\$43,000	No
The school has purchased enough PPE, hand washing stations and other safety equipment to protect students and staff from COVID-19 contamination.	\$24,000	\$24,000	No
School is utilizing ASES after school program funds to provide extra tutoring support for students during the school day - whether on campus or in distance learning.	\$115,000	\$144,000	No
Our Peacemakers youth mentoring program helps our students with challenging emotional, social and home issues.	\$77,153	\$77,153	Yes
Our school has special projects like Career Day, high school application assistance, College Day, 21-day challenges, etc.	\$57,500	36,000	Yes
1.0 FTE-plus paraprofessionals assist teachers with most challenged students.	\$81,172	\$81,172	Yes
Our students benefit from Achieve 3000, iReady, etc.	\$6,000	\$33,000	Yes
School offers a social justice curriculum that empowers students to become globally aware and affect positive change in their community.	\$90,000	\$90,000	Yes
School admin coordinates all English Learner training at the school.	\$11,589	\$11,589	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Math teachers assist in the coordination for the math intervention classes.	\$26,706	\$26,706	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We used most of our after school dollars on tutoring help during the day, since our after school program was limited for most of the year, due to the pandemic.

We did not spend as much on activities for our students, again since most of the students didn't come on campus until spring. Additionally, our high school coordinator was pulled away for subbing and to supervise small groups of challenged learners on campus during COVID.

We spent more on online curriculum than planned since a) the distance learning dragged on longer than we had hoped and we wanted to make it as engaging as possible, and b) we had extra extra state and federal relief funds that we were able to spend on this. This online learning is working well for the students on campus also.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Our biggest success in implementing in-person instruction during the 2020-2021 school year came in our fifth grade class. The students came to campus in early October already, due to a willing fifth grade teacher and teacher's aide and lower incidence of transmission among young children. It had been difficult teaching these students, who were new to our school, how to use our various online programs via Zoom. Once on campus, the students were much happier, and the teacher reported that they were learning twice as fast. These students stayed on campus all year, except for two times when they needed to go home ten days because one of their classmates had gotten COVID from a parent. Fortunately, it did not spread among the class, due to strong safety measures.

In early fall we also selected approximately 20 students in grades 6-8 whom we felt would be better off doing their Zoom sessions on campus, due to home situations or learning difficulties. These students came and went; some chose to learn from home and did much better after being on campus for a while, while others were becoming depressed at home and asked to come on campus.

We initially had hoped to return to campus in January, at the beginning of the second semester. However, the virus hit our community very hard. Many of our families are doubled up, two to a dwelling, and the parents were discouraged from taking off from work when they got sick. Hence, COVID spread rapidly in the 95116 Zip Code. Every day we heard of more of our families who had been struck by the virus.

We therefore delayed our reopening plan until our teachers could get vaccinated and until the rate of COVID started to drop. All of our teachers were able to get their second vaccination by late March, and then we quickly proceeded with reopening, first with sixth graders, then with seventh, and then with eighth.

We had planned things so that all of our students could come to campus all day every day by renting two extra classrooms, splitting up the cafeteria into classrooms, and purchasing a large outdoor tent.

Nonetheless, despite our best efforts, many parents remained nervous about sending their students back to school after all the horror stories of COVID deaths and illnesses. Still today, a full two-thirds of our students remain at home.

The students who have come back to campus have been happy, more engaged, and less distracted, and they are able to learn much more quickly than at home.

However, hybrid learning - teaching to students at home at the same time as teaching to students in the classroom - has been a challenge for our teachers. We have been using OWL cameras that show the students at home everything that is happening in the classroom. Although there have been some technical difficulties, the students at home have been able to hear most everything as well. Plus, the teachers have been moving back and forth, between circulating in the classroom and talking directly to the students on Zoom.

Additionally, supervision of all the different cohorts of students has been challenging. We have kept our class sizes small so that students can still be spaced six feet apart this spring. Our after school instructors have played a very helpful role in supervising students on their online ELA and math programs and also helping them with math intervention, designed by the math teachers.

We allow different groups outside each day for lunch so that we can keep the cohorts from mixing on the playground. This means that the majority of teachers each day need to eat lunch with their students or during one of their preps. All teachers get a second prep from 2-3 pm. Teachers also are responsible for getting students to wash their hands four times a day and for taking temperatures and asking the essential questions about the health of household members.

Needless to say, the return to campus has been a challenging effort. However, we are happy we began the transition. We've seen students go from being quite depressed to happy overnight. Nervousness about being back with peers fell off in just a day or two. Students are learning more quickly and attending regularly. We have close to 100 students signed up for our in-person summer program and have advised parents we will be back fully on campus in the Fall.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The school is now utilizing the Schoology platform to better assist students with navigating all of their online assignments.	\$8,600	\$8,600	No
The school is purchasing various programs and platforms to help the teachers engage the students in online learning. These include but are not limited to: Padlet, Nearpod, Newsela, iReady and Google Classroom originality reports	\$9,000	\$33,000	No
The school is repairing all computers and Chromebooks as students bring them in for repairs.	\$15,000	\$18,000	No
The school is purchasing connectivity devices for all students who don't have WiFi.	\$5,000	\$7,000	No
The school has purchased materials needed for the teachers to teach from home.	\$1,000	\$1,000	No
School is utilizing ASES after school program funds to provide extra tutoring support for students during the school day - whether on campus or in distance learning.	\$115,000	\$144,000	No
School offers coding, art, website and piloting electives. Also, animal ethics, gardening and cooking.	\$22,000	\$22,000	Yes
Sunrise is conducting daily student and family outreach in an effort to ensure that all school are in their online classes and fully engaged. Our assistant principal and a PE teacher who also worked in the after school program are visiting five to ten families daily to determine the root causes for student absences. In addition they are resolving tech issues and checking for our families' emotional health and physical needs. The amount we are contributing toward this program will depend on how long the campus is in distance learning. This program is being funded with our Learning Loss Mitigation Funds.	\$100,000	\$70,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Like with the on-campus program, we spent more on programs to enhance our online learning since we stayed in Distance Learning longer than expected, and since we received extra funds from federal and state COVID relief programs. We needed more computer repairs than anticipated. More students needed hotspots as the year progressed, due to their families' inability to pay for internet as the pandemic dragged on. We used our after school program aides more for supervised learning than anticipated, since the Distance Learning lasted longer than expected. Our "street reach" program to reduce absences was halted for a couple of months in the middle of winter, due to a very high surge in COVID cases, so those costs were less than expected.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: We were able to provide continuity of instruction in that our students followed the same course of study as they would have if they had been on campus. Additionally, we kept the school day similar to what they were used to, with the biggest difference being that they had less English Language Arts instruction in order to reduce Zoom fatigue. The school day went from 8 am to 2 pm each day, with a break for lunch and one other break. Students, however, were not able to learn as quickly, primarily due to the clumsiness of learning online, distractions at home, and the inability of the teachers to be in close proximity and keep them on track.

Access to Devices and Connectivity: All students who did not have computers or internet were provided with these. Additionally, we had sufficient computers and hotspots on hand to immediately hand new ones to students in need of these devices, or in need of repair.

Pupil Participation and Progress: Students for the most part kept their cameras on so that we could see they were attending class. We kept a high average daily attendance rate of about 98%; however, not all students attended each class. Our teachers estimated that about 75 percent of our students were doing as well or better as they had been doing before COVID, while 25 percent were not doing as well as prior to COVID.

Distance Learning Professional Development: Our teachers received most of their professional development for Distance Learning at the very start of the COVID-19 pandemic - in spring and summer of 2020. Our math and ELA directors continued this training in house at weekly staff meetings.

Staff Roles and Responsibilities: Most of our staff kept their same duties as prior to COVID. However, the PE teachers had a hard time getting students to do PE on Zoom, so we reduced their responsibility in that area and had them doing other tasks as well - namely, computer repair, outreach to families, and math and ELA assistance in Zoom breakout rooms. Additionally, our Assistant Principal for Discipline and Safety was not as busy with discipline, so he focused more on outreach to families and, later, on preparing the campus for the students' return.

Support for Pupils with Unique Needs: Our special education and English Learner Newcomers were among the students first invited back to campus, to do their Zoom sessions from a more structured environment. The special ed and EL staff were then able to pop in their classroom now and then to offer them extra support. In addition, we placed a heavy emphasis on making sure that these students attended regularly, as we knew how difficult it would be for them to catch up later. We also provided an extra para for our special ed students, to support them in Zoom breakout rooms.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Math intervention classes	\$96,000	\$98,000	No
English intervention classes	\$36,200	\$20,000	No
Testing (costs absorbed in total salaries)	n/a	n/a	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We also began math intervention classes in our after school program after the students returned in late March and April. Not all of our students were able to get English intervention time during the day due to Zoom fatigue. However, we did begin reading intervention in the after school program in the Spring.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We are able to address pupil learning loss much better now that we are back on campus. One of our first courses of action has been to try and get our students to love learning again, as most of them were less engaged with Distance Learning. We are doing this by introducing more hands-on and group activities in the classroom, moving students outdoors for some learning activities, and engaging in richer discussions than were possible on Zoom.

Additionally, we are offering 45 minutes of math intervention each day in our after school program, from 3-3:45 pm, or after the hour devoted to elective courses - sports, cooking, gardening, music, art, and distance running.

However, we believe that most of our actions to address pupil learning loss will come in the 2021-22 and 2022-23 school years, as we:

- * Return to a longer school day.
- * Have paraprofessionals in the classroom to assist with small group instruction and tutoring.

* And, institute a year-long reading and math intervention program in the after school program, as well as extra tutorial and homework support.

While our learning loss has not been fully addressed this year, the students have shown more growth in learning than last spring, in the months after the pandemic struck.

Our Achieve 3000 reading growth report for the end of the year is as follows.

Grade	Lexile Growth	Typical Growth
5th	100	88
6th	141	76
7th	197	64
8th	183	60

A majority of students advanced one level on our internal writing rubric, though they might have advanced two levels had they been on campus all year.

In Math:

* 5th graders gained an additional 8+ months of math learning on top of grade level content. 50% of them are performing within grade level.

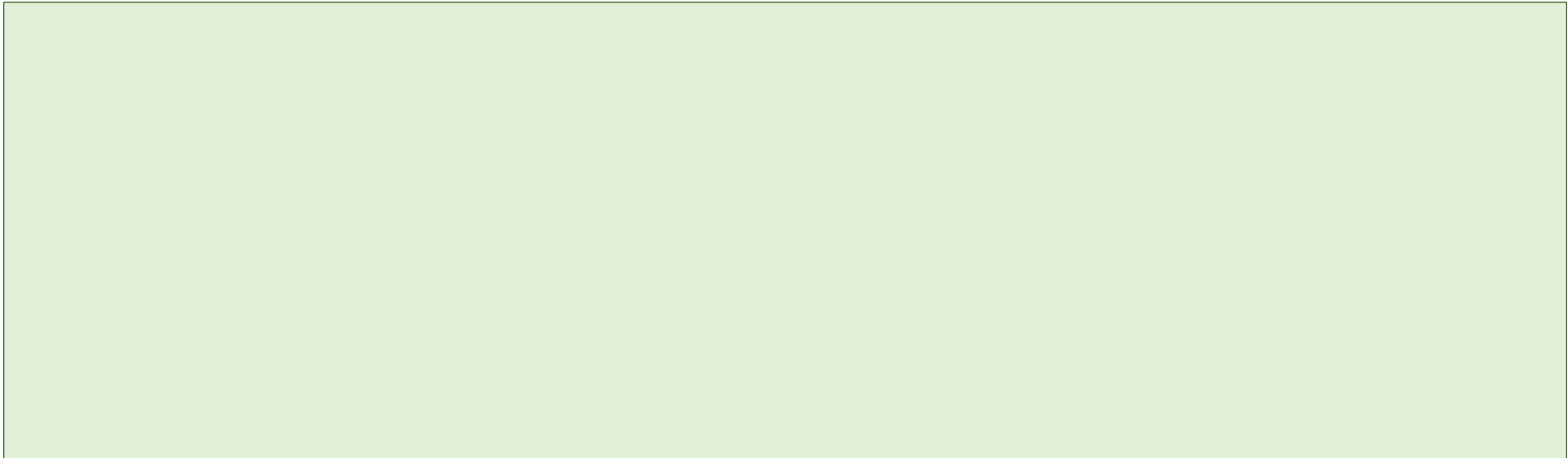
* 6th graders gained about 5 months with 33% performing within grade level.

* 7th graders gained 4 months on top of grade-level instruction with 13% performing at grade level.

* For our current 8th graders, mid-year results show that 30% are performing within grade level. Their average distance from grade level has improved by approximately 4 months compared to the cohort's performance back in 6th grade. We don't have year-end results for 8th grader since we focused more on formative assessments and direct instruction and less time on adaptive programs after the students returned to campus.

Grade 5-7 results are from the SuccessMaker adaptive program. Grade 8 results are from the Imagine Math program.

In the 2021-2022 school year we will move to iReady assessments to better monitor student progress. We will assess more frequently and consistently school wide.



Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

It's definitely easier to monitor and support our students' mental health and social and emotional well-being now that they're back on campus.

During Distance Learning we did the best we could, but we know that some of our students experienced some rather dark days because they could not socialize with friends and we weren't able to meet with them in person for a variety of reasons.

To monitor and support our students during Distance Learning we:

- * had the teachers do weekly check-in surveys to see if any students were in major need of help
- * texted with students, as this was more private than having other family members hear their phone conversations
- * met with them, when parents allowed us to visit their home or meet with the student on campus
- * held weekly "students-supporting-students" groups for our 8th graders
- * encouraged certain parents to let the students conduct their zoom sessions from campus so they could be with other kids
- * created engaging weekly SEL advisories for all the grade levels
- * talked with the students online when they stayed after the 15-minute meditation period
- * and, conducted home visits for students who were missing most of their classes

We believe this mix of activities kept us informed on the emotional status of the majority of our students. Fortunately, only one of our families suffered the loss of an immediate family member, that we're aware of. But many students became rather depressed from being locked up in tiny apartments for most of the year. Some were not allowed outside at all for fear of contracting COVID.

Two of our students attempted suicide and were immediately referred to professionals.

We have found that other tough situations could be resolved as students were allowed back on campus and their lives became more normal. Many students were anxious about being around other kids their own age again, but the anxiety went away within a day or two of coming back on campus.

This spring our counseling focus on mental health and emotional well-being seems to be more focused on issues that were prevalent already before COVID: gender identity, substance abuse, abandonment by a parent, divorce, extreme poverty, trauma in their home country, loss of a grandparent or relative, etc.

We believe that more stories of grief and loss will be heard when students again are allowed to meet closely and mix with students from various cohorts.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We had several successes in implementing pupil and family engagement and outreach in the 2020-2021 school year:

- * Our parent support groups held on Zoom each Wednesday night were well attended, ranging from 15 to 60 participants.
- * We provided our families with a number of informational nights on such topics as housing assistance, COVID prevention, vaccination information, etc.
- * We had parking lot fun nights, schoolwide assemblies and weekly Student of the Week awards (gave out 15 Starbucks cards each week) to engage our youth.
- * Our "Street Reach" team showed up at the homes of about 15-30 students each week in an effort to get them to participate more actively in our Distance Learning.

We took a step back in some of these areas during the months of December and January, when our community was very hard hit by the pandemic, and more students seemed to be contracting COVID every day.

We became very excited about our students returning to campus in March and April and were puzzled that not more than 67 percent wanted to return. We knew their learning had suffered and conveyed that to the parents. But in some cases parents were too traumatized by COVID, or they had taken on new jobs and needed their students to baby-sit younger siblings.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We offered frozen, dry and fresh meals (five breakfasts and five lunches) for each of our students every week. However, not the number of families wanting this food dropped off through the course of the year, perhaps because they prefer the food they make at home.

We also provided food for all of our students on campus.

We also put our families in touch with food banks where they could get fresh fruit and vegetables as well as bulk food, and the Second Harvest Food Bank comes to our school the first Friday of each month.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Certificated Salaries	\$1,183,583	\$1,245,330	No
N/A	Classified Salaries	\$605,140	\$614,348	No
N/A	Employee Benefits	\$542,012	\$557,789	No
N/A	Supplies	\$389,086	\$400,783	No
N/A	Special Education - contracted services	\$75,000	\$65,000	No
N/A	Professional Development	\$12,000	\$13,200	No
N/A	Rent	\$236,000	\$200,000	No
N/A	After School Program instructors, etc.	\$159,000	\$159,000	No
N/A	Listenwise and other learning programs, curricula	\$10,000	\$33,000	No
N/A	Computer Purchases (100 being donated)	\$10,000	\$20,970	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

For special ed services, we were able to do more of these in-house.
 We needed to spend more than planned for computers because of extensive use during Distance Learning.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Goal 1: We will provide multiple supports to strengthen our services for our English Learners to increase reclassification rates and students' academic achievement.

Our EL newcomers were able to advance during Distance Learning because of targeted instruction and four hours of ELA on Zoom daily. However, our Level 2, 3 and 4 ELs did not advance as quickly due to a slightly shortened day, and thus, less time for ELA and designated ELD. This shortened time for ELA/ELD continued when our students returned to campus due to physical and staffing constraints. We realize we need to ramp up our efforts for our Level 2, 3 and 4 ELs if they are to be reclassified by 8th grade and placed on the college track in high school.

Goal 2: Increased Diversity Equity and Inclusion for the staff and students at Sunrise

The COVID-19 pandemic struck our largely disadvantaged community far more harshly than it did middle class and upper class families. Many of our parents, due to their immigration status, felt forced to work even when they and other adults in the workplace were sick. Then when they brought home COVID to their families they often had no way to stay separate from other family members due to cramped living conditions and families often doubling up in a single dwelling, which often led to everyone in the house getting sick. Additionally, many of our students could not leave their apartments and had to babysit younger siblings while trying to learn online. Meanwhile, their middle- and upper-class counterparts at more affluent schools were able to get educational support from their parents and have outdoor excursions after school and on weekend. These are just a couple examples of how the COVID year has brought increased inequity for low-income youth of color. It is our duty as educators to fully recognize any implicit biases we may hold and to double our efforts to not only educate, but also to empower our youth and to help them maneuver through an often times unequal world. Our in-house diversity training will help our staff meet this goal, while our social justice class will continue to empower our students.

Goals 3: Improved math performance for our students.

We found that math was the most difficult subject of all to teach online. Even though we devoted twice as much time to math as to ELA, our students still did not advance as quickly in math as they did in English, according to our local assessments. Additionally, our ability to hold academic dialog in the math classroom was limited by Zoom; students were more likely to type in the chat than to conduct meaningful problem-solving conversations in their breakout rooms. We therefore need to double our efforts in math during the coming years. We will train our teachers to improve their techniques in promoting academic dialog and ELD integration in math. We will also hire paraprofessionals to tutor small pull-out groups for extra personalized instruction and will conduct math intervention daily after school.

Goal 4: Sunrise will continue to maintain a strong school climate and a second-home environment for a traditionally underserved student population.

More than anything, students missed our sports program and our elective classes during COVID. Electives on Zoom didn't quite match up, and sports were non-existent. Students say they also missed our field trips, especially the overnight ones, our university trips, and our fun after school activities. We will double our efforts in this area, as COVID allows, so that our students will not miss out on the rich middle school experience that Sunrise has always tried to provide.

Goal 5: We will increase our efforts to eliminate chronic absenteeism among our low-income students.

During COVID we started some practices that we intend to keep in the coming years, as they were found to help motivate chronically absent students to return to class. We had held parent meetings and made calls home in the past, but we doubled these efforts during COVID. We will now continue this trend. We also found that informal meetings with the District Attorney's Office helped to motivate our families to consider attending school rather than possibly get in trouble with the courts later. And, the "street reach" program in which we took the school van to visit the homes of absent students, was especially effective. Students and parents were surprised to see us on their doorstep and knew that we were taking their attendance seriously. We believe that continued use of these actions after the pandemic is over will be fruitful in combatting our chronic absenteeism rate.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We are ramping up our efforts to address pupil learning loss in the 2021-2024 school years.

- * We are hiring several paraprofessionals to conduct small group instruction at the direction of the teachers in Math and ELA.
- * We will have two full-time and very experienced special education teachers for our 35 students with IEPs.
- * We are hiring an additional full-time teacher to provide designated ELD to the Level 2, 3 and 4 English Learners and to coordinate ELD supports in all of our coursework.
- * We will conduct an hour of reading intervention and an hour of math intervention each day after school.
- * We will start testing our students in iReady three times per year to better understand what domains they have mastered and to measure this improvement.

* We will continue with all of our SEL activities, particularly the individual and group counseling, Peacemaker mentoring, and weekly SEL advisories, to better motivate our students to want to excel at learning.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences in the actions or services contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved service requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

1. The number of English Learners - and EL Newcomers - at Sunrise continues to grow. We have gone from 40% EL to 54% EL in just the past several years. Additionally, the number of EL Newcomers this year jumped from just a handful to a classroom-full. Our ELs were in the orange in ELA on the state Dashboard in spring 2019, while our low income youth were in yellow, and our Hispanic youth were in green. We must provide increase support for these students if they are to be reclassified by 8th grade and placed on the college track in high school.

We will group our ELs by proficiency levels for the designated pullout time. They will have differentiated activities to enhance reading, writing, speaking and listening. Direct and guided instruction along with cooperative groups will utilize academic discussion and writing from Kate Kinsella's sentence frames and precise language, SDAIE and GLAD strategies.

2. Our percentage of unduplicated students (low income and/or ELs) has remained at about 93% over the past several years. These are the youth that are most affected when teachers hold implicit bias. They also are the youth that are most anxious to learn about the often unjust and unequal world in which they learn and how they can activate positive change in their communities. It is for this reason that we are making a renewed effort for diversity and inclusion and for teaching social justice.

3. Our students are still about 60 points from standard on the CAASPP / Math exam, despite efforts to improve their scores in the past several years. This means that we need to try new actions that have not been implemented before. We have chosen training for academic dialog and ELD integration, several paras for pull-out groups and tutoring, and math intervention after school. Our special education teachers and paraprofessionals will focus their help in the core classes.

4. Our "whole child" approach to school has resulted in high student and parent ratings on our satisfaction surveys. We like that our families are happy here at Sunrise and want to keep it that way. We also hear their requests for more of these activities, especially for more college readiness information, more university trips, more bus service for sports games, and more guest speakers on health and wellness.

5. Our chronic absenteeism rate has hovered around 11.5 percent the past several years. We realize that we will need to take extra steps and go "above and beyond" the usual actions if we are to lower this rate to one that is more acceptable.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,553,690.00	2,721,260.00
	1,878,500.00	2,051,891.00
After School Education and Safety (ASES)	147,420.00	159,803.00
LCFF Base	7,700.00	10,382.00
LCFF Supplemental and Concentration	451,770.00	429,336.00
Other	68,300.00	69,848.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,553,690.00	2,721,260.00
	2,041,500.00	2,201,426.00
1000-1999: Certificated Personnel Salaries	54,000.00	57,920.00
2000-2999: Classified Personnel Salaries	317,420.00	340,974.00
4000-4999: Books And Supplies	71,320.00	65,766.00
5000-5999: Services And Other Operating Expenditures	51,750.00	37,191.00
5800: Professional/Consulting Services And Operating Expenditures	17,700.00	17,983.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,553,690.00	2,721,260.00
		1,878,500.00	2,051,891.00
	LCFF Supplemental and Concentration	163,000.00	149,535.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	54,000.00	57,920.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	147,420.00	159,803.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	170,000.00	181,171.00
4000-4999: Books And Supplies	LCFF Base	5,200.00	4,632.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	66,120.00	61,134.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	37,450.00	25,263.00
5000-5999: Services And Other Operating Expenditures	Other	14,300.00	11,928.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,500.00	5,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	15,200.00	12,233.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,887,500.00	2,062,049.00
Goal 2	65,000.00	77,536.00
Goal 3	342,820.00	323,111.00
Goal 4	258,370.00	258,564.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$592,120.00	\$632,620.00
Distance Learning Program	\$275,600.00	\$303,600.00
Pupil Learning Loss	\$132,200.00	\$118,000.00
Additional Actions and Plan Requirements	\$3,221,821.00	\$3,309,420.00
All Expenditures in Learning Continuity and Attendance Plan	\$4,221,741.00	\$4,363,640.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$182,000.00	\$211,000.00
Distance Learning Program	\$253,600.00	\$281,600.00
Pupil Learning Loss	\$132,200.00	\$118,000.00
Additional Actions and Plan Requirements	\$3,221,821.00	\$3,309,420.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,789,621.00	\$3,920,020.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$410,120.00	\$421,620.00
Distance Learning Program	\$22,000.00	\$22,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$432,120.00	\$443,620.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunrise Middle School	Teresa Robinson Director	teresa@sunrisemiddle.org 408.659.4785

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Sunrise Middle School, 1149 E. Julian St., San Jose, was founded ten years ago on the principles that every student has the right and the ability to succeed, that school should be relevant and engaging, and that students should be encouraged to question the world around them. These basic truths have become all the more apparent and needed in light of the events of 2020 and 2021. Sunrise students are largely youth of color from a disadvantaged background, from low-income immigrant families, sixty percent of whom live below the federal poverty level and 90 percent of whom qualify for the government's free lunch program. They come to Sunrise with big dreams of becoming veterinarians, doctors and lawyers, but they are also often from two to four years behind grade level. Our job is to bring our students up to grade level or beyond, and to ensure that they get into the best high school that they can, so that one day they will have the opportunity to go to a four-year university on full or near full scholarship and accomplish their dreams, whatever they may be. While Sunrise works toward this goal, we also focus on each child's emotional health and self esteem, acknowledging that middle school is a vulnerable time in life, and that strong self esteem and protection from bullying are often key to later success. We also look to our students' physical health, focusing on nutrition and exercise. We look to their families' health, focusing on weekly parent support groups and direction to social services. And, perhaps more than anything, we seek to empower our youth with the belief that they can change and mold their community and their world to the vision that they hold.

About Sunrise's students:

Of the 268 half are male and half are female.

We serve grades 5-8.

23 in 5th

86 in 6th

70 in 7th

89 in 8th

More than half our students are English Learners, 6% are EL Newcomers, and 14% are in special education.

Our students have been largely locked up in their apartments for the past year due to COVID. Their parents, for the most part, have not had the resources to closely monitor and support their distance learning as most are working long hours. We understand the the impact that COVID has had on our families; our students tell us it has been a dreary year, and school is about all they've had in their lives, albeit peering at their teachers and friends through a computer screen. Sunrise is scheduled to reopen before the 2020-2021 school year ends, and will immediately start addressing the social anxiety, grief, physical fitness, and other issues that this pandemic has wrought. We expect that the learning loss will be an issue that needs attention throughout the coming year and into 2022-2024. To that end we will employ the use of extra tutors and aides, funded by AB86 and the 2nd and 3rd rounds of CARES Act / ESSER funds, to assist our student at all the many different levels from which they come to us.

Throughout this transition, Sunrise will continue to provide the other programs for which we are known:

- * Free after school and summer programs
- * Outdoor education and field trips
- * Daily meditation
- * Individual and group counseling, and strong anti-bullying program
- * A youth mentor from Peacemakers Inc. for our Tier 2 and Tier 3 students
- * Technology, art, dance and other electives
- * League sports - soccer, basketball, volleyball, football and running
- * Our SCOPE character-building program - Self Control, Curiosity, Optimism, Perseverance and Effort
- * Weekly advisory groups for personal and academic growth
- * A Social Justice class to help students make sense of their world

And, all the while our staff of 29 will continue to focus our hardest on helping our students with their academic success so that all career pathways remain open to them.

- * Although more than 50% of our youth are English Learners, and another 30% recently reclassified, we will continue to strive to maintain among the area's highest ELA scores on the state test, as we have for the last three years.
- * We have been offering two hours of math daily during distance learning, and intend to continue this strong push in an effort to lift our math test scores to those of ELA. We are building a strong math team through constant professional development and coaching from our math director.

Meg Wheatley has a beautiful saying: "Change always involves a dark night when everything falls apart. Yet if this period of dissolution is used to create new meaning, then chaos ends and a new order emerges." And so it is with Sunrise. From the financial crisis of our early days ten years ago came a much stronger financial base. And from the chaos of the pandemic will come a new burst of energy to serve our students, not seen for so long, in powerful and ambitious new ways.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Sunrise has had the highest ELA scores - among the nine district and charter schools in our area - on the CAASPP exams in 2017, 2018 and 2019. There was no state test in spring 2020 due to the pandemic. We have achieved these scores despite having an English Learner population of more than 50 percent.

The 2019 Dashboard indicates improvement in ELA scores for our socioeconomically disadvantaged students, putting them in the yellow category, and for our Hispanic students, putting them in the green.

We are able to reclassify most of our students - not counting ELD newcomers - by the time they leave Sunrise and are promoted to high school.

In May 2020 we were able to reclassify 33 of our 84 eighth graders, with only a handful remaining in ELD.

Additionally, among our English Learners schoolwide, 64.2% made progress towards English language proficiency, putting us in high or green on the state Dashboard.

We plan to build on these successes by continuing our heavy focus on ELA (about 8 hours a week) and by adding a half-time ELD teacher, due to our increasing numbers of English Learners and Newcomers.

Our Lexile levels for Achieve 3000 this year so far shows a growth of more than one year in sixth grade and more than two years in 7th and 8th grade! We understand that some of this growth might have been due to the students starting low in August, due to the pandemic.

Meanwhile, our Newcomers were right on track, showing growth of six months after being in school for six months.

Our 8th grade writing scores are mainly hovering around a 3 out of 4 this year;
7th grade, averaging 2 to 3 out of 4, with 4 the consistent score in our honors class;
6th grade, a 2 to 3;
and 5th grade, around 3 is average.

In another area of success, we were able to significantly reduce our suspension rate, going from yellow to green, employing a PBIS model as well as a Peacemaker youth mentor for our Tier 2 and Tier 3 students.

Our suspension rates went from 9.3 in 2017-2018 to 7.5 in 2018-2019 to 5.14 in 2019-2020.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to increase student math scores for all of our students. This has been a difficult task, in part since Common Core math also heavily utilizes skills in English Language Arts. However, we believe this can be accomplished with our current math team.

To help increase math performance, our math teachers this year, in addition to preparing their own lessons, are also preparing math intervention lessons that paraprofessionals are teaching, thereby giving the students two hours of math daily. Thanks to AB86, these after school program employees who worked during the day as paras can be replaced with new paras next year or will have their hours increased so they can work during the day as well as in the after school program.

In addition to getting extra math instruction, our students also are expected to work another two hours a week on their online math programs. This was not happening as much as we would have liked in distance learning, but it's happening more now that the students are coming back to campus.

Designated ELD has not been implemented as planned, unfortunately, due to a major increase in the number of our EL Newcomers and the attention that needed to be focused on them. In the past we have had only a handful of Newcomers, but this year the number increased to 21, possibly due to the increase in border crossings and word of mouth in the Newcomer community. We plan to improve our integrated effort next year by having an extra 0.5 FTE ELD teacher, who will focus her time on the integrated program, giving extra time to our Level 2, 3 and 4 English Learners. Math lesson planning currently is including ELD targets.

For ELA, we were in the orange for the "all students" category on the state Dashboard. Sunrise's Distance from Standard (the average of all students' scale scores' distance from their grade level's minimum scale score for Standard Met) was only 6.4 points below standard even though more than half our students are English Learners. Though this was a 1.3 point increase from the previous year, the change was in the range of what is considered maintaining. We are attempting to improve our students' average Distance from Standard by 1.4 to 2.9 point so that Sunrise will receive a yellow performance.

One way in which we're doing this is by adding a reading intervention program after school for our lowest readers. Unfortunately, we needed to reduce the amount of time students were in English class this year - from 8 hours weekly to 5 - due to their inability to remain focused on Zoom beyond 2 pm. Their participation in our online Achieve 3000 program, however, has improved now that the students are coming back to campus. Our new focus on designated ELD with the extra 0.5 FTE ELD teacher next year also should help.

In a third area of need, we want to move our 11.5% chronic absenteeism rate out of the orange and into the green. All of our students need to be attending regularly. We tried numerous methods this year, including a "street reach" team and informal talks between the District Attorney and the absent students, and intend to now gear up those efforts.

In our street reach program this year, we were able to get many student not doing their distance learning to come to school again by visiting their homes, and also by calling their parents. We found the home visits, especially when made during 8 and 11 a.m., most effective, and therefore plan to implement this approach for in person learning as well.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Sunrise Middle intends to maintain the programs that support the school's core values, such as its strong school climate, while also strengthening its programs for longtime English Learners, equity, math, and attendance.

Goal 1: EL. Supporting Longtime English Learners. We will hire an extra half-time English teacher to support our ELs.

Goal 2: Equity. Sunrise administrators will enlist the help of our bilingual, bicultural staff members to strengthen our Beyond Diversity Equity and Inclusion program.

Goal 3: Math. Our core teachers will get more training on how to generate more academic dialog in the classroom, utilizing aspects of cooperative learning as well as ELD integration.

Goal 4: School Climate. We will maintain our strong school climate by continuing the programs upon which our students and families thrive.

Goal 5: Chronic Absenteeism. We will continue to monitor attendance and employ our "street reach" program and meetings with the District Attorney's Office.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

n/a

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

n/a

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

n/a

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Sunrise met several times with its primary stakeholder groups prior to finalizing its LCAP. We asked our School Site Council to serve as our LCAP Parent Advisory Committee. Our whole staff meetings include all of our administrative, certified and classified staff.

Here is a list of the meetings we held:

School Site Council meeting (six members present)- Nov. 16, 2020 - review of the 2019 LCAP and the 2020 LCP
Whole staff meeting (all staff) - Jan. 5, 2021 - staff had long list of requests, main focused on more help from paraprofessionals
School Site Council (seven members present) - Jan. 7, 2021 - mainly expressed support for aides in the classroom and more counseling support
ELAC and parent support group (twenty members present) - Jan. 20, 2021 - again, mainly wanted more aides in the classroom and more counseling support
School Site Council (six members present) - Feb. 1, 2021 - re-emphasized the need for counselors - and a return to field trips as soon as is safe
ELAC (twelve members present) - Feb. 3, 2021 - agreed with five goals for our LCAP
Whole staff meeting (all staff) - Feb. 24, 2021 - formulated the five goals for our LCAP and how to implement
Student leadership team (six present) - Feb. 25, 2021 - wanted return to field trips and university trips, as well as larger campus facilities
Whole staff meeting (all staff) - Mar. 31, 2021 - extra input on the five goals for our LCAP, major cry for more paraprofessional help
School Site Council (six members present) - April 19, 2021 - review of draft LCAP and how it coincides with federal and state learning loss mitigation funds
School Site Council (seven members present) - May 17, 2021 - final review of draft LCAP and updates
Public Hearing - at May 24, 2021 school board meeting

These meetings are in addition to the meetings we held for the development of our Learning Continuity Plan in Fall of 2020.

All meetings and meeting notices are held in Spanish and English, except for staff and students which were in English only. The meetings were either at the school, if for staff, or on Zoom for all others.

A summary of the feedback provided by specific stakeholder groups.

The primary request from our parents was for more teacher aides in the classrooms so that students can get more individual attention and differentiated instruction. The parents specifically requested paraprofessionals for support in the fifth grade classroom, with the English Learners, to help with learning loss mitigation, and in the after school program.

A second request from parents was for counseling for the students when they return to campus.

Other parent requests: teacher professional development and salary increases, more library books, a nurse or room with a cot for sick students, a bus for league sports and field trips, and a health and wellness program.

Our teachers requested a full-time aide for the ELD students, after school tutors to help make up the learning loss, more training in cooperative learning (Kagan) strategies, the iReady program, PD for math teachers, a bus for school sports, more volunteer and community service programs for our students, an expanded health and wellness program for parents and students, more guest speakers, and more arts / theater programs.

Our SELPA asked us to be sure to include the parents of special needs students when seeking parent input and involvement, and to make sure that these students have access to all of our courses and attend regularly. We are already fulfilling all of these requests, and since the start of COVID have made extra calls home to our students with IEPs to get them in class or on campus.

Our students asked for a bigger campus (something that probably isn't possible, due to our lease constraints, though we were able to rent two additional classrooms this year). They also asked for more university trips, including overnight trips, and buses for our sports games and other events.

Common themes from all the groups:

1. the need for more paraprofessionals/aides and counselors
2. a return to university overnight trips, field trips, and sports games (along with bus transportation)
3. mentioned to a lesser degree, the need for professional development, expanded health and wellness program, cultural events, salary increases

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Sunrise is listening to the pleas for more teacher aides. Near the end of the 2019-2020 school year we made the difficult decision to reduce our number of full-time paraprofessionals from two to one, in order to cut costs and keep some money in our reserves. This was one of the few places we could cut costs. Then this year we were able to bring some of our after school program staff to full-time and have them assist with math intervention and 5th grade assistance during the day, since more flexible ASES funding rules allowed for this during the COVID year. Normally, we would reduce these after school staff hours again, but after hearing the strong please from parents and teachers, have decided not to reduce them. Instead, we will utilize the extra CARES Act funding for 2021-2023 to support these positions - to help mitigate learning loss, assist our English Learners and assist the 5th grade teacher.

Rather than provide for a full-time aide to provide extra support to the English Learners, we will hire an extra 0.5 FTE ELA teacher, believing this will provide them with better instruction. Our ELD coordinator will remain focused primarily on our EL Newcomers.

We also plan to maintain our relatively high level of counseling support for our youth, and will double up those efforts upon their immediate return to the classroom. Our youth mentor from Peacemakers most likely will be providing more emotional than behavioral support in the first year back. In addition, we have a part-time retired school counselor, a school director who is also a certified school counselor, several staff members willing to run small student support groups, and assistance as needed from Alum Rock Counseling Center and Gardner Health.

As for the other requests:

- * We have already acquired iReady for our teachers
- * The school board has approved 3% salary increases for all staff
- * We plan to invest in more training for cooperative learning training from Kagan
- * We plan to rent buses for our games this year (as soon as league sports are allowed)
- * We plan to hire outside arts professionals to enhance our electives offerings
- * We will hire a counselor or counselor intern to assist the school's lead counselor and youth mentor with the anticipated increase in counseling needs
- * We also will reserve funds for more guest speakers and health and wellness, and will include community service in our outdoor program

The stakeholders' main influence on the LCAP was in helping administration to recognize the need to hire more paraprofessionals and counselors, and also in helping us understand how everyone misses the field trips and other events that have been put on hold due to COVID.

More paraprofessionals ties to Goal 1 (English Learners) - state priorities 1, 4 & 8
and Goal 3 (Math improvement) - state priorities 1, 2, 4 & 8

Counseling support ties to Goal 4 (School climate) - priorities 3, 4, 6 & 7
and Goal 5 (Chronic absenteeism) - priorities 5 & 6

Field trips and other student activities is directly tied to Goal 2 (Beyond DEI) - priorities 5, 6, 7 & 8
and Goal 4 (School climate) - priorities 3, 4, 6 & 7

Goals and Actions

Goal

Goal #	Description
1	We will provide multiple supports to strengthen our services for our English Learners to increase reclassification rates and students' academic achievement. State priorities 1, 4 and 8

An explanation of why the LEA has developed this goal.

Our parents and teachers are concerned about the academic growth of the approximately 50 percent of our students who come to us as longtime English Learners. Our ELD coordinator this year has been pulled more and more toward helping our increasing percentage of ELD Newcomers, who now comprise 7% of our student population. Our ELA teachers have adjusted in 2020-2021 by devoting one class period a week to designated ELD support. However, we do not believe this is enough support. Our students are still in the yellow or orange in ELA on the state dashboard. We hope to move into the green for all categories of students and to increase our reclassification rate so that all of our students can be reclassified before being promoted to high school. The following actions are designed to give more support to our English Learners - the Newcomers as well as the longtime ELs - so that they may advance more quickly. The metrics will provide an indication of whether our predominantly EL student population is in fact progressing at a rapid rate and receiving the support needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification rate	From 2018-2019: 62.4% of ELs made progress on the ELPAC - Dashboard indicator				65% of ELs make progress on the ELPAC
ELA scores on the CAASPP					
Internal Writing Rubric					33% of ELs reclassified
NWEA (or iReady) scores	From 2020-21: 29% of ELs reclassified				51% score proficient or adv. in CAASPP - ELA
# of teachers with CLAD certification - from SCCOE annual credential review	From spring 2019: 47.9% of all students score proficient or advanced on CAASPP in ELA				78% score 3 or 4 out of 4 points on internal writing rubric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>75% of all students scored 3 or 4 out of 4 on our internal writing rubric</p> <p>84% of all students made their growth target in reading on NWEA</p> <p>From spring 2021: Two teachers (SPED and history) are still working on getting their CLAD certification.</p>				<p>87% make growth target in reading</p> <p>100% of teachers have CLAD certification</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.0 FTE position for D-ELD and ELD/ELA coordination	1.0 FTE position will provide designated ELD support to all English Learners half time, and half time ELA/ELD program coordination. This action will help achieve the goal by providing more focused learning time to our Level 2, 3 and 4 ELs, as well as a more coordinated effort to provide academic support to our ELs in all their courses of study.	\$115,731.00	Yes
2	ELD teacher	Sunrise will continue to employ a full-time ELD teacher, who will teach our Newcomers a systematic approach to reading and learning English that includes phonics, reading, writing, vocabulary, fluency and comprehension, and conversational English. Additionally, our	\$83,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>program focuses on Newcomers acquiring academic language so that they may succeed in their education. Our Newcomer writing program follows the practice of Dr. Kate Kinsella, utilizing sentence frames, productive partnering and precise word banks. Vocabulary is taught through games, flashcards and online programs.</p> <p>This action will help achieve our goal by providing concentrated support to our EL Newcomers, who may need it the most. Noting how quickly they advance on the ELPAC will help us determine the effectiveness of this action in reaching our goal.</p>		
3	Extra ELA class time	<p>Sunrise will increase its ELA offering from one hour daily to 1.5 hours daily in 2021-2022, returning to the pre-COVID level of instruction. This action will give our longtime English Learners more time to improve their ELA skills. A strong increase in SBAC and local assessment data will guide us as to the effectiveness of this action.</p>	\$275,412.00	No
4	Properly credentialed teachers authorized to teach ELs	<p>Sunrise will maintain a staff of highly qualified and properly credentialed teachers and administrators who are trained and certified to teach English Learners so that these students will receive the full support required in all of their classes. This action will ensure that our ELs get the best support available to them in all of their coursework. The metrics established for this goal will indicate whether this support is happening.</p>	\$1,008,929.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increased Diversity Equity and Inclusion for the staff and students at Sunrise. State priorities 5 and 6.

An explanation of why the LEA has developed this goal.

Sunrise constantly focuses on ensuring that all of its students have full access to resources. We are aware that implicit bias on the part of our teachers can affect this full access and therefore plan to continue the Beyond Diversity Equity & Inclusion training begun in the second half of 2020. Our teachers need to be particularly sensitive to the needs of low-income youth of color. One way to accomplish this is our effort to hire more and more Latinx staff with similar upbringing as our youth. Sixty percent of our staff are now Latino and Spanish speaking. We brought in an outside agency to conduct our Beyond DEI training in the Fall Semester, 2020. In the second semester of 2020-2021, and next year, we will be relying more on our bi-lingual, bi-cultural staff, with support from the administration, to continue this training. The staff at Sunrise understands that implicit bias is not easily erased and requires constant vigilance and attention. The effects of implicit bias at a school are too devastating to ignore and must be stamped out altogether. The following actions will support our school in this effort by addressing the needs of our minority staff members as well as our largely Latinx student population to feel respected, valued and empowered. Staff and student surveys at the beginning and end of the 2021-2022 school year will serve as a clear way to guide the administration as to whether this growth in Diversity Equity & Inclusion is actually happening.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff and students will feel that they are supported in their education and professions, and that they are not discriminated against based on gender or ethnicity.	The baseline for this growth will be established in Fall 2021, when we conduct staff and student surveys. We will again conduct the same survey near the end of the 2021-2022 school year to measure change in				0% of staff and less than 5% of students will feel they are not 100% supported in their professions and education and are not discriminated against based on gender or ethnicity.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>staff and student feelings on whether they may feel discriminated against based on gender or ethnicity.</p> <p>We expect 3% of staff and 10% of students may feel discriminated against based on gender or ethnicity, but that that will decrease to 0% and 5% over the course of the year.</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Beyond DEI training	<p>Sunrise believes that training around diversity and inclusion will better prepare our teachers to support our low income youth and English Learners.</p> <p>Building on a base of professional semester-long support, Sunrise administration and staff will now conduct regular trainings to focus on elimination of implicit bias in our educational system. We believe we can best do this by relying on the expertise of several of our own teachers and administrators who come from disadvantaged / bicultural backgrounds.</p> <p>While we have focused in 2020-2021 on what we want our school to look like, we will now bring the focus to the classroom level: how do we want to ensure that our classrooms will provide equity for all of our students.</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will help our school reach its goal by bringing Diversity Equity & Inclusion to the classroom level, where it matters the most. The staff and student surveys at the beginning and end of the school year will show whether this action has been effective in reaching our goal, or whether additional steps need to be taken.		
2	Social justice education for students	We will contribute 0.5 FTE for social justice courses at our school. The goal of this course is to help our traditionally underserved students understand the complexity of the world around them, how it affects their families' socioeconomic standing, and how they may be empowered to make changes in their community. This action will demonstrate to our students that Sunrise believes in them, in their right to equality and justice, and in their ability to improve their socioeconomic standing and shape the community around them. The student surveys at the end of the year will guide the school in understanding what additional steps might yet need to be taken so that our students feel no trace of implicit bias in their education.	\$47,050.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Improved math performance for our students. State priorities 1, 2, 4, 7 and 8.

An explanation of why the LEA has developed this goal.

Parents and teachers are concerned that Sunrise does not have at least half of its students at proficient or above in math. Sunrise is providing significant attention to its math program, in that students receive one hour of instruction and one hour of intervention daily. We have added the extra hour of math intervention since the majority of our students come to us one to four years behind grade level in math. The extra intervention has helped students, but it is not the solution for our math scores. Our core teachers need more training on how to generate more academic dialog in the classroom, utilizing aspects of cooperative learning as well as ELD integration, in order to fully implement the state standards for mathematics. Additionally, increased use of paraprofessionals in the classroom for small group pull-outs will facilitate more rapid learning. Also, after school math intervention will assist the students in need of the most math help. The metrics chosen will indicate whether our students are making sufficient progress toward this goal so that we know what additional steps should be taken.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC test results	19% of all students at proficient or above on the SBAC in math (2018-2019)				28% of all students at proficient or above on the SBAC in math
NWEA test results					
Annual teacher credential review by the SCCOE		85% of all students made their growth target in math on NWEA, our local assessment (2018-2019)			
	2020-2021: no mis-assignments on the				All math teachers will hold single subject math credentials, according to the SCCOE's annual credential review

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SCCOE's annual credential review				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic dialog and ELD integration	<p>Math teachers will get training on how to provide for more academic dialog, cooperative learning (e.g., Kagan strategies) and ELD integration in the math classes. This will result in higher scores on the state SBAC exam in math, since these tests include a significant amount of ELA. ELD integration will also be emphasized in the students' other courses of study, including Social Studies and Science, thereby improving overall performance.</p> <p>This emphasis on academic dialog and ELD integration will help not only our English Learners, but all students at Sunrise.</p> <p>This action will help us reach our math goals since academic language is such an important part of the CAASPP math exam and of Common Core math. SBAC and local assessment growth will determine if we are making progress toward our goal.</p>	\$81,012.00	No
2	Increased use of paras to support our math classes	<p>We will hire paraprofessionals to support each of the math classes, grades 5-8. These will mostly be our after school program instructors, whom we can take to full-time. This connection between the day program and the after school program will also support the math being taught in the after school program. We believe this action will contribute significantly to our goal because small group instruction is an important part of differentiating for the different levels within each classroom. The CAASPP scores, interim assessments and local assessments will help us guide us as to whether we are making progress toward this goal or if changes need to be made.</p>	\$144,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	After school math intervention	We will have one of our math teachers providing math intervention 4 hrs. / week in our after school program. This teacher will work with the students who need the help the most, thereby providing the additional support that perhaps could not be offered during the day program. We will look at their interim and local assessments to determine whether growth is occurring and to what extent.	\$8,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Sunrise will continue to maintain a strong school climate and a second-home environment for a traditionally underserved population. State priorities 1, 3 and 6.

An explanation of why the LEA has developed this goal.

High satisfaction rates among our students and parents reflect a strong school climate at Sunrise. We understand that school climate can change quickly if not given continual attention. A strong school climate is one of the most significant factors in overall student success, particularly for socioeconomically disadvantaged students. Our goal is to maintain that strong climate with a post-COVID return to overnight field trips, 8th grade Challenge Days, school-wide assemblies and other personal contact events. We believe these actions will lead to an even stronger school climate, as students are craving the personal contact following a year in pandemic-induced isolation. Our student and parent satisfaction surveys will indicate in what areas improvements still need to be made.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student satisfaction survey	May 2021 student survey:				From student survey:
Parent satisfaction survey	91.5% of students felt connected to Sunrise				93% of students feel highly connected to their school
Annual facility review	76% felt academically challenged				93% of students feel high academic motivation
SARC	87% said the teachers had high expectations for them 64% felt they had caring adult relationships at school 94% said the school was safe				93% of students feel held to high expectations 87% of students feel they have caring adult relationships at school 95% of students perceive the school as safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>10% had experienced bullying at school 15% felt chronically sad or hopeless (Two of these areas showed less positive results than in past years, we suspect due to COVID and distance learning.)</p> <p>April 2021 parent survey:</p> <p>98% of parents felt their participation in school decisions was valued. 98% felt included in school meetings and given options for involvement. 100% felt the school was friendly and safe. 97% felt their children were academically challenged and supported in their needs.</p> <p>San Jose Unified's annual facility review - baseline 2020-2021 - showed no major repairs needed, new basketball court and</p>				<p>Only 9% experience harassment or bullying 13% experience chronic sadness or hopelessness</p> <p>From parent survey:</p> <p>99% of parents feel their participation in school decisions is valued. 99% feel included in school meetings and that they are given options for involvement. 100% feel the school is friendly and safe. 98% feel their students are academically challenged and supported in their needs.</p> <p>Annual facility review - No major repairs needed</p> <p>SARC - All students will have access to all instructional materials</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>turf field had been built, and MERV 13 filters installed in classrooms.</p> <p>SARC - 2020 - All students had access to full set of instructional materials.</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Sunrise offering variety of services to students and parents to support school climate	Sunrise will continue to maintain a strong school climate by continuing our weekly advisory/SEL periods, anti-bullying program, parent support groups, outdoor field trips, student leadership, high school assistance, career awareness, daily meditation, league sports, free after school program, group and individual counseling and youth mentorship. We plan to return to overnight field trips, 8th grade Challenge Days, school-wide assemblies and other personal contact events as soon as COVID safety allows. All of these activities are believed to benefit our traditionally underserved students and their families, and students and parents say they contribute greatly to a strong school climate and second-home environment. The detailed parent and student surveys will indicate which areas may still need improvement.	\$177,468.00	Yes
2	College readiness	In 2021-2022 we also will establish a college / career readiness program for students and parents, building on the several events we now offer. This action should contribute to a strong school climate in that students are more likely to thrive at their school if they understand the relevance and importance of their education. The student satisfaction survey should indicate if we have succeeded in this area.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3	Other new or added services to improve school climate	Sunrise also will start renting buses for league sports games as well as our ongoing field trips; have more overnight university trips than prior to COVID; have more guest speakers; and put increased emphasis on the school's health and wellness and arts programs. Students' access to these new and expanded activities is expected to make them feel even more connected to their school. The student and parent surveys will indicate in what areas improvement is still needed.	\$10,000.00	No
4	Proper instructional materials and facilities	All students will have sufficient access to standards-aligned instructional materials, and school facilities will be maintained in good repair. A pleasant facility and meaningful instructional materials for all students helps contribute to a strong school climate - students feel welcome and respected. The metric provided will determine if this action has been met.	\$234,563.00	No
5	Chromebook purchase	The school will buy 90 additional Chromebooks to support our low-income learners and ensure that they have devices to borrow for homework.	\$30,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	We will increase our efforts to eliminate chronic absenteeism among our low-income students. State priorities 5 and 6.

An explanation of why the LEA has developed this goal.

Sunrise will continue to monitor attendance in order to reduce chronic absenteeism and will continue to offer early intervention and chronic intervention. All of our chronically absent students are low-income. In 2020-2021 we ran a "Street Reach" program in which we took our school van to visit students and parents at their homes and to encourage them to come back to distance learning. Those students whom didn't respond were asked to learn on campus, in Room K. We also inquired as to what other things might be getting in the way of schooling, for example, no place to study, no parents supervising at home, etc., and responded by trying to fulfill the families' needs. Next year we expect to have nearly all students on campus. For those who don't attend -and who don't opt for distance learning if it is allowed - we intend to expand upon our use of motivational meetings between the families and the District Attorney's Office, as our limited use of those meetings this year did seem to produce results and lead to higher attendance. The metrics below will indicate if additional action is needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate	11.5% - from state Dashboard for 2018-2019, last available				8% chronic absenteeism
ADA	10.1% - self reported for 2019-2020 ADA - 95% for 2019-2020 (prior to COVID)				96% ADA

Actions

Action #	Title	Description	Total Funds	Contributing
1	District attorney meetings	In addition to the methods we have used in the past, we will also add on more motivational meetings with the District Attorney's Office for those families whose children are still often absent from school.	\$0.00	Yes
2	Street Reach van, calls home, etc.	Sunrise will continue to combat chronic absenteeism through its Street Reach program and frequent calls home. Street Reach is an old name from alternative education, when school officials used to go out in district vehicles and meet with the students who weren't attending school. Sunrise took on that name during the 2020-2021 COVID year by driving our school van to the homes of students who were not attending. Sometimes we were met by parents, and other times only by students. But in either case we were for the most part successful in getting students to participate in their distance learning and, in some cases, to come to campus. We believe this approach will again be successful in 2021-2022 when we attempt to make sure that all students are back in school learning at pre-COVID rates. Our ADA and chronic absenteeism metrics will determine if more action is needed.	\$0.00	Yes
3	Increased parent meetings	A PLC of teaching and admin staff will conduct more Zoom and in-person meetings with parents of students who are not attending school on a regular basis. Parents are often inconvenienced by needing to attend these meetings, and therefore, more often than not, start requiring their students to attend school. Also, in many cases, parents are not even aware that their students aren't attending regularly even though we make daily calls home for absences. Again, the ADA and chronic absenteeism metrics will indicate if additional actions are needed to ensure declining chronic absenteeism.	\$0.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.13%	\$394,994

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Following are the actions we are taking in our 2021-2022 LCAP to benefit the students at our school. We first considered the needs of our English learners, low income students and foster youth, and we believe these actions will be effective in meeting the goals for these students.

Our students are nearly 90 percent low income and 54 percent English Learners, so most all of our students do benefit from these actions. We are a single school district so that school-wide actions are also district-wide.

Goal 1, Action 3: We will add extra English class time for all our students, up from 5 hours a week during the COVID-19 pandemic, to 8 hours a week in 2021-2022.

English Learners

Needs, Conditions, Circumstances: About 54% of our students are English Learners, and another 25% are recently reclassified. This means that nearly all of our students need extra time to become proficient in English. English Learners especially need the extra time, as they score lower than non-ELs, according to teacher assessments and CAASPP data. The 2019 state Dashboard shows that our English Learners were in the orange, as were all students; but socioeconomically disadvantaged students were in yellow, and Hispanic students were in green. We have learned that one hour a day in ELA is not sufficient for this to happen, but cut our amount of ELA learning time this year due to the pandemic and students' Zoom fatigue.

Action: Past experience at Sunrise and at other schools has shown that this extra time devoted to learning ELA will have a significant impact on our students' skill level, especially that of our ELs and recently reclassified students.

Expected Outcome: Students will return to - or surpass - their pre-COVID level of proficiency on the CAASPP exam for ELA and on local reading and writing assessments.

Goal 1. Action 4: We will maintain a highly qualified and certificated staff that is authorized to teach English Learners.

English Learners

Needs, Conditions, Circumstances: California requires its teachers to earn an English Learner Authorization, or CLAD credential, if they are teaching English Learners so that teachers of ELs learn how to properly scaffold lessons to meet the needs of students not yet proficient in English. Sunrise has English Learners in all of its classes, so should ensure that each teacher holds this authorization. This year two teachers do not - one of whom we hired at the beginning of the year to teach history, and another whom we hired in March as a resource specialist.

Action: Both these teachers are currently working toward their CLAD credential and should complete the requirements by the end of summer. We intend to have all teachers hold this authorization in 2021-2022.

Expected Outcome: Our English Learners will perform significantly higher when taught by certified teachers holding the English Learner Authorization.

Goal 3, Action 1: We will train our teachers to add academic dialog and ELD integration in our math classes, and other classes as well.

English Learners

Needs, Conditions, Circumstances: The Common Core standards and the state's Smarter Balanced math and ELA exams all require a component for rich academic dialog in the classroom and ELD integration in our math classes. However, this effort has been hampered by the COVID-19 pandemic. We have found it highly challenging to teach students how to converse with each in academic dialog on Zoom. Even before COVID, in spring 2019 our English Learners and low-income students were in the orange category for math on the Dashboard, like our total student population, which was 61.6 points from standard.

Action: Some but not all of our teachers are well versed in how to foster rich academic dialog in the classroom, particularly in the math classes. We will provide in-house training for our teachers even before the school year starts - and then continually as the school year

progresses - so that our students can increase their academic vocabulary and know how to conduct collaborative discussion on academic topics and challenging problems in math.

Expected Outcome: Our English Learners (or at least Level 3s and 4s) will be able to score proficient in Math on the state exam, enter yellow or better on the Dashboard, and significantly lower their distance from standard.

Goal 3, Action 2: We will hire 1 full-time and 4 part-time paraprofessionals to assist with small group instruction in the math classes.

English Learners, Low-Income Youth

Needs, Conditions, Circumstances: Sunrise reluctantly stopped hiring paraprofessionals for classroom instruction due to a shortage of state funding at the end of the 2019-2020 school year. But many academic journals point to the effectiveness of using paraprofessionals in the classroom, particularly to support the students who are performing at lower levels than the rest of the class. This is especially important at Sunrise, where 90% of our students are low-income and 54% are English Learners. Most of our students come to the school two to four years behind grade level in English and/or math.

Action: Thanks to AB86 and ESSER II, we will again have sufficient funding to hire paraprofessionals to help in the math classrooms, where the help is most needed. We plan to hire 1 full-time para and 4 part-time paras. The part-timers will also work in the after school program, thereby bringing continuity to the learning between the day program and the after school program.

Expected Outcome: Students, particularly our low-income youth, English Learners, and student with IEPs, will learn math more quickly and engage in more academic conversations in their small pull-out groups. This will translate to higher test scores on state and local assessments.

Goal 3, Action 3: We will run a math intervention program in our after school program.

English Learners, Low-Income Youth

Needs, Conditions, Circumstances: Sunrise students, including our ELs and low-income students, were 61.6 points from standards on the latest SBAC in math, spring 2019. Some of this was due to the fact that our students come to us from two to four years behind in math. And, some was due to certain students testing far below standard and needing more help catching up than we could give them during the day program.

Action: We intend to give extra math support to the far below basic students during an after school intervention program for math, funded by Title 1, four days a week, or every day except Wednesday when we have staff training, meeting and collaboration time.

Expected Outcome: The scores of our lowest students, including our ELs and low-income students, will improve over the course of the year, thereby contributing to a lower overall distance from standard for the school.

Goal 4, Action 2: We will begin a college readiness program.

English Learners, Low-Income Youth

Needs, Conditions, Circumstances: Low-income youth and youth from non-English speaking families have far less knowledge about college than do youth from English speaking, middle or upper class families where parents have already graduated from college. These so-called "first generation" students need to be motivated and educated from middle school on about what universities offer, how to get accepted into a college, how to pay for college and how a college education will affect their lifelong earnings.

Action: We plan to present a series of educational programs for our 8th grade students and our parents about the benefits of and how-to's for a college education. These programs will be held over the course of the year, but primarily during the first semester as we attempt to motivate our students and encourage our 8th graders to select the best high schools for their education and for their chances of getting into a good university with scholarships.

Expected Outcome: Our students, particularly our 8th graders, will be motivated to strive for high grades in their coursework, to select a high school with care, and to hold a college education as their goal.

Goal 4, Action 3: We will begin and strengthen other programs - bus transportation to our sports games, more overnight university trips, guest speakers, and a health and wellness program focusing on our youth and their families.

English Learners, Low-Income Youth

Needs, Conditions, Circumstances: Low-income youth and youth of color generally have less access than their white, middle-class counterparts to city sports leagues, college visits, professionals with careers, and health and wellness information. Therefore, as a school that strives to be more than just a school, we want to provide this access to our students. Both staff and parents have noted the need for increased service in these areas.

Action: Sunrise will rent buses for league sports and field trips so that all youth can participate, resume university overnight trips and increase their number once COVID safety allows, invite more guest speakers to the school to broaden our students' horizons, and seek out professionals who can educate our families on topics of health and wellness.

Expected Outcome: Our families will feel more connected to their school, be more interested in leading healthy lives, and be more motivated and knowledgeable about college. This is expected to also lead to higher ratings on the parent and student surveys we hold each year.

Goal 4, Action 4: We will provide proper instructional materials for all of our students as well as an attractive school facility in good repair.

English Learners, Low-Income Youth

Needs, Conditions, Circumstances: Low-income youth of color often are disadvantaged in the traditional education system. They don't always get the best teachers, the best facilities, or the best instructional materials. It is always our goal at Sunrise to provide our youth the best of all of these. We want them to have the same type of school, opportunities and extracurricular activities that any middle class Caucasian youth would have.

Action: To this end, we will continue to work with our landlord, San Jose Unified, to provide our students a beautiful campus that makes them feel special. Our students have asked for a somewhat larger facility, so we will continue to rent the two extra classrooms that we needed during COVID for additional spacing for our many cohorts. Our students also will be able to enjoy the new turf field and basketball court that was built for them during COVID. Additionally, as we purchase more curriculum we will continue to ensure that all students have access to these new materials.

Expected Outcome: Our students will feel more connected to their school, as will be indicated on the student surveys. We expect that a clean and attractive campus will also help motivate them to strive to be better students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Following are the actions we are taking in our 2021-2022 LCAP to directly foster the needs of our English learners, low income students and foster youth.

Goal 1, Action 1: We will create a new position - 0.5 FTE designated ELD and 0.5 ELD/ELA coordination - in an effort to systematically assist all of our English Learners. This new position will be for providing designated ELD instruction for our Level 2, 3 and 4 ELs and for providing ELD support across all areas of study - math, science, and social studies - for all of our ELs. (\$115,731)

Goal 1, Action 2: We will continue to have a full-time teaching position for our ELD Newcomers. This position is for teaching our students who have been in the States under a year, or just a little over, until their English ability is such that they can access learning in the regular classrooms. (\$83,606)

Goal 2, Action 1: We will continue our Beyond Diversity Equity & Inclusion training for our staff in an effort to eradicate all implicit bias and help them become more effective teachers for our traditionally underserved student population. Our teachers need to recognize their implicit biases and how that could adversely affect motivation among our English learners and low income students. (zero cost - absorbed in salaries)

Goal 2, Action 2: We will reserve a 0.5 FTE teaching position for teaching Social Justice to our students, thereby helping them understand the world around them and how it affects low-income people of color, and also helping empower them to mold their community in the way they would like it to be. We recognize, for example, that our low-income youth and English Learners have been more adversely affected by the events of 2020 and 2021 than our higher income youth. Their parents were more likely to be laid off from work and to get COVID-19. Additionally, they were traumatized by what the Nov. 2020 elections and the Jan. 2021 Capitol riots could do to their newfound country. Our disadvantaged youth are affected greatly by such events and appreciate learning how to understand and maneuver through them. (\$47,050)

Goal 4, Action 1: We will continue with the "whole child" activities our school is known for - field trips, daily meditation, league sports, free after school program, youth "Peacemaker" mentoring, individual and group counseling, weekly SEL advisory periods, high school application assistance, career fairs, and parents support groups - to ensure a strong school climate and second-home environment for our disadvantaged youth. More affluent youth are able to part-take in these activities on their own, through outside classes, city sports leagues, private insurance programs, etc. However, many of our youth would be left to their own, perhaps with no nutritious meals, after school care, counseling, high school information, out-of-town excursions, etc., without the school's investment in these programs. (\$177,468)

Goal 4, Action 5: We will purchase 90 additional Chromebooks to help close the digital divide for our low-income students. The additional devices will allow us to give our low-income youth devices they can borrow at home to complete their homework. (\$30,000 - ESSER II funds)

The following actions address chronic absenteeism. In 2020-2021, all of our chronically absent youth were low-income, and many were English Learners, so these actions will primarily benefit these student groups.

Goal 5, Action 1: Our assistant principal will organize more District Attorney meetings with parents and students in an effort to combat chronic absenteeism, most prevalent among our low-income youth. (zero cost - absorbed in salaries)

Goal 5, Action 2: We will continue our Street Reach home visitation program for students who are chronically absent. (zero cost - absorbed in salaries)

Goal 5, Action 3: The administration and teachers will hold joint meetings with all parents of student who are chronically absent in an effort to get them to attend. These will be held in person or by Zoom. (zero cost - absorbed in salaries)

TOTAL DOLLARS devoted to English Learners, low-income students and foster youth:
\$423,855, of which \$403,855 or 18.13% will be from Supplemental funding.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,896,196.00	\$153,200.00	\$20,000.00	\$146,375.00	\$2,215,771.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,645,796.00	\$569,975.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	1.0 FTE position for D-ELD and ELD/ELA coordination	\$115,731.00				\$115,731.00
1	2	English Learners	ELD teacher	\$83,606.00				\$83,606.00
1	3	All	Extra ELA class time	\$275,412.00				\$275,412.00
1	4	All	Properly credentialed teachers authorized to teach ELs	\$1,008,929.00				\$1,008,929.00
2	1	English Learners Low Income	Beyond DEI training					\$0.00
2	2	English Learners Low Income	Social justice education for students	\$47,050.00				\$47,050.00
3	1	All	Academic dialog and ELD integration				\$81,012.00	\$81,012.00
3	2	All	Increased use of paras to support our math classes		\$144,000.00			\$144,000.00
3	3	All	After school math intervention				\$8,000.00	\$8,000.00
4	1	Low Income	Sunrise offering variety of services to students and parents to support school climate	\$157,468.00		\$20,000.00		\$177,468.00
4	2	All	College readiness					\$0.00
4	3	All	Other new or added services to improve school climate	\$10,000.00				\$10,000.00
4	4	All	Proper instructional materials and facilities	\$198,000.00	\$9,200.00		\$27,363.00	\$234,563.00
4	5	Low Income	Chromebook purchase				\$30,000.00	\$30,000.00
5	1	Low Income	District attorney meetings					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	2	Low Income	Street Reach van, calls home, etc.					\$0.00
5	3	Low Income	Increased parent meetings					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$403,855.00	\$453,855.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$199,337.00	\$199,337.00
Schoolwide Total:	\$204,518.00	\$254,518.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1.0 FTE position for D-ELD and ELD/ELA coordination	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sunrise 5-8	\$115,731.00	\$115,731.00
1	2	ELD teacher	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sunrise 5-8	\$83,606.00	\$83,606.00
2	1	Beyond DEI training	Schoolwide	English Learners Low Income	Specific Schools: Sunrise 5-8		\$0.00
2	2	Social justice education for students	Schoolwide	English Learners Low Income	Specific Schools: Sunrise 5-8	\$47,050.00	\$47,050.00
4	1	Sunrise offering variety of services to students and parents to support school climate	Schoolwide	Low Income	Specific Schools: Sunrise 5-8	\$157,468.00	\$177,468.00
4	5	Chromebook purchase	Schoolwide	Low Income	Specific Schools: Sunrise 5-8		\$30,000.00
5	1	District attorney meetings	Schoolwide	Low Income	Specific Schools: Sunrise 5-8		\$0.00
5	2	Street Reach van, calls home, etc.	Schoolwide	Low Income	Specific Schools: Sunrise		\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					5-8		
5	3	Increased parent meetings	Schoolwide	Low Income	Specific Schools: Sunrise 5-8		\$0.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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 Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.