

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

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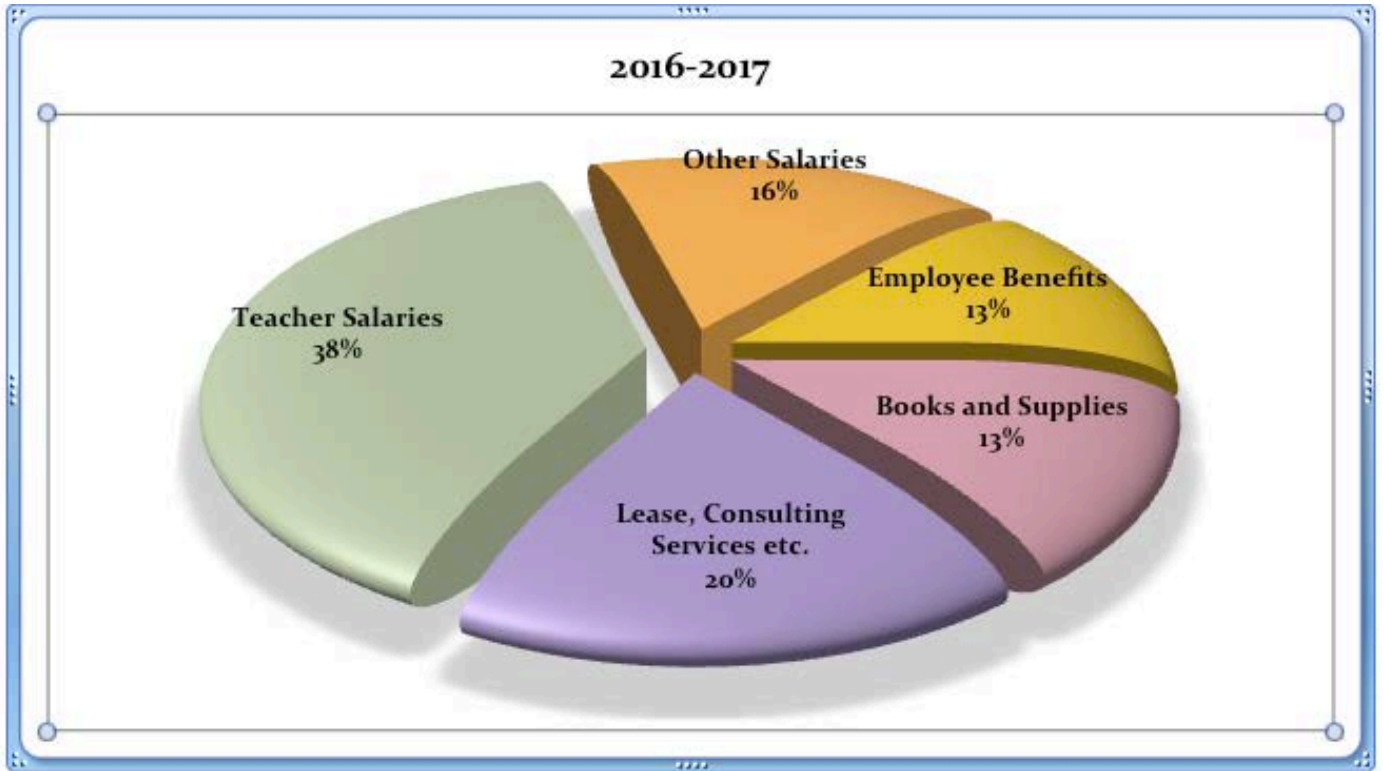
INTRODUCTION: Sunrise Middle School (“Sunrise” or “SMS”) is a public charter school designed to serve students who are behind grade level in English Language Arts and mathematics or who for other reasons believe they will find greater success in a small school environment rather than a traditional middle school. The majority of our students come to our school between one and four years behind in ELA and math; our goal is to catch them up to 8th grade level by the time they are promoted to high school. Our students are, on the average, 40 percent longtime English learners, 30 percent recently reclassified to English proficient, 1% foster youth, 95% Free and Reduced Meal Program, and 70% below federal poverty level. While we have reversed a trend of falling behind – the majority of our students advanced 1.5 to 2 grade levels for every year they are in school here – many of our students still do not meet state standards on standardized tests and do not pass Algebra by the end of 8th grade. In this plan we outline various ways in which we believe we will be able to close that achievement gap over the coming years.

In this plan, we have adopted – and in many cases, expanded upon - nearly all parent and student recommendations for school-wide improvement. The biggest changes for the 2016-17 school year will be the hiring of two additional teachers (in math and English) and the purchase of two additional classroom sets of computers.

Following is a breakdown of our expenditures for 2016-17, and how that compares to the current year:

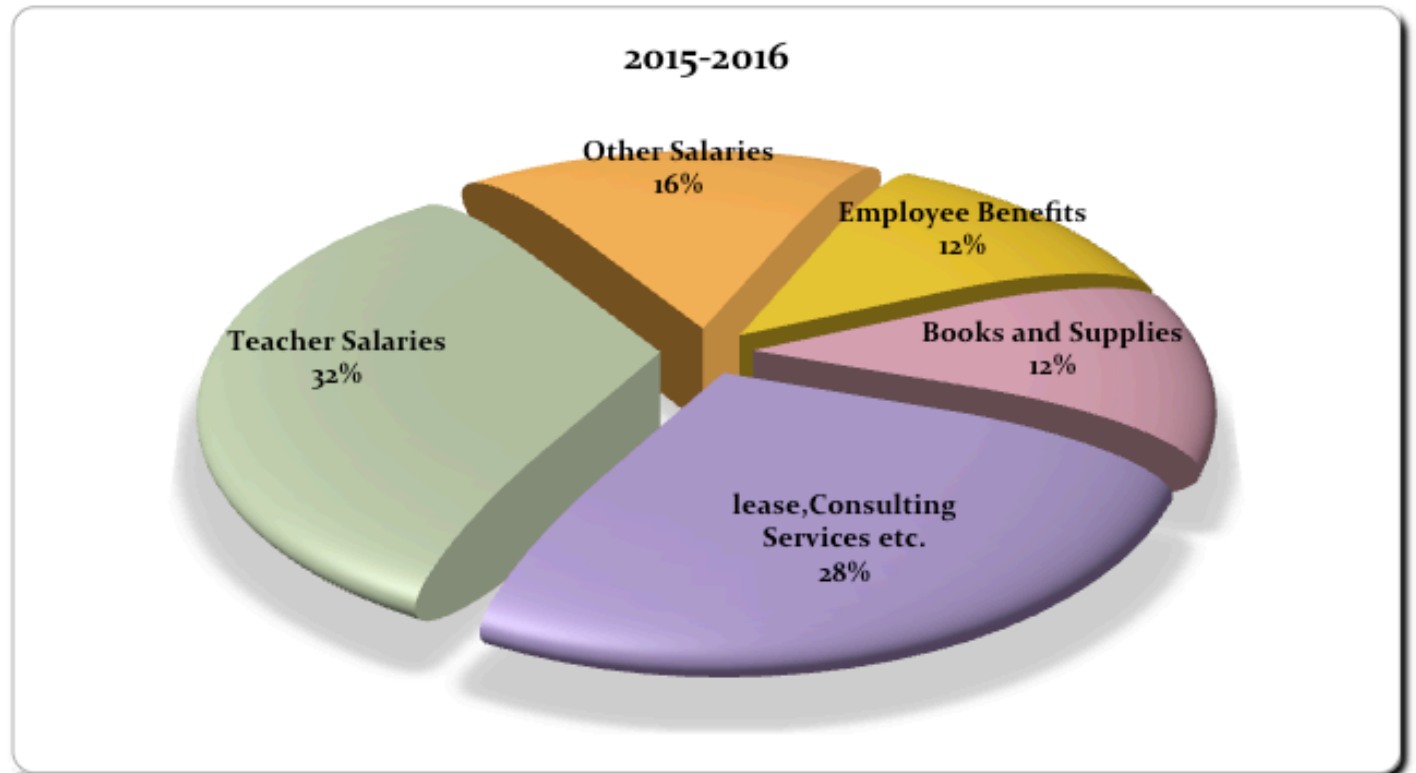
Expenditures	Amount
Teacher Salaries	\$ 735,177
Other Salaries	\$ 320,151
Employee Benefits	\$ 257,821
Books and Supplies	\$262,707
Lease, Consulting Services	\$392,396

Total Expenditures \$1,968,251



Compared to Expenses for 2015-16:

Expenditures	Amount
Teacher Salaries	\$ 535,280
Other Salaries	\$ 262,141
Employee Benefits	\$ 195,060
Books and Supplies	\$ 192,948
lease, Consulting Serv	\$ 464,901
Total Expenditures	\$1,650,329



Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Sunrise administrators held meetings with all stakeholder groups prior to formulating a Local Control and Accountability Plan (“LCAP”) for the 2016-17 school year. We held meetings in the fall and winter and then again in the spring in order to catch any sentiments that might have changed over the course of the year. Our parents, teachers and students overwhelmingly favored the continuation of extra spending on math and ELA/ELD teachers and more student computers. Other spending priorities, including new curriculum and a study skills class, were also favored and approved. As such, we plan to continue the emphasis in these areas begun with the 2014-15 and 2015-16 LCAP process.</p> <p>The following stakeholder group meetings were held. All meetings were held in both Spanish and English.</p> <p>Schoolwide parent meetings (announced through “one call,” letters mailed home, and letters carried home by students):</p> <p>12/17/15 (40 percent parent participation) 2/12/16 (35 percent parent participation)</p> <p>School Site Council (2 staff, 4 parents) Sunrise maintained an average class size of 25:1.</p> <p>All students participated in daily meditation.</p> <p>The school had an average of two assemblies per month.</p> <p>The school had an average of two field trips through month. These broadened students’ horizon and also deepened relationships between students and staff.</p> <p>Discipline continued to focus on conflict resolution.:</p>	<p>Schoolwide parent meetings:</p> <p>12/17/15 Parents were overwhelmingly in favor of the school hiring a fulltime instructional aide, holding summer school, and purchasing more computers. Some parents also wanted the school to purchase more textbooks and provide more homework help, in addition to the after school program. The school has agreed to all of these recommendations. Instead of hiring a fulltime instructional aide we are hiring two new teachers. We also have obtained grants to hold a five-week summer school. We will purchase two more sets of student computers, and plan to hold a “study hall” during elective time, where students can come in for help if they need it.</p> <p>2/12/16 Parents again favored the above recommendations that they had mentioned in December. We informed them of our plans to move in these directions. Parents also asked for a school library and librarian. However, administration felt that wasn’t the best use of expenditures at this point. We will continue to expand the classroom libraries each year. We also in the spring semester began taking students on a regular basis to the nearest branch library, where they have obtained library cards and are checking out books at their reading level.</p> <p>School Site Council meetings</p> <p>12/8/2015 On Dec. 8th we held a joint SSC/ELAC meeting. Nearly all of our members of both committees attended.</p>

12/8/2015
2/1/2016
5/2/2016

ELAC (2 staff, 6 parents):

9/11/15
10/9/15
11/13/15
12/8/15
1/8/16
3/11/16

Teachers (All):

12/2/15
4/20/16

Student Leadership Class (25 students):

4/18/16
4/22/16

The members were overwhelmingly in favor of hiring a fulltime teacher's aid and purchasing another set of computers. We have since obtained funds to hire two teachers and two sets of computers for next year. These two advisory committees also wanted more library books and a parent coordinator on staff to help with fundraising, parent classes, etc. As mentioned above, we are now taking students to the local branch library once a month. Our office staff is also spending more time on parent activities, and we have hired an additional office person next school year so that this may occur on a more regular basis.

2/1/2016 The School Site Council again stressed the need for a fulltime teacher assistant, and was pleased by the announcement that we will hire two new teachers for next year. Similarly, the earlier request for additional student computers has been heard, and two more sets will be purchased. Additionally, the request was again made for a parent liaison, and we will hire an additional office person next year so that more staff time may be devoted to parent liaison activities. We explained to the parents that having an additional English teacher will allow all teachers more time to provide feed back on student essays, and will allow teachers to devote more time to our English Learners.

5/2/2016 The School Site Council made final review of the proposed LCAP. No further recommendations were made.

ELAC meetings

9/11/15 Administration informed the committee about student test scores from last year, and also about the

LCAP process, since many of our parents were new. Members recognized the need for more teacher assistance in 2016-17.

10/9/15 Members approved the purchase of Kate Kinsella's new 3D ELA/ELD curriculum to serve as a bridge from the Read 180 intervention program approved last year. We started using 3D in December, rather than waiting until the next school year. Members overwhelmingly supported continuance of the curriculum in 2016-17.

11/13/15 This meeting was further education for our new members. We went over recently released CELDT scores and recently revised SBAC scores from the fall and last spring and compared to those of other schools. We also explained in detail the impact of adding more students next year and how this would affect the budget.

12/8/15 On Dec. 8th we held a joint SSC/ELAC meeting. Nearly all of our members of both committees attended. The members were overwhelmingly in favor of hiring a fulltime teacher's aid and purchasing another set of computers. We have since obtained funds to hire two teachers and two sets of computers for next year. These two advisory committees also wanted more library books and a parent coordinator on staff to help with fundraising, parent classes, etc. As mentioned above, we are now taking students to the local branch library once a month. Our office staff is also spending more time on parent activities, and we have hired an additional office person next school year so that this may occur on a more regular basis.

	<p>1/8/16 We reviewed the results from mid-year testing.</p> <p>3/11/16 We reviewed a draft budget for next year, and demonstrated how we will be able to hire a new English teacher, a new math teacher, a new office person, and also purchase more textbooks and student computers. No further budget recommendations were made.</p> <p>Teacher meetings</p> <p>12/2/15 Teachers reviewed the LCAP process and school budget. They recommended spending additional funds on a fulltime teacher's aide, more student computers, and were pleased to learn the school was planning to hire two new teachers for next year, while retaining the two part-time aides we now have.</p> <p>4/20/2016 Teachers asked that the school purchase two additional sets of classroom computers if possible, and we determined this was possible. Teacher requests for the following were also approved: new 6th grade math textbooks, for better alignment with 7th and 8th; additional science lab equipment; a Who's Reading program geared toward helping students find evidence in their reading books; an English test prep program; and a study skills/tutoring class during the elective period for students who don't get that help in the after school program.</p> <p>Student Leadership Class meetings</p> <p>4/18/16 The first time we met with our student Leadership Class the students focused primarily on purchasing more sports and play equipment for the school, including soccer goals, netting to</p>
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keep balls off the roof, tire swings and rope ladders, a tetherball and a zipline. We are researching the safety of some of these items, but will definitely purchase more play equipment.

The students also wanted more varied elective courses, including volleyball for boys (we already have for girls), fun science, drawing and rap. We are trying to make some of these happen. They also wanted a skate park, but that might definitely be a liability issue!

Students also asked for a better food program. However, we informed them the only other option is San Jose Unified, which would cost \$20,000 a year more. They agreed it would be better to spend that money on new student computers, and noted that the food is still pretty good.

The students also favored the idea of an additional math teacher and an additional English teacher, and said math would be more important. They also asked for a study skills / tutoring option (on a drop-in basis) during the elective period, which we told them was a great idea and we would make sure to implement it.

Ultimately, the students want one laptop per student. Next year we will have four very good sets (and two older sets) for seven classes, as well as a set of iPads.

4/22/16

We met with the students again, and they had a few more ideas for next year. They wanted lockers, bathroom improvements, more drinking fountains, smart boards, a bell system, more school supplies, and additional spending money for the leadership class.

	<p>We have requested our landlord, the district, to make the bathroom improvements. We told the students they need to bring water bottles to school, but we will consider giving more money to the leadership class. We are planning to purchase some smart boards and supplies – good idea! – and are inquiring with the district about a bell system and lockers. We are not sure if this is feasible.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	Sunrise will provide its students teachers who hold valid California Teaching Credentials, and who use Common Core-aligned instructional materials in a safe and clean school facility.		Related State and/or Local Priorities: 1__x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	The majority of Sunrise Middle School students come to the school between one and four years behind grade level in math and English. This year 40 percent are English learners, and another 30 percent are recently reclassified as English proficient. These students are among the most underserved in San Jose. They are most likely to succeed with highly qualified, credentialed teachers who hold appropriate EL authorizations and who are using CCSS-aligned materials and teaching in a clean, safe environment.			
Goal Applies to:	Schools:	Sunrise		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	100 percent of teachers will hold a CTC credential with appropriate EL authorization. The school will use Common Core-aligned text and digital curriculum. The facility will be clean and safe.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Sunrise will hire teachers with CTC credentials and appropriate EL authorization and will ensure they are given appropriate teaching assignments. In addition, teachers will be given an 8 percent pay increase – the last of three major increases promised to them in 2014-17 – in order to bring teacher salaries to a more competitive rate. Sunrise teacher salaries were far below standard rates prior to 2014-15, and this made it difficult to hire competent teachers. In addition, the school will hire two more teachers – one in math and one in ELA, partly due to an increase of 25 students, and also so that teachers will have more time to prepare for their lessons and help struggling students.		__x__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$734,000 (includes 8% pay increase and 2 new teachers, more than were requested by parents and teaching staff) Object Code 1000: Certificated	

<p>2014-15: 7 FTE teachers 2015-16: 7.3 FTE teachers 2016-17: 9.3 FTE teachers</p> <p>At least one certified teacher will be available at all times in the After School Program and for an optional Study Hall during the elective period. This is expected to increase the effectiveness of our after school period and homework assistance.</p>			<p>Salaries</p> <p>Plus a total of \$257,800 in employee benefits</p> <p>Object Code 3000: Employee Benefits</p> <p>LCFF base revenue, Title I, II</p> <p>New ELA/ELD teacher's salary and benefits, \$71,500, from LCFF Supplemental funds</p>
<p>Sunrise will continue to use its current CCSS/NGSS-aligned digital and text curriculum. In addition, the school midway through 2015-16 began using Kate Kinsella's 3D from Scholastic curriculum for English Learners and other struggling students. The school also has added Think Through Math and Achieve 3000 (ELA) to its online curriculum. We plan to continue to use</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$29,000 (\$6,000 new math books, \$3,000 – 3D, \$5,000-Read 180, \$5,000</p>

<p>these online programs, along with SuccessMaker (math) and Read 180/System 44. We will also purchase Big Ideas math curriculum for our 6th grade class so that their curriculum is in alignment with our 7th and 8th grade curriculum.</p> <p>We will continue to use our resource specialist and other classroom aides to assist with pullout groups for math intervention.</p> <p>--</p> <p>Increased use of online curriculum and testing is also requiring the purchase of more computers. We are buying two classroom sets of Apple laptops for 2016-17.</p>			<p>Success Maker, \$7,000 Achieve 3000, \$3,000 TTM)</p> <p>Object Code 4100, 4200: Approved textbooks, core curricula materials, library books and digital curricula</p> <p>-- \$40,000</p> <p>Object Code 4420: Computers</p> <p>--</p> <p>LCFF Supplementa I</p>
<p>Staff will begin discussion and planning to use the 4Cs –critical thinking, communication, collaboration and creativity – in instruction and assessment. Professional development and design will begin.</p>			

<p>Sunrise will continue to stay at its current location, under a lease with San Jose Unified. We will add one classroom to accommodate 25 additional students. We will also need to begin paying San Jose Unified for internet use, as part of our lease.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$120,000 Object Code 5600: Rentals, Leases LCFF base revenue</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>100 percent of teachers will hold a CTC credential with appropriate EL authorization. The school will use Common Core-aligned text and digital curriculum. The facility will be clean and safe.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Sunrise will hire teachers with CTC credentials and appropriate EL authorization and will ensure they are given appropriate teaching assignments. Teachers also will receive a pay increase of at least 3 percent. It is expected that the Sunrise School Board will assign a greater pay increase. The school will have just completed a substantial planned increase over three years, but other school districts have been raising salaries over this time as well, and we want to be competitive so that we may hire and retain the best teachers.</p> <p>2017-18: 9.3 FTE teachers</p> <p>At least one certified teacher will be available at all</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$783,000 (including minimum 3 percent pay raise) Object Code: 1000, Certificated Salaries Plus a total of \$297,000 Employee Benefits</p>

<p>times in the After School Program and for an optional Study Hall during the elective period.</p>			<p>Object Code 3000: Employee Benefits</p> <p>LCFF base revenue, Title I, II</p> <p>One ELA/ELD teacher's salary and benefits, \$73,645, from LCFF Supplemental I</p>
<p>Sunrise will continue to use CCSS/NGSS-aligned text and digital curriculum for all core subject areas.</p> <p>We will continue to use our resource specialist and other classroom aides to assist with pullout groups for math intervention.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000 (continuing previous spending, adding new texts as needed)</p> <p>Object Code 4100, 4200: Approved</p>

<p>Staff will receive professional development on how to more formally implement the 4Cs – critical thinking, communication, collaboration and creativity – in instruction and assessment. Implementation will begin.</p>			<p>textbooks, core curricula materials, library books and digital curricula</p> <p>LCFF base revenue, supplementa l</p>
<p>Sunrise will continue to stay at its current location, under the terms of its lease. We will add a second new classroom as our enrollment grows to 200.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$145,000</p> <p>Object Code 5600: Rentals, Leases</p> <p>LCFF base revenue</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>100 percent of teachers will hold a CTC credential with appropriate EL authorization. The school will use Common Core-aligned text and digital curriculum. The facility will be clean and safe.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Sunrise will hire teachers with CTC credentials and appropriate EL authorization and will ensure they are given appropriate teaching assignments. Teachers also will receive a pay increase of at least 3 percent. It is expected that the Sunrise School Board will assign a greater pay increase so as to be competitive so that we may hire and retain the best teachers.</p> <p>We will also hire one additional teacher to accommodate another 25 new students.</p> <p>2017-18: 10.3 FTE teachers</p> <p>At least one certified teacher will be available at all times in the After School Program and for an optional Study Hall during the elective period.</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$880,000 (including minimum 3 percent pay increase and one additional teacher)</p> <p>Object Code: 1000, Certificated Salaries</p> <p>Plus a total of more than \$300,000 in employee benefits</p> <p>Object Code 3000: Employee Benefits</p> <p>LCFF Base Revenue, Title I, II</p> <p>One ELA/ELD teacher's salary and</p>
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			<p>benefits, \$75,800, from LCFF Supplementa I Funds</p>
<p>Sunrise will continue to use CCSS-aligned text and digital curriculum for all core subject areas, as well as NGSS-aligned materials for science.</p> <p>We will continue to use our resource specialist and other classroom aides to assist with pullout groups for math intervention.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000 (continuing previous and adding as needed)</p>
<p>The 4Cs – critical thinking, communication, collaboration, and creativity – will be an integral part of the Sunrise instruction and development.</p>			<p>Object Code 4100, 4200: Approved textbooks, core curricula materials, library books and digital curricula</p> <p>LCFF base revenue, supplementa I</p>

<p>Sunrise will continue to stay at its current location, under the terms of its lease. We will add a third new classroom as our enrollment grows to 225.</p> <p>We will also work with San Jose Unified so that we may stay in our current location beyond June 2019. We want to continue to serve the students in the community near San Jose High School.</p> <p>\$145,000</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$165,000</p> <p>Object Code 5600: Rentals, Leases</p> <p>LCFF base revenue</p>
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>The school’s English Learners will thrive academically, as they are being taught by teachers who are well trained in Common Core and the new ELA/ELD standards. 100% of all ELs will gain academic content knowledge through CCSS. As a result, English Learners will advance one level per the CELDT/ELPAC each year.</p>	<p>Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Sunrise has a large percentage of English Learners – this year about 40 percent of the students. We would like for them to be reclassified as English proficient by the time they are promoted to high school so they can take college preparatory English classes throughout high school.</p>	
<p>Goal Applies to:</p>	<p>Schools: Sunrise Applicable Pupil Subgroups: English Learners</p>	
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>English Learners will advance one level per the CELDT/ELPAC each year they are at Sunrise. They will gain academic content knowledge through CCSS/NGSS. In addition, 30 percent of continuing ELs will be reclassified to English proficient each year, and 42 percent of 8th grader ELs will score 3 or 4 on the school’s CCSS-aligned writing rubric.</p> <p>In 2015-16:</p> <ul style="list-style-type: none"> Nearly 60% of continuing students advanced one level or more on the CELDT test. 45% of continuing English Learners will be reclassified. 	

<ul style="list-style-type: none"> 69% of 8th grade ELs scored 3 or 4 (mainly 3) on the school's CCSS-aligned writing rubric. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>100% of teachers will continue to be trained in the latest best practices for teaching longtime English Learners. Lead English teacher will oversee the training and refine collaboration.</p> <p>As part of the continuous improvement plan, math teachers integrate ELD into instruction. In the upcoming year, lesson plans will include language objectives.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 of total \$20,000 (rest for math PD)</p> <p>Object Code 5864: Professional Development</p> <p>LCFF base revenue; Supplemental</p>
<p>All core teachers will continue to align their curriculum to 3D and Read 180 curriculum from Scholastic, and the new ELA/ELD standards.</p> <p>School also is purchasing “Whoo’s Reading” program to encourage and better monitor outside reading.</p> <p>As part of the continuous improvement plan, math teachers integrate ELD into instruction. In the upcoming year, lesson plans will include language objectives.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$14,000</p> <p>Object Code 4100: Approved textbooks, core curricula materials, library books and digital curricula</p>

			LCFF Supplementa I
School will continue to conduct small pullout groups for students in the lowest EL levels. There will continue to be English teacher collaboration to analyze ELD data and inform instruction.		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$32,500 Object Code 2100: Instructional aides LCFF supplementa I

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	English Learners will advance one level per the CELDT/ELPAC each year they are at Sunrise. They will gain academic content knowledge through CCSS/NGSS. In addition, 33 percent of continuing ELs will be reclassified to English proficient each year, and 45 percent of 8 th grade ELs will score 3 or 4 on the school's CCSS- aligned writing rubric.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>100% of teachers will continue to be trained in the latest best practices for teaching longtime English Learners. Lead English teacher will oversee the training and refine collaboration.</p> <p>As part of the continuous improvement plan, math teachers integrate ELD into instruction. In the upcoming year, lesson plans will include language objectives.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000</p> <p>Object Code 5864: Professional Development</p> <p>LCFF base revenue, supplemental</p>
<p>All core teachers will continue to align their curriculum to 3D and Read 180 curriculum from Scholastic and the new ELA/ELD standards.</p> <p>Continue Whoo's Reading.</p> <p>As part of the continuous improvement plan, math teachers integrate ELD into instruction. Lesson plans will include language objectives.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$14,000</p> <p>Object Code 4100: Approved textbooks, core curricula materials, library books and digital curricula</p> <p>LCFF base revenue,</p>

			supplementa l
School will continue to conduct small pullout groups for students in the lowest EL levels. There will continue to be English teacher collaboration to analyze ELD data and inform instruction.		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 Object Code 2100: Instructional aides LCFF supplementa l

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	English Learners will advance one level per the CELDT/ELPAC each year they are at Sunrise. They will gain academic content knowledge through CCSS/NGSS. In addition, 36 percent of continuing ELs will be reclassified to English proficient each year, and 50 percent of 8 th grade ELs will score 3 or 4 on the school's CCSS-aligned writing rubric.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>100 percent of teachers will continue to be trained in the latest best practices for teaching longtime English Learners. Lead English teacher will oversee the training and refine collaboration.</p> <p>As part of the continuous improvement plan, math teachers integrate ELD into instruction. In the upcoming year, lesson plans will include language objectives.</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$11,000</p> <p>Object Code 5864: Professional Development</p> <p>LCFF base revenue, supplementa I</p>
<p>All core teachers will continue to align their curriculum to the 3D and Read 180 curriculum from Scholastic and the new ELA/ELD standards.</p> <p>Continue Whoo's Reading</p> <p>As part of the continuous improvement plan, math teachers integrate ELD into instruction. Lesson plans will include language objectives.</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$14,000</p> <p>Object Code 4100: Approved textbooks, core curricula materials, library books and digital curricula</p> <p>LCFF supplementa I</p>

<p>School will continue to conduct small pullout groups for students in the lowest EL levels. There will continue to be English teacher collaboration to analyze ELD data and inform construction.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,000</p> <p>Object Code 2100: Instructional aides</p> <p>LCFF supplementa l</p>
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

<p>GOAL 3:</p>	<p>School will meet SBAC growth targets, as mandated by the State of California.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__x 5__ 6__ 7__ 8__x COE only: 9__ 10__ Local: Specify _____</p>	
<p>Identified Need:</p>	<p>The school will be required to meet SBAC growth targets (or the new equivalent of API when that is established).</p>			
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Sunrise Middle School</p>		
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>		
<p>LCAP Year 1: 2016-17</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>School will meet all SBAC growth targets, for all student subgroups.</p>			
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Students will take SBAC interim tests and other related assessments and analyze this data and use to inform instruction. School also will purchase Common Core Standards Plus for ELA test prep.</p> <p>Our goal is to see the following growth:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">2015 ELA 20% at or Above Standards</td> <td style="width: 33%;">2016 ELA 25% at or Above Standards</td> <td style="width: 33%;">2017 ELA 30% at or Above Standards</td> </tr> <tr> <td>2015 MATH 13% at or Above Standards</td> <td>2016 MATH 18% at or Above Standards</td> <td>2017 MATH 23% at or Above Standards</td> </tr> </table>	2015 ELA 20% at or Above Standards	2016 ELA 25% at or Above Standards	2017 ELA 30% at or Above Standards	2015 MATH 13% at or Above Standards	2016 MATH 18% at or Above Standards	2017 MATH 23% at or Above Standards		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000</p> <p>Object Code 4100: Approved textbooks, core curricula materials, library books and digital curricula</p> <p>LCFF supplementa I</p>
2015 ELA 20% at or Above Standards	2016 ELA 25% at or Above Standards	2017 ELA 30% at or Above Standards							
2015 MATH 13% at or Above Standards	2016 MATH 18% at or Above Standards	2017 MATH 23% at or Above Standards							
<p>School will continue to use NWEA MAP testing for its pre to post assessments. These tests will be conducted at the beginning of the year, in December, and in May, to give students additional test practice, to help familiarize them with SBAC questions, and to assist teachers in knowing what curriculum modifications are needed.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000</p> <p>Object Code 5878: Student Assessment</p> <p>LCFF supplementa I</p>						

<p>Students who are not meeting the mark on practice tests will be pulled out in special test prep groups. School administrators and lead teachers will meet regularly to assess best ways to improve growth among the most at-risk students.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000 Object Code 2100 Instructional Aides And 1100 Teachers LCFF supplementa l</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>School will meet all SBAC growth targets, for all student subgroups.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Students will take SBAC interim tests and other related assessments and analyze this data and use to inform instruction. School will continue to use Common Core Standards Plus for ELA test prep.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000 Object Code 4100: Approved textbooks, core curricula materials, library books and digital curricula LCFF supplementa</p>

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<p>School will continue to use NWEA MAP testing for its pre to post assessments. These tests will be conducted at the beginning of the year, in December, and in May, to give students additional test practice, to help familiarize them with SBAC questions, and to assist teachers in knowing what curriculum modifications are needed.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000 Object Code 5878: Student Assessment LCFF supplementa I</p>
<p>Students who are not meeting the mark on practice tests will be pulled out in special test prep groups. School administrators and lead teachers will meet regularly to assess best ways to improve growth among the most at-risk students.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000 Object Code 2100 Instructional Aides And 1100 Teachers LCFF supplementa I</p>

LCAP Year 3: 2018-19

Expected Annual	School will meet all SBAC growth targets, for all student subgroups.
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Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students will take SBAC interim tests and other related assessments and analyze this data and use to inform instruction. School will continue to use Common Core Standards Plus for ELA test prep.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000</p> <p>Object Code 4100: Approved textbooks, core curricula materials, library books and digital curricula</p> <p>LCFF supplementa I</p>
<p>School will continue to use NWEA MAP testing for its pre to post assessments. These tests will be conducted at the beginning of the year, in December, and in May, to give students additional test practice, to help familiarize them with SBAC questions, and to assist teachers in knowing what curriculum modifications are needed.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000</p> <p>Object Code 5878: Student Assessment</p> <p>LCFF supplementa I</p>

<p>Students who are not meeting the mark on practice tests will be pulled out in special test prep groups. School administrators and lead teachers will meet regularly to assess best ways to improve growth among the most at-risk students.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000</p> <p>Object Code 2100 Instructional Aides And 1100 Teachers</p> <p>LCFF supplementa I</p>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

<p>GOAL 4:</p>	<p>Sunrise will have a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Student success is directly related to school culture and climate, ownership in learning, and parent involvement.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Sunrise Middle</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p style="text-align: center;">LCAP Year 1: 2016-17</p>		

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will maintain an average daily attendance rate of 95% or better. Families will be highly satisfied with the school, as reported in annual surveys. Students will show strong interest in attending college and will participate in overnight stays at college dorms and career fairs. Teachers will begin to challenge students through integrated Project Based Learning, STEAM, a summer program, and a school-wide science fair. Sunrise will have a low suspension, expulsion and attrition rate.</p> <p>2015-16 ADA rate: 96% 2015-16 Suspension rate: 9% (due to more at-risk population) 2015-16 Attrition rate: 2% 2015-16 Expulsion rate: 0%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Teachers will begin learning about PBL and STEAM and incorporate these practices into the daily curriculum and schedule. We will start in 2016-17 with one hour devoted to PBL/STEAM activities daily. Students will continue the annual science fair begun in 2015-16 with more developed projects in 2016-17. School will continue with its annual career fair and overnight university trips so that students can “see” themselves as university students and professionals.</p> <p>----</p> <p>In addition, the school will conduct its first annual summer school program in July, 2016. This will include academics in the morning, and swimming, sports, technology and field trips in the afternoon. The purpose is to prevent summer learning loss,</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,500</p> <p>Object Code 5830: Student trips and activities \$7,500 And Code 5864 (June 2016): PBL Professional Development with Buck Institute and (2016-17) SCCOE for PBL/STEAM</p>

<p>to stimulate academic growth, and to provide healthy alternatives for summer fun.</p>			<p>LCFF Base Revenue, Supplementa I, SVCF grant</p> <p>--</p> <p>\$55,000</p> <p>Object Code 5883 Summer School Expense</p> <p>SVCF / Sobrato grants, LCFF Supplementa I</p>
<p>Sunrise will continue its practice of involving parents in school life through its regular school-wide parent meetings, ELAC and School Site Council meetings, parent conferences and family events. The school also has a former parent serving on the School Board.</p> <p>-----</p> <p>School will hire an additional office staff member, in part so that the office staff has more time to assist and interact with parents and to be their</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500</p> <p>Object Code 4720: Other Food</p> <p>LCFF Base Revenue</p> <p>---</p> <p>\$55,000</p>

<p>liaison.</p> <p>School will conduct regular ESL classes for parents and will begin offering mini-lectures on topics of interest, such as domestic violence, college finances, immigrant services, etc., at its monthly parent meetings.</p>			<p>Object Code 2300: Non-certificated Administrator Salaries</p> <p>and \$15,000 benefits</p> <p>Object Code 3000: Employee benefits</p> <p>LCFF base revenue, supplementa l</p>
<p>Sunrise will continue its practice of providing a nurturing “second home” feel through small class size, daily meditation, frequent student assemblies, outdoor trips, and conflict resolution.</p> <p>----</p> <p>School will purchase additional sports and play equipment</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000</p> <p>Object Code 5830: Student trips and activities</p> <p>Outdoor grant</p> <p>----</p>

			<p>\$3,000</p> <p>Object Code 4335: PE Supplies</p> <p>LCFF base revenue</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will maintain an average daily attendance rate of 95% or better. Families will be highly satisfied with the school, as reported in annual surveys. Students will show strong interest in attending college and will participate in overnight stays at college dorms and career fairs. Teachers will challenge students through integrated Project Based Learning, STEAM and a school-wide science fair. Sunrise will have a low suspension, expulsion and attrition rate.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teachers will continue their learning about PBL and STEAM and incorporate these practices into the daily curriculum and schedule. We will add school day hours devoted to PBL/STEAM activities. School will continue with its annual science fair, career fair and overnight university trips so that students can “see” themselves as university students, scientists, and professionals.</p> <p>-----</p> <p>In addition, the school will conduct its second</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$8,000</p> <p>Object Code 5830: Student trips and activities \$7,500 And Code 5864 (June 2016): Professional Development for</p>

<p>annual summer school program in July, 2017. This will include academics in the morning, and swimming, sports, technology and field trips in the afternoon. The purpose is to prevent summer learning loss, to stimulate academic growth, and to provide healthy alternatives for summer fun.</p>			<p>PBL/STEAM \$1,000</p> <p>LCFF Base Revenue, Supplementa </p> <p>----</p> <p>\$55,000</p> <p>Object Code 5883 Summer School Expense</p> <p>Outside grants, LCFF Supplementa </p>
<p>Sunrise will continue its practice of involving parents in school life through its regular school-wide parent meetings, ELAC and School Site Council meetings, parent conferences and family events.</p> <p>---</p> <p>School will continue parent liaison among office staff.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$500</p> <p>Object Code 4720: Other Food</p> <p>LCFF Base Revenue</p> <p>-- \$57,000</p>

<p>School will offer monthly ESL classes to parents and will offer mini-lectures on topics of interest at monthly parent meetings.</p>			<p>Object Code 2300: Non-certificated Administrator Salaries</p> <p>and</p> <p>\$16,000 Benefits</p> <p>Object Code 3000: Employee Benefits</p> <p>LCFF Base revenue, Supplemental</p>
<p>Sunrise will continue its practice of providing a nurturing “second home” feel through small class size, daily meditation, frequent student assemblies, outdoor trips, and conflict resolution.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000</p> <p>Object Code 5830: Student trips and activities</p> <p>Outdoor grants</p>

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Students will maintain an average daily attendance rate of 95% or better. Families will be highly satisfied with the school, as reported in annual surveys. Students will show strong interest in attending college and will participate in overnight stays at college dorms and career fairs. Teachers will challenge students through integrated Project Based Learning, STEAM and a school-wide science fair. Sunrise will have a low suspension, expulsion and attrition rate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will continue their learning about PBL and STEAM and incorporate these practices into the daily curriculum and schedule. We will add school day hours devoted to PBL/STEAM activities. School will continue with its annual science fair, career fair and overnight university trips so that students can “see” themselves as university students, scientists, and professionals. -----		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000 Object Code 5830: Student trips and activities \$7,500 And Code 5864 (June 2016): Professional Development for PBL/STEAM

<p>In addition, the school will conduct its third annual summer school program in July, 2018. This will include academics in the morning, and swimming, sports, technology and field trips in the afternoon. The purpose is to prevent summer learning loss, to stimulate academic growth, and to provide healthy alternatives for summer fun.</p>			<p>\$1,000</p> <p>LCFF Base Revenue, Supplemental</p> <p>---</p> <p>\$55,000</p> <p>Object Code 5883 Summer School Expense</p> <p>Outside grants, LCFF Supplemental</p>
<p>Sunrise will continue its practice of involving parents in school life through its regular school-wide parent meetings, ELAC and School Site Council meetings, parent conferences and family events.</p> <p>---</p> <p>School will continue to have parent liaison among office staff.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500</p> <p>Object Code 4720: Other Food</p> <p>LCFF Base Revenue</p> <p>--</p> <p>\$59,000</p>

<p>School will offer ESL classes to parents and will have mini-lectures on topics of interest at monthly parent meetings.</p>			<p>Object Code 2300: Non-certificated Administrator Salaries</p> <p>and</p> <p>\$17,000 benefits</p> <p>Object Code 3000: Employee Benefits</p> <p>LCFF base revenue, Supplemental</p>
<p>Sunrise will continue its practice of providing a nurturing “second home” feel through small class size, daily meditation, frequent student assemblies, outdoor trips, and conflict resolution.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$25,000</p> <p>Object Code 5830: Student trips and activities</p> <p>Outdoor grants</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP: 1	Sunrise will provide its students teachers who hold valid California Teaching Credentials, and who use Common Core-aligned instructional materials in a safe and clean school facility.		Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: Sunrise Middle		
		Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	100% of teachers will hold a CTC credential with appropriate EL authorization. The school will use Common Core-aligned text and digital curriculum. The facility will be safe and clean.	Actual Annual Measurable Outcomes:		
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Sunrise will hire teachers with CTC credentials and appropriate EL authorization and will ensure they are given appropriate teaching assignments. Teachers will continue to receive the 8% pay raise offered as part of a three-year (2014-17) salary increase to make teacher wages competitive.	\$27,000 for the salary increase	All of Sunrise Middle's teachers had CTC credentials and were given appropriate teaching assignments. Two teachers (math and special education) still need to obtain their EL authorization and will have it by this summer.	The approximately \$27,000 for teacher salary increases was part of an overall certificated salaries budget of \$535,000.	
Sunrise will continue to use its CCSS-aligned Read 180/System 44 reading intervention program and its online SuccessMaker online math program. Sunrise will buy more online math program and use a part-time aide in the math classrooms.	\$32,000 for the online curriculum	Sunrise continued to use its Read 180/System 44 reading intervention program, but added Kate Kinsella's 3D from Scholastic for increased rigor. Sunrise continued to use SuccessMaker for math and also added Think Through Math, KnowRe and Wowzers online programs. Additionally, Sunrise used teachers and aides to provide all struggling students with one hour of in-class small-group "Power Group" math support three		

		times weekly.	curriculum. We were able to get Success Maker for free by participating in a study.
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The school will work with San Jose Unified School District to come up with the best possible Proposition 39 rental agreement. The school will move back to its former location, in order to afford the doubled rent.	\$101,000	Sunrise was able to move back to its former location and will be allowed to stay here through the term of its charter, or June 2019.	\$101,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Sunrise attracted a high-quality teaching staff this past school year, due to a national search, careful hiring, and more competitive teacher salaries. All teachers will be staying with us except for one, who is retiring after two years at Sunrise. We are likely to continue the salary increases in future years, in order to keep up with rising teacher salaries at school districts.</p> <p>We are now focusing more on Kate Kinsella's 3D program for English Learners and a little less on Read 180 due to the increased rigor in 3D. Our students using the 3D program have shown a marked increase in their reading levels and test scores.</p> <p>We also have enjoyed the variety in our online math programs, but are not likely to continue with KnowRe for math.</p> <p>Students report a greater understanding of the math they're learning from the 3X/wk. Power Group sessions.</p> <p>Staff has been able to focus significantly more on improving program for students, now that we have a lease in place with San Jose Unified through June 2019. We will be paying the District about \$120,000 for rent and internet (including one extra classroom) in 2016-17, up from \$101,000 in 2015-16.</p>
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Original GOAL from prior year LCAP: 2	The school's English Learners will thrive academically, as they are being taught by teachers who are well trained in Common Core and the new ELA/ELD standards. 100% of all ELs will gain academic content knowledge through CCSS. As a result, continuing English Learners will advance one level per the CELDT/ELPAC each year.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	Sunrise Middle	Applicable Pupil Subgroups:	English Learners
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<p>Expected Annual Measurable Outcomes:</p>	<p>English Learners will advance one level per the CELDT each year they are at Sunrise. They will gain academic content knowledge through CCSS. 23% of continuing ELs will be reclassified to English proficient each year. 33% of all 8th grade ELs will score a 4 or 5 on the school's CCSS-aligned writing rubric.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Sixty percent of our continuing English Learners advanced one or more levels on the CELDT from 2014-15. All ELs gained academic content knowledge through CCSS. 45% of our continuing ELs will be reclassified to English proficient this year. 69% of our 8th grade ELs scored a 3 or 4 (mainly 3s) on the school's CCSS-aligned writing rubric. (We began using a 4-point rubric this year, similar to SBAC, rather than our old 5-point rubric.)</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Teachers will continue to receive training in Common Core, the new ELA/ELD standards and NGSS. Teachers will collaborate to analyze ELD data to inform instruction.</p>	<p>\$10,000</p>	<p>Teachers and / or administrators:</p> <ul style="list-style-type: none"> • Received training in Kate Kinsella's 3D program from Scholastic and implemented it mid-year. • Viewed segments from a 2011 Kate Kinsella training (thanks to the SCCOE). • Learned from other districts how they were implementing the new ELA/ELD standards. • Attended an SCCOE training on integrating ELD in the math classroom. • Participated in the SCCOE's NGSS Phase 1 and 2 trainings. • Participated in a two-day training by Kate Kinsella in the Fall (Tools to Prepare ELs and Preparing Reticient Writers) 	<p>\$2,500 for the professional development fees plus daily salary for teachers and administrators who attended these events</p>

		<ul style="list-style-type: none"> • Participated in the Learning Circle Network for Teachers and Administrators • Participated in Project Read Iris Modules • Participated in Annual Summit for Educating Long-Term English Learners. 	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>ELD instructor will continue to work with ELA teachers to support pullout groups for instruction.</p> <p>Core teachers will continue to align their curriculum to the Read 180 curriculum and the new ELA/ELD standards.</p>	<p>\$32,500 for ELD instructor</p> <p>\$5,000 for Read 180</p>	<p>ELD instructor worked closely with other English teachers to provide support to ELs most in need of targeted instruction.</p> <p>All core teachers began the year by aligning their curriculum to the Read 180 curriculum and gradually re-focused to become more in alignment with the new ELA/ELD standards and Kinsella's 3D program.</p>	<p>\$30,000 for ELD instructor</p> <p>\$5,000 for Read 180 and \$7,500 for 3D</p>
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress</p>	<p>The 3D program, begun in December, has had a positive impact on our English Learners' instruction this year.</p>		

<p>and/or changes to goals?</p>	<p>While we have yet to see year-end test results, 69 percent of our 8th grade English Learners earned a 3 on our 4-point CCSS-aligned writing rubric by April.</p> <p>Additionally, we will be reclassifying 45 percent of our continuing English Learners to English proficient. And, nearly 60 percent of our continuing English Learners rose one level or more on CELDT.</p> <p>Next year we intend to use elements of the 3D program with some of our recently reclassified students as well.</p> <p>We also will have our new office team member assume more responsibility for obtaining new students' EL levels, CELDT scores and RFEP dates, so that our ELD coordinator and instructor can focus entirely on her ELD pullout groups. We believe this will assist the students in performing even better on the CELDT.</p>
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<p>Original GOAL from prior year LCAP: 3</p>	<p>School will meet API growth targets or equivalent, as mandated by the State of California.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: Sunrise Middle Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>School will continue to meet all API growth targets, for all student subgroups.</p>	<p>Actual Annual Measurable Outcomes: The state has not yet formulated growth targets for the new SBAC standardized test. However, according to a California Charter Schools Association analyses of test scores statewide, Sunrise Middle scored a 10 out of 10 similar schools ranking. The school's average point difference was 69 points below the state average, which represented the 20th percentile statewide in</p>

average point difference. Our goal is to be at the 25th percentile in 2016-17, and the 30th by 2017-18.

Our results for economically disadvantaged and Hispanic students were nearly identical to those for the entire school.

Our results for English Learners and how they compared are as follows:

	Sunrise	SJUSD
ELA Standard met or exceeded	8%	4%
MATH Standard met or exceeded	3%	5%

Meanwhile, Sunrise students in 2015-16 showed considerable growth on their NWEA MAP pre to post tests. The majority of students in all classes had met their year-end projected RIT growth by midyear – with the exception of 7th graders in ELA. Overall, 57% of students met their projected ELA growth target by midyear, and 66% of students their math target.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Students will take the SBAC interim tests, and teachers will analyze this data and use to inform instruction.</p> <p>School will switch to NWEA MAP testing for its pre to post assessments, as these are more aligned to SBAC.</p>	\$13,000	<p>Students did take several SBAC interim tests. ELA teachers scored student essays. All teachers analyzed data in department meetings and used it to inform instruction.</p> <p>The school switched from Scantron pre to post testing to NWEA MAP, and administered NWEA tests in August, December and May.</p>	<p>The switch to NWEA MAP cost \$8,000.</p> <p>Other costs mentioned here were absorbed in the budget for teacher salaries.</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Students who are not meeting the mark on practice tests will be pulled out in special test prep groups.</p>	\$2,000	<p>Math teachers formulated “power groups” that met with teachers and aides for specialized instruction for 1 hour 3x/week.</p> <p>Teachers of English Learners continued their rotations during the EL classes, thereby allowing the teacher time for specialized instruction in small groups.</p> <p>The ELD instructor also pulled out the most challenged English Learners twice a week.</p>	<p>This cost was absorbed in the salary budget for our ELD instructor, math director, instructional</p>

			aide, and resource specialist. Significantly more than \$2,000 was spent for the pullout "Power Group" work.
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Sunrise was pleased with the testing experience and data provided by the SBAC practice and interim tests.</p> <p>This NWEA MAP testing, however, is not entirely aligned with SBAC and appears to be easier for the students.</p> <p>In 2016-17, we will continue to use the interims and also will use Common Core Standards Plus, an ELA test prep program.</p>
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<p>Original GOAL from prior year LCAP: 4</p>	<p>Sunrise will have a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Goal Applies to: Schools: Sunrise Middle

Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Students will maintain an average daily attendance rate of 95% or better. Families will be highly satisfied with the school, as reported in annual survey. Students will show strong interest in attending college and will participate in overnight stays at college dorms and career fairs. Sunrise will have a suspension rate of no more than 10% - considered low for our student population.</p>
Actual Annual Measurable Outcomes:	<p>Students are maintaining an ADA rate of 96%.</p> <p>Families reported a 98% high satisfaction rate in midyear survey.</p> <p>95% of students say they want to go to college.</p> <p>Nearly all 8th graders and 80% of 6th graders participated in overnight college stays.</p> <p>All students participated in career fair.</p> <p>Sunrise had a 9% suspension rate in 2015-16.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>The sixth grade class will spend a day and night at UC Santa Cruz, while the eighth grade class will spend a day and night at Santa Clara University. This will serve as an introduction to college life. Students will actually “see” themselves as university students and learn about which high school paths can get them to their goal. Sunrise will put on a career fair for its students to encourage interest in a variety of interesting careers.</p> <hr/> <p>Sunrise will continue its pattern of involving parents in school life through its regular schoolwide parent meetings, ELAC and School Site Council meetings, parent conferences, and</p>	<p>\$7,000</p> <hr/> <p>\$500</p>	<p>The 6th grade class participated in an overnight stay at UC Santa Cruz before the year started. The incoming students will do so again in the fall of 2016, and 10 percent of our new parents want to join.</p> <p>The 8th graders participated in an overnight stay at Santa Clara University the first month of school, and a high school night in early November.</p> <p>25 professionals from numerous different career paths presented at a career fair in January, which was attended by all students.</p>	<p>\$7,000</p>

<p>family events. The school is also asking at least one parent to join the School Board.</p>		<p>All 6th and 8th graders are participating in our first annual science fair. (7th graders are studying family life during this period.)</p> <hr/> <p>Parents continued to participate in regular school wide meetings, School Site Council meetings, and ELAC meetings (all held monthly).</p> <p>The school hosted parent-student-teacher conferences in November and in March.</p> <p>The school hosted four family events – at Halloween, the December Holidays, Valentine’s and Mother’s Day.</p> <p>Nearly all parents participated in the teacher conferences.</p> <p>30-40% of parents attended the school-wide meetings and family events.</p> <p>Only 14 mothers came to the Mother’s Day event; the group was small, but the gathering was powerful and intimate.</p> <p>A parent whose son recently had to leave the school and move to Mexico to be with his mother is serving on the School Board.</p>	<p>\$600</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Sunrise will continue its tradition of providing a nurturing “second home” feel through small class size, daily meditation, frequent student assemblies, outdoor trips, conflict resolution, etc.</p>	<p>\$10,000</p>	<p>Sunrise maintained an average class size of 25:1.</p> <p>All students participated in daily meditation.</p> <p>The school had an average of two assemblies per month.</p> <p>The school started a twice monthly advisory period in which students focused on the school’s pillars – Self Control, Curiosity, Optimism, Perseverance and Effort (SCOPE).</p> <p>The school had an average of two field trips through month. These broadened students’ horizon and also deepened relationships between students and staff.</p> <p>Discipline continued to focus on conflict resolution.</p>	<p>\$18,000 (including from grants)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Sunrise believes its efforts to build a strong college-bound culture that pushes students to achieve while also providing them a nurturing environment were successful. Nearly all hands go up now when one asks students who wants to go to college. Additionally, students talk frequently – on their own – about perseverance, self-control, and other school pillars. Students stayed calm yet tried very hard on the state standardized testing at the end of the year.</p> <p>We are still trying to figure ways to get more parents involved in our parent and school-wide</p>		

meetings. We would like to have 60-70% attend regularly. We are not sure yet how to do this without making them mandatory. All meetings are advertised by mailing letters home, sending letters home with students, and "one call" voice and text messages. We do not email, as many of our parents do not have email or do not regularly check email.

We are hoping that our plan to provide mini-lectures on topics of interest (college finances, domestic violence, immigration services, etc.) at our regular school-wide parent meetings will encourage more parents to attend. The raffle prizes and refreshments offered this year did not significantly increase attendance.

Other additions in services we will be offering this coming year include:

- A five-week summer program that combines academics with sports, technology and field trips.
- Additional field trips made possible by a \$25,000 outdoor grant.
- An expanded science fair.
- A part-time parent liaison.
- The introduction of Project Based Learning and a more focused STEAM program. (The school already offers several elective courses in technology.)
- Additional sports and play activities, facilitated by additional equipment. (The school already has soccer, basketball, volleyball, and football league sports.)
- ESL courses for parents.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$217,709</u>
<p>All but a handful of our students are either low income or English Learners. There for all of our improvements will primarily benefit low income and English Learner youth.</p> <p>The \$217,709 in supplemental funds will be used for the following:</p> <ul style="list-style-type: none"> \$71,500 – new ELA/ELD teacher salary and benefits \$29,000 – new CCSS-aligned textbooks and digital curriculum \$40,000 – two new sets of classroom laptops \$10,000 – professional development geared toward English Learners \$14,000 – continuation of 3D from Scholastic and Read 180/System 44 ELA/ELD curriculum 	

\$32,500 – Instructor for ELD pullout groups

\$7,000 – SBAC, NWEA and other test prep and materials

\$7,500 – overnight university trips, career fair

\$10,000 – toward summer school program

Additionally, new office staff position is primarily designed to assist parents with liaison activity, ESL classes and monthly mini-workshops on topics of interest such as immigration services, domestic violence, college finances, etc.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

18.01	%
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Again, all but a handful of our students are low income or English Learners so activities that benefit all students primarily benefit these subgroups. The planned use of LCFF Supplemental funding will assist these students by providing more specialized instruction in ELA/ELD, more access to technology, math texts and online curriculum more closely aligned to CCSS, teachers who are better trained to teach ELs, and outside experiences such as university trips, career and science fairs and summer programs that provide our students with outside experiences normally afforded only to higher income students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).