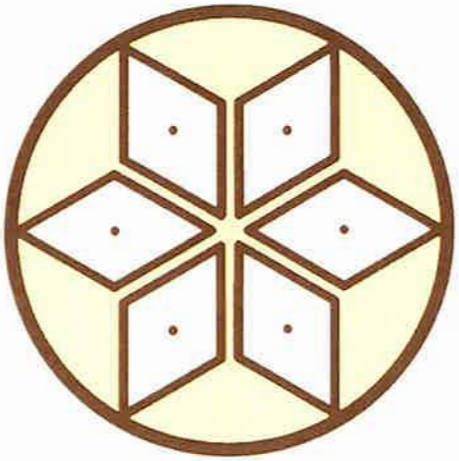
SUNRISE MIDDLE SCHOOL

A California Public Charter Middle School



Submitted to

The Santa Clara County Board of Education

For the term July 1, 2027 through June 30, 2032

For more information, please contact:

Teresa Robinson, lead petitioner

(408) 659-4785

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CHARTER SCHOOLS DEPARTMENT

Santa Clara County Office of Education

Renewal Petitioner Certification Form

(TO BE USED FOR RENEWAL OF A SANTA CLARA COUNTY BOARD OF EDUCATION-AUTHORIZED CHARTER)

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §47605(b) and 47605.6(b).

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

Instructions to Lead Petitioner
1. Complete the SCCOE Charter Renewal Review Matrix Form (including petition page numbers).
2. Complete and sign this Petitioner Certification Form.
3. Submit completed & signed Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter petition to SCCOE Charter Schools Department.

(A) The petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current program offered by the charter school.	☒ YES ☐ NO
(B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for the most recent preceding two years and any/all other data, plans, or information necessary to support renewal.	☒ YES ☐ NO
(C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year.	☒ YES ☐ NO
(D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & pdf) versions, including an Excel spreadsheet of the budget, LCFF calculator, and an executive summary of the changes from the current charter.	☒ YES ☐ NO

I hereby certify in accordance with Education Code Section 47605(b) or 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to denial or revocation if later discovered and the omission/inaccuracy is material.

Name of Charter School: SUNRISE MIDDLE

Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
TR Teresa Robinson, Director	7/23/26	

Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition
Michelle Johnson, Director	7/23/26	

July 28, 2026

Dr. David M. Toston, Superintendent
Santa Clara County Office of Education
Ridder Park Drive
San José, California

Dear Dr. Toston and Members of the Santa Clara County Board of Education,

On behalf of the Sunrise Middle School community, I am pleased to submit our petition for charter renewal for the term July 1, 2027 – June 30, 2032.

For the past fifteen years, Sunrise Middle School has been dedicated to providing a rigorous, whole-child education to middle school students in San José, with a particular commitment to serving students who have been historically underserved. Our staff, students, families, and Board of Directors remain deeply united in this mission and in our belief in the value and impact of our school.

We respectfully request your thoughtful consideration of this renewal petition. We welcome the opportunity to meet with you, receive your feedback, and make any adjustments needed to support our continued partnership and shared success.

We are deeply grateful for the guidance and support of the Santa Clara County Office of Education throughout our journey. We look forward to continuing our collaborative work in the years ahead in service of San José youth.

With appreciation,

Teresa Robinson
Director and Lead Petitioner
Sunrise Middle School

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AFFIRMATIONS AND DECLARATION

Sunrise Middle ("Sunrise Middle School," "Sunrise," or the "Charter School"), operated by Escuela Xochitl Tonatiuh, Inc., hereby certifies that the information submitted in this renewal petition for a California public charter school located within the boundaries of San Jose Unified School District ("SJUSD" or the "District") and authorized by the Santa Clara County Board of Education ("SCBOE") with oversight by the Santa Clara County Office of Education ("SCCOE") (collectively referred to herein as the "County") is true to the best of our knowledge and belief. We also understand that if awarded a renewal of the Charter Petition, the Charter School will follow any and federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Escuela Xochitl Tonatiuh, Inc., declares that it shall be deemed the exclusive public school employer of the employees of Sunrise Middle for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in

accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

- The Charter School will at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq*. ("Brown Act").

- The Charter School shall comply with Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq*. ("PRA").

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student

currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026).

EXECUTIVE SUMMARY

Sunrise Middle School's journey can be imagined as a long and winding train ride. Born in 2011 in a time of lean state budgets, the train struggled at first to leave the station. With increased support, Sunrise found the fuel to push forward toward excellence. Along the way, we laid new track to navigate poverty and immigration issues, the challenges of COVID and adolescent vaping, the distractions of cell phones, and now the mixed blessings of AI. Through hills and valleys, our momentum has only grown, carrying with it eager students, rising test scores, sports trophies, exhilarating outdoor adventures, grateful families, and returning alumni. Today, the train is strong, guided by a skilled team of educators, gleaming with new opportunities, and adding more cars each year to welcome the next generation of eager learners.

At Sunrise, we take particular pride in three core successes:

1. **Empowered and engaged students:** Our students explore the rapidly changing world and are encouraged to be leaders for change. They critically analyze and debate the ethics of current U.S. policies and international conflicts in Social Studies and cultivate leadership skills through our school and community-focused Leadership classes, for example, leading a women's history month and a Peace Pledge ceremony.

2. **Student well-being:** In an era when many teens report feeling sad or hopeless, our students largely come to school happy and motivated. The percentage reporting sadness or hopelessness has dropped to 21.8%, compared to about 40% nationwide. We attribute this to our group and individual counseling, our peer mentors, meditation sessions and SEL advisories.

3. **Academic Achievement:** Our students' test scores have risen dramatically in recent years. Mathematics achievement now surpasses statewide averages despite our families' lower economic status, while our English Language Arts results surpass those of neighboring middle schools despite serving a higher percentage of English Learners and newcomers. Most students enter Sunrise below grade level and make significant academic gains before transitioning to high school. Preliminary 2025–26 state assessment results suggest another outstanding year, with projected **Green** performance levels in Mathematics, English Learner Progress, and Suspensions, **Blue** in Science, and continued growth in English Language Arts. These results reflect Sunrise's commitment to personalized learning, strong interventions, and whole-child education.

We could highlight many other successes as well, but our highest priorities are our students' happiness, self-empowerment, and their ability to achieve their goals. These qualities represent our deepest aspirations for every student.

Since our last charter renewal, we have implemented **many programmatic improvements** that support these outcomes, including:

Deepening community engagement: Partnering with the local school health clinic for mental health support, opening celebrations to the broader community, offering classes and services to families, donating food, and conducting neighborhood environmental projects.

Expanded academic support: Adding a fifth-period "Power Hour" for math and English interventions, ELD, enrichment, algebra, geometry, or project-based learning.

Enhanced fundraising and financial stability: Securing two major multi-year grants and maintaining a healthy 25% cash reserve to sustain programs.

Bilingual and culturally responsive staff: Three-quarters of our teachers are bilingual/bicultural, most from the community, serving as role models as well as educators.

Parental involvement: Hiring a full-time parent liaison, offering parent classes on topics ranging from leadership to wellness, having a parent as a voting member on the school board, and achieving 96% to 100% positive responses on fall 2025 parent surveys.

Expanded electives and enrichment: New offerings include Guitar, Robotics, Coding and AI, How to Run a Food Truck, Danza, and Folklorico.

Increased support for Newcomers and English Learners: 15% of our students are students born outside the U.S. who have recently arrived and are new to the U.S. school system. Our ELD coach has helped 57% of English Learners advance one level on the English Language Proficiency Assessments for California ("ELPAC") in Spring 2025, placing us in the Green on the California School Dashboard ("Dashboard").

Special education growth: Serving 59 students with Individualized Education Programs (IEPs), with three Special Education teachers and a Specialized Academic Instruction (SAI) class for intensive support. Push-in support continues for most students, ensuring inclusion in general classrooms.

Professional learning and collaboration: Weekly Professional Learning Communities (PLCs) for core subject teachers

High school readiness: Between one-quarter and one-third of our 8th graders gain admission to high-quality private schools, supporting long-term pathways to four-year universities.

Community partnerships and enrichment: Collaborating with School Health Clinics, Peacemakers Inc., LUNA, Heartworkers Union, Hidden Villa, Outward Bound, Seahorse Ranch, Sea Odyssey, REACH Athletics League, and 7 Trees Community Center Sports League.

Student leadership and peer mediation: Students learn conflict resolution and support their peers through a thriving leadership and peer mediation program.

Facilities and arts enrichment: New basketball court and turf field (thanks to San Jose Unified School District), garden spaces, murals by a professional artist, and an art teacher funded through Proposition 28.

After-school and summer programs: Well over a third of our students attend our free after-school program. One-third participate in our free all-day academic and enrichment summer program.

All of these accomplishments reflect the support and collaboration of the Santa Clara County Office of Education and our dedicated staff, students, families, and community partners.

The following pages of this charter petition will show that Sunrise Middle has met the criteria for charter renewal. Additionally, Sunrise Middle maintains:

- **High-quality education:** Academic growth on the California Assessment of Student Performance and Progress (“CAASPP”), ELPAC, and i-Ready, with notable progress for historically underserved students.
- **Legal compliance:** Adherence to all state and federal laws, required services, governance policies, and reporting obligations.
- **Financial responsibility:** Maintaining 25% reserves and the ability to meet all current and projected obligations.
- **Strong operational management:** Skilled board, credentialed staff, safe and supportive policies.

- **Community support:** Engaged families and strategic partnerships.
- **Audit success:** Passing annual financial, Special Education Local Plan Area ("SELPA"), IRS, and Federal Program Monitoring ("FPM") audits with minimal or zero findings.

For the FPM audit of four of our programs, our lead from the CDE wrote "how rare it is for us to have a review of any LEA, but especially a charter, come out with zero findings. Well done!"

ACADEMIC CRITERIA FOR RENEWAL

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard .

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Sunrise Middle School is pleased to have been deemed a middle-performing school by law and the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators for a middle school include the following:

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress (ELPI)
- English language arts/literacy (ELA)
- Mathematics

Sunrise Middle School fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criteria for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the charter authorizer considers the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The charter authorizer shall provide greater weight to measurements of academic performance, which for Sunrise are ELA, Mathematics, Science, and ELPI.

Sunrise Middle documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

Dashboard State and Local Indicators

The following charts reflect the Charter School's 2024 and 2025 Dashboard performance indicator colors for all students and for comparison purposes, the District's and the State's.

Sunrise has had a mix of indicator colors for the past two years, with one out of five indicators in the green each year. We have been working diligently on our chronic absenteeism and suspension rates, and they show considerable improvement in the preliminary results for 2026.

2024 Dashboard Performance Indicator Colors

Indicator	Sunrise Middle	San Jose Unified	State
ELA (academic)	Orange	Orange	Orange
Math (academic)	Orange	Yellow	Orange
ELPI (academic)	Orange	Orange	Orange
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Green	Orange	Green

2025 Dashboard Performance Indicator Colors

Indicator	Sunrise Middle	San Jose Unified	State
ELA (academic)	Yellow	Orange	Yellow
Math (academic)	Yellow	Yellow	Yellow

Science (academic)	Yellow	Green	Yellow
ELPI (academic)	Green	Yellow	Yellow
Chronic Absenteeism	Red	Orange	Yellow
Suspension Rate	Orange	Green	Green

Tables 1 a & b: CA School Dashboard indicator colors for All Students from 2024 and 2025

2026 UNVERIFIED Dashboard Performance Indicator Colors

Indicator	Sunrise Middle
ELA (academic)	Yellow (-25.5 DFS)
Math (academic)	Green (-19.4 DFS)
Science (academic)	Blue (56.5 points)
ELPI (academic)	Green
Chronic Absenteeism	Yellow
Suspension Rate	Green

While Sunrise Middle's chronic absenteeism rate is still high (31 percent), our school did make significant progress in this area during 2025-2026. We realize we have more work to do, however, and therefore, have budgeted for a full-time employee to focus solely on students with absenteeism as well as failing grades during the 2026-27 school year. We expect that this should result in significant improvement.

We also plan to continue having a low suspension rate due to increased use of alternative means of correction, primarily based on restorative justice.

The following charts reflect the Charter School's 2024 and 2025 Dashboard indicator status scores for all students and student groups. Below, the Sunrise Middle Schoolwide distance from standard ("DFS") score is compared to the State's performance on the academic indicators: ELA, mathematics. and ELPI.

Instances in the chart below where Sunrise Middle School exceeded the statewide average are highlighted in green and boldface. Only student groups with at least 30 students are shown, since smaller groups are not assigned an indicator color on the Dashboard. Sunrise Middle School has exceeded the state average for ELPI in 2024 and 2025, Math in 2025, and for multiple student subgroups in ELA and Math over the past two years.

Student subgroup performance on the academic indicators shows strong growth, with all indicators improving from 2024 to 2025. As illustrated below, based on the 2024 and

2025 Dashboard Data, Sunrise Middle meets the legal definition of a “middle performing” charter school.

2024 & 2025 CA School Dashboard Scores for Academic Indicators compared to State

	ELA		Math		ELPI	
	2024	2025	2024	2025	2024	2025
All	-56.6 DFS (43.4 pts lower)	-41.9 DFS (33.8 pts lower)	-63.4 DFS (15.8 pts lower)	**-37.1 DFS (5.3 pts higher)**		
English Learners	-85.5 DFS (17.9 pts lower)	-62 DFS (2.1 pts lower)	**-88.9 DFS (4.5 pts higher)**	**-53.9 DFS (32.2 pts higher)**	**50.0% (4.3% higher)**	**57.4% (11.0% higher)**
Long-Term English Learners	**-95.1 DFS (14.5 pts higher)**	**-89.3 DFS (15.2 pts higher)**	**-118.1 DFS (45.4 pts higher)**	**-90.2 DFS (68.7 pts higher)**	**59.5% (13.7% higher)**	**64.9% (15.8% higher)**
Socioeconomically Disadvantaged	-60 DFS (19.1 pts lower)	-46.2 DFS (10.9 pts lower)	**-66.4 DFS (11.8 pts higher)**	**-41 DFS (31.9 pts higher)**		
Students with Disabilities	-110.9 DFS (15.3 pts lower)	-91.5 DFS (2.1 pts lower)	-145.7 DFS (21.4 pts lower)	-121 DFS (0.3 pts lower)		
Homeless Youth	-82.4 DFS (12 pts lower)	**-47.4 DFS (21.5 pts higher)**	**-67.9 DFS (38.1 pts higher)**	**-26.8 DFS (76 pts higher)**		
Hispanic/Latino	-61.7 DFS (22.4 pts lower)	-46.7 DFS (13 pts lower)	**-69 DFS (10.2 pts higher)**	**-44.9 DFS (28.7 pts higher)**		

Table 2: Dashboard scores for All Students and significant student groups in 2024 and 2025 with comparison to State score in parentheses

The Charter School also met all its local indicators on the Dashboard in both 2024 and 2025.

	2024 Dashboard	2025 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

Table 3: Sunrise Middle - Dashboard Local Indicators

Comparison to Local Schools

Sunrise Middle School can be compared to nearby local schools: Ace Inspire Academy, Ace Empower Academy, Muwekma Ohlone Middle School, and Renaissance at Mathson. These schools were identified as the closest middle schools in distance from Sunrise Middle School, according to addresses listed in California DataQuest's Public Schools file, and excluding special program schools.

The below table shows Sunrise's performance in ELA and Math, both schoolwide and by student group (English learners (EL), long term English learners (LTEL), socioeconomically disadvantaged (SED), students with disabilities (SWD), and Hispanic) compared to the performance of its comparison schools. **In 2025, Sunrise had a higher DFS in all student groups, including Students With Disabilities, than its comparison schools for both ELA and Math.**

2025 ELA Performance						
School	**All**	**EL**	**LTEL**	**SED**	**SWD**	**Hispanic**
Sunrise Middle	-41.9	-62	-89.3	-46.2	-91.5	-46.7
ACE Empower Academy	-115.6	-128.5	-132.9	-116.4	-155.1	-120.6
ACE Inspire Academy	-100.6	-120	-111.4	-112.6	-154.2	-102.9
Muwekma Ohlone Middle	-70.3	-109.6	-123.3	-87.2	-149.2	-79.3
Renaissance at Mathson	-56.3	-91	-102	-71.9	-102.3	-71.3
2025 Math Performance						
School	**All**	**EL**	**LTEL**	**SED**	**SWD**	**Hispanic**
Sunrise Middle	-37.1	-53.9	-90.2	-41	-121	-44.9
ACE Empower Academy	-127.2	-131.8	-138.3	-128	-192.3	-129.7
ACE Inspire Academy	-98.4	-118.3	-121.3	-110.7	-190.9	-100.2
Muwekma Ohlone Middle	-113.1	-148.3	-163.4	-130.6	-186	-126.5
Renaissance at Mathson	-113.2	-141.6	-168.8	-129.5	-154.7	-133

Table 4: CA School Dashboard ELA and Math status scores for All Students and significant student groups in 2025 for Sunrise Middle School and Local Comparison Schools

iReady Verified Data

iReady measures Typical Growth to show the annual growth of an average student at a given placement to show how students are growing relative to comparable peers. According to i-Ready guidance for CA charter renewals, "schools that met or exceed the following amounts of median Typical Growth from the fall to the spring can be said to have achieved sufficient growth during the year."[1]

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

The table below shows the median percent progress to typical growth schoolwide and by grade level. The green highlights indicate the student groups the charter met one year's growth in each tested subject. As different grade levels have different requirements for meeting the growth target, the all students group is highlighted where the median percent progress to typical growth is above the K-5 threshold of meeting the growth target, as that is the higher target of the two.

[1] Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools in K-8: 2024-2025 School Year from Curriculum Associates Guidance Brief – August 2024

Sunrise Middle School has met growth targets schoolwide and for grades 6-8 in all of the past three years for both Reading and Math. Grade 5 has met growth targets in at least one subject in all of the past three years and has a notably small class size compared to the other grade levels, demonstrating a smaller statistical significance to that grade level's performance compared to the rest of the student body.

Reading						
	2023-2024		2024-2025		2025-2026 (Semester 1 Only)	
Grade Level	Students Tested	Median Progress	Students Tested	Median Progress	Students Tested	Median Progress
All Students	309	189%	291	168%	312	103%
Grade 5	24	181%	12	37%	13	77%
Grade 6	81	258%	95	142%	96	81%
Grade 7	85	150%	93	183%	105	100%
Grade 8	119	178%	91	250%	112	142%
Math						
	2023-2024		2024-2025		2025-2026 (Semester 1 Only)	
Grade Level	Students Tested	Median Progress	Students Tested	Median Progress	Students Tested	Median Progress
All Students	308	180%	293	146%	322	167%
Grade 5	24	110%	12	115%	14	36%
Grade 6	81	171%	96	120%	100	200%
Grade 7	94	158%	94	174%	108	146%
Grade 8	119	217%	91	190%	100	183%

Table 5: iReady Median Percent Progress Towards Typical Growth by Grade and School Year

Historically, growth scores for verified data have been subjected to participation requirements, of 95% or more students tested. Sunrise Middle School has consistently met this threshold, as shown in the table below.

	2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%
Reading	309/310	100%	291/295	99%	312/328	95%
Math	308/310	99%	293/295	99%	322/328	98%

Table 6: iReady Participation Rate by Grade and School Year

Conclusion

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: "The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." (Education Code Section 47605(c)(5)(A)(i).)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve these goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Education Code Section 47605(c)(5)(A)(ii).)

Our Mission

The mission of Sunrise Middle School is to provide a small, holistic, and stimulating learning environment for grades 5–8, to lead with love while guiding students to be resilient, hopeful, and responsible, to challenge students to think critically and to explore new ideas in preparation for success in high school, college, and life.

Our Vision

Sunrise Middle School envisions a joyful, rigorous, and holistic learning community that teaches the whole child—mind, body, and spirit. We serve primarily low-income youth near in the Roosevelt Park neighborhood, helping students discover their full potential through engaging academics and strong social-emotional support.

We believe a successful school culture is built day by day through every teacher-student interaction. Our educators are "Positive Forces of Nature" who inspire, motivate, and connect deeply with students—creating the heart of our school.

Our program integrates:

1. Academic Excellence – Rigorous, hands-on learning that sparks curiosity and achievement.
2. Community and Belonging – A small, restorative environment where every student is known and valued.

3. Whole-Child Wellness – Mindfulness, counseling, and outdoor experiences that nurture kindness, resilience, and confidence.

This program is based on seven principles:

1. Holding high expectations for our students
2. Teaching our youth to be responsible citizens
3. Keeping classes small and/or bringing in paraprofessionals to assist
4. Providing hands-on learning as much as possible
5. Regular meditation sessions, two to three times a week
6. Offering outdoor experiences after school and on weekends
7. Introducing cultural awareness through schoolwide events and activities

Target School Population

Sunrise Middle School was established to serve students who have been traditionally underserved and families who seek a small, nurturing, and holistic educational environment.

Our target population includes students who:

- Enter school performing below grade level in English or Mathematics
- Come from socioeconomically disadvantaged households
- Desire a small-school community that teaches the whole child
- Seek a safe, supportive school environment
- Reside primarily within San José Unified School District boundaries

While Sunrise welcomes all students—including those residing outside the District or county—our outreach is intentionally focused on the student groups above. We are especially strong at serving students who have suffered traumatic experiences due to poverty, immigration or family conflict, primarily because of our strong emphasis on counseling and anti-bullying and because we have staff who truly understand what our students have been through.

Recruitment efforts include distributing flyers to low-income apartment complexes in the surrounding neighborhood, and strong family word-of-mouth continues to expand enrollment from nearby districts. Currently, about 30 percent of our students come from the Alum Rock and Franklin-McKinley districts.

From July 1, 2027 onward, we plan to continue to enroll the following **numbers of students**:

- About 25 in grade 5
- About 90 in grade 6
- About 90 in grade 7
- About 90 in grade 8
- And about 30 additional students in a “bubble” class each year (for whichever grade level has extra students).

Current Student Demographics (2025-26)

Category	Percentage / Description
Total Enrollment	327 students (Grades 5–8)
Grade-Level Breakdown	Grade 5 – 15 • Grade 6 – 101 • Grade 7 – 111 • Grade 8 – 100
Gender	Female – 160 • Male – 166
Ethnicity	Hispanic/Latino: 90% African American: 1% Asian: 3% White: 3% American Indian: 1% Native Hawaiian/Pacific Islander: 1% Two or More Races: 1%
English Learners	39%
Homeless Youth	8%
Students with Disabilities	17%
Socioeconomically Disadvantaged	86%
Parents Without a High School Diploma	16% (46% declined to state)

These figures have remained fairly constant since our last charter renewal and closely mirror the demographics of the many apartment complexes near our school and reflect our commitment to serving low-income, English Learner, and first-generation college-bound students with excellence, compassion, and equity.

Due to our enrollment consisting of 5th – 8th grade students, the majority of the target population will be students that are 10-14 years old.

Attendance

Sunrise operates on a 180-day academic calendar, barring emergency school closures, beginning in early August and concluding at the end of May, with an extended school year program offered during the month of June. Student attendance is recorded and maintained in PowerSchool in accordance with applicable Education Code requirements. The Charter School meets and generally exceeds all state-mandated minimum instructional minute requirements for middle school grades. Currently, the students attend from 8 am to 3:30 pm, with the last 45 minutes devoted to extracurricular instruction, and with Wednesday dismissal time being 1:25 pm so that teachers have collaboration and meeting time.

See **Appendix A** for a sample bell schedule, student calendar and instructional minutes.

Independent study is offered only in limited and exceptional circumstances, consistent with Education Code provisions governing independent study (e.g., Education Code Sections 51745–51749.3). Independent study is voluntary and subject to a written agreement outlining, minimally, the duration, objectives, and assignments to be completed.

Students participating in independent study are required to complete work that is substantially equivalent in quality and quantity to that which would have been completed during in-person instruction, as determined by the supervising teacher. Attendance credit (apportionment) for independent study days is awarded only upon the satisfactory completion of assigned work, as certified by a credentialed teacher, and daily engagement. If the assigned work is not completed or is not of satisfactory quality, attendance shall not be credited for those days, in accordance with Education Code requirements.

What It Means to Be an Educated Person in the 21st Century

At Sunrise Middle School, we believe that being an educated person in the 21st century means much more than mastering academic subjects. It means developing the knowledge, skills, and character to navigate — and positively shape — a rapidly changing world. To borrow from our mission, Sunrise maintains high expectations for every student while offering experiential and investigative learning that is relevant to their lives, allows them to explore and challenge prevailing thought, requires them to take responsibility for their actions, and prepares them for success in high school, college, and life.

As society evolves and new technologies transform how people live and work, the definition of an "educated person" must evolve as well. At Sunrise, we have identified a set of essential skills and mindsets that prepare students to thrive in an era defined by innovation, information, and interconnectedness. These competencies are embedded throughout our curriculum and reflected in the "Portrait of a Sunrise Graduate."

Core 21st Century Competencies

1. **Critical Thinking and Media Literacy**
   Students learn to analyze, evaluate, and synthesize information; to distinguish between reliable and unreliable sources — including content generated by humans versus artificial intelligence — and to make well-reasoned judgments.
2. **Creativity and Innovation**
   Students are encouraged to explore new ideas, build upon traditional skills such as writing and design, and use both digital and hands-on methods to solve problems creatively.
3. **Communication and Collaboration**
   Students learn to express themselves clearly and respectfully in multiple formats — oral, written, digital, and artistic — and to work effectively in teams to accomplish shared goals.
4. **Leadership and Civic Engagement**
   Students develop the ability to lead with integrity and empathy, to advocate peacefully and strategically for positive change in their schools and communities, and to understand local, state, national, and global issues.
5. **Social and Emotional Intelligence**
   Through conflict resolution, communication, and peacemaking skills, students learn to manage emotions, resolve differences constructively, and build healthy relationships that strengthen community.

6. **Technological and AI Literacy**
   Students become fluent in leveraging technology and artificial intelligence to enhance learning, solve real-world problems, and make systems more efficient — while also maintaining resilience when technology is unavailable.
7. **Environmental Stewardship and Global Awareness**
   Students learn to be good stewards of the Earth and advocates for social and environmental justice, understanding how individual and collective actions affect our planet and society.
8. **Resilience and Lifelong Learning**
   Students cultivate adaptability and perseverance in an ever-changing world. They learn how to learn — understanding that much of what is relevant today may evolve tomorrow — and remain confident in their ability to keep growing.

Character and Values

A 21st century educated person is also a person of character. Sunrise students strive to:

- Take initiative and persevere through challenges.
- Respect others and accept responsibility for their actions.
- Balance independence with collaboration.
- Develop self-esteem through goal-setting and achievement.
- Stay curious, compassionate, and optimistic.

An educated Sunrise graduate is a critical thinker, a creative problem solver, a compassionate citizen, and a lifelong learner — someone who can adapt, lead, and contribute to a just and peaceful world.

Overview and Educational Philosophy

Sunrise Middle School operates as a single-school Local Educational Agency (LEA) serving grades 5–8 in San Jose. Our instructional program is grounded in the belief that all students can achieve at high levels when provided with rigorous, culturally responsive instruction paired with targeted, data-driven supports. This belief is reflected in our Local Control and Accountability Plan (LCAP) and aligns with the charter renewal standards and evaluation criteria of the Santa Clara County Office of Education .

Sunrise serves a student population with significant academic and linguistic needs, as such, our curriculum and instructional design emphasize:

- Alignment to the State Standards: Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), History-Social Science Framework, and the remaining State Content Standards
- Frequent formative and interim assessment cycles
- A Multi-Tiered System of Supports (MTSS)
- Integrated English Language Development
- Strong intervention and enrichment structures embedded within the school day

How Learning Best Occurs

At Sunrise Middle School, we believe that learning best occurs in an environment of high expectations, meaningful relationships, joyful engagement, and continuous improvement. The most successful schools at closing the achievement gap for low-income Latino students share these characteristics (as identified by the National Education Association, Innovate Public Schools, and other educational research).

High Expectations: At Sunrise, all students are expected to meet or exceed grade-level standards and demonstrate continuous growth. We hold the belief that every child can succeed when given the right support. Students who are not yet meeting standards receive daily academic interventions, small-group instruction, and specialized support through our SAI program. Those who continue to struggle receive additional help after school or through our “Power Hour” and “Office Hours” programs with core teachers.

Meaningful Relationships: Sunrise students are encouraged to bond closely with at least one adult at the school. This can be either a teacher, a youth mentor or another staff member. Our goal is to have each student feel as though they have a relationship with at least one caring adult at the school.

Joyful Engagement: Learning should be fun. To this end, we teach through games, projects and group discussions, as well as standardized instruction.

Continuous Improvement: Students are recognized for their improvement, more so than for their achievements, at weekly assemblies, parent award nights and through daily positive praise in their classrooms.

<u>Curriculum Content</u>

The 3 Rs - Rich, Rigorous and Relevant Curriculum

Sunrise's academic program is fully aligned with the Common Core State Standards and the Next Generation Science Standards. Curriculum delivery and instructional design are continuously refined through analysis of state performance data, including CAASPP results, and through ongoing LCAP reflection. Across all subject areas, Sunrise prioritizes high-interest, real-world problem-solving over rote learning. This approach is supported by project-based learning, financial literacy instruction, and interdisciplinary units that connect academic content to community issues and students' lived experiences and identities.

In **English Language Arts**, teachers utilize CommonLit alongside a range of supplemental curricular resources to provide explicit, standards-aligned instruction in reading, writing, speaking, and listening. Instruction is intentionally designed to blend foundational literacy skills with real-world applications, including analysis of current events and authentic writing tasks.

Integrated English Language Development is embedded within core ELA classes, ensuring that English Learners and recently reclassified students, who comprise approximately 80 percent of the student population, receive consistent language support throughout the instructional day. Long-term English Learners benefit from this integrated model, as well as from extended ELA instructional time (nine hours per week) and targeted support through online Learning Labs.

In **mathematics**, Sunrise implements the Desmos Math Curriculum by Amplify, which provides a coherent progression of mathematical concepts from grades five through eight. Instruction emphasizes conceptual understanding, problem-solving, and real-world application.

Student progress is regularly monitored through four to six CAASPP Interim Assessments annually. Teachers use these data cycles to identify areas of need, reteach key concepts, and provide targeted intervention, ensuring that all students continue to build both procedural fluency and deep mathematical understanding.

Our **science** program is grounded in the NGSS-aligned *Mosa Mack Science* curriculum and integrates a balanced approach of hands-on laboratory investigations and explicit, standards-based instruction. Instruction is designed to promote deep conceptual understanding through inquiry, experimentation, and real-world application. We utilize science performance monitoring, including tracking student progress toward proficiency on the California Science Test (CAST), to continuously refine and expand experiential, inquiry-based learning opportunities. This data-driven approach ensures that instruction is responsive and aligned with state expectations.

In addition, we intentionally incorporate literacy strategies within science instruction. Students regularly engage in the annotation and analysis of complex scientific texts, strengthening their ability to read, interpret, and communicate scientific ideas. This cross-disciplinary approach supports literacy development across the curriculum and reinforces critical thinking skills essential for success in both science and English Language Arts.

Our **social studies** curriculum, supported by Houghton Mifflin Harcourt (HMH), is intentionally designed to connect historical content with current events. We have found that students are deeply engaged when learning is tied to the rapidly changing world around them; however, they also need a strong foundation in history to fully understand and critically analyze these developments.

By bridging past and present, we help students see history not as distant or abstract, but as directly relevant to their lives today. This is especially true in the study of U.S. history and government, where contemporary political and cultural dynamics provide powerful, real-world applications of key concepts such as democracy, civic responsibility, and social change.

Through this approach, students are not only building historical knowledge, but also developing the awareness and critical thinking skills necessary to navigate and participate thoughtfully in today's complex and evolving society.

Curriculum enhancements since our last charter renewal include:

- Growth mindset instruction woven into all subjects. We teach students to say "I don't know that yet" rather than "this is hard."
- A strong emphasis on social justice in our history curriculum.
- Problem-solving frameworks in math. The U → P → S → C (Understand, Plan, Solve, Check) framework gives students a clear path into any problem, building confidence because they always know how to begin.
- Project-based learning (PBL) to connect academics with real-world issues. Students who have mastered their ELA and Math have the opportunity to take a project-based class during our power hour.
- Financial literacy instruction, another offering during our fifth-period power hour.
- Book clubs and reading initiatives to increase literacy and foster a love of reading.
- A leadership elective class for students who want to help run the Charter School by organizing activities and having a say in school policies.

These enhancements reflect the school's philosophical commitment to rigorous, culturally relevant learning experiences that build academic competence alongside civic purpose.

Instructional Approaches and Strategies

Grounded in a growth mindset, Sunrise's instructional model engages every student in mastering rigorous academic content while developing conceptual understanding, critical thinking, and problem-solving skills. Many students arrive performing below grade level in English and Math; however, through research-based methods, personalized interventions, and a culture of persistence, most achieve grade-level proficiency by graduation. We use best teaching practices, like scaffolds, think pair share, visuals, etc. Teachers and administrative staff know each student well, and place them in appropriate intervention classes and groups. Students are praised highly for their efforts and taught that they might not know something "yet" - but that they will learn it!

Teachers deliver CCSS- and NGSS-aligned instruction that is differentiated to meet diverse learning needs. Using the MTSS model, students requiring Tier 2 or Tier 3 support receive additional, individualized assistance. Classrooms incorporate blended learning, combining direct instruction with adaptive technology to personalize learning and track student progress in real time. Each student spends approximately nine hours weekly in English and Math, including a dedicated Learning Lab period for adaptive assignments and ongoing formative assessments.

Character Education

Sunrise recognizes that academic success alone is not enough. As author Paul Tough observed in his book How Children Succeed, *"Character is at least as important as intellect."* True learning is both joyful and challenging, and perseverance, empathy, and optimism are essential for sustained success. To that end, Sunrise developed the **iSCOPE** character education program—an intentional framework for teaching and celebrating the traits that lead to lifelong achievement:

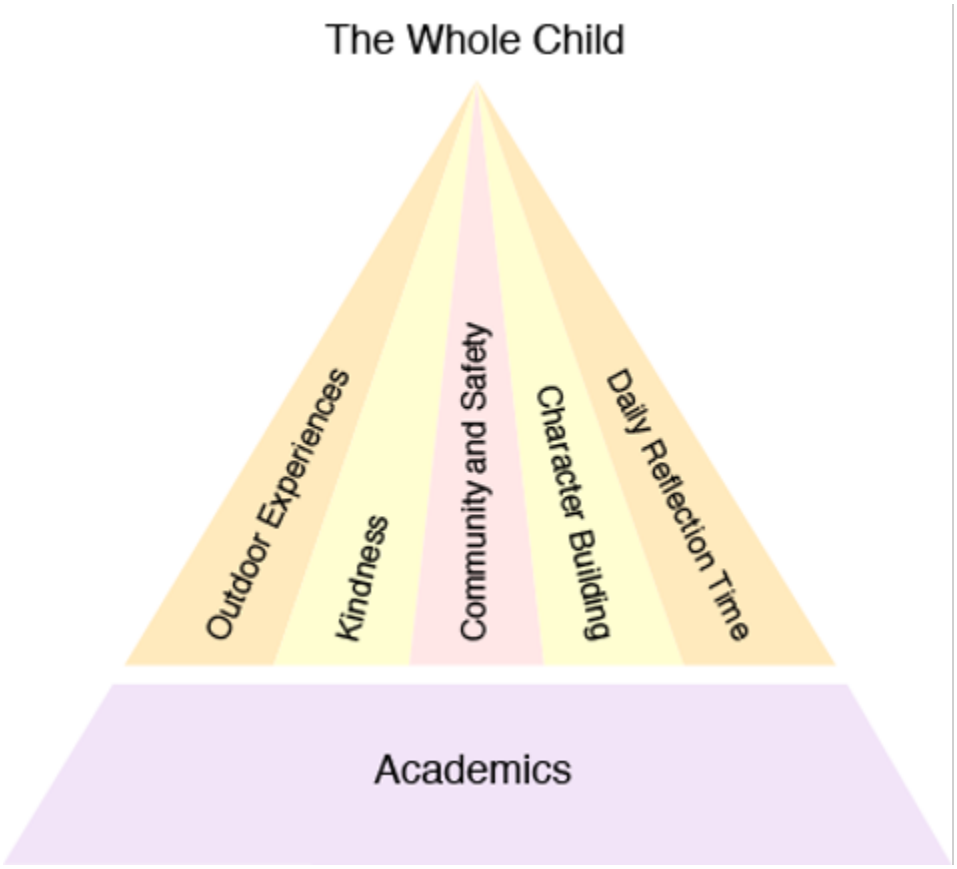
- **Integrity** – I am honest and have strong moral and ethical principles.
- **Self-Control** – I am in control of my actions and reactions.
- **Curiosity** – I explore, imagine, and discover.
- **Optimism** – I am confident in my ability to make positive change.
- **Perseverance** – I persist despite difficulty or discouragement.
- **Empathy** – I seek to understand and share the feelings of others.

Our whole-child approach extends beyond the classroom. Through extensive offerings of group and individual counseling, SEL advisories, and 21-Day Challenges on kindness, gratitude, and living fearlessly, we build self-esteem and emotional resilience.

Restorative Justice

We maintain a zero-tolerance stance on bullying and prioritize safety and belonging in every space. When conflicts arise, we pause instruction when necessary to address them directly through restorative justice. Students participate in guided conversations with peer mediators and staff, and we remain engaged in this process as long as needed to help students resolve issues, repair harm, and move forward positively.

We understand that students cannot learn if they feel unsafe or inadequate. Academics form the foundation—but character, wellness, and joy in learning are what allow students to rise, thrive, and lead.



Physical and Emotional Wellness

The LCAP identifies significant mental health needs among students, including 22 percent reporting sadness or hopelessness. In addition, many of our students face trauma, poverty, homelessness and/or newcomer transition.

In response, Sunrise implemented:

- Education on physical health, fitness and nutrition
- Counseling and mentorship through our Peacemaker and Peer Mediator programs and the School Health Clinic next door. Peacemakers are trained youth mentors who check in with emotionally challenged students as needed. They also are responsible for training interested students to help mediate minor conflicts between other students.
- Review of Tier 2 and 3 students to identify those individuals and their families who may be at risk (for drugs, chronic stress, or trauma) and provide early interventions and referrals for more intensive therapy.
- Opportunities for challenged students to build resilience, mindfulness, and positive coping skills through individual and group counseling sessions, regular meditation, SEL advisories and referrals for regular therapy.

This system is part of the school's holistic approach to learning: academic success is inseparable from physical health, emotional resilience, and safe community relationships.

Extra Programs Unique to Sunrise

Sunrise Middle School offers a wide range of programs and experiences beyond state requirements in order to provide students with a truly whole-child education. These opportunities - several of which are unique to Sunrise - are designed to build confidence, curiosity, leadership, connection, and purpose, especially for students who may not otherwise have access to such experiences.

University Trips

Sunrise has established overnight and daytime university field trips to help students envision themselves as future college graduates, many for the first time in their families. These trips allow students to experience college life firsthand: eating and sleeping on campus, attending mock classes, learning about extracurricular opportunities, and understanding how college systems work.

Students also hear directly from first-generation college graduates, including Sunrise staff members and alumni, who share their personal journeys and challenges. Through these experiences, students learn that college begins in middle school, gain motivation to take their studies seriously, and build strong bonds with their classmates.

Universities most often visited include University of California, Santa Cruz, Santa Clara University, University of California, Berkeley, *and* Stanford University.

Outdoor Education

Sunrise believes that many young people today lack meaningful exposure to the natural world. Our Outdoor Education Program is designed to provide tranquility, adventure, and hands-on environmental learning, while also helping students become responsible stewards of the Earth.

Students participate in outdoor experiences once or twice a month, after school and on weekends, and at least five times during the summer. Depending on available funding, activities include hiking, camping, backpacking, caving, snow science, horseback riding, high ropes courses, kayaking, rafting, and rock climbing. For many Sunrise students, these are first-ever experiences, expanding both their confidence and worldview.

After School Program

Sunrise provides a robust continuum of learning beyond the school day. Our free after school program offers daily homework assistance, sports, and enrichment activities, such as art, cooking, crafts, robotics, podcast class, folklorico and gardening. Our free summer program provides 20 days of academics, project-based learning, and field trips, culminating in a 3- or 4-day outdoor education trip for those who opt in. These programs reinforce academic learning while also building confidence, teamwork, and social-emotional skills.

Sunrise operates its own After School Program, primarily funded through the After School Education and Safety (ASES) federal grant. Between one-third and one-half of our students participate each year, with an impressive 90% attendance rate.

The program includes homework support, academic intervention, enrichment activities, sports, and recreation. Because it is fully integrated with the school day, teachers and after-school staff communicate closely, allowing students to receive consistent academic and social-emotional support. This program strongly contributes to Sunrise’s

“second home” atmosphere, and many alumni return to volunteer or visit long after graduation.

League Sports

Sunrise values the role of competitive and non-competitive athletics in youth development. Students can participate in girls’ and boys’ volleyball, football, soccer, futsal, and basketball, competing against charter and district schools, and often placing first or second in their leagues.

Students may also participate in non-competitive long-distance running with a Native American running team, emphasizing endurance, culture, and personal growth.

Summer School

Sunrise operates a 20-day extended school year program funded through the 21st Century Community Learning Center grant, Expanded Learning Opportunities (ELO-P) funding, and private donors. Mornings focus on math, reading, and project-based learning, while afternoons include swimming, sports, enrichment classes, and field trips.

Each summer also features an optional three- or four-day cabin camping trip to Mt. Shasta or the Eastern Sierra.

Recent project-based learning themes have included homelessness, environmental protection, becoming President of the United States, the emotional intelligence of animals, and planning for one’s future. For example, during the homelessness project, students created documentaries, built tiny homes, designed community solutions, served meals to unhoused individuals, and presented their policy ideas to the mayor’s office. These experiences empower students to see themselves as problem-solvers and civic leaders**.**

20-Day Challenges

Sunrise’s annual 20-Day Challenges are signature events that spark deep reflection and conversation around three rotating themes: living fearlessly, gratitude, and kindness.

Students collaborate with staff to identify sub-themes, engage in daily journaling, discussions, activities, and guest speakers, and learn that habits take time to build or break. Over their years at Sunrise, students experience all three challenges, gaining tools for emotional awareness, resilience, and empathy.

Career Day

Career Day provides students with a powerful and lasting connection between their academic learning and future professional goals. From 35 to 40 professionals volunteer their time to share their careers, stories, and advice.

Students gain exposure to a wide range of professions—including police officers, firefighters, lawyers, engineers, artists, architects, financial consultants, business leaders, teachers, politicians, doctors, athletes, nurses, veterinarians, and media professionals. More than anything, students leave Career Day motivated, inspired, and aware that their education matters deeply to their future.

Peer Mediation

Sunrise Middle School operates a strong Peer Mediation Program, training approximately 25 students each year to help their peers resolve conflicts in a peaceful, respectful, and constructive manner. Student mediators are carefully selected and trained in active listening, empathy, confidentiality, problem-solving, and conflict-resolution strategies.

While serious or high-risk situations are always handled by the administrative team, student mediators successfully address lower-level disputes that might otherwise escalate into larger conflicts or physical altercations. Students consistently report that they prefer resolving conflicts with fellow students and feel more heard and understood in the peer mediation process.

Beyond improving school climate, the program builds lifelong skills, including communication, leadership, emotional regulation, and accountability. Peer mediators often emerge as positive role models on campus, contributing to a culture of safety, responsibility, and mutual respect.

Meditation

Sunrise Middle School incorporates regular meditation practice into the school week as a proactive support for students' social-emotional well-being. Students participate in guided meditation sessions two to three times per week, depending on the availability of an appropriate space.

During these sessions, students lie on yoga mats in a softly lit room and engage in gentle breathing exercises, followed by several minutes of intentional silence. These moments of stillness allow students to slow down, reflect, and develop awareness of their thoughts and emotions.

Students report that meditation helps them remain calmer, more focused, and less reactive, both academically and socially. For many, this is the only opportunity they have to experience sustained quiet, as such an environment may be difficult to find at home. The practice supports self-regulation, stress reduction, and emotional resilience - key components of Sunrise's whole-child educational approach.

Purposeful Professional Development

At Sunrise, professional development is a collaborative and continuous process designed jointly by teachers and administrators to address the school's most pressing instructional priorities and student needs. Professional learning is driven by student achievement data, teacher feedback, classroom observations, and emerging educational research. In recent years, key areas of focus have included differentiated instruction, student engagement, trauma-informed practices, social-emotional learning, culturally responsive teaching, and strategies to support English Learners.

Professional development is embedded into the fabric of the school year through a variety of structures that promote reflection, collaboration, and continuous improvement. These include:

- **Pre-service orientation and annual professional development days** focused on instructional best practices, social-emotional learning, trauma-informed approaches, equity, and schoolwide priorities.
- **Weekly collaboration and Professional Learning Community time** for curriculum development, data analysis, lesson planning, and student support discussions.
- **Instructional coaching and peer observation cycles** led by school leadership to provide individualized feedback, model effective practices, and encourage professional reflection.
- **Access to external workshops, conferences, and specialized trainings** aligned with school goals and staff interests.

All professional learning opportunities are aligned with Sunrise's whole-child mission, the **California Standards for the Teaching Profession,** the school's **LCAP,** and the academic and social-emotional needs of its students.

Sunrise's instructional capacity is further strengthened by a highly diverse and multilingual staff. Approximately **75% of teachers and instructional staff are bilingual**, enabling the Charter School to provide effective primary-language support, strengthen family communication, and deliver culturally and linguistically responsive instruction.

Recognizing that more than 40% of Sunrise students are English Learners and over 80% have been identified as English Learners at some point in their educational journey, Sunrise places a strong emphasis on professional development related to language acquisition and multilingual learner success. All teachers receive ongoing training aligned with the school's **English Learner Master Plan**, including:

- Integrated and Designated ELD instructional practices
- Specially Designed Academic Instruction in English (SDAIE) strategies
- Language scaffolding and frontloading techniques
- Structured academic conversations and collaborative learning protocols
- Explicit academic vocabulary development
- Differentiation based on English language proficiency levels
- Culturally responsive and asset-based approaches to multilingual learners

Through this comprehensive professional learning system, Sunrise strives to ensure that every teacher continues to grow professionally and is equipped with the skills, knowledge, and support necessary to help all students thrive academically, socially, and emotionally.

See **Appendix B** for a summary of professional development topics and trainings provided during the 2025–26 school year.

Differentiated Support for All Learners

For struggling learners and students with disabilities:

Sunrise Middle School implements a comprehensive, multi-tiered system of supports to ensure that all students, particularly those performing below grade level, receive targeted and effective intervention. All students identified as needing additional academic support are provided a daily, scheduled intervention period, during which credentialed teachers, trained paraprofessionals, and technology-based instructional platforms are leveraged to deliver differentiated, small-group instruction in English Language Arts and mathematics.

These supports are intentionally designed to accelerate learning for English Learners, Long-Term English Learners, and socioeconomically disadvantaged students - subgroups that have historically performed below standard on state assessments such as the CAASPP. Instruction during intervention periods is informed by multiple measures, including interim assessment data and ongoing progress monitoring, ensuring that supports are responsive and aligned to individual student needs.

In alignment with its commitment to equitable access and inclusion, Sunrise has significantly expanded its Special Education program since the prior charter term and now serves approximately one-third more students with disabilities. The program is staffed by two credentialed Education Specialists and two full-time paraprofessionals, and is further supported through contracted services including school psychology, occupational therapy, speech and language therapy, and deaf and hard of hearing services.

To ensure fidelity to IEPs and maximize instructional impact, Sunrise provides dedicated English Language Arts and mathematics courses designed specifically to deliver SAI minutes. In addition, the Charter School allocates supplemental resources beyond those funded through special education to further support student success, reflecting Sunrise's commitment to exceeding minimum compliance and delivering a robust, student-centered program.

For Advanced Learners:

Students performing above grade level are provided with expanded academic and enrichment opportunities designed to accelerate learning and deepen engagement. These include access to advanced mathematics pathways (including Algebra and Geometry), enriched literacy instruction, and a range of elective offerings such as leadership, robotics, carpentry, and project-based learning. Notably, Sunrise's Algebra and Geometry courses are articulated with a partnering high school and are approved through the UC Doorways system, allowing students to earn high school credit while enrolled in middle school.

These opportunities align with LCAP Goal 1 and support State Priority 7 (Course Access) by ensuring all students have access to a broad course of study, as well as Priority 8 (Pupil Outcomes) through rigorous, standards-aligned instruction that promotes high levels of achievement and college readiness.

Strong English Learner Instruction

Sunrise serves a high percentage of English Learners (usually about 40%) and implements a comprehensive, research-based system of supports anchored in Structured English Immersion (SEI) with daily Designated ELD and Integrated ELD across all content areas, ensuring students develop academic English while accessing grade-level curriculum. Through this model, every EL student receives one class period per day of leveled, standards-aligned Designated ELD instruction using the California ELD Standards and supported by explicit vocabulary instruction, structured academic talk, and scaffolded writing aligned to state rubrics.

In alignment with LCAP-identified needs, Sunrise has implemented targeted LTEL interventions, individualized support plans, and expanded tutoring access, specifically addressing persistent gaps in academic vocabulary and comprehension for students nearing five years in EL status. These supports include small-group instruction, progress monitoring, and data-driven instructional planning designed to accelerate movement toward reclassification.

Sunrise's English Learner Progress indicator now demonstrates significant and measurable improvement, earning a Green performance rating on the California School Dashboard in 2025 with 57.4% of English Learners making progress toward English language proficiency, an increase of 7.4% from the prior year, and are expected to be in the Green again for the 2026 Dashboard. This improvement reflects the effectiveness of Sunrise's strengthened LTEL supports, data-informed placement practices, and intensified Designated and Integrated ELD alignment to the ELD Standards, as outlined in the EL Master Plan. These advancements validate the Charter School's strategic shift toward interactive, oral language-rich methods and targeted intervention systems designed to accelerate proficiency and ensure equitable access to grade-level content.

Technology and Digital Balance

Aligned with LCAP feedback from teachers and students regarding device age and internet reliability, Sunrise invests in new Chromebook carts and modern instructional technology, while teaching responsible AI literacy, media discernment, and digital balance during our social studies classes and tech electives.

Our decision to ban cell phones during the school day - long before Gov. Newsom urged this move - reflects LCAP Goal 2 priorities to improve engagement, reduce distraction, and support mental health.

Partnership with Families

We believe that strong family-school partnerships are essential to student success. Sunrise connects with parents through:

- Bilingual communication in English and Spanish
- Family conferences several times a year
- Parent education groups (morning and evening sessions)
- Home-school mentoring for at-promise youth through the Peacemakers model
- Frequent community events celebrating student achievement and cultural diversity

Joyful, Inclusive School Culture

Learning flourishes in a joyful environment. Sunrise maintains a warm, close-knit culture where students feel seen, valued, and celebrated. We hold numerous awards ceremonies each year, including growth and improvement awards, Student of the Week recognitions, honor roll luncheons, and class celebrations.

We balance rigor with joy, emphasizing belonging and engagement through field trips, enrichment activities, and a vibrant after-school community. Our students often describe Sunrise as a “second home,” a place where learning is fun, friendships are strong, and every student is known.

Future Academic Goals

Sunrise Middle School is proud of the strong academic gains our students have made over the past several years. As we look ahead, we remain committed to continuous improvement and to ensuring that every student graduates prepared for success in high school, college, career, and civic life.

- **Math:** Surpass the state average.
- **ELA:** Reach or exceed state levels despite a high percentage of English Learners.
- **Science:** Continue our upward trajectory of growth.
- **Special Education:** Strengthen intervention systems and student outcomes.
- **English Learners:** Maintain “green” status on the California Dashboard.

Mathematics:

Having already closed much of the achievement gap between our students and statewide averages, Sunrise's next goal is to surpass the California state average in mathematics proficiency, and we believe we have done that in the Spring 2026 state exams! We will continue to strengthen our standards-based instruction, targeted interventions, small-group support, and data-driven teaching practices to ensure all students make significant academic growth each year.

English Language Arts:

Despite serving a student population with a high percentage of English Learners and students from historically underserved communities, Sunrise aims to meet or exceed statewide performance levels in English Language Arts. We will continue to emphasize literacy across all subject areas, expand opportunities for reading and writing, and provide targeted language development support to help students become confident readers, writers, and communicators.

Science:

Building on recent improvements in science achievement - we are expected to receive a green or blue performance level on the 2026 Dashboard - Sunrise will continue its upward trajectory through hands-on, inquiry-based learning experiences, environmental science projects, field studies, and NGSS-aligned instruction. Our goal is to increase the percentage of students meeting or exceeding state standards while fostering curiosity, critical thinking, and scientific literacy.

Special Education:

Sunrise is committed to improving outcomes for students with disabilities through stronger intervention systems, enhanced progress monitoring, expanded staff training, and increased collaboration among general education teachers, specialists, and families. Our goal is to accelerate academic growth, increase inclusion opportunities, and ensure that every student receives the support necessary to thrive.

English Learners:

Sunrise seeks to maintain its "Green" performance level on the Dashboard for English Learner Progress while increasing the number of students who advance at least one proficiency level annually and successfully reclassify as Fluent English Proficient.

Through integrated and designated ELD instruction, targeted interventions, and strong family engagement, we will continue helping multilingual learners achieve academic success while valuing their linguistic and cultural assets.

Overall Goal:

Across all student groups, Sunrise strives to increase academic achievement, close opportunity gaps, and ensure that students not only reach grade-level standards but also develop the confidence, resilience, and leadership skills needed to succeed in high school and beyond. Through high expectations, personalized support, and engaging learning experiences, we aim to become one of the highest-performing middle schools serving SED students in California.

Instructional Vision

English Language Arts (Reading & Writing) and Mathematics instruction are intentionally designed as an integrated, standards-aligned, and assessment-driven system. Instruction across grades is grounded in State Standards and vertically aligned to CAASPP performance expectations, ensuring coherence, rigor, and equity for all learners.

At the core of this system are CAASPP Focused Interim Assessment Blocks (FIABs) and local, expert-designed summative assessments created and maintained by the ELA and Math Department Heads. These shared assessments function as the instructional backbone for curriculum design, pacing, instructional decision-making, re-teaching, and differentiation across grade levels.

Rather than treating assessments as end points, this framework positions assessment as a continuous feedback loop that informs daily instruction and long-term planning.

Core Assessment Tools

Teachers draw on multiple, intentionally aligned data sources, including:

- CAASPP FIABs
- Local summative unit assessments (department-created)
- i-Ready diagnostic and progress monitoring data
- Internal writing benchmarks and genre-based rubrics (department-created)
- i-Ready Standard Mastery Assessment
- Common formative assessments embedded within lessons

Each assessment serves a defined purpose within the instructional cycle, ensuring that data use is strategic rather than overwhelming.

Data-Informed Instructional Practices

Teachers analyze assessment data collaboratively and independently to:

- Identify priority standards and essential skills
- Diagnose misconceptions and unfinished learning
- Flexibly group students by demonstrated skill need
- Select and adapt instructional strategies, tasks, and materials
- Provide targeted intervention, scaffolding, or enrichment (done throughout the school day and extended school day)

This process supports responsive instruction, allowing teachers to adjust pacing and supports while maintaining alignment to grade-level expectations.

The Sunrise Middle Curriculum Structure - A Closer Look

English Language Arts: Reading and Writing Framework

The English Language Arts program at Sunrise Middle School is designed to develop skilled readers, effective writers, confident communicators, and critical thinkers. Instruction is aligned to the State Standards and is organized around four interconnected strands: reading comprehension, writing development, language acquisition, and academic discourse. Through a balanced literacy approach, students learn to analyze complex texts, communicate ideas effectively, and engage thoughtfully with the world around them.

Core instructional resources, including HMH Into Reading and CommonLit, provide standards-aligned reading and writing experiences that are supplemented by teacher-created lessons, common assessments, and performance tasks designed to meet the needs of Sunrise students. Curriculum and assessments are intentionally aligned to the rigor and cognitive demands of the CAASPP, while maintaining a strong emphasis on authentic literacy experiences that extend beyond standardized testing.

Writing Instruction

Writing instruction is intentionally sequenced across three major genres: narrative, informative/explanatory, and argumentative writing. This progression allows students to

develop increasingly sophisticated communication skills while learning to write for a variety of purposes and audiences.

Across all grade levels, students engage in a structured writing process that includes planning, drafting, revising, editing, and publishing. Teachers provide explicit instruction in organization, development of ideas, use of textual evidence, grammar, and academic language. Students receive regular opportunities to reflect on their writing, revise based on feedback, and strengthen their ability to communicate clearly and effectively.

Writing instruction is closely integrated with reading instruction and incorporates research-based comprehension strategies such as visualizing, summarizing, questioning, predicting, inferring, and making connections between texts and personal experiences. Students are expected not only to demonstrate understanding of what they read, but also to analyze, evaluate, and respond to texts through writing.

To ensure consistency and vertical alignment across grade levels, teachers utilize common writing rubrics aligned to California Writing Standards. Students regularly complete performance tasks and writing assessments that mirror the expectations of CAASPP while also emphasizing creativity, critical thinking, and authentic expression.

Reading Instruction

Reading instruction focuses on developing strong comprehension skills, academic vocabulary, analytical thinking, and a lifelong appreciation for reading. Students engage with a wide range of literary and informational texts that increase in complexity as they progress through middle school.

Teachers guide students through close reading experiences that encourage them to analyze text structure, author's purpose, central ideas, themes, arguments, and use of evidence. Instruction emphasizes the ability to cite textual evidence, draw inferences, evaluate claims, and synthesize information from multiple sources.

Particular attention is given to academic vocabulary development and language structures that support success across all content areas. Students regularly participate in structured discussions, collaborative learning activities, and evidence-based conversations that strengthen both comprehension and oral communication skills.

Reading assessments include selected-response questions, constructed responses, text-based analysis, and extended writing tasks aligned to state standards and CAASPP expectations. Assessment results are used to inform instruction, provide targeted

intervention, and ensure that students continue to make progress toward grade-level proficiency and beyond.

Through this comprehensive approach to literacy instruction, Sunrise seeks to ensure that all students graduate as capable readers, thoughtful writers, effective communicators, and confident learners prepared for the academic demands of high school and beyond.

Mathematics Instructional Framework

The mathematics program at Sunrise Middle School is designed to develop confident problem solvers, critical thinkers, and mathematically literate students who are prepared for success in high school, college, career, and everyday life. Instruction is aligned to the State Standards and is supported by Amplify Desmos Math, supplemental resources, and standards-aligned assessments.

Mathematics instruction emphasizes conceptual understanding, procedural fluency, problem solving, and mathematical reasoning. Rather than simply memorizing formulas and procedures, students are encouraged to explore mathematical ideas, explain their thinking, justify solutions, and make connections between concepts. Through discussion, collaboration, modeling, and reflection, students learn to view mathematics as a meaningful and accessible tool for understanding the world around them.

Instructional Approach

At Sunrise, mathematics instruction is grounded in problem-based learning and mathematical discourse. Lessons are intentionally designed to engage students in rich mathematical thinking and to build understanding through inquiry and exploration. Teachers act as facilitators of learning, guiding students to discover patterns, analyze relationships, test strategies, and communicate their reasoning.

Instruction emphasizes:

- Valuing and building upon student thinking and prior knowledge Promoting productive struggle and perseverance in problem solving
- Connecting visual, symbolic, verbal, and real-world representations of mathematics
- Developing conceptual understanding before emphasizing procedural fluency
- Encouraging students to justify solutions, critique reasoning, and engage in meaningful mathematical discussion

- Applying mathematics to authentic situations and real-world contexts

Students regularly work collaboratively, explain their thinking to peers, and engage in mathematical conversations that strengthen both understanding and academic language development.

Assessment and Data-Informed Instruction

Assessment is viewed as an essential component of the teaching and learning process. Teachers utilize a variety of assessment tools to monitor student progress, identify learning needs, and inform instructional decisions throughout the year.

Assessment practices include:

- Pre-unit diagnostics to identify prior knowledge and misconceptions
- Frequent classroom-based checks for understanding
- Common formative assessments and performance tasks
- End-of-unit assessments aligned to priority standards
- i-Ready diagnostics and progress monitoring assessments
- CAASPP-aligned interim assessments

Assessment data is regularly reviewed by teachers and instructional leaders to identify trends, celebrate growth, and provide targeted support. Results are used to guide re-teaching, flexible grouping, intervention planning, and enrichment opportunities. This ongoing cycle of assessment and reflection helps ensure that instruction remains responsive to student needs and that all learners continue making meaningful academic progress.

Vertical Alignment and Mathematical Growth

The mathematics curriculum is intentionally designed to provide strong vertical alignment across grade levels, ensuring that students build increasingly sophisticated mathematical understanding over time. Key strands of learning include:

- Ratios and proportional reasoning
- Expressions, equations, and functions
- Geometry and measurement
- Statistics, probability, and data analysis
- Mathematical modeling and problem solving

This coherent progression allows students to develop a durable understanding of mathematical concepts while preparing them for advanced coursework, including Algebra and Geometry. Students who demonstrate readiness may participate in accelerated pathways that allow them to earn high school mathematics credit while still enrolled in middle school.

Equity, Access, and Language Development

Sunrise is committed to ensuring that all students have equitable access to rigorous mathematics instruction. Teachers implement a variety of instructional supports designed to meet the needs of English Learners, students with disabilities, and students performing both below and above grade level.

Instructional supports include:

- Visual models, manipulatives, and graphic representations of mathematical concepts
- Structured academic discourse and collaborative problem solving
- Sentence frames and academic language supports
- Flexible grouping and targeted intervention
- Multiple entry points into complex mathematical tasks
- Scaffolded instruction aligned to English language development needs

Mathematics classrooms intentionally support language development by providing students with frequent opportunities to explain reasoning, justify conclusions, ask questions, and engage in meaningful academic conversations. These practices strengthen both mathematical understanding and communication skills.

Preparing Students for Future Success

Through the intentional alignment of curriculum, assessment, intervention, and instructional practice, Sunrise's mathematics program develops students who are confident learners, strategic problem solvers, and effective communicators. Students leave Sunrise with the mathematical knowledge, reasoning abilities, and perseverance necessary to succeed in high school, college, future careers, and an increasingly data-driven world.

Science Instructional Framework

Science instruction at Sunrise Middle School is designed to inspire curiosity, foster critical thinking, and develop scientifically literate students who are prepared to

understand and engage with an increasingly complex world. Aligned to the NGSS, the program emphasizes inquiry, investigation, problem solving, and real-world application of scientific knowledge.

Students are encouraged to think and work like scientists by asking questions, conducting investigations, analyzing evidence, constructing explanations, and communicating their findings. Rather than focusing on memorization alone, science instruction emphasizes deep understanding, evidence-based reasoning, and the ability to apply scientific concepts to authentic situations and contemporary challenges.

The science curriculum is supported by Mosa Mack Science and a variety of hands-on laboratory experiences, engineering design challenges, environmental projects, field studies, and teacher-developed instructional resources. Through these experiences, students learn to connect classroom concepts to the natural world and develop an appreciation for science as a process of discovery and innovation.

Instructional Approach

Science instruction is phenomenon-driven and organized around meaningful questions and real-world observations that engage student curiosity. Lessons are intentionally designed to integrate the three dimensions of NGSS learning:

- **Disciplinary Core Ideas** that provide foundational scientific knowledge
- **Science and Engineering Practices** that engage students in the work of scientists and engineers
- **Crosscutting Concepts** that help students identify patterns and connections across scientific disciplines

Students regularly investigate scientific phenomena, develop and test hypotheses, analyze data, construct models, and communicate evidence-based explanations. Instruction encourages students to collaborate, ask thoughtful questions, defend conclusions using evidence, and apply scientific reasoning to real-world problems.

Hands-on learning is a central component of the program. Laboratory investigations, environmental studies, engineering challenges, and project-based learning experiences allow students to actively engage with scientific concepts while developing critical thinking and problem-solving skills.

Environmental Science and Real-World Learning

Consistent with Sunrise's mission and emphasis on environmental stewardship, science instruction frequently extends beyond the classroom. Students participate in field studies, outdoor learning experiences, ecological investigations, and community-based projects that connect scientific concepts to local and global environmental issues.

These experiences may include water quality monitoring, habitat restoration projects, environmental advocacy, citizen science initiatives, coastal and watershed studies, and investigations of local ecosystems. By engaging directly with the natural world, students develop both scientific understanding and a sense of responsibility toward their communities and the environment.

Assessment and Continuous Improvement

Assessment is integrated throughout the instructional process and is used to support learning rather than simply measure it. Students demonstrate their understanding through a variety of assessment formats, including laboratory reports, engineering design projects, scientific explanations, classroom investigations, presentations, performance tasks, and written assessments.

In addition, students participate in CAST interim assessments and locally developed NGSS-aligned assessments that help teachers monitor progress toward mastery of grade-level standards. These assessments emphasize scientific reasoning, modeling, data analysis, explanation, and problem solving rather than rote memorization.

Teachers regularly analyze assessment results to identify strengths, address learning gaps, and refine instructional practices. Assessment data informs re-teaching, intervention, enrichment opportunities, curriculum adjustments, and professional learning priorities.

Preparing Students for Scientific Literacy and Future Success

The Sunrise science program is designed to prepare students not only for success on the CAST, but also for future academic and career opportunities in science, technology, engineering, environmental studies, health sciences, and related fields.

Through rigorous instruction, authentic investigations, and meaningful real-world experiences, students develop the knowledge, skills, and habits of mind necessary to become informed citizens, critical thinkers, and lifelong learners. By fostering curiosity,

creativity, collaboration, and evidence-based reasoning, Sunrise helps students understand both how science works and why it matters.

Social Studies, Civic Literacy, and Social Justice Framework

The Social Science program at Sunrise Middle School is designed to help students become informed citizens, critical thinkers, effective communicators, and active participants in their communities. Instruction is grounded in the History-Social Science Framework and emphasizes historical inquiry, civic literacy, geographic understanding, and the development of responsible citizenship.

Students are encouraged to explore the connections between history, current events, and the challenges facing communities today. Through the study of diverse cultures, historical events, democratic institutions, and social movements, students develop a deeper understanding of how individuals and societies shape the world around them.

Core curriculum resources include McGraw Hill's *IMPACT: U.S. History – Making a New Nation* in Grade 5 and HMH Social Studies for Grades 6–8. Students study Ancient Civilizations in Grade 6, World Geography and the Western World in Grade 7, and United States History in Grade 8. Across all grade levels, instruction emphasizes source analysis, historical argumentation, chronological reasoning, geographic literacy, and evidence-based inquiry.

Historical Inquiry and Critical Thinking

Social Science instruction moves beyond the memorization of dates and events to engage students in authentic historical investigation. Students regularly analyze primary and secondary sources, evaluate evidence, examine multiple perspectives, and construct well-supported arguments about historical and contemporary issues.

Teachers encourage students to ask meaningful questions, investigate complex topics, and consider how historical decisions continue to influence modern society. Through discussion, research, writing, and collaborative learning, students develop the analytical skills necessary to become thoughtful consumers of information and engaged participants in civic life.

Current Events and Media Literacy

A defining feature of the Sunrise Social Science program is the intentional integration of current events throughout the school year. Teachers regularly connect historical concepts to contemporary local, national, and global issues, helping students

understand how the past informs the present and how today's decisions may shape the future.

Students engage in structured discussions, media analysis, research activities, and current events projects that promote:

- Media literacy and responsible consumption of information
- Critical thinking and evidence-based reasoning
- Understanding of multiple perspectives
- Respectful dialogue and civil discourse
- Awareness of local, national, and global issues

Age-appropriate resources, including Newsela, current articles, videos, and teacher-curated materials, are used to ensure that discussions remain balanced, accessible, and developmentally appropriate.

Civic Engagement and Project-Based Learning

At the conclusion of major instructional units, students participate in projects that allow them to apply historical understanding to contemporary challenges and real-world situations. These projects may include research presentations, debates, multimedia productions, mock trials, civic action proposals, community investigations, or service-learning activities.

Project-based learning experiences are designed to:

- Reinforce grade-level content standards
- Strengthen research, writing, and presentation skills
- Encourage student voice and leadership
- Foster collaboration and problem solving
- Promote meaningful connections between academic learning and community life

Through these experiences, students learn that history is not simply something that happened in the past, but an ongoing story in which they play an active role.

Social Justice and Inquiry Framework

Consistent with Sunrise's mission of developing compassionate leaders and positive forces within their communities, Social Science instruction is enriched through a supplemental Social Justice and Inquiry Framework. This framework is not a separate course, but rather a lens through which students explore important historical and

contemporary issues while remaining grounded in state standards and historical evidence.

Students may investigate topics such as:

- Identity, culture, and belonging
- Migration and the immigrant experience
- Civil rights and social movements
- Environmental stewardship and sustainability
- Democratic institutions and civic participation
- Peacebuilding, conflict resolution, and human rights
- Community leadership and social responsibility

Instruction encourages students to examine multiple viewpoints, evaluate evidence, and consider how historical events affect individuals, communities, and societies. Students are taught to engage respectfully with differing perspectives and to support their conclusions through research, evidence, and thoughtful analysis.

All instruction remains nonpartisan, standards-aligned, and developmentally appropriate. Materials are carefully selected and reviewed to ensure academic rigor, historical accuracy, and age-appropriate content.

Preparing Students for Civic Life

The ultimate goal of the Social Science program is to prepare students to participate thoughtfully and responsibly in a democratic society. Through the study of history, geography, government, economics, current events, and social issues, students develop the knowledge, skills, and dispositions necessary to become informed citizens, ethical leaders, and lifelong learners.

By helping students understand both the challenges and opportunities facing their communities and the world, Sunrise seeks to empower young people to contribute positively to society while respecting the dignity, perspectives, and experiences of others.

Core Curriculum Resources

Sunrise Middle School utilizes high-quality, standards-aligned instructional materials that support rigorous academic learning, language development, critical thinking, and student engagement across all content areas. Curriculum resources are carefully selected to align with State Standards and are supplemented by teacher-created

lessons, performance tasks, intervention materials, and project-based learning experiences designed to meet the diverse needs of Sunrise students.

Content Area	Core Curriculum Resource
English Language Arts	HMH Into Reading (Grade 5) and CommonLit (Grades 6–8)
Mathematics	Amplify Desmos Math
Science	Mosa Mack Science
English Language Development	English 3D
Social Science	McGraw Hill IMPACT: U.S. History – Making a New Nation (Grade 5) and HMH Social Studies: Ancient Civilizations, World Geography and the Western World, and United States History (Grades 6–8)

These core resources provide the foundation for instruction while allowing teachers flexibility to differentiate learning, address student needs, integrate current events and real-world applications, and connect learning to the lived experiences of students and their communities. Curriculum implementation is supported through common assessments, collaborative planning, ongoing professional development, and regular review of student achievement data to ensure continuous improvement and strong academic outcomes.

Power Hour: Sunrise's Schoolwide Intervention and Enrichment Program

A defining feature of Sunrise Middle School's instructional model is **Power Hour**, a daily instructional block embedded within the master schedule that provides targeted intervention, language development, acceleration, and enrichment opportunities for all students.

Unlike traditional intervention programs that serve only struggling learners, Power Hour is designed to meet students where they are academically and provide instruction aligned to their individual needs and goals. Through a combination of assessment data,

teacher recommendations, classroom performance, and student progress monitoring, students are placed into instructional cohorts that provide the appropriate level of challenge and support.

Power Hour allows Sunrise to provide targeted instruction without removing students from core academic classes, ensuring that all students receive additional learning opportunities while maintaining access to rigorous grade-level curriculum.

Flexible Student Placement

Student placement in Power Hour is determined using multiple measures, including CAASPP interim assessments, i-Ready diagnostics, ELPAC results, classroom performance, grades, and teacher recommendations. Cohorts are reviewed regularly and adjusted throughout the year based on student growth and changing instructional needs.

As students demonstrate mastery or require additional support, they may move between Power Hour offerings, allowing the program to remain responsive and individualized.

Serving English Learners

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School shall provide access to grade-level core curriculum for English Learners. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. All eligible students enrolled in the Charter School will receive appropriate English Learner services by appropriately credentialed staff in accordance with applicable state and federal law.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA assessments are administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or

for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The Charter School will utilize the three CDE-developed Proficiency Level Descriptors: Emerging, Expanding, and Bridging for instructional purposes.

Designated English Language Development

English Learners participate in Designated ELD instruction tailored to their language proficiency levels and specific language development needs. Using English 3D and other standards-aligned resources, students receive explicit instruction in listening, speaking, reading, and writing while building the academic language necessary for success across all content areas.

Particular attention is given to structured academic discourse, vocabulary development, language production, and preparation for English proficiency growth and reclassification.

Newcomer students receive intensified support designed to accelerate language acquisition, build confidence, and help students successfully transition into the academic and social life of the school.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Please see **Appendix C** for our English Learner Master Plan, which includes additional strategies and interventions for serving EL students.

English Language Arts Intervention

Students requiring additional literacy support participate in targeted English Language Arts intervention classes that focus on reading comprehension, fluency, vocabulary development, writing, and analytical thinking.

Instruction is informed by assessment data and focuses on addressing specific skill gaps while maintaining alignment with grade-level standards. Students engage in

structured reading activities, writing tasks, guided instruction, and small-group support designed to accelerate academic growth and prepare them for success in their core ELA classes.

Mathematics Intervention

Students performing below grade level in mathematics receive targeted intervention designed to strengthen foundational skills, conceptual understanding, problem-solving abilities, and mathematical reasoning.

Instruction is data-driven and focuses on the specific standards and skills students need to master. Through small-group instruction, guided practice, and ongoing progress monitoring, students receive the support necessary to build confidence and close achievement gaps.

Advanced Mathematics Pathways

Students demonstrating readiness for advanced coursework may participate in Algebra or Geometry during Power Hour. These courses are aligned with partner high school expectations and approved through the UC Doorways system, allowing students to earn high school credit while enrolled in middle school.

These advanced pathways provide motivated students with opportunities to accelerate their learning, strengthen college and career readiness, and begin high school on an advanced academic trajectory.

Project-Based Learning and Enrichment

Students who are performing at or above grade level may participate in Project-Based Learning cohorts that emphasize inquiry, creativity, collaboration, and real-world problem solving.

PBL students investigate authentic issues affecting their communities and the broader world. Projects often incorporate research, data analysis, public presentations, service learning, environmental stewardship, civic engagement, and interdisciplinary learning experiences. Through these projects, students strengthen leadership, communication, and critical-thinking skills while applying academic knowledge to meaningful challenges.

A System Designed for Growth

Power Hour reflects Sunrise's commitment to meeting the needs of every learner. Whether a student requires intensive intervention, accelerated coursework, English language development, or enrichment opportunities, Power Hour provides a structured and flexible framework for growth.

By embedding intervention and enrichment directly into the school day, Sunrise ensures that all students receive the additional instruction, support, and challenge necessary to achieve academic success and reach their full potential.

Multi-Tiered System of Supports

Sunrise Middle School is committed to ensuring that every student receives the level of support necessary to achieve academic, behavioral, and social-emotional success. To accomplish this, the Charter School implements a comprehensive Multi-Tiered System of Supports that integrates high-quality instruction, targeted intervention, data-driven decision making, and collaborative problem solving.

The MTSS framework is designed to identify student needs early, provide increasingly intensive levels of support when needed, and continuously monitor progress to ensure that interventions are effective. This proactive approach allows Sunrise to respond quickly to learning challenges while maintaining high expectations for all students.

Tier 1: High-Quality Core Instruction

The foundation of Sunrise's MTSS framework is strong, standards-aligned instruction delivered to all students. Teachers utilize research-based instructional practices, differentiated learning opportunities, academic language supports, and ongoing formative assessment to ensure that students can access grade-level curriculum and demonstrate growth.

Tier 1 supports include:

- Standards-aligned curriculum and instruction across all content areas
- Integrated English Language Development supports
- Differentiated instruction and flexible grouping
- Positive behavior supports and restorative practices
- Social-emotional learning and relationship-building activities
- Regular progress monitoring and formative assessment

Through high-quality classroom instruction and a positive school culture, Sunrise seeks to meet the needs of the majority of students within the general education setting.

Tier 2: Targeted Intervention and Small-Group Support

Students who require additional academic, behavioral, or social-emotional support receive targeted interventions through Tier 2 services. These supports are designed to address specific areas of need while allowing students to remain fully engaged in the general education program.

A primary component of Tier 2 support is Sunrise's daily Power Hour intervention period, during which students receive targeted instruction based on assessment data, teacher recommendations, and individual learning needs. Students may participate in English Language Arts intervention, mathematics intervention, Designated English Language Development, academic tutoring, mentoring, counseling groups, or other focused supports.

Interventions are regularly monitored and adjusted based on student progress, ensuring that support remains responsive and effective.

Tier 3: Intensive Individualized Support

Students demonstrating significant or persistent needs may receive more intensive Tier 3 interventions. These supports are individualized and may include specialized academic instruction, counseling services, behavior support plans, Student Success Team (SST) interventions, Special Education services, or coordinated support from multiple school personnel and community partners.

Tier 3 services are developed through careful analysis of student data and collaboration among teachers, families, counselors, administrators, and support staff. The goal is to remove barriers to learning while helping students build the skills, confidence, and resilience necessary for long-term success.

Data-Based Decision Making and Family Partnership

A defining feature of Sunrise's MTSS framework is the use of multiple measures of data to guide decision making. Academic assessments, attendance records, behavior data, classroom performance, teacher observations, and student feedback are reviewed regularly to identify needs, monitor progress, and evaluate the effectiveness of interventions.

Families are viewed as essential partners in this process. Parents and guardians are engaged through regular communication, parent conferences, progress reports, Student Success Team meetings, Individualized Education Program meetings, and ongoing collaboration with school staff. By working together, families and educators can develop coordinated strategies that support student growth both inside and outside the classroom.

A Commitment to Student Success

Through its Multi-Tiered System of Supports, Sunrise seeks to ensure that every student receives the instruction, intervention, and encouragement necessary to thrive. By combining rigorous academics, targeted support, strong relationships, and continuous progress monitoring, the Charter School creates a responsive learning environment in which all students have the opportunity to succeed.

Special Education and Section 504 Services

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. No student will be denied admission based on disability or lack of available services.

The Charter School shall be its own local educational agency and is a member of the El Dorado County Charter Special Education Local Plan Area. The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide Designated Instruction and Services or related services by hiring credentialed or licensed providers through private agencies or independent contractors. The Charter School shall provide special transportation for students whose IEP indicates that service is necessary for the provision of FAPE.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be ADA compliant and accessible for all students with disabilities. The facilities will not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs.

The Charter School shall provide special education, instruction and related services to the students enrolled in the Charter School regardless of the students' district of residence.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student's evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. All eligible students will receive appropriate accommodations and modifications consistent with Section 504.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find or “Search and Service” procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education

interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report

cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

The Charter School is fiscally responsible for its fair share of any encroachment on general funds.

Fees

The Charter School shall be responsible for any legal fees relating to the application and assurances process.

Other

The Charter School has consulted with the Santa Clara County SELPA Director regarding the special education responsibilities of the charter and application of SELPA policies. The Charter School complies with the terms of the Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA.

Philosophy and Commitment

Sunrise Middle School is committed to providing an inclusive, student-centered educational program that ensures all students have access to meaningful learning opportunities and the support necessary to succeed. We believe that students with disabilities can thrive academically, socially, and emotionally when they are provided with high-quality instruction, individualized support, strong relationships, and meaningful access to the general education curriculum.

Sunrise provides a Free Appropriate Public Education to all eligible students and is committed to educating students in the Least Restrictive Environment whenever appropriate. Decisions regarding services, placement, accommodations, and supports are made collaboratively by IEP teams and are guided by assessment data, student needs, family input, and professional recommendations.

Our Special Education program reflects Sunrise's broader commitment to the whole child by integrating academic, behavioral, social-emotional, and family supports into a coordinated system designed to help students achieve their full potential.

Inclusive Service Delivery Model

Sunrise currently employs three credentialed Education Specialists and trained Special Education paraprofessionals who work collaboratively with general education teachers to provide services across a continuum of supports.

For many students, services are delivered through a Resource Specialist Program (RSP) model that emphasizes inclusion and access to grade-level curriculum. Special Education teachers and paraprofessionals provide support within general education classrooms, collaborate with classroom teachers, assist with accommodations and modifications, and help students access instruction in English Language Arts, mathematics, science, and social studies.

For students requiring more intensive support, Sunrise provides Specialized Academic Instruction through specialized mathematics and English Language Arts courses

designed to address individual learning needs while maintaining opportunities for inclusion whenever appropriate.

Placement is individualized and flexible. Some students may receive specialized instruction in one subject while participating in general education courses in another. This approach allows students to receive targeted support while benefiting from interactions with grade-level peers and access to rigorous academic content.

Additional Academic and Intervention Supports

Students with disabilities may also receive additional support through Sunrise's Power Hour intervention program and extended-day academic services. These opportunities provide targeted instruction, intervention, and skill development beyond the core instructional day and allow students to receive additional support in areas identified through their IEPs and progress-monitoring data.

This layered approach ensures that services extend beyond compliance requirements and provide meaningful opportunities for students to accelerate learning and build confidence.

Related Services and Whole-Child Supports

Sunrise recognizes that student success extends beyond academics. Related services are provided according to each student's IEP and may include speech and language services, occupational therapy, counseling, deaf and hard of hearing services, and other specialized supports.

The Charter School also places a strong emphasis on social-emotional well-being. Students may access counseling services through school-based supports as well as through Sunrise's partnership with the health clinic located adjacent to the campus. Individual counseling, counseling groups, and other social-emotional supports are available as appropriate to address barriers to learning and promote student success.

When specialized expertise is required, Sunrise contracts with qualified providers and agencies to ensure that all services are delivered with fidelity and in accordance with student needs.

Progress Monitoring, and Continuous Improvement

Special Education services at Sunrise are driven by data and ongoing evaluation of student progress. Eligibility, placement decisions, service levels, and instructional

supports are informed by multiple measures, including formal assessments, classroom performance, teacher observations, progress-monitoring data, work samples, and family input.

Students' progress toward IEP goals is monitored regularly, and instructional adjustments are made as needed to ensure continued growth. General education teachers, Special Education staff, counselors, service providers, administrators, and families work collaboratively to review student progress and identify additional supports when necessary.

The Charter School psychologist plays an important role in the multidisciplinary team by supporting evaluations, eligibility determinations, interpretation of assessment data, and planning for appropriate services.

Behavioral and Social-Emotional Supports

For students whose behavioral needs significantly impact learning, Sunrise implements proactive and supportive interventions designed to teach replacement skills and improve student outcomes. Functional Behavioral Assessments and Behavior Intervention Plans are developed when appropriate and are implemented collaboratively across settings.

Behavioral supports emphasize skill development, positive relationships, restorative practices, and consistent implementation of evidence-based interventions that help students succeed academically and socially.

Family Partnership and Collaboration

Families are essential partners in the Special Education process. Sunrise works closely with parents and guardians throughout assessment, program planning, service delivery, and progress monitoring. Families are encouraged to participate actively in IEP meetings, Student Success Team meetings, and ongoing communication regarding student progress and support needs.

Through strong collaboration among families, educators, service providers, and community partners, Sunrise seeks to ensure that every student with a disability receives individualized support, equitable access to learning opportunities, and the encouragement necessary to thrive both in school and beyond.

Please see **Appendix D** for more details on our Special Education and Section 504 Compliance.

Professional Learning and Instructional Capacity Building - A Closer Look

Sunrise Middle School views professional learning as one of the most important drivers of student achievement. The school's professional development system is intentionally designed to strengthen instructional practice, improve student outcomes, and build the collective capacity of educators to meet the diverse academic, linguistic, and social-emotional needs of students.

Professional learning at Sunrise is ongoing, collaborative, job-embedded, and closely aligned to the school's instructional priorities, LCAP goals, student achievement data, and continuous improvement efforts. While staff members participate in selected external conferences and trainings, the majority of professional development is conducted internally to ensure coherence, relevance, and direct alignment with Sunrise's educational program.

The school's professional learning system is built upon four interconnected components:

- Schoolwide professional development
- Collaborative planning and Professional Learning Communities
- Instructional coaching and feedback
- Data-informed continuous improvement

Together, these structures create a culture of reflection, collaboration, and professional growth that supports high-quality instruction across all classrooms.

Schoolwide Professional Development

Wednesday early-release days are dedicated to schoolwide professional learning and instructional improvement. These sessions provide opportunities for teachers, support staff, and administrators to engage in collective learning around topics that directly impact student achievement.

Professional development priorities are informed by multiple sources of data, including CAASPP results, ELPAC performance, i-Ready diagnostics, classroom assessments, school climate data, and LCAP goals. As a result, professional learning remains responsive to student needs and aligned with schoolwide improvement efforts.

Topics commonly addressed during schoolwide professional development include:

- Analysis of student achievement and subgroup performance data
- Strategies to support English Learners and Long-Term English Learners

- Designated and Integrated English Language Development
- Effective use of assessment data to guide instruction and intervention
- Standards-based instructional practices
- Inclusive instructional strategies for students with disabilities
- Student engagement and classroom culture
- Restorative practices, behavior supports, and de-escalation strategies
- Differentiation and scaffolding for diverse learners

These sessions help establish common instructional expectations and ensure that teachers are working toward shared goals across grade levels and content areas.

Collaborative Planning and Professional Learning Communities

In addition to schoolwide professional development, Sunrise provides structured opportunities for teachers to collaborate regularly throughout the school year. Collaborative planning occurs within content-area teams, interdisciplinary groups, English Learner support structures, and PLCs.

Teachers work together to:

- Analyze student work and assessment data
- Identify instructional strengths and areas for growth
- Align curriculum and instruction to priority standards
- Design lessons, interventions, and instructional supports
- Share effective teaching practices and resources
- Calibrate expectations and instructional rigor across classrooms

Professional Learning Communities are teacher-driven and inquiry-based, providing educators with opportunities to investigate challenges, develop solutions, and share expertise. Teachers frequently lead peer-to-peer learning experiences, demonstrations, and mini-trainings based on classroom successes and emerging student needs.

This collaborative model promotes shared ownership of student outcomes and leverages the collective expertise of the faculty to improve teaching and learning.

Instructional Coaching and Support

Professional learning is reinforced through ongoing instructional coaching and classroom-based support. Sunrise employs an instructional coach with specialized expertise in English Language Development and multilingual learner success. The

instructional coach works directly with teachers to strengthen instructional practice and support implementation of schoolwide priorities.

Coaching activities may include:

- Classroom observations and reflective conversations
- Demonstration lessons and co-teaching
- Support for Designated and Integrated ELD implementation
- Assistance with lesson planning and instructional design
- Modeling of language-rich instructional strategies
- Guidance on supporting English Learners, Long-Term English Learners, and students requiring additional academic support

Because coaching is non-evaluative and growth-oriented, it provides teachers with a safe and supportive environment for professional reflection and continuous improvement.

Instructional Leadership and Feedback

School administrators play an active role in supporting instructional excellence. Administrators conduct regular classroom walkthroughs, observe instructional practices, review student work, and engage teachers in ongoing conversations about teaching and learning.

Feedback is designed to be constructive, collaborative, and focused on improving student outcomes. Administrators work alongside teachers to strengthen curriculum implementation, increase student engagement, promote rigorous instruction, and ensure equitable access to grade-level standards for all learners.

The administrative team brings extensive classroom experience across English Language Arts, Mathematics, Science, Social Science, and English Language Development, allowing leaders to provide meaningful content-specific support and guidance.

Continuous Improvement Through Data

A defining feature of Sunrise's professional learning model is its commitment to continuous improvement through the thoughtful use of data. Teachers and instructional leaders regularly examine multiple measures of student performance, including classroom assessments, CAASPP interim assessments, ELPAC data, i-Ready diagnostics, attendance patterns, and student work samples.

These data are used to:

- Identify instructional strengths and areas for growth
- Monitor progress toward schoolwide goals
- Refine intervention and enrichment programs
- Adjust curriculum and instructional practices
- Determine professional development priorities

As student needs evolve, professional learning priorities evolve as well. This ongoing cycle of reflection, action, and improvement ensures that professional development remains relevant, responsive, and focused on the areas most likely to improve student outcomes.

Building Capacity for Student Success

The ultimate goal of professional learning at Sunrise is to ensure that every student benefits from highly effective instruction delivered by knowledgeable, reflective, and collaborative educators. By investing in teacher growth and instructional leadership, Sunrise strengthens its ability to meet the needs of all learners and sustain a culture of continuous improvement.

Through schoolwide professional development, collaborative planning, instructional coaching, and data-informed decision making, Sunrise builds the instructional capacity necessary to support strong academic achievement, language development, and long-term student success.

Please see **Appendix B** for more detail on our professional development.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Element 2.

Conclusion: A Coherent and Equitable System Designed for Student Success

Sunrise Middle School's instructional program reflects a schoolwide commitment to academic excellence, educational equity, and continuous improvement. Across English

Language Arts, Mathematics, Science, and Social Science, instruction is grounded in California State Standards and supported by a coherent system of curriculum, assessment, intervention, and professional learning. This alignment ensures that students experience consistent expectations, high-quality instruction, and meaningful opportunities for growth across classrooms and grade levels.

Because many Sunrise students enter middle school performing below grade level or still developing English proficiency, the school's instructional model is intentionally designed to provide both rigorous academic experiences and targeted support. Through Power Hour interventions, English Language Development services, Special Education supports, project-based learning opportunities, and differentiated classroom instruction, students receive the individualized assistance necessary to access grade-level standards and achieve success.

At the same time, Sunrise remains committed to providing students with opportunities for enrichment, leadership, advanced coursework, civic engagement, environmental stewardship, and real-world learning experiences that extend beyond traditional academic instruction. The goal is not simply to help students perform well on assessments, but to develop confident learners, effective communicators, critical thinkers, and responsible community members.

Through the intentional alignment of curriculum, assessment, intervention, and professional learning, Sunrise has created a responsive instructional system capable of meeting the diverse needs of its students while maintaining high expectations for all. As the Charter School continues to grow and refine its practices, it remains committed to using evidence, reflection, collaboration, and innovation to improve outcomes for every student—particularly English Learners, students with disabilities, and students who have historically faced barriers to educational opportunity.

Ultimately, Sunrise seeks to ensure that every student leaves middle school prepared not only for success in high school, but also for meaningful participation in college, career, community, and civic life.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: "The measurable pupil outcomes identified for use by the charter school. 'Pupil Outcomes,' for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." (Education Code Section 47605(c)(5)(B).)

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP and is summarized below.

The current LCAP is on file with the County and is also available on our website at https://sunrisemiddle.org/school-reports/. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

The following chart details Sunrise's current goals, actions, and outcomes, for all students pursuant to Education Code Section 52052, for each of the eight state priorities identified in California Education Code Section 52060(d), including specific

annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the Education Code, Sunrise's stakeholders engage in a collaborative process each year to update and prepare an annual LCAP as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions Sunrise anticipates at this point in time.

LCFF STATE PRIORITIES

For Charter Term Commencing July 1, 2027

GOAL #1
Increase Academic Achievement and Close Achievement Gaps for All Student Groups

Related State Priorities:

☒ 2 Implementation of State Standards

☒ 4 Pupil Achievement

☒ 8 Other Pupil Outcomes

Specific Annual Actions to Achieve Goal

- Implement standards-aligned instruction in ELA, Mathematics, Science, and ELD.
- Continue use of benchmark and formative assessments including CAASPP Interim Assessments, i-Ready, writing performance tasks, and teacher-created common assessments.
- Maintain daily intervention/enrichment periods through Power Hour and targeted small-group instruction.
- Provide structured Designated and Integrated ELD aligned to the Sunrise EL Master Plan.
- Continue professional development focused on Universal Design for Learning (UDL), Depth of Knowledge (DOK), academic language, differentiation, scaffolding, and actionable feedback.
- The school will provide time for weekly Professional Learning Community meetings as well as professional development opportunities to all of its core teachers to ensure the implementation of State Standards.
- Utilize data meetings following each assessment cycle to identify students requiring intervention or enrichment.

- Expand MTSS supports including Tier 2 and Tier 3 interventions for English Learners, Students with Disabilities, and socioeconomically disadvantaged students.
- Provide additional academic support through tutoring, intervention classes, after-school programs, and summer learning opportunities.

Expected Annual Measurable Outcomes

Outcome #1:
Increase CAASPP English Language Arts performance for all student groups.

Metric/Method for Measuring:
Dashboard ELA DFS, CAASPP ELA assessment results, Interim Assessment Block data, and i-Ready Reading growth data.

APPLICABLE STUDENT GROUPS	Baseline (2024-25	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	-41.9 DFS (yellow)	-25 DFS	-22 DFS	-19 DFS	-16 DFS	Met (green)	Met (green)
LTELs	-89.3 DFS	-80 DFS	-75 DFS	-70 DFS	-65 DFS	-60 DFS	-55 DFS
SED	Yellow	-30 DFS	-27 DFS	-24 DFS	-21 DFS	-18 DFS	-15 DFS
SWD	-91.5 DFS	-76 DFS	-70 DFS	-65 DFS	-60 DFS	-55 DFS	-50 DFS
Hispanic/Latino	Yellow	-30	-27	-24	-21	-18	-15 DFS

Outcome #2:
Increase CAASPP Mathematics performance for all student groups.

Metric/Method for Measuring:
Dashboard Math DFS, CAASPP Math assessment results, Interim Assessment Blocks, and i-Ready Math growth data.

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	-37.1 DFS (yellow)	-22 DFS	-19DFS (Green)	-16 DFS (Green)	-13 DFS (Green)	Met (green)	Met (green)
ELs	Yellow	-24 DFS	-21 DFS	-18 DFS	-15 DFS	-12 DFS	-9 DFS
SED	Yellow	-25 DFS	-22 DFS	-19 DFS	-16 DFS	-13 DFS	-10 DFS
SWD	-121 DFS	-100 DFS	-92 DFS	-87 DFS	-82 DFS	-78 DFS	-74 DFS
Hispanic/Latino	Yellow	-25 DFS	-22 DFS	-19 DFS	-16 DFS	-13 DFS	-10 DFS

Outcome #3:
Increase English Learner progress toward English proficiency and reclassification readiness.

Metric/Method for Measuring:
ELPI, ELPAC results, local reading and writing assessments, and RFEP rates.

APPLICABLE GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
ELs	57.4% making progress (green)	60%	63%	66%	69%	72%	75%
LTELs	64.9% making progress	68%	71%	74%	77%	80%	83%

Outcome #4:
Increase the number of 8th graders who will receive high school credit for algebra and/or geometry

Metric/Method for Measuring:
Percentage of students who pass their algebra and/or geometry competency exams through UC Doorways

APPLICABLE GROUPS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
8th graders	28%	30%	32%	34%	35%	36%	37%

Outcome #5:
Increase the number of science points obtained by our students

Metric/Method for Measuring:
Number of points on the CAST test.

APPLICABLE GROUPS	Baseline (2024-25	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	43.3 points	56.2 points - Met (green)	58 points (green)	60 points (green)	62 points (green)	63 points (green)	64 points (green)

GOAL #2
Promote Positive School Climate, Student and Parent Engagement, and Family Partnerships

Related State Priorities:

☒ 3 Parent Involvement

☒ 5 Pupil Engagement

☒ 6 School Climate

Specific Annual Actions to Achieve Goal

- Continue implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative practices schoolwide.
- Provide counseling, mentoring, and social-emotional learning supports.

- Maintain weekly SEL advisory and anti-bullying lessons.
- Increase family engagement opportunities through parent meetings, workshops, surveys, conferences, and school events.
- Encourage parent participation in the school through a seat on the school board, ELAC and School Site Council panels, volunteering, frequent communication home and an increased number of parenting classes and support groups (all in English and Spanish). Volunteering is never required, only encouraged.
- Monitor attendance and chronic absenteeism through MTSS attendance interventions.
- Provide student leadership opportunities, clubs, athletics, enrichment programs, and project-based learning experiences.
- Conduct regular climate surveys for students, staff, and families.

Expected Annual Measurable Outcomes

Outcome #1:
Reduce chronic absenteeism schoolwide and across all student subgroups.

Metric/Method for Measuring:
Dashboard Chronic Absenteeism Indicator, ADA reports, and attendance records.

APPLICABLE GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	36.4% (Red)	26%	21%	17%	15%	15%	14%
ELs	Red	26%	21%	17%	15%	15%	14%
LTELs	Red	26%	21%	17%	15%	15%	14%
SED	Red	26%	21%	17%	15%	15%	14%
SWD	Red	26%	21%	17%	15%	15%	14%
Hispanic/Latino	Red	26%	21%	17%	15%	15%	14%

Outcome #2:
Achieve and maintain an Average Daily Attendance rate of 95%.

Metric/Method for Measuring:
Annual P3 Report

APPLICABLE GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	90.88%	93.5%	94%	94.5%	95%	95%	95%

Outcome #3:
Suspension rate is less than 2% schoolwide and across all student subgroups.

Metric/Method for Measuring:
Dashboard Suspension Indicator, discipline referral data, and PBIS data.

APPLICABLE GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	2.2%	<2%	<2%	<2%	<2%	<2%	<2%
ELs	Orange	<2%	<2%	<2%	<2%	<2%	<2%
LTELs	Orange	<2%	<2%	<2%	<2%	<2%	<2%
SED	Orange	<2%	<2%	<2%	<2%	<2%	<2%
SWD	Orange	<2%	<2%	<2%	<2%	<2%	<2%
Hispanic/Latino	Orange	<2%	<2%	<2%	<2%	<2%	<2%

Outcome #4: Increase the percentage of parents who feel invited to school meetings and events.

Metric/Method for Measuring:
Parent surveys

	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All parents	96.9%	97.5%	98%	98.5%	99%	99%	99%

Outcome #5: Maintain the percentage of parents who think the school is friendly and safe.

Metric/Method for Measuring:
Parent surveys

	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All parents	100%	100%	100%	100%	100%	100%	100%

Outcome #6: Increase the percentage of parents who think the school does a good job of staying in touch.

Metric/Method for Measuring:
Parent surveys

	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All parents	98.4%	99%	99.5%	100%	100%	100%	100%

GOAL 3 : Provide mental health support for our students to help them cope with a rapidly changing world as well as the normal challenges of being a middle school student.

Related State Priorities:

☒ 6 School Climate

Specific Annual Actions to Achieve Goal

- Continue to provide a Youth Mentor trained by Peacemakers Inc. to check in with students who are having difficulties at home or school.
- Continue to provide a behaviorist to provide daily assistance to the most challenged students.
- Sunrise will continue to offer a robust counseling program that will include several weekly counseling groups, individual counseling and partnership with the School Health Clinic next door for intensive therapy.
- Continue to provide meditation sessions to students at least twice a week.

- Continue to provide SEL advisories for our students at least once a month, as well as an annual 21-day Challenge about Kindness, Gratitude or Living Fearlessly.
- Continue a strong stance against bullying, enforced by administrative support.
- Our social studies classes will continue to challenge and empower students to learn about current history and world developments, and how their eventual leadership can influence these.
- Our Peacemaker Youth Mentors will continue to train our youth on how to be effective peer mediators who can help other students resolve their issues and thereby learn life-long skills in peace keeping, restorative circles, conflict resolution and forgiveness.

Expected Annual Measurable Outcomes

Outcome #1:
Decrease the percentage of students who report they feel sad or hopeless.

Metric/Method for Measuring:
Student surveys

APPLICABLE GROUPS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	21.9%	20%	18.5%	17%	16%	15%	14%

Outcome #2:
Increase the percentage of students who feel they have a caring adult relationship at school.

Metric/Method for Measuring:
Student surveys

APPLICABLE GROUPS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	72.7%	75%	78%	81%	84%	87%	90%

Outcome #3:
Increase the percentage of students who feel connected to Sunrise

Metric/Method for Measuring:

Student surveys

APPLICABLE GROUPS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	86.8%	88%	89%	90%	91%	92%	93%

Goal 4: Maintain all basic services for all students.

☒ 1 Basic Services

Specific Annual Actions to Achieve Goal

- Ensure that all teachers are appropriately credentialed and - by 2031-32 - have a full teaching credential.
- Continue to ensure that instructional materials are aligned to State Standards.
- Continue to work with San Jose Unified School District, our landlord, to provide properly maintained school facilities.

Expected Annual Measurable Outcomes

Outcome #1: Reduce number of misassignments and decrease number of teachers without a clear teaching credential

CREDENTIALS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Misassignments*	1	0	0	0	0	0	0
# without a clear teaching credential	4	4	3	2	1	0	0

***** *The misassignment in 2025-26 was for one class period. The class was coded incorrectly in CALPADS.*

Outcome #2: Maintain current levels of appropriately aligned instructional materials

MATERIALS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32

Appropriately aligned instructional materials	100%	100%	100 %	100 %	100%	100 %	100 %

Outcome #3: Maintain current (highest) level of FIT for our school facilities

FACILITIES	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
FIT Score (Good)	95.83%	96%	96.25%	96.5%	96.75%	97%	97.25%

Measurable Student Outcome – Affirmations

- The LCAP describes how pupil outcomes will address state content and performance standards in core academics and includes school-wide student performance goals students will make over a given period of time.
- Benchmark skills and specific classroom-level skills will be developed.
- Exit outcomes will align to mission, curriculum, and assessments.
- Exit outcomes and performance goals may need to be modified over time.

Pupil Achievement Measurements will include the elements listed below:

- Alignment with the state priorities under Education Code Section 52060(d) and a description of how the Charter School will address all eight state priorities.
- Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.
- The Dashboard indicators, as described in Section 52052/alternative academic performance data
- The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Proficiency Assessments of California or any subsequent assessment of English proficiency, as certified by the state board.
- The English learner reclassification rate.

Goal 5: All students will have access to a broad course of study.

☒ 7 Course Access

Specific Annual Actions to Achieve Goal

- Sunrise will provide courses in English Language Arts, Mathematics, Science, Social Studies, Physical Education, ELD (as applicable) and Visual and Performing Arts and other elective and enrichment courses.
- Sunrise will provide up-to-date information to parents and students regarding course content and availability during enrollment, registration and through parent-teacher conferences.

Expected Annual Measurable Outcomes

Outcome #1: All students will be required to take the core courses and will be encouraged to take Visual and Performing Arts.

BROAD COURSE OF STUDY OFFERED	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
% Students involved	100	100	100	100	100	100	100

Expected Proficiency Level

Students are expected to demonstrate proficiency in all required courses aligned with California Content Standards. Promotion is measured through multiple indicators including classroom performance, standards-based assessments, local benchmark assessments, and state assessments. Students are expected to earn a minimum grade of C (70%) in each core academic course (English Language Arts, Mathematics, Science, and History-Social Science) to demonstrate satisfactory progress toward grade-level standards. Student progress is monitored throughout the year through formative and summative assessments, and students requiring additional support receive intervention through the school's Multi-Tiered System of Supports (MTSS).

ELEMENT 3: METHODS TO MEASURE STUDENT OUTCOMES

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. (Education Code Section 47605(c)(5)(C).)

Sunrise Middle School shall meet all statewide standards and its students will take all required tests (CAASPP, ELPAC, CAST, PFT) required of students at charter and non-charter publicly funded schools in California.

Please refer to Element 2 for a description of Sunrise's goals, which are aligned to the eight state priorities and demonstrate multiple measures for each subject area. Sunrise affirms that its methods for measuring pupil outcomes for the eight state priorities, as described in Element 2, shall be consistent with the way information is reported on a School Accountability Report Card, as required by Education Code Section 47605(c)(5)(C).

Sunrise uses a variety of additional assessment tools to track student progress and inform teaching. These assessments may be monitored and altered over time to best serve our students' needs.

- Sunrise identifies students who may be at risk for academic failure utilizing such benchmarks as iReady testing, FIABs, writing performance assessments (WPAs) and teacher-driven formative assessments.
- Sunrise utilizes disaggregated data by student groups to assess discipline practices.
- Sunrise conducts student, staff and parent surveys to evaluate school climate.
- Sunrise administrators report school performance data to the Board, to parents, to students, and to the County.

Assessment System Overview

Sunrise Middle School utilizes a comprehensive assessment system that includes annual, periodic, and ongoing assessments to monitor student progress, inform instruction, and ensure alignment to State Standards. These assessments align to the Charter School's mission, exit outcomes, and curriculum as detailed below.

Annual Assessments

Assessment	What is Measured	Who (Grades)	Frequency
California SBAC (ELA & Math)	Student proficiency on Common Core State Standards (reading, writing, math reasoning)	Grades 5-8	Annually (Spring)
California Science Test	Mastery of NGSS (Life, Physical, Earth & Space Science)	Grades 5&8	Annually (Spring)
ELPAC	English language proficiency (listening, speaking, reading, writing) and progress toward reclassification	English Learners (Grades 5–8)	Annually
Physical Fitness Test (PFT)	Physical fitness levels (aerobic capacity, strength, flexibility) - during PE class	Grade 5 and 7	Annually

Periodic Assessments

Assessment	What is Measured	Who (Grades)	Frequency
i-Ready Diagnostic (Reading & Math)	Growth and proficiency in foundational reading and math skills	Grades 5–8	2-3x per year (BOY, MOY, EOY if needed)
SBAC Interim Assessments (FIABs) & WPAs	Standards mastery, writing performance, and readiness for SBAC	Grades 5-8	Every 6 weeks
IEP Goal Progress Monitoring	Progress toward individualized academic and functional goals	Students with IEPs	Quarterly

Progress Reports (Grades, assignments, participation)	Overall academic performance across content areas	All students (Grades 5–8)	6 times per year

Ongoing / Formative Assessments

Assessment	What is Measured	Who (Grades)	Frequency
Homework	Practice and reinforcement of skills and concepts	All students	Ongoing (daily/weekly)
Daily Exit Tickets	Immediate understanding of lesson objectives	All students	Daily
i-Ready Practice (Reading & Math)	Skill development and targeted intervention practice	All students (targeted groups emphasized)	Ongoing
Informal Classroom Assessments	Teacher checks for understanding (questioning, observation)	All students	Daily
Research Projects / PBL Tasks	Application of knowledge, critical thinking, and real-world problem solving	All students	End-of-unit / project-based
Class Discussions	Academic discourse, reasoning, and verbal expression	All students	Ongoing
Essays / Writing Tasks	Writing proficiency aligned to CCSS (argumentative, informative, narrative)	All students	Multiple times per term
Science Lab Reports	Application of NGSS practices (data analysis, explanation, modeling)	All students	End-of-unit / ongoing

Sunrises utilizes the following Instructional Data Cycle (Assess → Analyze → Act → Monitor)

Assess

- CAASPP FIABs (priority standards)
- Local summative unit assessments
- i-Ready diagnostics and progress monitoring
- Writing benchmarks and genre rubrics
- ELPAC data and formative language measures
- Lesson-embedded formative checks

Analyze

- Identify strengths, gaps, and misconceptions
- Determine priority standards for re-teaching
- Examine patterns across classrooms and grade levels
- Disaggregate data for English Learners and key subgroups

Act

- Adjust pacing and instructional focus
- Implement targeted small-group instruction
- Provide scaffolded supports or enrichment tasks
- Select aligned texts, problems, and representations

Monitor

- Use formative checks to track progress
- Reassess priority skills
- Refine instructional strategies
- Document growth over time

Sunrise holds the following procedures for accountability and continuous improvement.

Department Heads:

- Maintain assessment alignment
- Lead data analysis cycles

- Support instructional calibration

Teachers:

- Implement standards-aligned instruction
- Use data to inform practice
- Monitor and respond to student growth

This system ensures instructional coherence, equity, and sustained academic improvement across grade levels.

Grading, Progress Reporting, and Promotion/Retention

Sunrise Middle School maintains a transparent and standards-aligned system of grading, progress monitoring, and promotion practices designed to ensure that all students are progressing toward mastery of grade-level expectations.

Minimum Required Performance Level

Students are expected to earn a minimum grade of C (70%) in each core academic course (English Language Arts, Mathematics, Science, and History-Social Science) to demonstrate satisfactory progress toward grade-level standards.

Students are also expected to perform at or above “standard” as defined by the Smarter Balanced Assessment and the California Alternate Assessment in order to demonstrate that they are meeting proficiency standards.

Grading Practices

Student achievement is reported using a traditional A–F grading scale, aligned to clearly defined performance criteria. Grades reflect multiple measures of student learning and engagement, including:

- Assessments (25%) – tests, quizzes, and performance tasks aligned to standards
- Classwork (25%) – daily assignments and in-class practice demonstrating skill development
- Homework (25%) – independent practice and reinforcement of concepts
- Participation (25%) – engagement, collaboration, and contribution to the learning environment

A grade = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Teachers are expected to maintain current gradebooks and update grades regularly to ensure accuracy and timely communication of student progress.

Progress Reporting and Communication

Sunrise emphasizes ongoing communication with families as a key component of student success. Parents and guardians are encouraged to regularly monitor student progress through PowerSchool, where grades are updated on a weekly basis. In addition, assignments and homework are posted through ParentSquare to support home–school alignment.

Formal progress reports are issued throughout the year, including multiple grading periods and progress reports. In addition:

- Parent-Teacher Conferences are held annually in the fall (October–November), with participation expected from all families and students.
- Additional conferences are offered throughout the year for students in Tier 2 or 3 who are requiring additional academic or behavioral support, as well as upon family request.

Student progress is also monitored through benchmark and interim assessments, including standards-aligned formative assessments and tools such as CAASPP interim assessments and i-Ready diagnostics. These measures provide data on student growth, inform instructional adjustments, and help identify students in need of additional support.

The results of these assessments are shared not only with the students' parents or guardians, but also with the students' teachers, administrative staff and the Sunrise school board. School administrators keep the student data on MTSS tracking sheets, which are then used to make decisions about individual student interventions and placements.

Promotion and Retention

Promotion to the next grade level is based on a student's demonstrated progress toward mastery of grade-level standards, as well as overall academic performance and engagement.

Students who are at risk of not meeting promotion criteria are identified early through Sunrise's MTSS framework. The Charter School provides multiple layers of support, which may include:

- Targeted intervention classes and small-group instruction
- After-school academic support and opportunities to make up missed work
- Ongoing progress monitoring and individualized support plans
- Regular communication with families regarding student progress

In cases where a student is significantly below grade-level expectations, Sunrise works collaboratively with families to review all relevant academic data, interventions provided, and the student's overall readiness for the next grade level. The Charter School presents this information clearly and objectively to support informed decision-making regarding whether retention may better serve the student's long-term academic success.

Use and Reporting of Data

Sunrise Middle School operates as a continuous improvement school, using multiple measures of student achievement and well-being to guide instructional decisions, intervention services, and resource allocation. Student performance data is collected throughout the year through a comprehensive assessment system that includes CAASPP Interims in English Language Arts and Mathematics administered four times annually, i-Ready diagnostic assessments given in the fall and spring, quarterly writing benchmarks, six-week intervention assessments, ELPAC, classroom-based formative assessments, and teacher-developed common assessments.

These assessments provide teachers and administrators with timely, actionable information about student progress. ELPAC results are used to identify the needs of Newcomer and Long-Term English Learners and to inform both Integrated and Designated English Language Development instruction. Assessment results are analyzed regularly to determine areas of strength and need, identify students requiring additional support or enrichment, and guide instructional planning.

Through grade-level and schoolwide data meetings held throughout the year, teachers collaborate with administrators and instructional teams to examine student performance trends, identify achievement gaps, and develop targeted strategies for re-teaching, intervention, and acceleration. This systematic use of data has strengthened instructional practices and increased teacher capacity to adjust instruction based on student needs. Recent results demonstrate the effectiveness of this approach, with students achieving approximately one year of growth in English Language Arts by midyear and approximately 1.7 years of growth in mathematics during the school year as measured by i-Ready assessments.

Sunrise submits an LCAP and annual update to the Santa Clara County Office of Education, reporting progress toward schoolwide goals and student outcomes. The Charter School receives feedback from SCCOE regarding performance, goal attainment, and continuous improvement efforts. In addition, Sunrise and SCCOE jointly develop and implement an annual site visitation process and protocol that enables the County to review the Charter School's academic performance, operational effectiveness, and compliance with the terms of this charter. Information gathered through these processes is used to strengthen programs, improve student outcomes, and ensure accountability to students, families, and the community.

This ongoing cycle of assessment, analysis, intervention, and monitoring has contributed to continuous improvement in student outcomes. Despite serving a student population with high rates of economic disadvantage and English Learner status, Sunrise has demonstrated strong academic growth, including significant gains in English Language Arts and Mathematics, improved English Learner progress, and rising achievement in Science. The Charter School remains committed to using data thoughtfully and systematically to ensure that all students are supported in achieving high levels of academic success.

ELEMENT 4 – GOVERNANCE STRUCTURE

Governing Law: "The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Education Code Section 47605(c)(5)(D).)

Governance Philosophy

Sunrise Middle School maintains a governance structure that emphasizes transparency, accountability, community voice, and a clear separation between governance and day-to-day school operations.

Legal Structure

Sunrise Middle School is a directly funded independent public charter school operated by a duly constituted California Nonprofit Public Benefit Corporation with tax-exempt IRS 501(c)(3) status and is governed in accordance with applicable California Corporations Code provisions. The school's corporate name is *Escuela Xochitl Tonatiuh, Inc.*

As a taxpayer-funded public entity, the Charter School and its leadership operate in compliance with the Political Reform Act, the California Public Records Act, and the Brown Act (open meetings law).

The Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations. Sunrise Middle School does not charge tuition and does not discriminate on the basis of any characteristic listed in Education Code Section 220, including actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or association with an individual who has any of the aforementioned characteristics.

The Charter School operates autonomously from the Santa Clara County Board of Education, except for the supervisory oversight required by statute and other contracted services as negotiated. Pursuant to Education Code Section 47604(d), the Santa Clara County Board of Education is not liable for the debts or obligations of the Charter School, operated as a California nonprofit public benefit corporation, or for claims arising from acts, errors, or omissions of the Charter School, provided SCCBE has complied with all oversight responsibilities required by law.

Sunrise Middle School Organizational Structure

Governing Board		
Director / Principal		
Assistant Principal (Instruction, Culture, MTSS)	Operations & Administration	Expanded Learning Programs
Instructional Leadership (Dept Leads: Math, ELA, Science, ELD, SPED)	Family & Community Engagement	After-School & Enrichment Programs
Teachers (Grades 5–8 Core Instruction)		
Intervention & Specialized Supports (Intervention, Special Education, Paraprofessionals)		
Student Support & Wellness (MTSS, Counseling, Restorative Practices, Mentorship)		

This organizational structure reflects clear lines of responsibility and accountability aligned to instructional leadership, operational management, and student support systems, consistent with SCCOE charter petition expectations.

Board of Directors

Sunrise Middle School is governed by a corporate Board of Directors that holds ultimate legal and fiduciary responsibility for the academic program, financial integrity, and operational viability of the Charter School. The Board acts as the policy-making body and provides strategic oversight, while delegating day-to-day operations to the school's administration. This clear delineation of roles ensures effective governance consistent with sound charter school practices.

The Board shall consist of no fewer than five and no more than eleven directors. Members are selected based on their expertise, commitment to the Charter School's mission, and ability to contribute to effective governance. New members are appointed by majority vote of the sitting Board, with the exception of any representation selected by SCCBOE.

The procedures governing Board member selection (with the exception of any representation selected by SCCBOE), terms of service, officer roles, removal, and vacancy replacement are set forth in the school's adopted Bylaws. These procedures are designed to promote continuity, stability, and accountability in governance, and to

ensure the Board maintains the capacity and expertise necessary to fulfill its oversight responsibilities.

Board members are selected through a formal process designed to ensure a diverse range of professional expertise and a strong commitment to the mission of Sunrise Middle School. When a vacancy arises or additional expertise is needed, the Board may solicit and identify qualified candidates through recommendations from current Board members, school leadership, and community stakeholders.

Prospective candidates are reviewed based on their professional experience, alignment with the school's mission and values, and ability to contribute to effective governance. Final selection is made through a majority vote of the Board at a publicly noticed meeting.

Board member terms, removal procedures, and replacement processes are governed by the Charter School's Bylaws. In general, members serve staggered terms to ensure continuity of governance. Board members may be removed in accordance with the provisions outlined in the Bylaws, and vacancies are filled using the same selection process described above.

The Board operates in full compliance with the Brown Act, Education Code Section 47604.1(c), and all other applicable state and federal laws. Meetings are publicly noticed and conducted in an open and transparent manner, and agendas, minutes, and supporting materials are maintained and made available in accordance with legal requirements.

Board members adhere to established conflict of interest policies in accordance with the Political Reform Act and Section 1090. The Charter School maintains a Conflict of Interest Code, and Board members annually file required disclosures (Form 700).

To support effective oversight, the Board may establish committees, including but not limited to finance, audit, and governance committees. These committees provide focused review and recommendations while maintaining the full Board's authority and accountability.

All Board members receive initial onboarding and ongoing governance training, including Brown Act compliance, ethics (AB 2158), conflicts of interest, public school finance (AB 640), fiduciary responsibilities, and charter school oversight, to ensure effective and informed governance.

Through these structures and practices, Sunrise ensures that its governance framework meets high standards of accountability, transparency, and effectiveness, consistent with SCCOE's expectations for Element 4.

Current Board Members

Kermit Cuff – Chair
Kermit Cuff recently retired as a transit planning supervisor for the Valley Transportation Authority (VTA). He is also an ultramarathon runner and a team captain for the 500 Mile American Indian Spiritual Marathon team. Many Sunrise students have participated in team training runs, and he is deeply passionate about helping young people believe in themselves and strive for greatness. His greatest satisfaction comes from mentoring youth.

Eddie Rocha – Vice Chair
Eddie Rocha has served as a vice president in the technology industry for nearly 20 years. Having found success through alternative education pathways, he brings a strong commitment to ensuring students who struggle in traditional settings receive the support and opportunities they need to thrive. His professional background and lived experience inform his dedication to diverse educational approaches and equitable student outcomes.

Sandy Camacho – Board Member, Parent Representative
Sandy Camacho was born and raised in San José and is the proud mother of Alisa, a student at Sunrise. She has worked for the County of Santa Clara for over 12 years as an Eligibility Worker, supporting families in navigating essential services. She is deeply committed to community service and values her role in strengthening family engagement at the school.

Jorge Sosa – Treasurer
Jorge Sosa is a former Sunrise student who later graduated from Bellarmine College Preparatory and currently is studying Kinesiology at San Jose State University. , preparing to transfer to a four-year university to study Kinesiology. He is an avid athlete and team captain with a strong passion for motivating Sunrise students to achieve their personal best.

Rosa Maritza Ontiveros – Board Member
Rosa Maritza Ontiveros is an accomplished nonprofit leader with over 15 years of experience advancing equity-driven initiatives and strengthening organizational effectiveness. She currently serves as Chief of Staff at the Center for Employment

Training. Her background includes extensive experience in compliance, strategic planning, trauma-informed practices, early childhood mental health, and restorative justice. She is bilingual and recognized for her collaborative leadership style and commitment to community impact.

Rusila Racinez, Board member
Rusila Racinez has worked in education in Eastside San Jose since 2004 and is a former assistant principal at Sunrise. She currently is an adjunct math professor at Menlo College. She is an equity-driven math teacher, instructional coach, and leadership team member with extensive experience across middle school, high school, and postsecondary settings, skilled in supporting teachers and implementing equitable, accessible instructional practices in both in-person and distance learning environments. She specializes in designing equitable, accessible, and ELD-integrated math curriculum grounded in growth mindset principles. Whatever her role, she strives to cultivate spaces where students feel empowered to explore, question, and persist.

In accordance with Education Code Section 47604(c), the Santa Clara County Board of Education may appoint a representative to serve on the Board of Directors. Currently there is not an individual on the Board of Directors that was appointed by the Santa Clara County Board of Education.

Roles and Responsibilities

The Board of Directors oversees the Charter School's overall operations, evaluates the Director, provides strategic guidance, and ensures fidelity to the Charter School's mission and charter.

Day-to-day school operations are the responsibility of the Charter School's administrative leadership team, which includes the Director, an Assistant to the Director, an Assistant Principal, Director of Special Education, and Director of Human Resources and Operations.

Parents are encouraged, but not required, to visit the Charter School, observe classrooms, volunteer, and participate in advisory committees. Sunrise currently offers several family-oriented events, multiple parent-teacher-student conference afternoons each year, and weekly parenting classes and support groups in both Spanish and English. More than a dozen parents regularly attend monthly English Learner Advisory Committee (ELAC) and School Site Council meetings.

Board Authority

The Board of Directors is responsible for the following duties, including but not limited to:

1. Upholding the mission, vision, and values of the school
2. Overseeing implementation of the charter and ensuring legal and fiscal compliance
3. Approving and monitoring the annual budget, fiscal audit, and financial performance
4. Reviewing and annually approving the Local Control Accountability Plan; monitoring student outcomes
5. Establishing and approving schoolwide policies and major contracts
6. Hiring, supervising, evaluating, and, when necessary, terminating the Director
7. Approving personnel policies
8. Making final decisions on student expulsion matters in accordance with due process
9. Participating in dispute resolution and complaint procedures as required
10. Carrying out all other duties necessary for proper operation under applicable law

The Board retains ultimate responsibility for all delegated duties. Any delegation must be in writing, approved by a majority vote, specify scope and duration, and comply with all legal requirements. Budget approval, fiscal audits, performance reports, and Board policy adoption may not be delegated.

Board Meetings

The Board typically meets monthly, with additional meetings held as needed. All meetings comply with the Brown Act and are open to the public. Agendas are posted at least 72 hours in advance for regular meetings and 24 hours in advance for special meetings, both at the school site and on the Charter School's website.

A majority of directors constitutes a quorum. Teleconferencing is permitted in compliance with the Brown Act, including, minimally, public access and roll-call voting.

Accurate minutes and meeting materials are maintained at the Charter School office.

Board Committees and Advisory Councils

Sunrise Middle School's leadership structure includes several interconnected bodies that support effective governance, stakeholder engagement, and continuous improvement. While the Board of Directors retains ultimate decision-making authority, these groups provide essential input, oversight support, and stakeholder voice in alignment with state and federal requirements.

Board of Directors (Governing Body)

The Board of Directors serves as the Charter School's governing authority, holding fiduciary responsibility and final decision-making power over policy, budget, and strategic direction. The Board reviews input from advisory bodies and committees to inform its actions, ensuring decisions are responsive to student needs and aligned with the Charter School's mission and LCAP priorities.

Board Committees

The Board may establish standing or ad hoc committees (e.g., finance, audit) to support its oversight responsibilities. These committees analyze information in greater depth and provide recommendations to the full Board but do not have independent decision-making authority. All final actions are taken by the Board in compliance with the Brown Act.

Administrative Leadership Team

The administrative team, led by the Director, is responsible for implementing Board-adopted policies and managing the day-to-day operations of the Charter School. This team brings forward recommendations, data, and reports to the Board and its committees, ensuring alignment between governance decisions and operational practice.

Teachers and Instructional Staff

Teachers are responsible for delivering the academic program and play a key role in continuous improvement through data analysis, curriculum development, and instructional collaboration. Teacher input is elevated through the administrative team and informs both advisory groups and Board-level decision-making.

Parent Advisory Councils

Sunrise maintains two formal parent advisory bodies that provide structured input to both school leadership and the Board:

- School Site Council (SSC)**:** The SSC advises on the development, implementation, and evaluation of the Charter School's LCAP and related expenditures. The SSC includes parent, staff, and student representation and ensures that school goals and resources reflect community priorities.
- English Learner Advisory Committee**:** The ELAC provides input specifically on programs and services for English Learners, including language acquisition, reclassification, and family engagement. The ELAC advises the Charter School on how to best support English Learner achievement and ensures compliance with applicable requirements.

Input and recommendations from both SSC and ELAC are formally considered by the administration and shared with the Board to inform decision-making.

Student Council

The Student Council provides a structured avenue for student voice and leadership. Students contribute ideas related to school culture, activities, and climate, and their feedback is shared with school leadership to inform decision-making and improve the student experience.

Parent Involvement

Through these multiple formal and informal structures, Sunrise ensures that parent voice meaningfully informs decision-making while respecting the realities of families' work and home responsibilities.

Sunrise Middle School actively engages families as partners in education through multiple formal and informal structures, while recognizing the realities of parents' work and family responsibilities. Parents serve on the Board of Directors, School Site Council, and ELAC, all of which meet monthly.

All parents are welcome to visit the Charter School at any time and are encouraged to participate in parent nights, conferences, special events, and student performances, all offered in English and Spanish. Families receive regular progress reports and frequent communication via ParentSquare, phone calls, texts, emails, and written notices.

The Charter School also offers parenting classes, parent support groups, high school information nights, and free family counseling services, either directly or through referrals to the adjacent School Health Clinic. Parental involvement is encouraged but is not required for admission or continued enrollment.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

Governing Law: "The qualifications to be met by individuals to be employed by the charter school."
(Education Code Section47605(c)(5)(E))

General Qualifications

Sunrise Middle School recruits and retains well qualified, mission-driven personnel who are committed to serving a diverse student community with excellence, empathy, and equity. All employees believe deeply in the potential of every child to thrive academically, socially, and emotionally. Staff members demonstrate professionalism, compassion, and resilience, and they uphold the Charter School's vision of developing conscious, powerful leaders for our community and world.

All employees:

- Hold the skills, credentials, and experience required for their respective roles.
- Model growth mindset and high expectations for all students.
- Create a safe, inclusive, and culturally responsive environment.
- Demonstrate collaboration, professionalism, and reflective practice.
- Engage in ongoing professional learning aligned with Charter School priorities.

Sunrise Middle School is nonsectarian in its employment and operational practices and does not discriminate against any individual on the basis of characteristics listed in Education Code Section220, including actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, age, marital status, pregnancy, veteran status, or association with a person who possesses any such characteristics.

All new employees must complete fingerprinting, background checks, TB screening, and proof of authorization to work in the U.S., as required by law. All employees are evaluated annually or semi-annually, depending on role and tenure, to support professional growth and continuous improvement.

Key Administrative Personnel

Director

The Director maintains overall leadership of the Charter School, ensuring the realization of Sunrise Middle's mission, operational excellence, and compliance with all state and federal requirements.

Minimum Qualifications:

- Demonstrated ability to lead an educational nonprofit organization.
- Experience in governance, instructional leadership, and program development.
- Expertise in teaching, counseling, and/or administration serving diverse or underserved student populations.
- Strong communication, fiscal management, and community partnership skills.
- Commitment to equity, whole-child development, and trauma-informed leadership.
- Bachelor's degree required; advanced degree, administrative credential and administrative experience preferred.

Responsibilities include, but are not limited to:

- Overseeing daily operations and reporting to the Board of Directors.
- Leading instructional vision, LCAP development, and continuous improvement cycles.
- Supervising and evaluating staff.
- Ensuring fiscal integrity and compliance with all charter, county, and state requirements.
- Managing facilities, health and safety, and compliance systems.
- Coordinating student recruitment, enrollment, and discipline procedures.

- Overseeing special education, counseling, and support services.
- Building community partnerships and securing grants.

Assistant to the Director (Compliance and Operations)

The Assistant to the Director oversees schoolwide compliance and operational systems to ensure adherence to local, state, and federal regulations.

Minimum Qualifications:

- Knowledge of CDE, CALPADS, Title I/III, LCAP, and SELPA requirements.
- Strong organizational, analytical, and communication skills.
- Experience with compliance monitoring, data reporting, and interagency collaboration.
- Bachelor's degree required; administrative credential, administrative experience and/or advanced degree preferred.

Responsibilities include:

- Managing compliance reports and submissions (CALPADS, LCAP, CalSAAS, etc.).
- Supporting the Director in fiscal and policy oversight.
- Coordinating audits, site reviews, and compliance documentation.
- Assisting with human resources onboarding and credential verification.
- Maintaining accurate records and supporting schoolwide accountability systems.

Assistant Principal

The Assistant Principal supports instructional quality, discipline, and professional learning.

Minimum Qualifications:

- Valid California teaching credential and, preferably, an administrative credential.
- Demonstrated success teaching and leading diverse learners, including English Learners and students with disabilities.
- Strong skills in coaching, data analysis, and culturally responsive pedagogy.

Responsibilities include:

- Coaching and mentoring teachers through observation and feedback.
- Supporting schoolwide MTSS, PBIS, and restorative practices.
- Coordinating curriculum development, assessment, and RTI systems.
- Overseeing safety, behavior systems, and positive school culture.

At least one of the above three administrators will have an administrative credential.

Teacher Qualifications

Sunrise Middle School strives to employ a diverse and highly skilled teaching faculty. All teachers will hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

All core teachers meet credentialing requirements under Education Code Section47605(l) and ESSA, as applicable to charter schools. Core teachers will teach only within the restrictions of their credentials. Teachers must have:

- A bachelor's degree from an accredited institution.
- The CTC certificate, permit, or other document required for the teacher's certificated assignment.
- EL Authorization as required for the assignment.

In addition, Sunrise seeks teachers who:

- Hold CLAD, BCLAD or other CTC recognized EL authorization required for their assignment.

- Use active, project-based, and culturally relevant pedagogy.

- Maintain strong classroom management grounded in relationships and restorative practices.
- Commit to collaborative, data-driven instruction.

- Show enthusiasm, creativity, and flexibility.

- Engage in ongoing reflection and professional growth.

Sunrise prioritizes hiring bilingual and bicultural educators to reflect the community it serves and to serve as positive role models for students.

Credential Monitoring and Assignment Compliance

Sunrise Middle School is committed to ensuring that all teachers, administrators, and instructional staff hold the appropriate credentials, permits, authorizations, and assignments required by applicable law. The Charter School maintains a comprehensive credential monitoring system designed to verify staff qualifications, prevent misassignments, and ensure ongoing compliance with all credentialing requirements established by the California Commission on Teacher Credentialing.

A designated member of the administrative team is responsible for credential oversight and assignment monitoring. This individual conducts annual credential verification for all certificated employees prior to the start of each school year and reviews credential status throughout the year as needed. Verification includes reviewing credential documents, expiration dates, authorizations, permits, and assignment eligibility through the California Commission on Teacher Credentialing's online credential database. The Charter School maintains credential records and monitoring calendars to ensure timely renewal of credentials and permits.

To prevent misassignments, Sunrise reviews all teaching and service assignments annually and whenever staffing changes occur. Administrative staff compare course assignments, grade-level placements, and service responsibilities against each employee's credential authorizations to ensure legal compliance. Any potential assignment concerns are addressed prior to the beginning of the school year or

immediately upon identification. The Charter School works proactively with employees to secure appropriate permits, authorizations, or assignments when needed.

In addition, Sunrise continuously monitors credential status through the CTC systems and complies with all reporting requirements related to educator assignments. Through annual credential audits, assignment reviews, and ongoing monitoring, the Charter School ensures that students are served by appropriately credentialed educators and that all staffing practices remain fully compliant with state and federal requirements.

Support Personnel

Sunrise Middle School employs paraprofessionals and instructional aides to support student learning, provide targeted academic assistance, and reinforce classroom instruction under the supervision of certificated staff. These personnel play a critical role in implementing intervention supports, assisting students with diverse learning needs, and supporting the school's Multi-Tiered System of Supports.

All paraprofessionals and instructional aides meet applicable state and federal qualification requirements under the Every Student Succeeds Act. At a minimum, paraprofessionals must possess either: (1) completion of at least two years of postsecondary education (48 semester units); or (2) successful passage of a state-approved paraprofessional competency assessment.

Sunrise ensures that all support personnel are appropriately assigned, trained, and supervised to fulfill their roles effectively. Paraprofessionals work under the direct guidance of certificated teachers and may provide instructional support in whole-group, small-group, and individualized settings, including support for English Learners, students with disabilities, and students requiring additional academic intervention.

Through these practices, Sunrise ensures compliance with legal requirements while maximizing the effectiveness of support staff in promoting student achievement and equitable access to instruction.

All employees are subject to state and federal employment laws.

Staff Selection Process

Sunrise Middle School recruits and hires highly qualified employees through a fair and competitive selection process designed to identify candidates who possess the knowledge, skills, experience, and commitment necessary to support the school's

educational mission. Vacant positions are advertised, applications are screened based on established qualifications, and selected candidates participate in interviews with school leadership and, when appropriate, other staff members. References are verified, required background checks and credential verification are completed, and final hiring decisions are based on the candidate's qualifications, experience, and demonstrated ability to support the academic and social-emotional success of Sunrise students.

Salaries and Benefits

Sunrise Middle School offers competitive salaries and benefits designed to recruit and retain high-quality employees. Compensation is established by the governing board and considers the school's financial resources, market conditions, employee responsibilities, and experience. Eligible employees receive a comprehensive benefits package that includes health insurance, participation in the appropriate state retirement system (CalSTRS if applicable), legally required benefits, paid leave, and other benefits approved by the Board.

Employee Performance Assessment

Employee performance is evaluated on a regular basis using written evaluation procedures appropriate to each position. Teachers are evaluated on instructional effectiveness, classroom management, student engagement, professionalism, collaboration, and fulfillment of assigned responsibilities. Administrators and classified staff are evaluated according to the duties and expectations of their respective positions. Evaluations are intended to promote continuous improvement by recognizing strengths, identifying areas for growth, and informing professional development opportunities.

Curriculum Training and Professional Development

Teachers receive ongoing support to ensure effective implementation of Sunrise Middle School's curriculum and instructional programs. New teachers participate in orientation and receive guidance from school leadership and experienced colleagues regarding curriculum, instructional practices, assessment systems, and school procedures. Throughout the year, teachers participate in regular professional development, collaborative planning, data analysis, and instructional coaching focused on curriculum implementation, state standards, assessment practices, and the academic and social-emotional needs of students. Professional learning is aligned with school goals and is designed to promote continuous improvement in teaching and student achievement.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3."
(Education Code Section 47605(c)(5)(F))

General Procedures

Sunrise Middle School maintains comprehensive policies and procedures that ensure the health, safety, and welfare of students, staff, and visitors. These policies comply with all applicable local, state, and federal laws, including those of the CDE, California Department of Public Health, California Occupational Safety and Health Administration, and the Santa Clara County Office of Education. All procedures are reviewed annually and updated to reflect new legislation, health guidance, or best practices. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter

School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Emergency Medical Response

All staff receive First Aid, CPR, and AED training every two years, and emergency contact protocols are reviewed at the start of each semester.

Vision and Hearing

Students will be screened for vision and hearing. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide

prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of its students of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

As required by law, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy

shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a schoolbus serving the Charter School
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the Charter School confirms the presence of immigration enforcement on the school site
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Superintendent and, if there is merit to the concern, the Superintendent shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Health Screenings

Vision, hearing, and scoliosis screenings are conducted at required grade levels per Education Code Section 49450 et seq.

Environmental and Facility Safety

- Facilities comply with the Field Act or applicable California Building Standards Code and meet ADA accessibility standards.

- Sunrise performs regular safety inspections, including:

    - Fire extinguishers, alarms, and sprinklers (Education Code Section 32001).

    - Annual lead-in-water testing (Health & Safety Code Section 116277).
    - Indoor-air-quality and HVAC filter maintenance (per Cal/OSHA § 5142).
    - Pest-management practices compliant with the Healthy Schools Act.
- The Charter School maintains a drug-, alcohol-, and smoke-free campus.

Emergency Preparedness and Crisis Response

Sunrise maintains an Emergency Preparedness Plan, reviewed and adopted annually by the Board and shared with the Santa Clara County Office of Education. The plan addresses:

- Earthquake preparedness, fire, natural disaster and evacuation drills (monthly/quarterly as applicable).
- Lockdown, shelter-in-place, and active-threat response using ALICE/Run-Hide-Fight protocols.
- Medical emergencies and hazardous-materials incidents.
- Communication procedures with first responders and parents.
- Compliance with SB 906 (2022)—firearm-related threat reporting and safety response procedures.
- Coordination with local law enforcement and emergency services for joint drills and safety plan reviews.

All staff receive emergency-response training at the start of each year, with refresher drills throughout the semester.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and scholars

from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and scholars shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills monthly as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the sexual harassment policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members

of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Continuous Improvement

Health and safety policies are reviewed annually by the Director, Assistant to the Director (Compliance), and the Board of Directors. Updates are communicated to staff, families, and stakeholders. All documentation is retained in compliance with Education Code Section 47610 and local agency requirements.

Sunrise Middle School's unwavering commitment is to maintain a safe, healthy, and inclusive learning environment where every student and staff member can thrive.

ELEMENT 7 – STUDENT POPULATION BALANCE

Governing Law: "The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Education Code Section 47605(c)(5)(G))

Sunrise Middle School complies with all applicable federal and state laws related to nondiscrimination, including, but not limited to, Education Code sections 200 and 220, Title VI of the Civil Rights Act of 1964, and the Equal Protection Clause of the Fourteenth Amendment.

Sunrise Middle School is committed to enrolling a racial and ethnic, special education, and English learner student population that is reflective of the general population residing within the territorial jurisdiction of the San José Unified School District. However, due to the transitory nature of the region and the fact that census data is slow to reflect the community, Sunrise Middle has provided a comparison of itself to the population of the San Jose Unified School District to ensure its working to reflect the racial, ethnic, special education, and EL student balance in the District.

2025 Demographic Comparison – Sunrise Middle in comparison to San Jose Unified School District

Demographic Group	Sunrise Middle	San Jose Unified School District
Hispanic/Latino	88.7%	53.5%
Asian	2.7%	14.3%
American Indian	.3%	.2%
Two or More Races	.3%	7.2%
Filipino	.3%	1.9%
White	3.7%	20.5%
English Learners	42.2%	22.1%
Students with Disabilities	14.3%	13.7%
Socioeconomically Disadvantaged	89.7%	43.6%
Homeless	15%	1%
Foster Youth	.7%	.1%

To support broad, inclusive access to the school, Sunrise implements recruitment, outreach, and enrollment practices designed to reach families throughout the surrounding community, including historically underserved populations.

Recruitment and Outreach Practices

Sunrise Middle School implements a comprehensive and inclusive recruitment strategy designed to ensure broad access and participation reflective of the community it serves, while actively reducing barriers to enrollment for historically underserved student groups.

Recruitment efforts include, but are not limited to, the following:

- A transparent, user-friendly enrollment process and timeline accessible to all interested families
- Distribution of informational and promotional materials that accurately describe the school's educational program and are designed to reach families across the diverse communities served by the District
- Availability of enrollment materials and school information in English and Spanish, and in additional languages as needed to ensure meaningful access for families with limited English proficiency
- Bilingual informational meetings for prospective students and families
- Outreach through community-based organizations, public schools, family resource centers, youth-serving agencies, and medical and social service providers, as permitted by law

Consistent with Element 7 expectations, Sunrise conducts intentional, community-based outreach to populations that have been historically underserved and may otherwise face barriers to access. The Charter School is located in a neighborhood with a high concentration of low-income, predominantly Hispanic/Latino families, and recruitment efforts are designed to ensure these families are fully informed of and able to access the program. These efforts include:

- Door-to-door outreach in nearby apartment complexes and neighborhoods
- Engagement with families at local businesses and community gathering spaces (e.g., neighborhood markets, panaderías, and taquerías)
- Distribution of flyers and materials in high-traffic community locations
- Ongoing recruitment and relationship-building with nearby elementary schools, including Rocketship Public Schools campuses and San Jose Unified School District feeder schools

As a result of this geographically focused and equity-driven outreach, Sunrise enrolls a student population that is disproportionately Hispanic/Latino relative to district and county averages. This enrollment pattern is reasonably reflective of the immediate community in which the Charter School is located and is further supported by the school's demonstrated effectiveness in serving English Learners and socioeconomically disadvantaged students. This outcome reflects community demographics, family demand, and programmatic alignment, not any discriminatory or exclusionary practice.

Sunrise Middle School does not limit recruitment to any specific demographic group. Enrollment remains open to all students residing within the District and beyond, and, consistent with applicable charter school law, admission is determined through a public random lottery when applications exceed available space.

Monitoring and Continuous Review

On an annual basis, Sunrise Middle School reviews post-enrollment demographic data, including the racial and ethnic, special education, and EL composition of its student body, and compares it to publicly available District demographic data. This review is used to assess the effectiveness of outreach and recruitment practices and to determine whether adjustments are needed in future enrollment cycles.

The Charter School maintains accurate records documenting its enrollment demographics and recruitment efforts in accordance with its charter and applicable law. These ongoing reviews provide accountability while allowing the Charter School to make timely, appropriate adjustments to outreach strategies to promote broad access and inclusion.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." (Education Code Section 47605(c)(5)(H).)

General Admission Policy

Sunrise Middle School is nonsectarian in its programs, admission policies, employment practices, and all other operations. The Charter School does not charge tuition and does not discriminate against any student on the basis of any characteristic listed in Education Code Section 220.

Sunrise Middle School admits all students who wish to attend the school, subject only to capacity. No test, interview, assessment, or other evaluative measure is administered to students prior to acceptance or enrollment. The Charter School complies with all applicable laws governing minimum and maximum age requirements for public school attendance.

Admission, except as provided through a public random drawing, is not determined by the place of residence of the pupil or the pupil's parent or legal guardian within the State of California. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), Sunrise does not require mandatory parental volunteer hours as a condition of admission or continued enrollment. While family involvement is encouraged, it is not a requirement for acceptance to or continued enrollment at the school. None of our written material requires that parents are required to put in volunteer hours; additionally, we inform parents of this when they enroll from another school. During recruitment events, enrollment, registration, and throughout the school year, parents are reminded that volunteerism is not required for a student's acceptance or continued enrollment at the charter school.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the

Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Sunrise Middle School adheres to the requirements of the McKinney-Vento Homeless Assistance Act and ensures that children and youth experiencing homelessness have equal access to the same free, appropriate public education provided to other students.

Application and Enrollment Process

Students seeking admission to Sunrise Middle School are required to complete a simple, one-page application during the open enrollment period. Following acceptance, families complete an enrollment packet that includes:

1. Student enrollment form
2. Proof of immunization
3. Home Language Survey
4. Emergency medical information form
5. Proof of age
6. Authorization for release of records[2]

Prospective students and their parents or guardians are encouraged, but not required, to meet with the Director, the Registrar or the Office Manager to learn more about the Charter School and determine whether Sunrise is an appropriate educational fit.

All admission and enrollment materials are provided in English and Spanish and are made available in additional languages upon request.

Public Random Drawing (Lottery)

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the subsequent school year. At the close of the enrollment period, applications are reviewed to determine whether demand exceeds capacity at any grade

[2] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

level. If the number of applicants exceeds available spaces, a public random drawing (lottery) is conducted in December for the impacted grade level(s).

Currently enrolled students are guaranteed admission in the following school year and are not subject to the lottery.

Admission Preferences

Admission preferences, as permitted by Education Code Section 47605(e)(2)(B), are applied only in the event of a public random drawing and were established at the time the charter was originally approved. The current order of preferences is as follows:

1. Siblings of students admitted to or attending the Charter School
2. Children of Charter School employees (not to exceed 10% of total enrollment)
3. Students residing within the District. (A drawing will be held for District residents before holding a drawing for students outside the District.
4. All other applicants

Any future modification to admission preferences shall be approved by the chartering authority at a public hearing and shall comply with all applicable federal and state laws, including but not limited to the California Constitution and Education Code Section 200. Preferences cannot be changed without a material revision. Preferences shall not result in limiting access for students with disabilities, English learners, academically low-achieving students, neglected or delinquent pupils, students experiencing homelessness, foster youth, economically disadvantaged students, foster youth, or students based on nationality, race, ethnicity, gender identity, sexual orientation, or any other protected characteristic. Preferences shall not require mandatory parental volunteer hours as a condition of admission or continued enrollment.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference

category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Wait List Procedures

Following the public random drawing, applicants who are not offered admission due to capacity limitations are placed on a wait list in the order drawn. The wait list remains active only for the applicable school year and does not carry over from year to year. Students are offered admission from the wait list as openings occur.

Notice and Transparency

The rules, timelines, and procedures governing admissions and public random drawings are clearly communicated in the application materials and posted on the school's website in English and Spanish. Public notice of the lottery date, time, and location is provided after the close of the application period. Families of all applicants are notified of lottery procedures via mail or electronic communication at least two weeks prior to the lottery date.

The lottery is conducted annually, typically in the first week of December, for enrollment beginning the following school year. We notify families of acceptance within three days of the lottery. Families then have two weeks to turn in the remainder of their enrollment documents.

Student Records and Transfers

If a student is expelled or otherwise leaves Sunrise Middle School before completing the school year, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days. Upon request, Sunrise shall provide the district of residence with a copy of the student's cumulative record, including academic and health records, in accordance with applicable law.

ELEMENT 9 – SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder,

attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code Section 47605(c)(5)(I).

General Provisions and Philosophy

Sunrise Middle School is committed to maintaining a safe, supportive learning environment that promotes positive behavior, accountability, and student growth. The Charter School implements a multi-tiered system of supports, including Positive Behavioral Interventions and Supports, counseling services, restorative practices, and social-emotional learning, in order to minimize the need for exclusionary discipline.

Suspension and expulsion are used only as measures of last resort, after other interventions have been attempted when appropriate, and in accordance with applicable law and due process requirements.

Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled, and the procedures governing those suspensions and expulsions, in order to establish its list of offenses for suspensions and expulsions. The provisions that follow are largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School will periodically review its policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures associated therewith, so long as not materially different from the charter petition.

Similarly, the procedures for student suspension, expulsion, and involuntary removal, and may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used under any circumstances.

The Charter School Administration shall ensure that students and their parents/guardians[3] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same

[3] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Director may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Director or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Director or designee shall:

1) Document the actions taken and save the document to the student's record
2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or recommended for expulsion when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the pupil's own prescription products by a pupil. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 5 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 5 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 5 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an

electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
b) Brandishing a knife at another person.
c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. This term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

A student may be suspended by the Charter School Director or designee. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents/guardians, unless the pupil and the pupil's parents/guardians fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 5 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Expulsion Procedure

Authority to Expel

A student may be recommended for expulsion by the Charter School Director or designee. The Charter School may expel a student following a hearing adjudicated by an Administrative Panel selected by the Director to determine whether the student shall be expelled. The procedures herein provide for such hearing and notice.

If an Administrative Panel conducts the hearing, it shall consist of at least three members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a member of the Administrative Panel, whom the Administrative Panel designates as the chairperson. The Administrative Panel shall make the determination regarding the expulsion of any student found to have committed an expellable offense, subject to appeal and review by the Board of Directors.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA).

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that

witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

Expulsion Decision

The determination of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written determination for expulsion, which will be reviewed by the Board of Directors as an appeal if requested by the parent/guardian within ten (10) calendar days of issuance of the notice of expulsion.

If the Hearing Officer or Administrative Panel decides not to expel, or the Board of Directors ultimately decides on review/appeal not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The Director or designee, following the expulsion determination, shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The parent/guardian shall have ten (10) calendar days to appeal by requesting review by the Board of Directors. If no appeal/review is requested, the expulsion becomes final on the eleventh (11^{th}) day after notice was issued.

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence, upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Charter School shall also send a copy of the student's cumulative record, including transcripts of grades and health records to the student's district of residence.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Appeal and Board Review

If an appeal is requested, the Board of Directors, or a committee thereof, shall review the expulsion within ten (10) school days following the conclusion of the hearing, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. The Board review/appeal is not a second hearing. Rather, the Board appeal is a review for procedural error, and whether the evidence supports the expulsion.

The Board of Directors' decision to expel shall be final—there is no further appeal.

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with student and/or student's parent/guardian as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Director at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Director's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals
The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior

demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

District and County Office Involvement

Student disciplinary matters are the responsibility of the Charter School and shall be handled in accordance with the Charter School's adopted discipline policies and applicable law. SCCOE shall exercise its oversight responsibilities through review of required reports, records, and other information as required by law, but shall not be involved in individual disciplinary decisions. In the event of an expulsion, the Charter School shall provide all required notifications to the student's district of residence, SCCOE, and any other agencies or entities as required by applicable law.

ELEMENT 10 – RETIREMENT SYSTEMS, BENEFITS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(J).

For eligible certificated employee retirement benefits, Sunrise Middle School participates in the State Teachers' Retirement System and works directly with the Santa Clara County Office of Education to provide required payroll and reporting information.

For non-certificated employees, Sunrise provides coverage under Social Security and offers a school-sponsored retirement plan. Currently, this is a 403(b) tax-sheltered annuity plan administered by Employee Benefits Services and Advisors, a California-based third-party retirement plan administrator.

The Director or designee is responsible for ensuring that appropriate arrangements for retirement and benefits coverage are made. All compensation, benefits, and other terms and conditions of employment are determined and implemented in accordance with Sunrise policies, approved by the Board of Directors, and updated as needed.

Sunrise also provides all mandatory employer benefits, including workers' compensation insurance, unemployment insurance, Medicare, and Social Security.

Medical, dental, and vision insurance are provided to all qualifying employees. Sick leave and vacation leave do not transfer from another school or to another school, unless otherwise permitted by the receiving employer.

The school's administrative leadership team oversees staff recruitment, selection, and termination. The Board of Directors retains final authority over hiring and termination decisions.

The Director of Human Resources monitors employee credentialing, as applicable, and provides all employees with an Employee Handbook that outlines rights, responsibilities, and employment policies.

For purposes of the Educational Employment Relations Act (EERA), Escuela Xochitl Tonatiuh, Inc. is the exclusive public school employer of its employees. Accordingly, collective bargaining agreements of local school districts or the County do not apply to Sunrise employees. Sunrise recognizes employees' rights to organize for collective bargaining purposes in accordance with applicable law.

Labor Procedures, Employee Complaints, and Due Process

Sunrise Middle School maintains written personnel policies and procedures governing employment practices, working conditions, employee rights and responsibilities, evaluation, discipline, and separation from employment. These policies are contained in the Charter School's Employee Handbook and are administered in accordance with applicable federal and California law.

Employees may raise concerns or file complaints through established grievance procedures set forth in the Employee Handbook. Complaints are reviewed promptly and fairly, with opportunities for informal resolution when appropriate and formal review when necessary. Employees subject to disciplinary action are afforded appropriate notice, an opportunity to respond, and any due process rights required by applicable law and Charter School policy.

The Charter School is committed to administering all employment matters in a fair, consistent, and legally compliant manner while respecting the rights of all employees.

ELEMENT 11 – ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(K).

No student is required to attend Sunrise Middle School. Students who choose not to attend Sunrise may enroll in other public schools within their district of residence or pursue intra- or inter-district transfer options in accordance with the policies of their district or county of residence.

Parents and guardians of students enrolled at Sunrise are informed upon enrollment that attendance at Sunrise does not guarantee a right to admission or attendance to any particular school of a local educational agency (District or County) or program, except as otherwise provided by law.

ELEMENT 12 – RETURN RIGHTS OF EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(L).

No employee of the San José Unified School District or the Santa Clara County Office of Education is required to work at Sunrise Middle School.

Employees of a school district or county office of education who accept employment to work at Sunrise Middle School shall have no automatic right of return to their former position unless such a right is expressly granted by the employing district or county office of education. Such employees shall not accrue service credit, tenure, or other employment rights in their former district or county during employment at Sunrise unless explicitly authorized by that entity. Accumulated sick leave, vacation leave, and other leave balances from a school district or county office of education shall not be transferred to or from the Charter School except as required by applicable law

Compensation, Employment Status, Benefits, and Employee Rights

Employees of Sunrise Middle School shall be compensated on either a salary basis or an hourly basis, depending on the position and duties assigned. Positions will be classified as exempt or non-exempt in accordance with applicable federal and California wage and hour laws.

Eligible employees will receive employee benefits in accordance with Charter School personnel policies and applicable law. Benefits may include health, dental, and vision insurance, retirement benefits, paid sick leave, paid holidays, and other benefits established by the Charter School's Board of Directors. Benefit eligibility and employer contributions may vary based on position and employment status (e.g., full-time or part-time).

Prospective employees will be informed of the terms and conditions of employment, including position classification (exempt or non-exempt), compensation, benefits, and employee rights, through job announcements, employment applications, interviews, offer letters, the employee handbook, and applicable personnel policies. Employees will also receive notice of their rights under applicable federal and state employment laws upon hire.

ELEMENT 13 – DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(b)(5)(M).)

Disputes Between Sunrise Middle School and the County Office of Education

Sunrise Middle School recognizes that it cannot bind the County to a dispute resolution process to which it has not agreed. Accordingly, the procedures outlined below are intended as a framework for collaborative resolution and may be modified by mutual agreement through a memorandum of understanding.

Sunrise Middle School and the County Office of Education will make every effort to resolve disputes informally and cooperatively prior to initiating formal procedures. Nothing in this section is intended to limit or impair the County's authority to revoke the charter pursuant to Education Code section 47607.
In the event of a dispute between Sunrise Middle School and the Santa Clara County Office of Education regarding the Charter, applicable law, or the County Office's oversight responsibilities, the parties shall first attempt to resolve the matter informally. The party raising the dispute shall provide written notice describing the issue, and representatives of the Charter School and SCCOE shall meet and confer in good faith to seek a mutually acceptable resolution. Where appropriate, the parties may agree upon a reasonable corrective action plan and timeline to resolve the matter. If the dispute cannot be resolved through these informal efforts, either party may pursue any remedies available under applicable law, including the procedures set forth in the Charter Schools Act.

More specifically, if a dispute arises, the following process shall be used:

1. The issue shall be reduced to writing and submitted to the County Superintendent (or designee) and the Director of Sunrise. If the County believes the issue could lead to revocation, this shall be noted in the written dispute statement.
2. The Director and appropriate school staff shall meet with the County Superintendent or designee within ten (10) business days of issuance of the dispute statement.
3. If unresolved, two members of the Sunrise Board of Directors and two members of the County Board of Education shall meet with the Director and County Superintendent within twenty (20) business days.

4. If the dispute remains unresolved, the parties may agree to mediation through an independent mediator. Costs shall be shared equally.
5. If mediation is unsuccessful, either party may pursue other legal remedies available under law such as binding arbitration.

Timelines may be modified by mutual agreement.

Disputes Arising Within the Charter School
Disputes arising within the Charter School community shall be resolved in accordance with policies adopted by the Board of Directors.

Generally:

- Disputes shall first be brought to the Director.
- If unresolved, the matter shall be presented to the Board of Directors. The Board's decision shall be final.

The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 14 – SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(N).

In the event of closure, Sunrise Middle School shall follow the procedures outlined below, regardless of the reason for closure. The Charter School shall work cooperatively with the Santa Clara County Office of Education to ensure an orderly and efficient closure process.

Closure shall be documented by official action of the Board of Directors, which shall identify the reason for closure and designate the individual(s) responsible for closure-related activities.

The Charter School shall promptly notify parents and students of the Charter School, the Santa Clara County Office of Education, the school's SELPA, the landlord (San José Unified School District), applicable retirement systems, and the California Department of Education of the closure and effective date. Notices shall include information regarding student records (including the manner in which parents/guardians may obtain copies of pupil records), alternative educational placements, and points of contact.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. Student records shall be securely transferred in compliance with FERPA. Original records shall be transferred to the County or another agreed-upon entity if the County is unable to store them.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

A final independent financial audit shall be completed within six months of closure and submitted to the County. All liabilities shall remain the responsibility of the Charter School. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33, including but not limited to CALPADS reporting.

All assets of the Charter School shall remain the property of the Charter School, subject to applicable law, and shall be distributed in accordance with the Articles of Incorporation upon dissolution.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.

Any County-owned property shall be returned. Restricted funds shall be disposed of in accordance with applicable grant or statutory requirements.

The Charter School shall utilize its reserve fund, as outlined in **Appendix I,** to cover closure-related costs.

MISCELLANEOUS PROVISIONS

Term

The term of this charter renewal shall commence July 1, 2027, and expire June 30, 2032.

District Impact Statement

Sunrise Middle School recognizes that students who enroll in the Charter School may otherwise have attended San José Unified School District or other neighboring school districts, and that student enrollment may have a corresponding fiscal impact on those districts through the transfer of Average Daily Attendance (ADA) funding.

From July 1, 2027 onward, we plan to continue to enroll the following **numbers of students**:

- About 25 in grade 5
- About 90 in grade 6
- About 90 in grade 7
- About 90 in grade 8
- And about 30 additional students in a “bubble” class each year (for whichever grade level has extra students).

In total, the Charter School expects to enroll approximately 325 students. Sunrise serves a relatively small student population and draws enrollment from multiple school districts throughout Santa Clara County. The Charter School provides families with an additional public school option offering a distinctive educational program emphasizing academic excellence, environmental science, leadership, restorative practices, outdoor education, and social-emotional development. Sunrise believes its educational program complements the educational opportunities available within local school districts by serving families seeking this unique instructional model.

Sunrise is committed to maintaining a positive and collaborative relationship with San José Unified School District, neighboring school districts, and the Santa Clara County Office of Education. The Charter School will comply with all applicable legal, fiscal, reporting, and operational requirements and will work cooperatively with local educational agencies to support orderly student transitions and the accurate exchange of student records when students transfer between schools. Regarding its use of District-owned facilities, the Charter School plans to pursue a Proposition 39 facility

agreement or an alternative long-term lease pertaining to its current location at 1149 East Julian Street, San José.

Budget and Financial Reporting

Pursuant to Education Code section 47605(h), Sunrise has prepared multi-year financial projections and budgets. These are included in **Appendix I** and reflect the best available information at the time of submission.

Sunrise shall submit all required fiscal reports to the County in accordance with applicable law and oversight requirements. The Charter School will provide the County with a copy of its annual financial report in a format prescribed by the State Superintendent of Public Instruction.

Facilities

Sunrise Middle School intends to remain at its current location at 1149 East Julian Street, San José, and will pursue a Proposition 39 facility agreement or an alternative long-term lease.

Insurance

The Charter School shall maintain insurance coverage throughout the term of the Charter in amounts and forms reasonably required by the Santa Clara County Office of Education and applicable law, including, at a minimum, Commercial General Liability, Workers' Compensation, Employer's Liability, Automobile Liability, Professional Liability (Errors and Omissions), and property insurance as appropriate. The Charter School shall name the Santa Clara County Office of Education as an additional insured where required, provide certificates of insurance upon request, and maintain all required coverage throughout the term of the Charter and any Memorandum of Understanding with SCCOE. The current requirement for coverage is $15 million.

Administrative Services

Sunrise independently provides or procures most day-to day administrative services and coordinates with the County for required reporting. Any services purchased from the County shall be governed by a written agreement. The County may charge the maximum supervisorial oversight fee allowed under Education Code Section 47613 for oversight.

Business and Operations Vendors

Business and financial operations are overseen by the Director and supported by qualified vendors. Current partnerships include:

- EdTec for attendance and compliance reporting.
- AccuCom Business Services for accounting and payroll.
- ExEd for budgeting, interim reporting, and financial analysis.

All operations are managed in accordance with GAAP and state charter school financial standards.

Civil Liability

Pursuant to Education Code section 47604(d), the County shall not be liable for the debts or obligations of the Charter School. Sunrise indemnifies the County through an annual memorandum of understanding and maintains appropriate insurance coverage naming the County as an additional insured.

Other

Employees are not required to engage in collective bargaining, but they have the right if they choose to do so.

CONCLUSION

By approving the renewal of the charter for Sunrise Middle School, the Santa Clara County Office of Education will further the intent of the Charter Schools Act of 1992 by supporting student learning, educational innovation, and family choice within public education.

Sunrise Middle School looks forward to continuing to operate independently yet cooperatively with the County and to serving as a model middle school for San José youth.

Appendix A: Bell Schedule, Student Calendar and Instructional Minutes

2026-2027 Bell Schedule

Regular Schedule (M/T/Th/F)

1st 8-8:49
2nd 8:50 - 9:39
3rd 9:40 - 10:29
Brunch 10:29 - 10:44
4th 10:44 - 11:33
5th 11:34 - 12:23
Lunch 12:23-1:07
6th 1:07 - 1:56
7th 1:57 - 2:46
Elective 2:46 - 3:30

Early Release Day (W)
1st 8-8:39
2nd 8:40 - 9:19
Brunch 9:19 - 9:34
3rd 9:34 - 10:13
4th 10:14 - 10:53
5th 10:54 - 11:33
Lunch 11:33 - 12:08
6th 12:08 - 12:47
7th 12:48 - 1:25

Minimum Day
1st 8-8:54
2nd 8:55 - 9:35
Brunch 9:35 - 9:49
3rd 9:50 - 10:29
4th 10:30 - 11:09
5th no eld/intervention
6th 11:10 - 11:49
7th 11:50 - 12:30
Bag lunch served

2026-2027 Calendar

2026-2027 Student Calendar

July 2026

Su	M	Tu	W	Th	F	S
			1	2	~~3~~	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	M	Tu	W	Th	F	S
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September 2026

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October 2026

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November 2026

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22	23	24	~~25~~	~~26~~	~~27~~	28
29	30					

December 2026

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27	28	~~29~~	~~30~~	~~31~~		

January 2027

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31						

February 2027

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14	~~15~~	~~16~~	~~17~~	~~18~~	~~19~~	20
21	22	23	24	25	26	27
28						

March 2027

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28	29	30	31			

April 2027

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18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

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23	24	25	26	27	28	29
30	31					

June 2027

Su	M	Tu	W	Th	F	S
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20	21	22	23	24	25	26
27	28	29	30			

Important Dates for Students

July 29	First day back for teachers
July 30	6PM mandatory meeting for all families
5 August	First day of regular school year
28 September to October 2	Fall Recess
25-27 November	Thanksgiving recess
18 December	12 PM dismissal
21 December to 4 January	New Year recess
15-19 February	Winter recess
5-9 April	Spring recess
26 May	5th grade promotion
27 May	Last day regular school year
28 May	8th grade promotion
3-30 June	Summer program

Key to Calendar Notations

= Regular school day

= Non-student day

= No student activities due to holiday

= Summer program

Sunrise Middle School

Instructional Minutes for 2026-2027

Regular Schedule (M/T/Th/F)
343 minutes x 142 days = 48,706

Early Release Schedule (W)
271 minutes x 33 days = 8,943

Minimum Day
251 minutes x 5 days = 1,255

TOTAL: 58,904 minutes

Appendix B: Sample Professional Development Calendar

Sample Professional Development and Professional Learning Communities (PLCs)

Professional Development Overview

Sunrise Middle School is committed to continuous improvement through ongoing professional development aligned to instructional excellence, student achievement, school safety, English Learner supports, assessment literacy, and collaborative professional practice. Throughout the 2025–2026 school year, staff participated in weekly professional development sessions, instructional workshops, safety trainings, data reflection meetings, and collaborative planning opportunities designed to strengthen instructional practices and improve outcomes for all students.

Professional development opportunities were intentionally structured to support:

- Student-centered instructional practices
- Data-informed decision making
- School safety and emergency preparedness
- English Learner instruction and compliance
- Assessment administration and calibration
- Positive school culture and family engagement
- Teacher collaboration and reflective practice
- Differentiated instruction and inclusive teaching strategies

The school's professional development calendar included both formal training sessions and embedded collaboration opportunities occurring throughout the academic year.

2025–2026 Professional Development Highlights

August: Launching the School Year

Professional development at the beginning of the year focused on establishing schoolwide systems, instructional expectations, and positive staff culture.

Topics included:

- i-Ready implementation and instructional reminders
- Incident Command procedures
- English Learner teacher collaboration meetings
- i-Ready data analysis
- ParentSquare communication expectations
- PowerSchool systems training

- Fire drill preparation and review
- Back-to-School Night preparation

September: Family Engagement and School Safety

September trainings emphasized communication with families, instructional systems, and campus safety procedures.

Topics included:

- Parent communication expectations during the first 30 days of school
- Grade-level collaboration meetings
- Instructional walkthrough expectations
- Active shooter and lockdown training
- i-Ready grading practices
- Progress report preparation
- Parent conference preparation
- Evaluation timelines and instructional expectations

October: Student Support and Intervention Systems

October professional development focused on intervention systems, SST planning, and safety procedures for staff.

Topics included:

- Student Support Team (SST) planning
- Intervention supports during instructional periods
- Barricade and emergency response procedures for active shooter situations
- Evaluation support
- Staff collaboration and team-building opportunities

November: Academic Monitoring and Parent Communication

November trainings centered on student progress monitoring and communication systems.

Topics included:

- Parent contact expectations
- Evaluation processes
- Interim assessment and essay reminders
- Parent conference preparation
- High school transition support for families

December: School Culture and Student Engagement

December professional development focused on electives planning, student engagement, and school culture initiatives.

Topics included:

- Electives planning
- Winter break instructional planning
- Student engagement activities
- Collaborative staff culture opportunities

January: Reflection and Student Motivation

January trainings focused on reflection, student motivation initiatives, and career readiness activities.

Topics included:

- Semester feedback and reflection
- 21-Day Challenge implementation and review
- Career Day preparation and debrief
- Elective expectations
- Team-building activities

February: Assessment and English Learner Supports

February professional development emphasized assessment readiness and support for multilingual learners.

Topics included:

- ELPAC training
- Ongoing instructional collaboration
- Science instructional support

March and April: Assessment Administration and Inclusive Practices

Spring professional development focused heavily on statewide assessment preparation, inclusive instructional strategies, and collaborative planning.

Topics included:

- SBAC review and administration training
- i-Ready norming
- Fair assessment practices for English Learners and students with disabilities
- Collaborative planning for diverse learners

- Parent conference outreach
- Summer school planning
- Gang awareness and student safety training

May: Reflection, Planning, and Schoolwide Celebrations

End-of-year professional development emphasized reflection, transition planning, and preparation for summer programming.

Topics included:

- Teacher appreciation and reflection
- Project-Based Learning planning for summer school
- End-of-year surveys and program evaluation
- Graduation preparation
- Reclassification celebration planning
- Summer program coordination

Mathematics Professional Learning Communities (PLCs)

Throughout the school year, Mathematics PLC meetings provided opportunities to center teacher voices and empower staff leadership through teacher-led professional development cycles. Teachers collaboratively engaged in instructional reflection, peer observations, and actionable feedback cycles designed to strengthen classroom instruction and improve student outcomes.

Each PLC cycle lasted approximately four weeks and focused on a specific instructional area identified by teacher leaders.

Academic Language and Vocabulary Development

Mr. Jose Quintero facilitated a PLC cycle focused on academic language and the importance of explicitly teaching academic vocabulary. The training emphasized identifying essential vocabulary necessary for students to access rigorous mathematical content and explored strategies for effectively teaching and reinforcing academic language within instruction.

Teachers examined methods for:

- Explicit vocabulary instruction
- Student discourse development
- Language supports for multilingual learners
- Integrating academic language into daily instruction

Constructive Feedback and Formative Assessment

Mr. Chris Carranza facilitated a PLC cycle focused on providing constructive and actionable feedback on formative assessments. The professional development emphasized feedback practices that allow students to learn from mistakes, revise their thinking, and deepen conceptual understanding.

The PLC emphasized:

- Actionable feedback practices
- Feedback that moves learning forward
- Student reflection on errors
- Using formative assessment data to guide instruction

Teachers collaborated to analyze examples of effective versus ineffective feedback and discussed strategies for increasing student ownership of learning.

Differentiation and Accommodations

Ms. La'Verne Niles facilitated a PLC cycle focused on understanding the distinction between differentiation and accommodations. The training highlighted the importance of recognizing the differences between the two instructional approaches and avoiding the common misconception that they are interchangeable.

The PLC explored:

- Differentiated instructional strategies
- Classroom scaffolds and supports
- Accommodations versus modifications
- Inclusive practices for diverse learners
- Strategies applicable across grade levels and learning needs

Teachers were provided with practical differentiation tools and instructional approaches designed to support a wide range of learners.

Peer Observation and Reflective Practice

At the conclusion of each PLC cycle, teachers participated in peer observations to apply newly learned instructional strategies in classroom settings. These observations allowed teachers to collaboratively reflect on implementation practices and provide one another with actionable feedback.

Following observations, teachers engaged in structured debrief sessions focused on:

- Reflective instructional practices
- Continuous improvement

- Collaborative problem-solving
- Sharing effective teaching strategies
- Supporting student-centered instruction

These PLC structures fostered a collaborative professional culture grounded in reflection, instructional growth, and shared leadership.

English Language Arts (ELA) Professional Learning Communities (PLCs)

Throughout the school year, ELA/History Professional Learning Community (PLC) meetings focused on strengthening instructional practices through collaboration, data analysis, and student engagement. Teachers participated in ongoing professional learning opportunities designed to improve rigor, increase student achievement, and support meaningful instructional reflection.

Instructional Frameworks and Higher-Order Thinking

ELA/History teachers engaged in professional development centered on Universal Design for Learning (UDL), Depth of Knowledge (DOK), and instructional strategies that promote higher-order thinking skills. Teachers collaborated to examine ways to increase student access to rigorous content while supporting diverse learning needs through scaffolded and inclusive instructional practices.

PLC discussions emphasized:
- Universal Design for Learning (UDL) strategies
- Depth of Knowledge (DOK) and rigor in instruction
- Higher-order thinking and student discourse
- Inclusive instructional practices for diverse learners
- Student engagement and critical thinking strategies

Data Analysis and Instructional Planning

Teachers regularly analyzed interim assessment and i-Ready data to inform instructional planning, monitor student progress, and identify areas requiring additional support. PLC meetings provided opportunities for collaborative data reflection and discussions around targeted instructional responses to student needs.

Teachers collaborated to:
- Analyze interim assessment and i-Ready data
- Monitor student growth and progress
- Identify instructional next steps and interventions
- Share strategies for improving student outcomes
- Adjust instruction based on assessment results

Writing Instruction and Collaborative Planning

Collaborative planning sessions focused on strengthening instruction across narrative, explanatory, and argumentative writing units. Teachers shared instructional strategies, writing scaffolds, and classroom practices designed to improve student writing development and academic communication skills.

PLC collaboration included:
- Narrative, explanatory, and argumentative writing instruction
- Writing scaffolds and organizational supports
- Academic vocabulary integration
- Cross-curricular literacy strategies
- Student-centered writing activities and projects

Vocabulary Development and Assessment Preparation

Additional professional development emphasized integrating vocabulary instruction into daily classroom routines and implementing effective test preparation strategies. Teachers discussed methods for reinforcing academic language and preparing students for assessments through engaging and rigorous instructional practices.

Topics included:
- Academic vocabulary instruction
- Test preparation and assessment strategies
- Reading comprehension supports
- Student engagement during review activities
- Strategies to increase student confidence and performance

Culminating Projects and Student Engagement

Teachers collaborated to design meaningful culminating projects that encouraged critical thinking, creativity, collaboration, and application of learning. These projects provided students with opportunities to demonstrate understanding through authentic and engaging tasks connected to classroom instruction.

Peer Collaboration and Reflective Practice

Throughout the year, teachers participated in peer observations and collaborative reflection opportunities. Staff members shared successful classroom activities, instructional tools, and effective teaching strategies, allowing teachers to learn from one another and strengthen instructional consistency across grade levels.

These collaborative structures provided opportunities for teachers to:
- Observe instructional practices across classrooms
- Share successful lessons and activities
- Reflect on instructional effectiveness

● Engage in collaborative problem-solving
● Serve as instructional leaders within the PLC process

These PLC structures fostered a collaborative professional culture grounded in reflection, instructional growth, shared leadership, and continuous improvement.

Individual Staff Trainings, Sample from 2025-2026

2025 Summer Mathematics Framework Series: Equitable and Engaging Pedagogy in Practice, July 21-23, one teacher

August 5th - Annual NorCal Math Summit at San Jose State, one teacher

Substance Use and Mental Health Conference, Oct. 10, one youth mentor

Superando Obstaculos - Manejo de Dificultades Del Dia a Dia, weekly for two months, parent liaison training

The Circle Keeper Process, from the National Compadres Network - Nov. 4-6, one youth mentor

Hour of AI Professional Learning - Dec. 3, one teacher

CPI (De-escalation training) - Jan. 28, three staff members

Teaching Palestine: Meeting the Moment, Jan. 15, one teacher

Restorative Practices Spring Series, SCCOE, Jan. 21-22, one teacher, and Feb. 25-26, one staff member

How to Conduct Meaningful Assessments, SELPA, Jan. 29, one teacher

Fundamentals of IEP Note Taking, SELPA, Feb. 5, one teacher

Verbal Deescalation Strategies for School Setting, SELPA, March 11, one teacher

Appendix C: Sunrise Middle School's English Learner Master Plan

Sunrise is committed to help raise the academic level of each student, including our English learners. All eligible students enrolled receive appropriate English Learner services in accordance with federal and state law. All English Learners are held to high expectations and expected to meet state standards in academics.

Sunrise Middle School's Master Plan underlies our work with ELs. The Master Plan evaluation goals will guide us to optimal results for our English learners.

Evaluation Goal 1: Implementation

EL programs are fully implemented as described in the Master Plan for English Learners

Evaluation Goal 2: English Proficiency

ELs will make steady progress in developing academic English and attain academic English language proficiency as efficiently and effectively as possible.

Evaluation Goal 3: Academic Progress

ELs will make steady progress in core academic subjects.

Evaluation Goal 4: Decrease Risk of Failure

Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for English Only students.

Evaluation Goal 5: Parent Engagement

Parents of ELs and RFEPs participate meaningfully in their children's education.

Initial Identification, Assessment, and Program Placement

During school registration, parents fill out a Home Language Survey. When the Home Language Survey (HLS) indicates that a student new to the state is exposed to languages other than English at home, Sunrise Middle School will screen for English language proficiency using an Initial English Language Proficiency Assessment. This assessment will provide the student's English proficiency, which gives Sunrise more information with which to make an EL determination.

Students for whom the HLS indicates a need for screening must take an initial assessment and a final EL determination made within thirty days of their enrollment at Sunrise Middle School. Newly enrolled students who are determined to be EL within the annual ELP assessment window are expected to take the English Language Proficiency Assessment, or ELPAC test.

Students from out-of-state who come with current ELP assessment should be screened using the initial assessment.

Students who are transferring between districts within the state do not need to be screened. Students should generally retain the ELP code from their prior district.

Parents will be notified of their child's identification as an English learner or initially fluent-English proficient student upon entering a California school for the first time. Parents will receive an Initial Parent Notification letter meeting Federal Title I and III requirements. The results of their Initial will be placed in their EL folders in the student's cumulative file.

If the child is determined to be an English Learner, a placement in Structured English Immersion (SEI) Program is recommended, including additional support services. In this case, the child continues in that placement until reclassified. Support services in the mainstream program must include one or more of the following, as needed:

- Content instruction using SDAIE technique,
- English Language Development,
- Participation Benchmark, Strategic, or Intensive interventions,
- Primary language instruction/support

Students will be placed in Structured English Immersion. The parents are notified of their right to opt out and have their child placed in a mainstream program. Sunrise will honor the parent's informed preference to opt their child out and must sign an exemption form. The principal will inform parents about the availability of a different program.

Opt Out of ELD Program Services

Parents have the right to opt their child out of EL programs. This decision must be based on a full understanding of the range of services available and the benefits of these services. If the parent still chooses to opt out of the program, they must complete an ELD Parent Opt-out Form.

Instructional Programs

Sunrise Middle School offers Structured English Immersion. This program is designed to ensure that students acquire English-language proficiency and recoup any academic deficits that may have developed in other areas of the core curriculum. This program contains the following:

- Well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Language Learners
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language support and/or Specially Designed Academic Instruction in English (SDAIE).

English Language Development is a component of all program options for English Language Learners. The ELD component is based on the California English Language Development standards. ELD instruction provides an on-ramp to the English language arts curriculum. A great deal of emphasis should be placed on natural language acquisition, with appropriate use of direct instruction of academic language. Our work in ELD and in all curricular areas involve the use of scaffolding content to make it accessible for all EL students. Our instruction must address the variety of English proficiency levels but also work towards building academic language using scaffolds, building on prior knowledge, and using multiple opportunities for students to engage in academic language use.

English Language Development must be a part of the daily program for every EL throughout the whole year. The teaching of English within the program is based on the students' levels of English Proficiency. The purpose of the ELD component is to teach second language learners to communicate with high levels of understanding in English. ELD also provides a foundation for literacy development (reading and writing). It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency. There must be at least one period a day of ELD instruction for the whole year, until the student is reclassified.

Structured English Immersion (SEI) Program

Structured English Immersion is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible. This program serves ELs who have not yet acquired reasonable fluency in English. SEI will have:

- Daily English Language Development that is leveled according to students' English proficiency level. 1 period or block minimum daily.
- Teaming for ELD as required to meet student needs based on ELD levels.
- Students at ELD level 1 will receive intensive language instruction due to their difference in language development needs.
- Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology.
- Primary language support to motivate, clarify, direct, and explain. This primary language support will be provided by a bilingual teacher or bilingual instructional assistant.

If a parent/guardian requests student placement in this program they will need to make the request in writing and request an appointment with the principal.

Overall EL Program

English Learners are provided with access to well-articulated, standards-based core curriculum. In Structured English Immersion and English Language Mainstream settings, the core instruction occurs in English, with use of SDAIE strategies and some primary language instruction or primary language support as needed and feasible.

SDAIE is a methodology for maximizing students' comprehension of English language instruction by use of special strategies and techniques. The basic features of SDAIE include:

- Contextualized instruction – liberal use of non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning;
- Use of language modifications such as pause time, questioning, pacing, and highlighting;
- Task-based instruction, allowing students to work with concepts, and the language of those concepts in a variety of ways (such as acting, drawing or mapping out the concepts, or using poetry, song, chant, letters and diaries, etc. to express and exemplify concepts).
- Language sensitive and culture sensitive content teaching;
- Use of language structures and vocabulary that are comprehensible to students;
- Use of accommodations in the learning environment in order to maximize the number of students able to access the content;
- Encouraging students to actively use language;
- Frequent checking for understanding;
- Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals, and product development.

Monitoring of Student Progress

Students are monitored annually, based on the ELPAC assessment for listening/speaking and reading/writing. Each late Spring, the EL Coordinator, classroom teachers, and principal collect and review the ELPAC test results, the latest official ELD scores, other assessment data, student grades, and teachers' recommendations, for all ELL students. On the basis of this review, the team identifies those students who are eligible for reclassification. Sunrise Middle School's criteria are below. These criteria include multiple measures, including:

- English language proficiency - listening, speaking, reading and writing should all have an overall score of a 4 on the ELPAC.
- Academic achievement in reading and writing measured by CAASPP ELA with an overall performance of nearly meeting standard or better.
- Teacher's evaluation - Teacher agrees that student is performing successfully in ELA and ELD with a grade of a C- or better.
- Parent's opinion - Parent agrees that reclassification is appropriate.

The team will notify parents and guardians of their rights and encourage them to participate in the reclassification process. Sunrise makes attempts to involve the parent/guardian by inviting them to the reclassification process of their student through phone calls. Parents/guardians are informed that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for four years, or for as long as they are with us. The original Reclassification form is filed in their EL folder.

Sunrise's EL Coordinator and principal will monitor the progress of reclassified ELs at the end of each grading period for four calendar years, or as long as they are with us, following a student's reclassification. Student's progress is monitored by considering their

formative assessment results and other classroom performance. If they have a grade lower than a C in ELA a catch-up plan will be implemented, parents will be notified and appropriate interventions will be provided. Services that may be provided include but are not limited to:

- Tutoring in the afterschool program
- Reading Intervention
- English Language Development instruction
- Primary language support

Evaluating Program Effectiveness

Sunrise Middle School will conduct an annual evaluation of programs and services for English Language Learners. Evaluation activities will focus on the following evaluation questions:

Goal	**Evaluation Questions**
1. Implementation	1.1 Are EL programs being fully implemented as described in the Master Plan?
2. English Proficiency	2.1 Are there overall proficiency gains on all subtests for English learners?
3. Academic Progress	3.1 Are ELs making steady academic progress in Core academic subjects? 3.2 Are ELs not making steady academic progress being identified and appropriately served?
4. Decrease Risk of Failure	4.1 Are ELs (and RFEPs) not overrepresented in suspensions, expulsions, other discipline?
5. Parent Engagement	5.1 Are parents of ELs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, be on a committee, etc.)? 5.2 Is the rate of parent engagement increasing?

Each year these evaluation criteria will be reviewed, and may be revised in response to program changes and changes in the needs of ELs.

Monitoring of the EL Master Plan

Goal 1: Implementation

Sunrise will periodically monitor implementation of all EL programs. The primary goal of the monitoring is to ensure that we have a compliant program. This monitoring will consist of: 1) document reviews and 2) ongoing coaching and staff development support. Sunrise will annually review key files and documents as related to our EL program. The EL

coordinator will help organize staff development needs and assist with classroom coaching.

Goal 2: English Proficiency

An analysis of ELD progress and English language proficiency attainment will be conducted annually by the Reclassification team. The ELPAC is administered annually according to the state calendar. Results are released in late Spring and will be analyzed by the end of the school year. This analysis will help identify professional development priorities and instructional changes.

Goal 3: Academic Progress

Students at Sunrise will make steady progress toward meeting grade level standards in core academic subjects, as measured by the SBAC in Math and English. Academic progress will be supported during the year by standards-based benchmark assessments in ELA and interims in Math. SBAC performance data in ELA and Math will be analyzed each fall, with summary reports prepared. In addition, Sunrise will identify students who have not made progress, with a focus on the sub skills needed to make steady gains. This analysis will identify our priority areas for professional development.

Goal 4: Decrease Risk of Failure

Sunrise will compile the data on suspensions, expulsions, other disciplinary actions and retentions, by the end of the school year. This information will be used to improve program choices and discipline policies.

Goal 5: Parent Engagement

Sunrise will annually assess the parent activities implemented during the year through surveys. This data will be brought to the ELAC for stakeholder input to improve parent engagement for all students, especially for English learners.

This monitoring will assist us in determining strengths and areas of need in order to make adjustments accordingly. This annual analysis of student outcomes will determine the level of effectiveness of our EL programs. This will provide a foundation for professional development planning and program improvement planning each year.

Sunrise Middle School
Reclassification Form

Student Name _____
Grade _____

I. Assessment of English Language Proficiency

Area of Assessment	Instrument	Performance Requirement	Proficiency Level	Date of Administration
Listening	English Language Proficiency Assessments for California (ELPAC)	Must Score 2 or above		
Speaking	ELPAC	Must Score 2 or above		
Reading	ELPAC	Must Score 2 or above		
Writing	ELPAC	Must Score 2 or above		
Overall	ELPAC	Must Have a Overall Performance Level 4		

If a student did not meet the English Proficiency requirement, the student does not qualify for reclassification. Do not continue.

II. Teacher Evaluation

Subject	Class	Quarter/Semester Grade	Teacher
English			
ELD			

The performance requirement is a C- or better in ELA and ELD.

III. Parent Opinion and Consultation

Notification	Consultation	Date

Meeting/Call	Parental Participation-Reclassification	

An opportunity for parent consultation must be given before the student is reclassified. If parent has communicated that they choose not to attend a meeting, but nevertheless approve the reclassification by providing a signature, please note this in the comments section. Comments: _____
_____

IV. Comparison in Performance of Basic Skills

Area of Assessment	Instrument	Performance Requirement	ELA Score
ELA	CAASPP Results	Standard Nearly Met or better	

Special Education Program

English Learner with Individual Education Plan (IEP) who does not meet the District Reclassification Criteria:

- Student demonstrates an appropriate level of English proficiency and academic performance corresponding to his/her abilities.
- Student does not meet the reclassification criteria due to the disability and not English language proficiency and should be dismissed from the English Learners program.

Special Education Program Representative/Position: _____
Print Name: _____ Signature _____
Date _____

Sunrise Middle School
ELD Opt Out Form

_____ _____
Student's Name Date

_____
Grade

As required by federal law, your child has taken an English language proficiency test to determine if s/he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that s/he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

Parental Right to Refuse ELD Services: The school has described in detail the ELD program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those provided only for English Learners (ELs), for example ELD pull-out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction. By checking (□) each item below, I acknowledge that I have read and understand each statement.

- I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.
- My decision to decline or opt-out of specialized ELD instruction is voluntary.
- Sunrise Middle School will report my child to the California Department of Education as an English Learner (EL) until my child attains English proficiency.
- Federal law requires that my child will be tested annually with the ELPAC until s/he attains English proficiency and is no longer considered EL status.
- Sunrise Middle School will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.
- Sunrise Middle School will continue to inform me of my child's progress in attaining English proficiency.
- I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the school.

I, _____ (parent/guardian name) with a full understanding of the above information wish to decline **all** specialized ELD programs and services offered to my child.

Parent/Guardian Signature: _____ Date _____

Sunrise Middle School
Reclassification Form

Student Name _____
Grade _____

I. Assessment of English Language Proficiency

Area of Assessment	Instrument	Performance Requirement	Proficiency Level	Date of Administration
Listening	English Language Proficiency Assessments for California (ELPAC)	Must Score 2 or above		
Speaking	ELPAC	Must Score 2 or above		
Reading	ELPAC	Must Score 2 or above		
Writing	ELPAC	Must Score 2 or above		
Overall	ELPAC	Must Have a Overall Performance Level 4		

If a student did not meet the English Proficiency requirement, the student does not qualify for reclassification. Do not continue.

II. Teacher Evaluation

Subject	Class	Quarter/Semester Grade	Teacher
English			
ELD			

The performance requirement is a C or better in ELA.

III. Parent Opinion and Consultation

Notification	Consultation	Date

Meeting/Call	Parental Participation-Reclassification	

An opportunity for parent consultation must be given before the student is reclassified. If parent has communicated that they choose not to attend a meeting, but nevertheless approve the reclassification by providing a signature, please note this in the comments section. Comments: _____
_____

IV. Comparison in Performance of Basic Skills

Area of Assessment	Instrument	Performance Requirement	ELA Score
ELA	CAASPP Results	Standard Nearly Met or better	

Special Education Program
English Learner with Individual Education Plan (IEP) who does not meet the District Reclassification Criteria:

- Student demonstrates an appropriate level of English proficiency and academic performance corresponding to his/her abilities.
- Student does not meet the reclassification criteria due to the disability and not English language proficiency and should be dismissed from the English Learners program.

Special Education Program Representative/Position: _____
Print Name: _____ Signature _____
Date _____

Reclassification Recommendation

Having verified the student has met the four academic criterion for reclassification as required by the California Department of Education, it is determined that this student is eligible for dismissal from the English Learner Program.

Parent/Guardian Signature: _____ Date: _____
Student's Signature: _____ Date: _____
EL Program Site Advisor Signature: _____ Date: _____
Administrator: _____ Date: _____

Monitoring of Reclassified Students: Academic performance of reclassified students will be monitored at the end of every semester for a period of four years.

School Only: Keep the reclassification form with the original signatures. Staple all documentation (evidence) to original form and place in student's cumulative record inside the language folder. A copy of the completed reclassification form should be provided to Parent/Guardian. Student's ELA status needs to be changed from "English learner" to "Reclassified English Proficient (RFEP)" and the date entered into a school database.

Appendix D: Special Education and Section 504 Compliance Assurances

Commitment to Legal Compliance

Sunrise Middle School shall comply with all applicable federal and state laws governing the education of students with disabilities, including but not limited to:

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act (ADA)
- Applicable California Education Code provisions and regulations
- Office for Civil Rights (OCR) requirements
- Applicable Special Education Local Plan Area (SELPA) policies and procedures

Sunrise shall participate in and comply with all requirements of its SELPA, including the implementation of required forms, procedures, timelines, reporting systems, and accountability measures.

Child Find

Sunrise shall fulfill its Child Find obligations by identifying, locating, and evaluating students who are suspected of having disabilities and who may require special education and related services.

Referrals may be initiated by parents/guardians, teachers, administrators, service providers, or other individuals with knowledge of a student's educational needs. Student Success Team (SST) and MTSS processes may be utilized to document concerns, review interventions, and support decision-making; however, such processes shall not be used to delay or deny a referral for special education assessment.

No student shall be denied admission or participation in the school based upon disability status or suspected disability.

Referral and Evaluation Procedures

Sunrise shall follow all applicable federal, state, and SELPA timelines regarding assessment and eligibility determination.

Upon receipt of a written request for evaluation, Sunrise shall:

- Respond within legally required timelines.
- Provide an assessment plan when appropriate.
- Obtain informed parent/guardian consent prior to conducting assessments.
- Complete assessments and convene an IEP meeting within applicable legal timelines.

Assessments shall:

- Be administered by qualified personnel.
- Be conducted in the student's primary language or mode of communication when appropriate.

- Utilize technically sound instruments.
- Be administered in a non-discriminatory manner.
- Address all areas of suspected disability.

Individualized Education Program (IEP) Development and Review

For students found eligible for special education services, Sunrise shall develop and implement an Individualized Education Program through a properly constituted IEP team.

IEPs shall include all required components, including:

- Present levels of academic achievement and functional performance
- Measurable annual goals
- Special education and related services
- Accommodations and modifications
- Assessment accessibility supports
- Progress monitoring procedures
- Placement and Least Restrictive Environment (LRE) determinations

IEP meetings shall occur:

- At least annually
- At least every three years for reevaluation
- Following assessments or reassessments
- Upon parent request when appropriate
- As otherwise required by law

Parents shall receive reports on progress toward IEP goals as specified in the IEP and at least as frequently as general education progress reporting periods.

Transfer Students

Sunrise shall provide comparable services to students transferring with existing IEPs and shall adopt, amend, or develop new IEPs within timelines required by federal and state law and applicable SELPA procedures.

Behavioral Supports

When behavior interferes with learning, Sunrise may conduct Functional Behavioral Assessments and develop Behavior Intervention Plans as appropriate.

Behavioral supports shall emphasize positive interventions, skill development, and proactive strategies designed to improve student outcomes while maintaining access to educational opportunities.

Confidentiality and Student Records

Sunrise shall maintain the confidentiality of all student records and personally identifiable information in accordance with IDEA, FERPA, Section 504, California law, and SELPA requirements.

Access to records shall be provided only to authorized individuals, and parents/guardians shall be afforded all rights related to inspection and review of educational records.

Procedural Safeguards and Parent Rights

Parents and guardians shall receive procedural safeguards and notices as required by federal and state law.

Sunrise shall honor all due process rights, complaint procedures, mediation processes, and dispute resolution requirements available under IDEA, Section 504, and applicable California regulations.

Section 504 Compliance

Sunrise shall comply fully with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

Students who have a physical or mental impairment that substantially limits one or more major life activities may be eligible for accommodations and services through a Section 504 Plan.

Section 504 teams shall:

- Review relevant educational, medical, behavioral, and social-emotional information.
- Determine eligibility based upon applicable legal standards.
- Develop written accommodation plans when appropriate.
- Review plans periodically and at least annually.

Section 504 accommodations shall be communicated to appropriate staff and implemented consistently across educational settings.

Program Oversight and Continuous Improvement

Sunrise shall regularly review the effectiveness of its Special Education and Section 504 programs through analysis of student outcomes, compliance indicators, service delivery data, progress monitoring information, family feedback, and SELPA accountability measures.

Findings from these reviews shall inform program improvements, staff training, resource allocation, and efforts to ensure equitable access and positive outcomes for all students.

Appendix E: 501c3 Form, By-Laws, Conflict of Interest Code, Articles of Incorporation

501c3 Form

TAX EXEMPT STATUS
OF ESCUELA XOCHITL TONATIUH

D.B.A.

SUNRISE MIDDLE SCHOOL

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 27 2010

ESCUELA XOCHITL TONATIUH INC
C/O COOLEY GODWARD KRONISH LLP
THOMAS Z REICHER
101 CALIFORNIA ST 5TH FLR
SAN FRANCISCO, CA 94111-5800

Employer Identification Number:
20-0912823
DLN:
17053314313039
Contact Person:
JULIE Y. CHAN ID# 95051
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
July 20, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

ESCUELA XOCHITL TONATIUH INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

THE BYLAWS FOR

ESCUELA XOCHITL TONATIUH, INC.

A CALIFORNIA PUBLIC BENEFIT CORPORATION

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the Corporation for the transaction of its business is located at 1149 E. Julian St., San Jose, CA 95116.

SECTION 2. CHANGE OF ADDRESS

The Board of Directors may change the principal office from one location to another. Such changes of address shall not be deemed an amendment of these Bylaws.

SECTION 3. OTHER OFFICES

The Corporation may also have offices at such other places, where it is qualified to do business, as its business may require and as the Board of Directors may, from time to time, designate.

ARTICLE 2
PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

The primary objectives and purposes of this Corporation shall be to manage, operate, guide, direct and promote Sunrise Middle School, a California public charter school.

SECTION 2. NONDISCRIMINATORY POLICY STATEMENT

The Corporation does not discriminate on the basis of any characteristic listed in Education Code Section 220, including actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or association with an individual who has any of the aforementioned characteristics.

ARTICLE 3
DIRECTORS

SECTION 1. NUMBER

The Corporation shall have not less than five (5) or more than eleven (11) directors, until changed by a duly adopted amendment to these Bylaws, and collectively they shall be known as the Board of Directors. The number of directors shall be set within these limits from time to time by approval of the Board of Directors. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

The chartering authority shall be entitled to a single representative on the Board of Directors and the chartering authority or its designee at its discretion, shall appoint a representative, but it will be within the chartering authority's or its designee's sole discretion whether or not to appoint such a representative at any time. Any chartering authority representative shall serve solely at the chartering authority's or designee's discretion and shall have no limit on the number of consecutive or total terms they may

serve. Further, any chartering authority representative shall be a full, voting member of the Board of Directors and the Bylaws shall not include any restrictions or limitations on the authority of any chartering authority representative except the Bylaws may specify that a chartering authority representative may not serve as an officer of the Corporation.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this Corporation, the activities and affairs of this Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. Notwithstanding the above, the Board of Directors is not authorized to and shall not delegate the authority to close any charter schools operated by the Corporation, as any such closure decision must be made by the Board of Directors at an open public meeting held in accordance with the Brown Act. Additionally, the Corporation is not authorized to and shall not delegate or contract out the responsibility of the Board of Directors and/or Director for its educational program and implementation thereof, student management and student records, or interactions and meetings with the chartering authorities.

SECTION 3. DUTIES

It shall be the duty of the directors to:

(a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this Corporation, or by these Bylaws;

(b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and key employees of the Corporation;

(c) Supervise all officers, agents, and employees of the Corporation to assure that their duties are performed properly;

(d) Meet at such times and places as required by these Bylaws; and

(e) Register their addresses with the Secretary of the Corporation. Notices of meetings mailed to them at such addresses shall be valid notices.

SECTION 4. TERMS OF OFFICE

Each director shall hold office unless otherwise removed from office in accordance with these Bylaws for three (3) years and until a successor director has been appointed and qualified. It shall be the goal of the Board of Directors to have no more than one-third of its members subject to renewal in any one year.

SECTION 5. COMPENSATION

Directors shall serve without compensation. However, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the

performance of their regular duties as specified in Section 3 of this Article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, persons serving on the Board shall not be interested persons. For purposes of this Section, "interested persons" means either:

(a) Any person currently being compensated by the Corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise; or (b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. .

SECTION 7. REQUIREMENTS OF MEETINGS.

Notwithstanding any other requirements contained in these Bylaws, all meetings of the Corporation shall be held in compliance with all applicable requirements of California's Ralph M. Brown Act ("Brown Act") and Education Code section 47604.1.

SECTION 8. PLACE OF MEETINGS

Meetings shall be held at the principal office of the Corporation unless the Board designates another location in accordance with these Bylaws. Meetings shall be held within the physical boundaries of the county in which the charter school is located. A two-way teleconference location shall be established at each schoolsite.

SECTION 9. REGULAR AND ANNUAL MEETINGS

The Board of Directors shall meet annually for the purpose of organization, election of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chairperson shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors.

SECTION 10. SPECIAL MEETINGS

Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson, if there is such an officer, or a majority of the Board of Directors. If a Chairperson has not been elected then the Vice-Chairperson is authorized to call a special meeting in place of the Chairperson. The party calling a special meeting shall determine the place, date, and time thereof.

SECTION 11. NOTICE OF SPECIAL MEETINGS

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

SECTION 12. QUORUM FOR MEETINGS

A quorum shall consist of a simple majority of the directors then in office.

Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

SECTION 13. MAJORITY ACTION AS BOARD ACTION

The actions done and decisions made by a majority of the directors present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except as otherwise provided by the California Nonprofit Corporation Law.

SECTION 14. TELECONFERENCE MEETINGS[1].

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the charter school or schools are located;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public, and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location[2];

e. Members of the public must be able to hear what is said during the meeting.

SECTION 15. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the Chairperson, or, if no such person has been so designated, or, in his or her absence, by the Vice Chairperson or, in the absence of these persons, by any director chosen by a majority of the directors present at the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the Chairperson shall appoint another person to act as Secretary of the meeting. The Secretary of the Corporation may delegate the actual taking of minutes to any person, as long as the Secretary reviews and the Board later approves such minutes taken by any other such person.

Meetings shall be governed by Roberts' Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this Corporation, or with provisions of law. Notwithstanding the foregoing, failure to follow Robert's Rules of Order at any meeting shall not affect the validity of any corporate action otherwise in compliance with the California Corporations Code, the Articles of Incorporation, Bylaws, and any applicable corporate resolutions.

SECTION 16. VACANCIES

Vacancies on the Board of Directors shall exist (1) on the death, resignation, or removal of any director, (2) whenever the number of authorized directors is increased, (3) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, or convicted of a

[1] Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Sections 54953.8.2., 54953.8.3, or 54953.8.6.

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

felony, or been found by a final order or judgment of any court to have breached any duty under California Nonprofit Corporation Law, Part 2, Chapter 2, Article 3.

Directors, except for the representative of the chartering authority, may be removed with or without cause by the vote of the majority of the directors then in office. The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Any director may resign effective upon giving written notice to the Chairperson, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the Corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the Board, except for a vacancy in the seat of the representative designated by the chartering authority, may be filled by approval of the Board. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority. A person elected to fill a vacancy as provided by this section shall hold office until the expiration of the term for which the director was elected and until a successor has been appointed and qualified.

SECTION 17. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

SECTION 18. INSURANCE FOR CORPORATE AGENTS

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a director, officer, employee, or other agent of the Corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 4
OFFICERS

SECTION 1. OFFICERS

The officers of the Corporation shall be a Chairperson, a Vice Chairperson, a Secretary, a Chief Financial Officer, a President who shall be known as the Chief Administrative Officer, and such other officers with such titles and duties as the Board of Directors may determine. Any two or more offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Chairperson or the Chief Administrative Officer.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any qualified person may serve as an officer of this Corporation. Officers shall be elected by the Board of Directors, at the annual Board meeting and at any other time, as necessary, and each officer shall hold office until the next annual election of officers.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Without prejudice to the rights of any officer under an employment contract, any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the Corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Chairperson, such vacancy may be filled temporarily by appointment by the Chairperson until such time as the Board shall fill the vacancy. Vacancies occurring in offices of subordinate officers may or may not be filled as the Board shall determine.

SECTION 6. DUTIES OF CHIEF ADMINISTRATIVE OFFICER

The Chief Administrative Officer shall be the general manager and chief executive officer of the Corporation and subject to the control of the Board of Directors, shall supervise

and control the affairs of the Corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors.

SECTION 7. DUTIES OF CHAIRPERSON AND VICE CHAIRPERSON

The Chairperson shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

In the absence of the Chairperson, or in the event of his or her inability or refusal to act, the Vice Chairperson shall perform all of his or her duties, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chairperson.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

(a) Certify and keep at the principal office of the Corporation the original or a copy of these Bylaws as amended or otherwise altered to date;

(b) Keep at the principal office of the Corporation or at such other place as the Board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of the directors present at Board of Directors and Committee meetings; the vote of abstention of each Board member present for each action taken; and the proceedings thereof;

(c) See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

(d) Be custodian of the records of the Corporation;

(e) Keep at the principal office of the Corporation a record containing the name and address of each Board member. In the case of the resignation or removal of a director , the secretary shall record the date of such resignation or removal;

(f) Exhibit at all reasonable times to any director of the Corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Board of Directors; and

(g) Perform such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF CHIEF FINANCIAL OFFICER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits, and Funds," the Chief Financial Officer shall:

(a) Be responsible tor all functions and duties of a treasurer of the Corporation;

(b) Have charge and custody of, and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;

(c) Receive, and give receipt for, monies due and payable to the Corporation from any source whatsoever;

(d) Disburse, or cause to be disbursed, the funds of the Corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements;

(e) Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses;

(f) Exhibit at all reasonable times the books of account and financial records to any director of the Corporation, or to his or her agent or attorney, on request therefor;

(g) Render to the Chief Administrative Officer, the Chairperson, and directors, whenever requested, an account of any or all of his or her transactions as Chief Financial Officer and of the financial condition of the Corporation;

(h) Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports; and

(j) Perform such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ARTICLE 5
COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE OF THE BOARD

The Board of Directors may, by a majority vote of directors then in office, designate two (2) or more of its members (who may also be serving as officers of this Corporation) to constitute an executive committee of the Board and delegate to such committee any of the powers and authority of the Board in the management of the business and affairs of the Corporation, except with respect to:

(a) The filling of vacancies on the Board or on any committee that has the authority of the Board;

(b) The amendment or repeal of bylaws or the adoption of new bylaws;

(c) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or subject to repeal;

(d) The creation of or appointment to committees of the Board; and

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease - but not below two (2) - the number of its members, and fill vacancies therein from the members of the board. Only committees comprised solely of directors may exercise delegated authority of the Board.

The committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the Board from time to time as the Board may require.

SECTION 2. OTHER COMMITTEES

The Corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as "advisory" committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 6
EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Chief Administrative Officer or Chief Financial Officer. The Board of Directors may require that payments above certain amounts be signed by two officers.

SECTION 3. DEPOSITS

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this Corporation.

ARTICLE 7
CORPORATE RECORDS, REPORTS, AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office in the State of California:

(a) Minutes of all meetings of directors and committees of the Board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

(b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses; and

(c) A copy of the Corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the directors of the Corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and alter a corporate seal. Such seal shall be kept at the principal office of the Corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and to inspect the physical properties of the Corporation. This right to inspect may be circumscribed in instances where the right to

inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

SECTION 4. ANNUAL REPORT

The Board shall cause an annual report to be furnished, not later than one hundred and twenty (120) days after the close of the Corporation's fiscal year, to all directors of the Corporation. This report shall contain the following information in appropriate detail:

(a) The assets and liabilities, including trust funds, of the Corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue and receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and

(d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

ARTICLE 8
CONTRACTS WITH DIRECTORS

SECTION 1. CONTRACTS WITH DIRECTORS

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation’s directors are directors and have a material financial interest).

ARTICLE 9
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

SECTION 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation’s Conflict of Interest Code and the applicable conflict of interest laws have been fulfilled.

ARTICLE 10
FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE 11
AMENDMENT OF ARTICLES OF INCORPORATION AND BYLAWS

SECTION 1. AMENDMENT

The Board of Directors may adopt, amend or repeal the Articles of Incorporation or any of these Bylaws by a vote of two-thirds of the directors then in office, except that no amendment shall change any provisions of the charter governing the charter school operated by the Corporation ("Charter") or make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or make the Articles of Incorporation or any provisions of these Bylaws inconsistent with any laws. The Corporation shall comply with any notice and procedural requirements for amendment of the Articles of Incorporation and Bylaws contained in the Charter, any memorandum of understanding with the chartering authority or related addendums ("MOU").

In the case of a conflict between the requirements of the Charter, and/or any MOU, and provisions of the Articles of Incorporation and/or Bylaws, material action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charters or any MOU shall be deemed a violation of the Charters and MOU.

ARTICLE 12
CORPORATION WITHOUT MEMBERS

SECTION 1. CORPORATION WITHOUT MEMBERS

The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE 13
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No director, officer, employee, or other person connected with this Corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation. This provision shall not prevent payment to any such person of reasonable compensation for services performed for the Corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors. No such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the Corporate assets on dissolution of the Corporation. Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE 14
COMPLIANCE WITH APPLICABLE LAWS

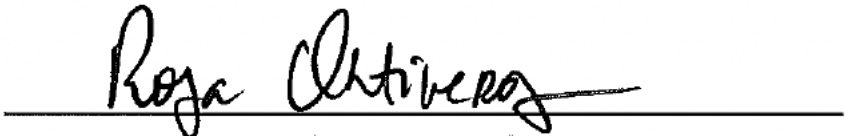
SECTION 1. COMPLIANCE WITH APPLICABLE LAWS

All business of the Charter School and its Board of Directors shall comply with all laws controlling charter schools and the Charter School, its Board of Directors, administrators, managers and employees, and any other committees of the school, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, and all provisions of law generally applicable to public agencies as applied to charter schools, including, but not limited to Education Code Section 47604.1, the Public Records Act (Government Code Section 7920.000 et seq.), the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.,), the Brown Act (Government Code sections 54950 et seq.), and the requirements described at Government Code Section 1090 et seq., as set forth in Education Code Section 47604.1, and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Escuela Xochitl Tonatiuh, Inc., a California nonprofit public benefit corporation; that these Bylaws, consisting of 15 pages, are the Bylaws of the Corporation as adopted by the Board of Directors on __July 20, 2026; and that these Bylaws have not been amended or modified since that date.

Executed on July 20, 2026 at San Jose, California.



Rosa Ontiveros, Secretary

Approved: September 9, 2009

Amended: January 13, 2010

Amended: March 10, 2010

Amended: February 12, 2011

Amended: February 23, 2011

Amended: November 12, 2014

Amended: January 11, 2021

Amended: July 20, 2026

4904-4891-6924, v. 3

SUNRISE MIDDLE SCHOOL
1149 E. Julian St.
San Jose, California 95116
(408) 659-4785

Adopted by the Sunrise Board of Directors on June 12, 2018
And approved by the Santa Clara County Board of Supervisors Oct. 18, 2018

CONFLICT OF INTEREST CODE FOR SUNRISE MIDDLE SCHOOL

Adoption

The California Political Reform Act (Govt. Code § 81000, *et seq*.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference.

Regulation 18730 and the text here along with the attached Exhibits A and B designating positions and establishing disclosure categories shall constitute the conflict of interest code of Sunrise Middle School. The full text of 2 California Code of Regulations § 18730 may be found at http://www.fppc.ca.gov/content/dam/fppc/NS-Documents/LegalDiv/Regulations/Index/Chapter7/Article2/18730.pdf.

The Governing Board of Sunrise Middle School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of the Charter School.

Following approval by the Governing Board of Sunrise Middle School, the code must be submitted to the code-reviewing body, the County of Santa Clara Board of Supervisors. This conflict of interest code, and any amendment to it, is not effective by law until reviewed and approved by the code-reviewing body.

Definition Of Terms

As applicable to a charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

Designated Employees

Employees of this Charter School, including Board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in Exhibit "A" attached to this policy and incorporated by reference herein.

Statement Of Economic Interests: Time Of Filing

Each designated employee, including governing board members, shall file a Statement of Economic Interests ("Statement") at the time and manner prescribed in 2 California Code of Regulations § 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category to which the employee's position is assigned in Exhibit A.

An investment, interest in real property, business position, or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

Statements of Economic Interests: Place of Filing

Statements Filed With the Charter School

All Statements shall be filed with the Charter School's Filing Official. If statements are received in signed paper format, the Charter School Filing Official shall make and retain copies and forward the originals to the County of Santa Clara Clerk of the Board of Supervisors. If statements are electronically filed using the County of Santa Clara's Form 700 e-filing system, both the Charter School's Filing Official and the County of Santa Clara Clerk of the Board will receive access to the e-filed statement simultaneously. Copies of all Forms 700s retained by the Charter School will be available for public inspection and reproduction pursuant to Govt. Code § 81008.

Disqualification

Refer to 2 California Code of Regulations § 18730 for information on disqualification requirements.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

Manner Of Disqualification

When a designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way.

Amendments to Conflict of Interest Code and Biennial Review

When a change in this conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days.

Additionally, upon direction by the code-reviewing body, Sunrise Middle School shall review this conflict of interest code and submit any changes to the code reviewing body.

When reviewing and preparing this conflict of interest code, Sunrise Middle School shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views.

Adopted:

EXHIBIT A

Designated Positions

Designated Position Category	**Assigned Disclosure**
Member of the Governing Board	1
Director of Charter School	1
Operations Manager	1
Consultant	4
Newly Created Position	*

***Newly Created Position**

A newly created position that makes or participates in the making of governmental decisions that may foreseeably have a material effect on any financial interest of the position-holder, and which specific position title is not yet listed in an agency's conflict of interest code is included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Director may determine in writing that a particular newly created position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the broadest disclosure requirements, but instead must comply with more tailored disclosure requirements specific to that newly created position. Such written determination shall include a description of the newly created position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code.

As soon as the Charter School has a newly created position that must file statements of economic interests, the Charter School shall contact the County of Santa Clara Clerk of the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County's electronic Form 700 record management system, known as eDisclosure. Upon this notification, the Clerk's office shall enter the actual position title of the newly created position into eDisclosure and the Charter School shall ensure that any individual(s) holding the newly created position is entered under that position title in eDisclosure.

Additionally, within 90 days of the creation of a newly created position that must file statements of economic interests, the Charter School shall update this conflict-of-interest code to add the actual position title in its list of designated positions, and submit the amended conflict of interest code to the County of

Santa Clara Office of the County Counsel for code-reviewing body approval by the County Board of Supervisors. (Gov. Code Sec. 87306.)

Articles of Incorporation

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUL 30 2009

DEBRA BOWEN
Secretary of State

3220984

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JUL 20 2009

ARTICLES OF INCORPORATION

OF

ESCUELA XOCHITL TONATIUH, INC.

The undersigned Incorporator hereby executes the following Articles of Incorporation for the purpose of forming a corporation under the Nonprofit Public Benefit Corporation Law of the State of California:

ARTICLE I

The name of the corporation is: **Escuela Xochitl Tonatiuh, Inc.**

ARTICLE II

A. The corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purpose of this corporation is to establish and operate a public charter school that provides free education to students in middle school. The school being established is Escuela Xochitl Tonatiuh.

ARTICLE III

The name and address in the State of California of this corporation's initial agent for service of process is:

Teresa Robinson
24920 Loma Prieta Ave.
Los Gatos, CA 95033

ARTICLE IV

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code Section 501(c)(3).

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in any political campaign

(including the publishing or distribution of statements) on behalf of any candidate for public office.

ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

IN WITNESS WHEREOF, the undersigned Incorporator has executed the foregoing Articles of Incorporation on July 4, 2009.

Teresa Robinson
Incorporator

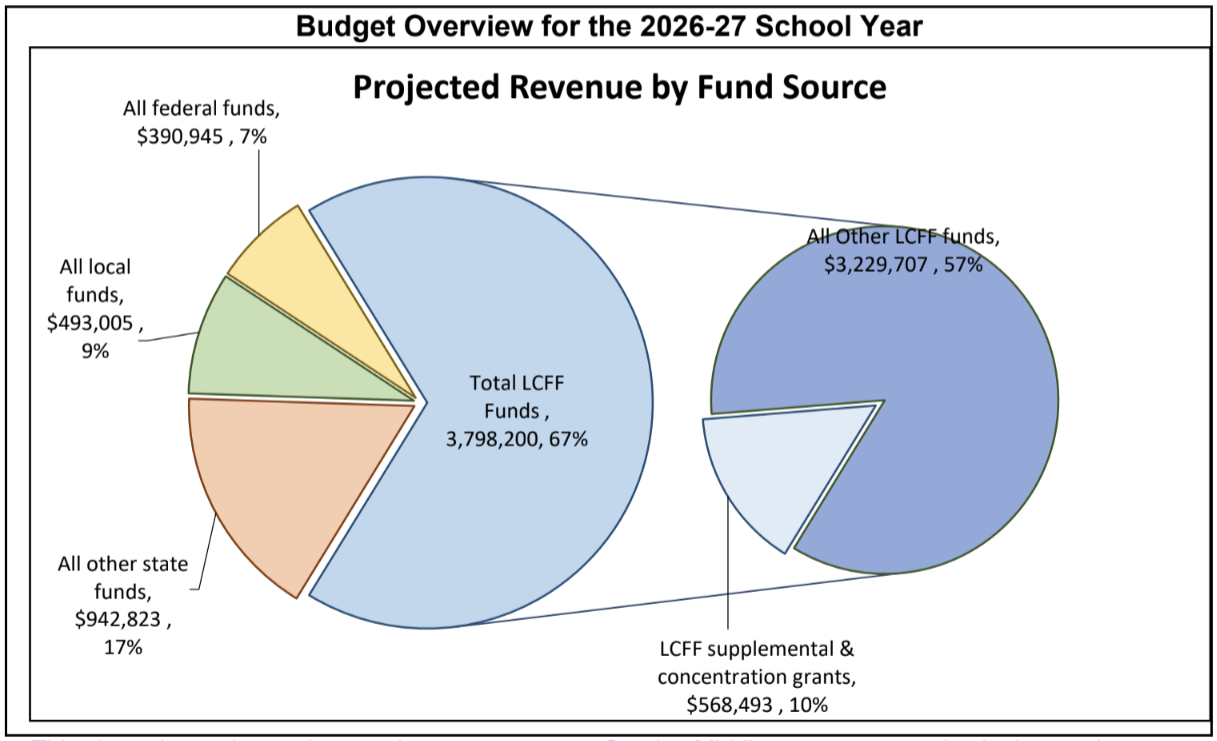
OFFICE OF THE SECRETARY OF STATE

Appendix F: LCAP 2026-2027

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunrise Middle
CDS Code: 43 10439 0124065
School Year: 2026-27
LEA contact information: Teresa Robinson; Executive Director; (408) 659-4785; teresa@sunrisemiddle.org

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

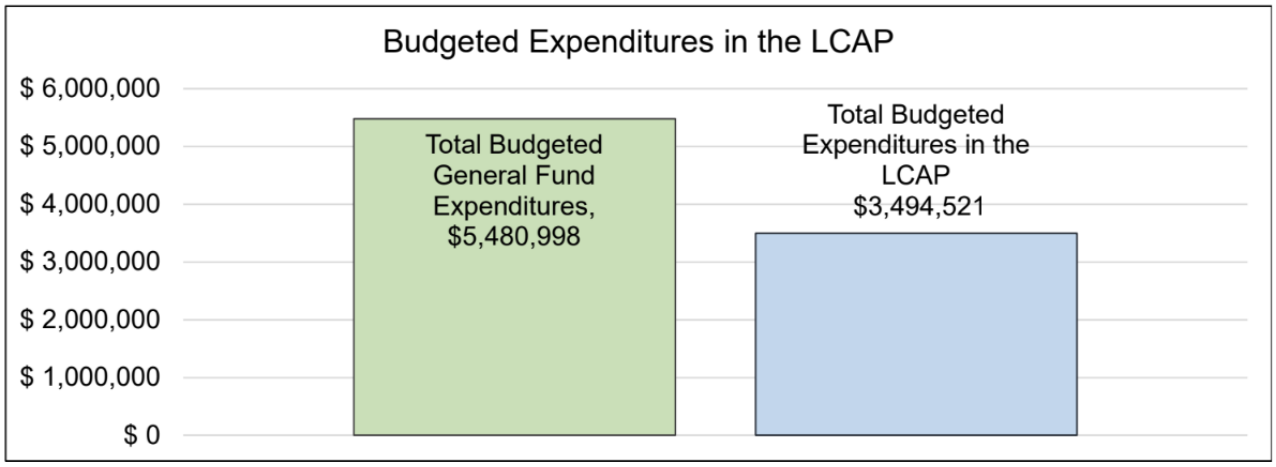


This chart shows the total general purpose revenue Sunrise Middle expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sunrise Middle is $5,624,973.00, of which $3,798,200.00 is Local Control Funding Formula (LCFF), $942,823.00 is other state funds, $493,005.00 is local funds, and $390,945.00 is federal funds. Of the $3,798,200.00 in LCFF Funds, $568,493.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sunrise Middle plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sunrise Middle plans to spend $5,480,998.00 for the 2026-27 school year. Of that amount, $3,494,521.00 is tied to actions/services in the LCAP and $1,986,477.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

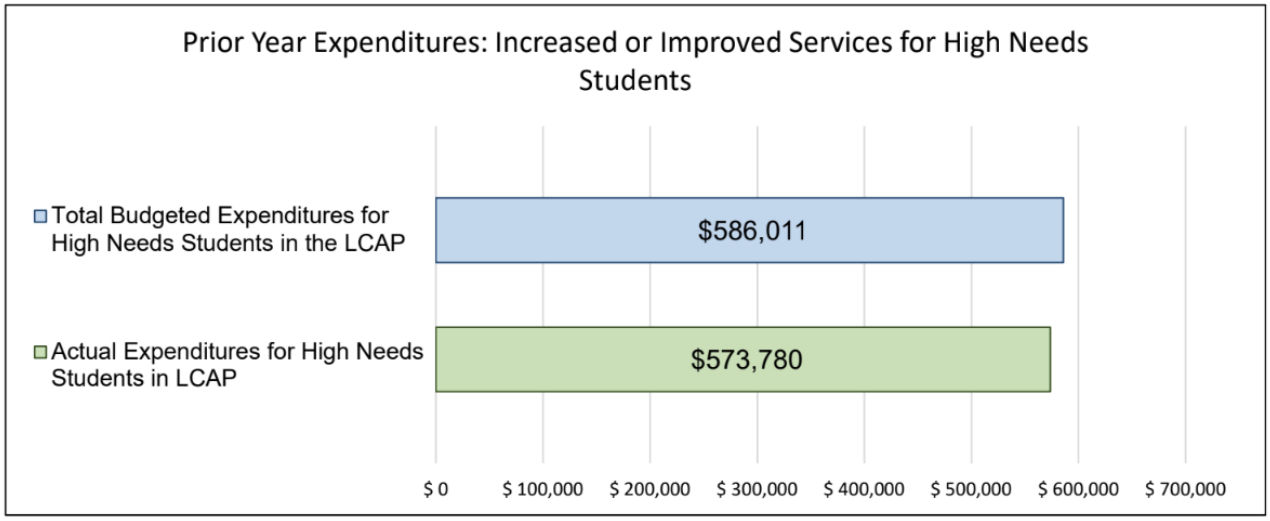
benefits, district oversight fee, general insurance, rent, other fees and services, depreciation and auxiliary

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Sunrise Middle is projecting it will receive $568,493.00 based on the enrollment of foster youth, English learner, and low-income students. Sunrise Middle must describe how it intends to increase or improve services for high needs students in the LCAP. Sunrise Middle plans to spend $573,480.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Sunrise Middle's LCAP budgeted $586,011.00 for planned actions to increase or improve services for high needs students. Sunrise Middle actually spent $573,780.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $12,231.00 had the following impact on Sunrise Middle's ability to increase or improve services for high needs students:

All services for high need students were provided as planned. Expenditures were reduced due to variances in staffing costs with one fewer administrator for much of the school year.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunrise Middle	Teresa Robinson, Director	teresa@sunrisemiddle.org (408) 659-4785

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sunrise Middle School, located at 1149 E. Julian Street in San José, was founded on the belief that every student has both the right and the capacity to succeed. We are committed to providing an educational experience that is relevant, engaging, and empowering, one that encourages students to think critically and question the world around them. In today's rapidly changing global and political landscape, this mission is more important than ever. With multiple conflicts affecting communities around the world, there is a growing urgency to equip young people with the skills of empathy, conflict resolution, and peacemaking.

In response, Sunrise is intentionally strengthening the impact of its school community through a comprehensive peer mediation program, led by trained Peacemaker youth mentors. Through this work, we aim to cultivate students who not only resolve conflict constructively, but who also carry the values of peace, justice, and compassion into their communities and beyond.

At the same time, Sunrise remains deeply committed to academic excellence and whole-child development. Our program integrates rigorous academics with character development, expanded mental health supports, increased family engagement, and enriching opportunities such as outdoor education, athletics, and meditation. The continued development of our on-campus botanical garden has further enhanced our ability to provide peaceful spaces for counseling, reflection, and student wellness.

Sunrise serves a student population that is predominantly composed of youth of color from historically underserved communities. Approximately 85% of students qualify for free or reduced-price meals, and many come from low-income immigrant families. While our students arrive with high aspirations - often expressing goals of becoming professionals such as doctors, veterinarians, and lawyers - they may also enter several grade levels below proficiency. Our responsibility is to accelerate academic growth, close opportunity gaps, and ensure that all students are prepared for success in high school, college, and career pathways.

Equally important, Sunrise fosters a culture of purpose and agency. Through social justice coursework, advisory programming, leadership opportunities, and

Through our instructional day and expanded learning programs, Sunrise staff remain committed to ensuring that all students achieve academic success and graduate with the skills, knowledge, and confidence needed to pursue any postsecondary pathway. Our ultimate goal is to empower students not only to realize their own dreams, but also to contribute to a more equitable, compassionate, and thriving society.

Sunrise Middle does not qualify for Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Academic Progress

Sunrise is proud of its growth on the state English and Math tests in Spring of 2025, as we grew significantly in both areas.

In English, Sunrise moved from orange to yellow, increasing 14.7 points to 41.9 points below standard. 75.7 percent of our students improved their score from the prior year, earning us a rating of "accelerated" growth in that area.

In Math, Sunrise leaped from orange to yellow, increasing 26.3 points to 37.1 points below standard. What's more, 81 percent of our students improved their score from the previous year, earning us the highest rating of "exceptional" growth in math.

Even more impressive is the fact that Sunrise, despite having a low-income ethnic minority population, nearly matched the state's proficiency score in Math. 35.96 percent of Sunrise students were at proficient or above in math, compared to 37.3 percent of students statewide. When compared to low-income Hispanic students statewide, Sunrise looks even better: 35.96 percent at Sunrise vs. 22.17 percent statewide.

Our **English Learners** contributed significantly to the overall academic performance at Sunrise. 57.4 percent of our ELs showed significant growth on that test, bringing Sunrise into the green Dashboard category for the first time ever. Even our Long-term English Learners advanced significantly. 64.9 percent showed progress from the prior year.

One area of growth for Sunrise will be in its education of students with disabilities.
12.2 percent of our students with disabilities scored proficient or above in ELA, and 7.32 percent in Math. There is no score for IEP low-income students statewide. However, all students with disabilities statewide scored 16.95 percent at proficient or above in English, and 13.10 percent in Math. These figures include affluent schools as well as low-income schools.

Reflection:
We expect Sunrise will continue to follow its outstanding trajectory in Math and also improve its scores in ELA. This growth will reflect strong growth among students with disabilities as well, due to an increase in teachers and aides in the classrooms.
We expect our English Learners also will continue to improve, maintaining a second year of being in the green on the state Dashboard.

Academic Engagement

Chronic Absenteeism took a dive.
- **2024:** Yellow — 31.3% chronically absent
- **2025:** Red - 36.4% chronically absent

Reflection: Sunrise suffered significantly from the ICE raids in the early months of 2025. Many of our families were afraid to send their students to school, despite our best efforts to protect them on and near our campus. Absenteeism is now improving, due to calls home, home visits, and SARB and other meetings. We expect to see the rate in the 20 percentiles this year.

Conditions & Climate

Suspension Rate:
- 2024: Green — 1.8%, maintained
- 2025: Green — 1.8% (maintained, expected)

Reflection: Maintaining a low suspension rate continues to reflect the school's commitment to restorative practices and positive behavior support. While we practice alternatives to exclusionary discipline, suspensions remain a necessary last resort in communicating serious behavioral boundaries and providing student safety.

Self-reported Student Disposition
Students feeling sad or hopeless:
January 2024 - 30.7%
February 2025 - 26.2%
January 2026 - 21.9%

Reflection: Students are showing a steady decline in feeling sad or hopeless. While some of this is out of the school's control and often more reflective of world conditions, we do believe that the school can have some influence in this area. To this end, Sunrise provides group and individual counseling, bullying prevention, SEL advisories and challenges, twice-weekly meditation, etc. The rate of hopelessness among teens nationwide is estimated to be about 40%.

UNEXPENDED LEARNING RECOVERY LREBG FUNDS:
The school will have approximately $110,947 in unexpended Learning Recovery funds at the end of the 2025-2026 school year. We plan to use $110,947 of that in 2026-2027. The purpose of using this funding is so that we can continue to provide paraprofessional and tutoring services for our challenged students, even with an uncertain economic outlook.

Goal and Action: Goal 1, Action 1.7
Paraprofessionals
Total: $110,947 including salary and benefits

Allowable Use Alignment: Provides extended instructional learning support during the school day, which is allowable under EC Section 32526 (c)(2)(B)(i), which says these funds can be used for "tutoring or other one-on-one or small group learning supports provided by certificated or classified staff." The research that supports the effectiveness of this practice can be found here:
https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf

Needs Assessment Alignment: This action addresses identified needs from the school's needs assessment, specifically, gaps in ELA and Math proficiency among socioeconomically disadvantaged students and English Learners.

Expected Impact: The action is expected to improve academic achievement by providing individualized support and reducing learning gaps caused by pandemic-related disruptions. Metric 1.1 CAASPP ELA and Math: Distance from Standard will be used to monitor effectiveness.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Sunrise Middle is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council & ELAC	Through a series of collaborative meetings with the School Site Council (SSC) and English Learner Advisory Committee (ELAC), families provided meaningful input to guide the development of the 2026–2027 Local Control and Accountability Plan (LCAP). These meetings were held on December 10, 2025, January 9, 2026, January 14, 2026, and March 13, 2026.
Teachers, administrators, and other school personnel	Staff meetings to solicit input were held on January 5, 2026 and April 15, 2026.
Students	As part of Sunrise Middle School's commitment to meaningful student engagement and continuous improvement, student input was gathered regarding school climate, academic experience, and enrichment opportunities. Meetings with the Student Leadership team to discuss the LCAP and school's priorities were held on September 15, 2025, February 9, 2026, April 20 & 21, 2026. Students also provided input via the annual climate survey in January 2026.
Parents	Parents were surveyed in Fall of 2025 to solicit input. We also met weekly with the Parent Project Support Groups. Input was less formal than with the other parent groups, but offered on various occasions throughout the year.
Governing Board	The Mid-Year LCAP was presented to the Sunrise Middle governing board on 2/23/26. The 2026-27 LCAP Public Hearing was held on May 19, 2026 and the final LCAP was approved by the board on June 15, 2026. The local indicators were also presented for review at the June 15, 2026 meeting.
Latinos United for a New America (Partner on grants)	We confer monthly with LUNA concerning our efforts on various grant projects and exchange thoughts at these times.
El Dorado County Charter SELPA	The SELPA was consulted via email on April 20, 2026. The school and SELPA meet throughout the year.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Sunrise Middle has collected very valuable feedback from educational partners throughout the year. The plan for next year has not changed substantively from the current year plan based on data suggesting that our current actions are effective at making progress toward our goals. However, our educational partner feedback has been useful in informing the details of how these actions are implemented on a day to day basis. Their feedback is also useful as we think ahead to next year for big picture priorities as we enter into a new LCAP cycle.

SSC/ELAC: Across all meetings, a consistent theme emerged: parents seek a safe, engaging, and culturally responsive school environment, alongside **expanded opportunities for meaningful family involvement and engagement** in the school community. (Goal 2; Goal 3)

Key priorities identified include:

Staff Retention and Support: Families emphasized the importance of competitive teacher compensation, including pay increases, to retain high-quality educators and ensure instructional continuity for students. (Goal 1, Action 1.5)

Campus Safety Enhancements: Parents expressed a desire for increased supervision and security measures, particularly during arrival and dismissal times, as well as improvements to campus infrastructure such as security cameras and lighting. We didn't wait with these suggestions and purchased and installed more security cameras and additional solar lighting to complement the district's electric lights. We also doubled the amount of supervision in the parking lot and on the street in the morning and in the afternoon arrival and dismissal times. (Goal 2, Action 2.4)

Expanded Enrichment Opportunities: Families advocated for additional arts programming, increased access to field trips, and more opportunities for students to engage in hands-on, experiential learning. Based on this, we added additional field trips for science and art - to complement our robust outdoor program. (Goal 2, Action 2.4)

Cultural Celebrations and Community-Building Events: Parents highlighted the importance of hosting cultural events that reflect and celebrate the diversity of the school community. These events were also identified as key opportunities to **increase parent participation and strengthen school-home connections**. (Goal 3, Action 3.2)

Improved Nutrition and Student Meals: Families requested enhancements to the quality of school meals, along with the inclusion of culturally relevant and appealing options (e.g., periodic fresh fruit offerings with seasonings), which can contribute to a more positive student experience. (Goal 2, Action 2.4)

Family Engagement and Participation Opportunities: Parents expressed strong interest in expanding opportunities for involvement through accessible, community-oriented events such as yard sales and car washes. We have set a first-ever swap meet for May 2nd! The event represents a meaningful example of how the school has responded directly to input gathered during LCAP meetings, translating family voice into actionable, community-centered programming. (Goal 3, Analysis, Action 3.2)

Additionally, families suggested implementing **incentive systems to encourage parent participation**, such as recognizing or rewarding students whose families are actively engaged. (Goal 3, Action 3.2)

Overall, SSC and ELAC input reflects a shared commitment to strengthening school climate, supporting staff, enriching student experiences, and **intentionally increasing family engagement as a core strategy for improving student outcomes** and building a strong, connected school community. (Goal 2; Goal 3)

Teacher feedback gathered in Winter and Spring 2026 reflects a strong commitment to both student success and family engagement, alongside a realistic understanding of the school's fiscal constraints.

Compensation and Retention
Teachers expressed appreciation for the planned **3% cost-of-living adjustment (COLA)** and **3% step increase**, acknowledging current budget

limitations. While increased compensation remains a long-term priority, staff emphasized the importance of maintaining competitive salaries to support **teacher retention, stability, and instructional continuity**, all of which directly impact student outcomes. (Goal 1, Action 1.5)

Family Engagement and School Climate
Teachers identified expanded and more intentional family engagement opportunities as a key priority. Recommendations include:

- Hosting **additional community events**, such as a schoolwide **swap meet (May 2)** and similar gatherings that bring families onto campus

- Enhancing the **Back-to-School Meeting (July 30)** to be more welcoming, engaging, and "high-energy" to increase attendance and participation

(Goal 3, Action 3.2)

- Providing **hands-on support for families** during events to ensure all parents are successfully connected to communication platforms such as ParentSquare and PowerSchool (Goal 3, Action 3.1)

- Strengthening the **"Meet the Teachers" / Back-to-School Night (August 26)** by ensuring all parent login information is prepared in advance and staff are available to assist families in real time (Goal 3, Action 3.1)

- Expanding **academic family engagement nights**, including **Reading Nights** and **Math Nights**, to support learning at home and deepen school-family partnerships (Goal 3, Action 3.2)

These efforts are intended to reduce barriers to participation, increase consistent communication, and foster a stronger sense of belonging within the school community.

Attendance Incentives and Student Engagement (Goal 2, Action 2.3)
Teachers also emphasized the importance of improving attendance through positive incentives and schoolwide recognition systems. Suggested strategies include:

Implementing **attendance-based raffles every six weeks**, with separate recognition for:

- Perfect attendance

- Strong/consistent attendance improvement

- Providing **student incentives**, such as popsicles, pizza, or other rewards tied to attendance milestones

- Creating a culture where attendance is celebrated regularly, reinforcing its connection to academic success

These strategies are designed to address chronic absenteeism by increasing student motivation, reinforcing positive habits, and strengthening connections between students and the school community.

Student Inputs: Students expressed a strong desire for enhancements that support both their well-being and overall school experience.

School Climate, Culture, and Engagement:
Students emphasized the importance of a vibrant and inclusive school culture. They requested an increase in schoolwide events, including additional assemblies, concerts, guest speakers, and expanded opportunities for student talent showcases (e.g., two talent shows annually). Students also expressed interest in strengthening community connections through more family-inclusive events such as "Muffins with Moms," "Donuts with Dads," and similar gatherings that welcome extended family participation. Additionally, students suggested creative spirit-building opportunities such as themed days (e.g., "Bring Your Pet to School Day"), reflecting a desire for an even more joyful and connected campus environment. (Goal 2, Action 4)

Nutrition and Student Wellness:
Students expressed interest in improving school meal options, including healthier and more diverse offerings such as salad bar days alongside existing popular options like pizza days. This reflects a growing awareness of health, choice, and student satisfaction with school nutrition services.

Enrichment and Extracurricular Opportunities:
Students requested expanded access to field trips and enrichment activities, including experiential outings (e.g., recreational and educational trips such as Sky Zone). They also expressed interest in broadening extracurricular offerings, including the addition of a girls-only flag football team to promote inclusivity and participation, as well as new options such as a badminton team. (Goal 2, Action 4)

Facilities and Campus Improvements:
Students identified a need for improvements to campus facilities, particularly in student restrooms, to ensure a clean, safe, and comfortable environment for all students.

Technology and Safety:
Students voiced concerns regarding appropriate technology use and requested stronger Chromebook security measures and firewalls to promote focus, digital safety, and responsible use during the school day. (Goal 2, Action 4)

Assessment and Academic Experience:
Some students expressed concerns regarding the effectiveness and frequency of certain assessment tools, including i-Ready testing. While recognizing the importance of measuring student progress, this feedback highlights an opportunity to further communicate the purpose of assessments and explore ways to ensure they are meaningful, engaging, and supportive of student learning. (Goal 1, Action 1)

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Sunrise will address and mitigate learning loss in all students, and students will increase achievement proficiency levels in ELA, ELD and Math as measured by state and local assessments.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services; Priority 2: State Standards; Priority 4: Pupil Achievement

Priority 7: Course Access; Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA) and Mathematics.

For example:

Our students were in the orange on the Dashboard for English Language Arts. They were 36.6 points below standard.

Our students were in the yellow on the Dashboard for Math. They were 53.5 points below standard in that category.

Also, while our students scored significantly better than students at similar schools statewide, they did not score as well as all students statewide. They were about 10 percentage points below in English and about 8 percentage points below in Math.

Our English Learners, on the other hand, scored twice as well as ELs statewide, but still are below proficient.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA and Math: Distance from Standard *Data Source: CA Dashboard* ***(LREBG metric)***	Orange for English (36.6 points from standard) Yellow for Math (53.5 points from standard) Data Year: 2022-23	ELA All Students: Orange (-56.6) EL: Red (-85.5) LTEL: Red (-95.1) SED: Orange (-60) SWD: Red (-110.9) Homeless: Orange (-82.4) Math All Students: Orange (-63.4) EL Orange (-88.9) LTEL: Red (-118.1) SED: Orange (-66.4) SWD: Red (-145.7) Homeless: Yellow (-67.9) Data Year: 2023-24	ELA All Students: Yellow (-41.9) EL: Yellow (-62) LTEL: Orange (-89.3) SED: Yellow (-46.2) SWD: Orange (-91.5) Homeless: Yellow (-47.4) Math All Students: Yellow (-37.1) EL Yellow(-53.9) LTEL: Yellow (-90.2) SED: Yellow(-41) SWD: Orange(-121) Homeless: Yellow (-26.8) Data Year: 2024-25	24 points from standard for ELA 35 points from standard for Math	ELA All Students: - 4.7 Math All Students: +16.4
1.2	CAASPP ELA and Math: % of students met/exceeded standard *Data Source: Dataquest*	ELA: 36.7% Math: 26.56% Data Year: 2022-23	ELA: 32% Math: 28.3% Data Year: 2023-24	ELA: 34.8% Math: 28.3% Data Year: 2024-25	ELA: 42% Math 36%	ELA: -1.9 Math +9.43

1.3	CA Science Test: % of students met/exceeded standard *Data Source: Dataquest*	12.7% Data Year: 2022-23	9.1% Data Year: 2023-24	14.7% Data Year: 2024-25	20%	+2
1.4	English Learner Progress *Data Source: CA Dashboard*	EL: 57.5% Data Year: 2022-23	EL: 50% LTEL: 59.5% Data Year: 2023-24	EL: 57% LTEL: 65% Data Year: 2024-25	55%	EL: -.5
1.5	% English Learners proficient on ELPAC *Data Source: Dataquest*	EL: 31.34% LTEL: 34.62% Data Year: 2022-23	EL: 15.13% LTEL: 15.63% Data Year: 2023-24	EL: 16.94% LTEL: 21.05% Data Year: 2024-25	EL: 18% LTEL: 20%	EL: -14.4 LTEL: N/A
1.6	EL Reclassification Rate *Data Source: CALPADS*	29% Data Year: 2023	19% Data Year: 2024	20% Data Year: 2025	30%	-10 from 2023 to 2024
1.7	Growth iReady Tests *Data Source: iReady Growth Report*	189% growth in ELA 179% in Math Data Year: Spring 2024	173% growth in ELA by March 2025 115% growth in Math by Dec. 2024 (May 2025 diagnostics TBD)	100% growth in ELA from Aug. to Dec. 2025 167% growth in Math from Aug. to May. 2026	195% growth in ELA 185% growth in Math	-89 -12

1.8	Writing Performance Assessment score on CAASPP writing rubrics *Data Source: Assessment tracking sheet*	Average of 2.75 out of 4 Data Year: Spring 2024	Average of 2.75 out of 4 Data Year: Spring 2025	Average of 2.9 out of 4 Data Year: Spring 2026	Average of 3.25	+.15
1.9	% of teachers properly credentialed and assigned *Data Source: SARC*	76% “effective” 1.5 misassigned Data Year: 2021-22	76% “effective” 1.7 misassigned Data Year: 2022-23	73%“effective” 1.8 misassigned Data Year: 2023-24	100%	-3
1.10	% of students with access to their own copies of standards-aligned instructional materials *Data Source: SARC*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

1.11	% of students enrolled in a broad course of study, including unduplicated students and students with exceptional needs *Data Source: CA Dashboard Local Indicator*	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2025-26	100%	Maintained
1.12	Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability) *Data Source: CA Dashboard Local Indicator*	17/22 = 77% Data Year: 2022-23	12/15 = 80% (7 remaining standards are not displayed on CA Dashboard) Next Generation Science Standards is rated at Initial Implementation in PD, Instructional Materials, and support Data Year: 2023-24	17/22 = 77% Next Generation Science Standards is rated at Initial Implementation in PD, Instructional Materials, and support Health, PE, and VAPA are rated at Initial Implementation Data Year: 2024-25	100%	Maintained

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
In 2025–26, Sunrise Middle fully implemented the planned actions under Goal 1, with strong fidelity across assessment practices, professional development, and targeted supports for English Learners, Long-Term English Learners, and students with disabilities. The increased use of assessments to drive instruction continued to be a major strength, with frequent interim assessments and data analysis supporting instructional adjustments. Some students expressed concerns regarding the effectiveness and frequency of certain assessment tools, including i-Ready testing. While recognizing the importance of measuring student progress, this feedback highlights an opportunity to further communicate the purpose of assessments and explore ways to ensure they are meaningful, engaging, and supportive of student learning.

Professional development was largely conducted in-house, with teacher leaders facilitating sessions and staff engaging in peer observations, which strengthened instructional consistency and collaboration. Additional staffing for English Learners and Special Education remained strong, with three special education teachers serving approximately 59 students and continued support for ELs and LTELs. Teacher retention remained a significant success, contributing to stability and continuity in instruction.

Challenges included administrative staffing shortages. However, administrative staff and instructional leaders adapted by taking on additional responsibilities to maintain program quality.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.7 Extra Academic Support: The difference in budgeted expenditures ($215,635) and estimated actuals ($170,000) is due to a staff member leaving and not being replaced this year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 1 have shown promising results in making progress toward the goal of mitigating learning loss and improving academic achievement.

Action 1.1 Greater Use of Assessments to Drive Instruction has been effective in driving measurable academic improvement. Increased use of assessments and data-driven instruction has contributed to significant gains in both ELA and Math, as reflected in improved CAASPP outcomes and student growth metrics.

Actions 1.2 Professional Development and 1.5 Teacher Retention has strengthened instructional practices, particularly in math, where exceptional growth was observed. Math, ELA, and ELD standards are considered “Fully Implemented,” as reported on the 2025 CA Dashboard. The percentage of fully credentialed teachers has maintained at the same percentage, which is a success in the current teacher hiring landscape.

Actions 1.3 Additional staff for English Learners and 1.4 Long Term English Learner Support have been effective in improving EL (57%) and LTEL (65%) progress, including movement into the green category on the Dashboard.

Actions 1.6 Academic Counselor and 1.7 Extra academic support have been effective in driving measurable academic improvement as evidenced by Metric 1.1 showing growth in academic achievement in both ELA and Math for all students and all numerically significant subgroups.

Action 1.8 Special Education has been modestly effective at improving academic achievement levels in ELA and Math. Despite these gains, overall proficiency for students with disabilities remained low in both ELA (12%) and Math (7%)in 2024-25. However, the CA Dashboard shows that ELA scores for students with disabilities increased 19.4 points and math increased 24.7 points. Additionally, preliminary 2026 CAAASP data indicates further growth in both ELA and Math.

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

No changes were made to the planned goal or actions. Based on reflections, the school will continue to strengthen implementation of existing actions, particularly in supporting students with disabilities. There are no substantive differences between actions in the 2025–26 and 2026–27 LCAPs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Greater Use of Assessments to Drive Instruction	Sunrise will conduct more frequent assessments throughout the year to better gauge our progress and instructional needs. These will include CAASPP interims in Math and ELA at least four times a year, assessments for our Period 5 (ELD, math intervention and English intervention block) every six weeks, and internal writing benchmarks four times a year. This will be in addition to our local iReady testing in the middle and at the end of the year. Additional staffing is provided to support analysis of the assessment results to inform instruction both in the regular and intervention classes. This includes the intensive ELPAC preparation for our long-term ELs and Newcomers.	$ 3,300	No

1.2	Professional Development (Title II)	We will hold recurring professional development opportunities in Math, ELA and ELD for our teachers and paraprofessionals. We will provide training to teachers on how to run interims and use interim and local iReady data to drive instruction more effectively. We will also provide time for teachers to hold data conversations with their supervisors and with their grade level teams. We will provide more training for our paraprofessionals so that they know better how to run the classroom when their teachers are working with a small group, and how to better serve our ELs, especially the LTELs. Additionally, induction programs will be provided to ensure teachers and administrators have the support needed to clear their credentials.	$ 10,500	No
1.3	Additional staff for English Learners	Sunrise will employ additional staff to assist our English Learners, thereby guaranteeing continued success in their ability to become proficient in English. Another teacher will be working half time to empower our students with social justice activism, helping them understand their roots and their ability to shape the world around them in order to make it more just for disadvantaged groups.	$ 181,100	Yes
1.4	Long Term English Learner Support	Sunrise will implement targeted interventions for Long-Term English Learners (LTELs) to improve their English proficiency and academic performance. This includes additional instructional support, tailored English Language Development (ELD) lessons, and professional development for teachers to better address LTEL needs. We will also provide increased access to tutoring and small-group instruction focused on reading comprehension, writing, and academic vocabulary. The goal is to improve LTEL performance on CAASPP ELA and ELPAC assessments, leading to higher reclassification rates and overall academic success.	$ 38,168	Yes
1.5	Teacher Retention	Acknowledging the importance of teacher retention for academic growth, Sunrise will pay competitive wages to its teachers, thereby retaining our best and offering continuity for our students and academic program.	$ 1,562,757	No
1.6	Academic Counselor	School will employ a bilingual academic counselor to work with students who are earning low grades and their parents. The counselor will help these families with strategies to improve success. The counselor also will assist in the high school application process in order to motivate our 8th graders toward greater success. Emphasis will be on working with the families of low-income students, English learners and homeless youth.	$ 37,200	Yes

1.7	Extra academic support **(LREBG & Title I)**	Extra academic support is provided through increased staffing and additional software and student devices to support student learning. Paraprofessional staff members will be provided to lower student to staff ratios to ensure students who are not meeting standards receive targeted academic support. LREBG funding for 2026-27 $110,947 provides extended instructional learning support during the school day, which is allowable under EC Section 32526 (c)(2)(B)(i), which says these funds can be used for "tutoring or other one-on-one or small group learning supports provided by certificated or classified staff." The research that supports the effectiveness of this practice can be found here: https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf The action is expected to improve academic achievement by providing individualized support and reducing learning gaps caused by pandemic-related disruptions. Metric 1.1 CAASPP ELA and Math: Distance from Standard will be used to monitor effectiveness.	$ 349,366	Yes
1.8	Special Education	The school provides all required services for students with disabilities, ensuring they make academic progress and are included in classrooms with their peers. Three special education teachers are provided in addition to contracted psychological, occupational therapy, and speech services. The school provides additional services beyond what are funded specifically for students with disabilities. Most students with disabilities are also low-income or English Learners, if not both. This action ensures these students receive the academic supports needed to make progress.	$ 474,400	No

Goal 2

Goal #	Description	Type of Goal
2	Sunrise will provide every student with the specific behavioral, social-emotional and mental health supports to meet their individual needs - especially low-income youth, English Learners, Students with Disabilities, foster youth, homeless youth, Hispanic/Latino and African-American students, and other students whose outcomes indicate the greatest need - so that all students can access core instruction and live to their full potential.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services; Priority 5: Pupil Engagement; Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed at the urging of our parents, students and staff, all of whom realize the need for a holistic approach to learning and mental well-being. Student surveys indicate that more than 30% of our students are still feeling sad and hopeless, despite the fading impacts of the COVID-19 pandemic. A growing number of our students come from war-torn countries, where some have even seen family members murdered. Half of our students live below the federal poverty level, and nearly 90% are low-income. Nearly all of our students are from an ethnic minority background. 37% are still having to learn English. A quarter of our families are homeless or "doubled up," living in shared housing. Furthermore, many are growing up in communities plagued by drugs and gangs. In Spring of 2023 there was a stabbing at our school, which also highlighted the need for greater mental health support for our community. Clearly, there is a definite need for supports for our youth, most of whom are living in challenging circumstances at a vulnerable time of their life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

2.1	School climate student surveys	January 2024 30.7% felt sad or hopeless. 74.7% Teachers had high expectations 61.4% felt they had a caring adult relationship at school. 73% of students felt connected to Sunrise. 24.6% experienced bullying. 74.7% felt academically challenged. (Baseline data updated in 2025 to reflect new student survey questions that the school prefers to track over time.)	February 2025 26.2% feel sad or hopeless 83.2% felt teachers had high expectations. 63.3% felt they had a caring adult relationship at school. 84.4% of students felt connected to Sunrise. 15.6% experienced bullying. 83.2% felt academically challenged.	January 2026 21.9% feel sad or hopeless. 86.4% felt teachers had high expectations. 72.7% felt they had a caring adult relationship at school. 86.8% of students felt connected to Sunrise. 19.4% experienced bullying. 63.2% felt academically challenged.	22% of students feel sad or hopeless. 85% felt teachers had high expectations. 75% will have a caring adult relationship at school. 85% of students will feel connected to Sunrise. <10% experienced bullying. 85% felt academically challenged. (Targets updated in 2025 to reflect new student survey questions that the school prefers to track over time.)	-8.8 feel sad or hopeless. +11.7 felt teachers had high expectations. +11.3 will have a caring adult relationship at school. +13.8 of students will feel connected to Sunrise. -5.2 experienced bullying. -11.5 felt academically challenged.
2.2	Private High school acceptance rate with scholarship or equivalent *Data Source: Local*	30% of our 8th graders Data Year: 2023-24	30% of our 8th graders Data Year: 2024-25	37% of our 8th graders Data Year: 2025-2026	40% of our 8th graders	Maintained

2.3	Chronic Absenteeism	34.7% Data Year: 2023-24 *Data Source: SIS*	All Students: 31.3% EL: 32.6% LTEL: 32.7% SWD: 40% SED: 32.3% Homeless: 27.1% Data Year: 2023-24 *Data Source: CA Dashboard*	All Students: 36.4% EL: 34.1% LTEL: 32.8% SWD: 36.8% SED: 47.9% Homeless: 41.7% Data Year: 2024-25 *Data Source: CA Dashboard*	<15%	All students: +1.7
2.4	Attendance Rate *Data Source: CALPADS P2*	91.5% Data Year: 2023-24	90.79% Data Year: 2024-25	92.5% Data Year: 2025-2026	94%	-0.71
2.5	Suspension Rate *Data Source: SIS*	1.9% Data Year: 2023-24	1.88% Data Year: 2024-25	1.5% Data Year: 2025-2026	2%	-0.02
2.6	Expulsion Rate *Data Source: SIS*	0.32% Data Year: 2023-24	0% Data Year: 2024-2025	0% Data Year: 2025-2026	0%	-0.32
2.7	Middle School Dropout Rate *Data Source: CALPADS 8.1c*	1.34% Data Year: 2022-23 *(corrected in 2025)*	0.46% Data Year: 2023-24	0% Data Year: 2024-25	0%	-0.88

2.8	School Facility Conditions *Data Source: SARC*	Good Data Year: 2023-24	N/A – metric added in 2025	Good Data Year: 2025-26	Good	Maintained

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2025–26, Sunrise Middle implemented a comprehensive system of behavioral, social-emotional, and mental health supports. Mental health services were consistently provided through school-based counseling and partnerships with external clinics, with approximately 30 students receiving regular therapy and additional students referred for intensive services. The Peacemaker program and additional staff check-ins provided ongoing Tier 2 and Tier 3 support.

The Parent Liaison/Social Worker role was strong for the majority of the year, supporting family connections and access to services; however, staffing absences later in the year limited outreach efforts. Chronic absenteeism interventions, including attendance monitoring and recovery programs, were implemented but were impacted by limited administrative capacity, reducing the number of home visits and parent meetings conducted.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actuals for Goal 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 2 have been largely effective in improving student well-being and school climate.

The following actions are highly effective as evidenced by student survey data and suspension rates: 2.1 Mental Health, 2.2 Full-time parent liaison / social worker, 2.4 School climate, 2.5 Counselor intern,Peacemaker

Student survey data shows a continued decrease in feelings of sadness or hopelessness and increased sense of connection to the school. Mental health services and the Peacemaker program have been particularly impactful in supporting students with the highest needs.

The Chronic Absenteeism action is not yet demonstrating effectiveness with a large jump on the 2025 CA Dashboard. We believe our efforts are showing some success this year and hope to see the chronic absence rate decrease from 36% last year to approximately 30% for this year. While some improvement trends are emerging, the overall rate remains high, indicating that additional strategies and consistent implementation of outreach efforts are needed.

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

No changes were made to the planned goal or actions, except Action 2.4 where the details about the staff member overseeing the school climate initiative has been removed. The school will continue to refine implementation, particularly in attendance interventions and family outreach. There are no substantive differences between actions in the 2025–26 and 2026–27 LCAPs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health	Sunrise will provide mental health support to our students in greatest need of emotional and psychological support, particularly low-income students, English Learners, homeless youth, foster youth, students receiving ERMHS services, and those struggling with substance use. In addition to the group and individual counseling provided by our principal, who is a school counselor, students with the most intense mental health needs are receiving specialized counseling services through our partnership with the therapist at the San Jose Neighborhood Health Clinic. This collaboration ensures that students facing significant emotional challenges have access to professional mental health services, contributing to their well-being and overall academic success.	$ 82,400	Yes

2.2	Full-time parent liaison / social worker	To support the behavioral, social-emotional, and mental health needs of our students, Sunrise will expand the Parent Liaison/Social Worker position from half-time to full-time. This staff member will act as a navigator of resources, ensuring that families and students—especially low-income youth, English Learners, students with disabilities, foster youth, and homeless youth—receive the appropriate referrals to social services, mental health support, and academic interventions. The liaison will play a critical role in bridging the gap between school and community services, helping parents better understand and navigate the U.S. school system. Additionally, they will: ● Facilitate a support group for EL newcomers to ease their transition. ● Address family challenges that impact student well-being and success. ● Conduct Parent Project classes, equipping families with strategies for effective communication and home stability. ● Collaborate with the San Jose High Health Clinic to connect families with essential services. By strengthening family engagement and access to resources, this action directly supports Goal 2 by removing barriers to student success and fostering a more holistic approach to their well-being.	$ 40,000	No
2.3	Chronic absenteeism	Sunrise will continue to ramp up its efforts to combat chronic absenteeism, which is known to contribute to feelings of isolation and depression among youth. The school will increase efforts to analyze attendance patterns earlier in the year and provide more targeted interventions, including expanded parent meetings, home visits and family outreach from the parent liaison. We will continue to hold parent SART meetings and phone home when students are absent. More importantly, we will provide 0.25 FTE for home visits to our most needy families, most of whom are EL, low-income or homeless. We will continue to provide VTA bus passes for families without transportation.	$ 23,250	Yes

2.4	School climate	Sunrise will continue to provide the "whole child" attractions that traditionally have given the school a second-home family feel. This creates a sense of belonging for our students and increases their social interactions, all of which is known to lead to improved mental health and self empowerment. These attractions include weekly SEL advisories, 3x/week meditation, support groups, elective courses, free after school and summer programs, league sports, and field trips, 21-day challenges and 8th grade Challenge Day. Sunrise will continue to offer a free and robust outdoor exploration program that caters especially to low-income/foster youth and English Learners by bringing them new experiences in the natural world that they otherwise would not be able to afford. Latinos United for a New America will train students and parents on how to be leaders on social justice and other community efforts.	$ 527,000	Yes
2.5	Counselor intern, Peacemaker	Part-time counselor intern and another staff member, to help students with emotional issues as well as with high school and other academic counseling issues. The school also will have at least one Peacemaker and one part-time Peacemaker, who will serve as mentors for our youth. They will be trained by Peacemaker Inc. and serve in similar roles to the counselor intern. Additionally, a fourth staff member, a paraprofessional, will serve as the high school liaison, assisting students with high school registration and acceptance, working primarily with students from low-income families who are seeking scholarships to the area's outstanding private high schools.	$ 145,880	Yes

Goal 3

Goal #	Description	Type of Goal
3	Sunrise Middle will work in multiple ways to increase partnerships with all of our families, especially the traditionally disenfranchised groups, and to take actions to stimulate engagement for the entire school community. Parents, families and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building and collaborative decision making.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement (some elements are addressed in the LCAP Actions)

An explanation of why the LEA has developed this goal.

This goal was the outcome of numerous meetings with our parent groups and staff. There was widespread agreement that while Sunrise has a core group of very active parents, nearly 90% of our parents do not engage on a regular basis. Some of these disengaged families are the ones whose children need the most support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of family members who feel connected to the school community *Data Source: Family Survey*	Data Year: November 2023 97.1% agree "my participation in the school is valued" and that the school does "a good job of staying in touch." 95.1% said they are invited to school meetings. 76.7% said they help plan family activities.	Data Year: 2024-25 93.7% agree "my participation in the school is valued" 94.7% agree the school does "a good job of staying in touch." 96.8% said they are invited to school meetings. 63.2% said they help plan family activities.	Data Year: 2025-26 95.3% agree "my participation in the school is valued" 98.4% agree the school does "a good job of staying in touch." 96.9% said they are invited to school meetings. 73.4% said they help plan family activities.	98.5% agree that their participation in the school is valued and that the school does a good job of staying in touch. 98% of parents will feel invited to school meetings. 86.7% of respondents will help plan activities.	- 1.8 agree "my participation in the school is valued" +1.4 agree that the school does "a good job of staying in touch." + 1.8 said they are invited to school meetings. - 3.4 say they help plan family activities.
3.2	% of family members who report participating on a decision-making committee *Data Source: Family Survey*	Data Year: November 2023 35%	Data Year: 2024-25 30.5%	Data Year: 2025-26 29.7%	40%	-5.3

3.3	# of families participating in the annual family survey *Data Source: Family Survey*	Data Year: November 2023 103 of our 314 families responded to this survey	Data Year: 2024-25 95 families responded to this survey	Data Year: 2025-26 64 families responded to this survey	150	-39
3.4	# families in constant communication with Sunrise *Data Source: Parent Square*	219 of 300 families are sending direct messages through ParentSquare	N/A - New metric in 2025	320 of 327 families are communicating through Parent Square	240	N/A - New metric in 2025

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2025–26, Sunrise Middle maintained strong family engagement systems, including consistent communication through ParentSquare, regular meetings with SSC and ELAC, and ongoing parent support groups. The school implemented new engagement strategies based directly on parent feedback, including planning its first-ever Sunrise Swap Meet scheduled for a May morning., where parents are able to sell items and invite members of the broader community. This event also includes a lunch and a healing circle in the afternoon, sponsored by Latinos United for a New America, designed specifically to support parents who have experienced trauma. During this time, activities and a jump house are provided for children to ensure accessibility and participation for families. The event represents a meaningful example of how the school has responded directly to input gathered during LCAP meetings, translating family voice into actionable, community-centered programming.

The Parent Liaison played a critical role in strengthening relationships with families during the majority of the year, though an absence in the final months required other staff to step in and maintain continuity. Communication practices remained strong, particularly during times of community concern, helping to build trust with families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actuals for Goal 3.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 3 have been effective in maintaining high levels of family trust and communication. Survey data indicates that families feel valued and well-informed, and participation in school events remains strong among engaged families. New engagement strategies, such as community-based events and incentives, have begun to expand participation opportunities.

However, participation among the broader parent population remains a challenge, with a decline in survey participation and involvement in decision-making committees. This indicates a need for continued focus on reducing barriers to engagement and increasing inclusive participation opportunities.

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

No changes were made to the planned goal or actions. The school will continue to refine implementation, particularly with the continued focus on reducing barriers to engagement and increasing inclusive participation opportunities. There are no substantive differences between actions in the 2025–26 and 2026–27 LCAPs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Family Communication	Sunrise will explore new methods of communicating with all our families including communication through Parent Square and social media instead of just relying on "one call" text messaging and mailing home ***to promote the participation of families of English Learners, Socioeconomically Disadvantaged students, Foster Youth, and students with disabilities.*** The school will also conduct more "town hall" meetings to ensure more parents are encouraged to ask questions and become involved. Teachers will be allotted time at staff meetings to make more calls and texts home. They will be required to make one positive call or text home about each student in the first 60 days of the school year. Teachers will also use Parent Square to communicate about students' progress and the curriculum. Sunrise will explore new methods of communication to ensure all families, especially those of English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities, are informed and engaged. In addition to continuing Parent Square and social media outreach, we will provide translation services to ensure that non-English-speaking families receive clear and accessible information. The school will also: ● Provide real-time translation during meetings and events to facilitate inclusive communication. ● Allocate time during staff meetings for teachers to make personalized calls and texts home. ● Require teachers to send at least one positive call or message home per student within the first 60 days of the school year. ● Use Parent Square to regularly update families on student progress, curriculum, and school events. By incorporating translation services and expanding outreach efforts, this action ensures that all families—regardless of language barriers—feel connected, informed, and empowered as active participants in their child's education.	$7,700	Yes

3.2	Family Involvement/ Engagement	Sunrise will enhance family engagement by making parent nights and other school events more interactive, welcoming, and culturally responsive. Based on family feedback, we will incorporate raffles, game nights, food, and other incentives to increase participation. *To ensure that our English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SPED) families feel fully included*, we will: ● Provide real-time translation services at all major meetings and events. ● Offer workshops and parent education sessions tailored to the needs of EL, SED, and SPED families, such as navigating the IEP process, understanding EL progress, and accessing community resources. ● Schedule events at accessible times and locations, with childcare and transportation support when possible, to reduce barriers to attendance. ● Use multiple forms of outreach (Parent Square, text, phone calls, and in-person communication) to ensure all families receive invitations and updates. ● Actively recruit parent volunteers, including those from underrepresented groups, by implementing incentives and recognition programs. By removing barriers to participation and creating welcoming, inclusive family events, this action strengthens collaboration between families and the school—ensuring that all students, especially EL, SED, and SPED students, receive the support they need to succeed.	$11,500	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 568,493	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.602%	0.077%	$2,501	17.679%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	The 2024 CA Dashboard shows English Learners as Red on the CAASPP ELA scoring on average 85.5 points below standard and Socioeconomically Disadvantaged students scoring Orange with an average of 60 points below standard. Similarly, The 2024 CA Dashboard shows English Learners as Orange on the CAASPP Math scoring on average 88.9 points below standard and Socioeconomically Disadvantaged students scoring Orange with an average of 66.4 points below standard.	The action provides additional staffing (a bilingual academic counselor) to work with students who are earning low grades and their parents and help these families with strategies to improve success. This service is being provided as an LEA-wide action, but the service is primarily directed toward working with the families of low-income students, English learners and homeless youth.	1.1: CAASPP ELA and Math: Distance from standard for EL and SED subgroups

1.7	Extra Academic Support is to address low academic performance among English Learners (ELs) and Socioeconomically Disadvantaged (SED) students, particularly in ELA and Math, as indicated by CAASPP scores. Key Data Indicators: ● ELs scored -85.5 points in ELA and -88.9 in Math on CAASPP. ● LTELs scored even lower (-95.1 in ELA, -118.1 in Math). ● SED students scored -60 in ELA and -66.4 in Math.	This action provides additional paraprofessionals to support English Learners (ELs) and Socioeconomically Disadvantaged (SED) students who are performing below standard in ELA and Math, as identified in CAASPP results. By offering targeted small-group and one-on-one interventions, these paraprofessionals help students build foundational skills, improve academic confidence, and stay engaged in learning. Because English Learners (ELs) and Socioeconomically Disadvantaged (SED) students are significant subgroups at Sunrise Middle, this support is provided on an LEA-wide basis to ensure these students receive the targeted academic interventions needed to improve their proficiency and overall academic success.	1.1: CAASPP ELA and Math: Distance from standard for EL and SED subgroups
2.1, 2.3, 2.4, 2.5	English Learners and Socioeconomically Disadvantaged student subgroups both had a chronic absence rate greater than 30% in 2023-24.	These actions provide additional staffing in order to provide attendance and behavior support, as well as social-emotional interventions to address the high chronic absenteeism rates and mental health challenges affecting English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. By offering these supports as well as student activities and field trips these actions aim to reduce barriers to attendance, improve student well-being and connectedness to the school community, and create a more supportive learning environment. Because ELs and SED students represent significant subgroups at Sunrise Middle, these supports are provided on an LEA-wide basis to ensure that students with the greatest needs receive the necessary interventions to succeed both academically and emotionally.	2.3 Chronic Absenteeism for EL and SED subgroups

3.1, 3.2	Parents and guardians of our socioeconomically disadvantaged students and English learners need additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development and regular attendance.	Sunrise Middle provides additional resources to provide communications in both Spanish and English to ensure all families receive the necessary information. Also, the school provides additional resources to support parent engagement in school activities, and information and decision-making meetings. These actions are provided on a school-wide basis because all students will benefit, but Socioeconomically Disadvantaged and English learners will benefit the most from the additional outreach and parent workshops.	3.1 % of family members who feel connected to the school community

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3, 1.4	ELs and LTELs English Learners are in need of additional academic support in order to be successful as evidenced by performance on the CAASPP ELA and the ELPAC The 2024 CA Dashboard shows English Learners as Red on the CAASPP ELA scoring on average 85.5 points below standard. Long Term English Learners are also Red scoring on average 95.1 points below standard. The 2024 ELPAC shows 15% of English Learners and 23% of Long Term English Learners scored at the proficient level.	These actions provide additional staff members to provide academic support to English Learners and Long Term English Learners.	1.1: CAASPP ELA: Distance from standard for EL and LTEL subgroups 1.6: % of students proficient on ELPAC

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A - Sunrise does not receive concentration funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Sunrise Middle LCAP Actions Tables_2026-27.xlsx

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover
2026-27	$3,229,707	$ 568,493	17.602%	0.077%	17.679%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,136,237	$ 1,137,784	$ -	$ 220,500	$ 3,494,521	$ 3,215,771	$ 278,750

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Greater Use of Assessments to Drive	All	No	LEA-wide	N/A	All	Ongoing		$ 3,300		$ 3,300			$ 3,300	0.000%
1	2	Professional Development	All	No	LEA-wide	N/A	All	Ongoing		$ 10,500	$ -			$ 10,500	$ 10,500	0.000%
1	3	Additional Staff for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 181,100	$ -	$ 181,100				$ 181,100	0.000%
1	4	Long Term English Learner Support	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 25,668	$ 12,500	$ 38,168				$ 38,168	0.000%
1	5	Teacher Retention	All	No	LEA-wide	N/A	All	Ongoing	$ 1,562,757	$ -	$ 1,562,757				$ 1,562,757	0.000%
1	6	Academic Counselor	All	Yes	LEA-wide	All	All	Ongoing	$ 37,200	$ -	$ 37,200				$ 37,200	0.000%
1	7	Extra academic support (LREBG & Title I)	All	Yes	LEA-wide	All	All	Ongoing	$ 349,366		$ 64,282	$ 165,084		$ 120,000	$ 349,366	0.000%
1	8	Special Education	Students with Disabilities	No	LEA-wide	N/A	All	Ongoing	$ 384,400	$ 90,000		$ 384,400		$ 90,000	$ 474,400	0.000%
2	1	Mental Health	All	Yes	LEA-wide	All	All	Ongoing	$ 62,400	$ 20,000	$ 32,400	$ 50,000			$ 82,400	0.000%
2	2	Full-time parent liaison/social worker	All	No	LEA-wide	N/A	All	Ongoing	$ 40,000	$ -		$ 40,000			$ 40,000	0.000%
2	3	Chronic Absenteeism	All	Yes	LEA-wide	All	All	Ongoing	$ 18,000	$ 5,250	$ 23,250				$ 23,250	0.000%
2	4	School Climate	All	Yes	LEA-wide	All	All	Ongoing	$ 420,000	$ 107,000	$ 139,000	$ 388,000			$ 527,000	0.000%
2	5	Counselor intern, peacemaker	All	Yes	LEA-wide	All	All	Ongoing	$ 134,880	$ 11,000	$ 38,880	$ 107,000			$ 145,880	0.000%
3	1	Family Communication	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 7,700	$ 7,700				$ 7,700	0.000%
3	2	Family Involvement/ Engagement	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 11,500	$ 11,500				$ 11,500	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,229,707	$ 568,493	17.602%	0.077%	17.679%	$ 573,480	0.000%	17.756%	**Total:**	$ 573,480
								LEA-wide Total:	$ 354,212
								Limited Total:	$ 219,268
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Additional Staff for English Learners	Yes	Limited	English Learners	All	$ 181,100	0.000%
1	4	Long Term English Learner Support	Yes	Limited	English Learners	All	$ 38,168	0.000%
1	6	Academic Counselor	Yes	LEA-wide	All	All	$ 37,200	0.000%
1	7	Extra academic support (LREBG & Title I)	Yes	LEA-wide	All	All	$ 64,282	0.000%
2	1	Mental Health	Yes	LEA-wide	All	All	$ 32,400	0.000%
2	3	Chronic Absenteeism	Yes	LEA-wide	All	All	$ 23,250	0.000%
2	4	School Climate	Yes	LEA-wide	All	All	$ 139,000	0.000%
2	5	Counselor intern, peacemaker	Yes	LEA-wide	All	All	$ 38,880	0.000%
3	1	Family Communication	Yes	LEA-wide	All	All	$ 7,700	0.000%
3	2	Family Involvement/ Engagement	Yes	LEA-wide	All	All	$ 11,500	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,706,437	$ 3,636,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Greater Use of Assessments to Drive Instruction (Title I)	No	$ 121,200	$ 120,000
1	2	Professional Development (Title II)	No	$ 15,500	$ 12,000
1	3	Additional Staff for English Learners	Yes	$ 147,275	$ 150,000
1	4	Long Term English Learner Support (Title III)	No	$ 16,750	$ 16,000
1	5	Teacher Retention	No	$ 1,810,112	$ 1,800,000
1	6	Academic Counselor	Yes	$ 91,000	$ 90,000
1	7	Extra academic support (LREBG)	Yes	$ 215,635	$ 170,000
1	8	Special Education	Yes	$ 364,777	$ 365,000
2	1	Mental Health Therapist	No	$ 20,000	$ 25,000
2	2	Full-time parent liaison/social worker	Yes	$ 86,800	$ 75,000
2	3	Chronic Absenteeism	Yes	$ 32,000	$ 30,000
2	4	School Climate (Title IV)	Yes	$ 571,888	$ 570,000
2	5	Counselor intern, peacemaker	Yes	$ 197,000	$ 195,000
3	1	Family Communication	Yes	$ 6,500	$ 6,500
3	2	Family Involvement/ Engagement	Yes	$ 10,000	$ 12,000

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 576,281	$ 586,011	$ 573,780	$ 12,231	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	Additional Staff for English Learners	Yes	$ 147,275	$ 150,000	0.000%	0.000%
1	6	Academic Counselor	Yes	$ 31,000	$ -	0.000%	0.000%
1	7	Extra academic support (LREBG)	Yes	$ 67,675	$ 133,000	0.000%	0.000%
1	8	Special Education	Yes	$ 64,673	$ 77,600	0.000%	0.000%
2	2	Full-time parent liaison/social worker	Yes	$ 43,400	$ 37,200	0.000%	0.000%
2	3	Chronic Absenteeism	Yes	$ 32,000	$ 17,480	0.000%	0.000%
2	4	School Climate (Title IV)	Yes	$ 134,888	$ 140,000	0.000%	0.000%
2	5	Counselor intern, peacemaker	Yes	$ 48,600	$ -	0.000%	0.000%
3	1	Family Communication	Yes	$ 6,500	$ 6,500	0.000%	0.000%
3	2	Family Involvement/ Engagement	Yes	$ 10,000	$ 12,000	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,231,004	$ 576,281	0.000%	17.836%	$ 573,780	0.000%	17.759%	$ 2,501.00	0.077%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Appendix G: Latest Financial Audit

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
CHARTER SCHOOL NUMBER: 1290

FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025



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ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School
San Jose, California

Report on the Financial Statements

Opinion

We have audited the accompanying financial statements of Escuela Xochitl Tonatiuh, Inc. dba: Sunrise Middle School (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audit contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Escuela Xochitl Tonatiuh, Inc. dba Sunrise Middle School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

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Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Escuela Xochitl Tonatiuh, Inc. dba Sunrise Middle School

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules, as identified in the table of contents, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe in in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated October 13, 2025 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
October 13, 2025

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025

ASSETS

CURRENT ASSETS		
Cash and Cash Equivalents	$	461,392
Investments		936,772
Accounts Receivable - Federal and State		482,829
Prepaid Expenses and Other Assets		123,011
Total Current Assets		2,004,004
LONG-TERM ASSETS		
Right of Use Lease Asset - Operating		19,882
Property, Plant, and Equipment, Net		58,363
Total Long-Term Assets		78,245
Total Assets	$	2,082,249

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts Payable and Accrued Liabilities	$	166,347
Deferred Revenue		352,153
Operating Lease Liability, Current Portion		5,800
Total Current Liabilities		524,300
LONG-TERM LIABILITIES		
Operating Lease Liability		14,082
Total Long-Term Liabilities		14,082
Total Liabilities		538,382
NET ASSETS		
Without Donor Restrictions		1,543,867
Total Net Assets		1,543,867
Total Liabilities and Net Assets	$	2,082,249

See accompanying Notes to Financial Statements.

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

REVENUES, WITHOUT DONOR RESTRICTION	
State Revenue:	
Principal Apportionment	$ 506,774
Other State Revenue	1,773,845
Federal Revenue:	
Grants and Entitlements	506,328
Local Revenue:	
In-Lieu Property Tax Revenue	2,827,403
Contributions	237,805
Other Revenue	5,746
Investment Income	47,970
Total Revenues	5,905,871
EXPENSES	
Program Services	4,877,898
Management and General	923,673
Fundraising	17,873
Total Expenses	5,819,444
CHANGE IN NET ASSETS	86,427
Net Assets - Beginning of Year	1,457,440
NET ASSETS WITHOUT DONOR RESTRICTION, END OF YEAR	$ 1,543,867

See accompanying Notes to Financial Statements.

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 2,849,286	$ 358,125	$ -	$ 3,207,411
Pension Expense	364,487	26,177	-	390,664
Other Employee Benefits	305,543	38,401	-	343,944
Payroll Taxes	92,956	21,236	-	114,192
Legal Expenses	-	2,953	-	2,953
Accounting Expenses	-	45,992	-	45,992
Other Fees for Services	149,601	146,110	17,873	313,584
Advertising and Promotion Expenses	1,899	1,764	-	3,663
Office Expenses	34,619	45,578	-	80,197
Information Technology Expenses	25,461	20,948	-	46,409
Occupancy Expenses	303,259	17,312	-	320,571
Travel Expenses	-	2,147	-	2,147
Conference and Meeting Expenses	1,549	4,966	-	6,515
Depreciation Expense	-	15,416	-	15,416
Insurance Expense	-	54,947	-	54,947
Other Expenses	475,017	121,601	-	596,618
Instructional Materials	274,221	-	-	274,221
Total Expenses by Function	$ 4,877,898	$ 923,673	$ 17,873	$ 5,819,444

See accompanying Notes to Financial Statements.

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2025

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$	86,427
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation		15,416
Unrealized (Gains) and Losses		(572)
Change in Operating Assets:		
Accounts Receivable - Federal and State		15,118
Prepaid Expenses and Other Assets		(64,118)
Right of Use Lease Asset - Operating		5,536
Change in Operating Liabilities:		
Accounts Payable and Accrued Liabilities		(113,170)
Deferred Revenue		(674,153)
Operating Lease Liability		(5,536)
Net Cash Used by Operating Activities		(735,052)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of Investments		(1,857,000)
Proceeds from Sale of Investments		1,857,563
Net Cash Provided by Investing Activities		563
NET CHANGE IN CASH AND CASH EQUIVALENTS		(734,489)
Cash and Cash Equivalents - Beginning of Year		1,195,881
CASH AND CASH EQUIVALENTS - END OF YEAR	$	461,392

See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The mission of Escuela Xochitl Tonatiuh, Inc. dba: Sunrise Middle School (the School) is to provide a meaningful and stimulating alternative to mainstream education for 5th through 8th grade students. The School is a California nonprofit public benefit corporation funded principally through State of California public education monies received through the California Department of Education (CDE).

The School was originally chartered through the San Jose Unified School District (the District) through 2014. In March of 2014, the Santa Clara County Office of Education (SCCOE) renewed the School's charter through 2019 and has subsequently renewed the School's charter through June 2027. The charter may be revoked by SCCOE for material violations of the charter, failure to meet student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and, accordingly, reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension, benefits, payroll taxes, and office expenses, which are allocated on the basis of estimates of time and effort. Occupancy related expenses are allocated based on the estimated facility square footage usage.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Investments

Investments are recorded at fair value. Both unrealized gains and losses from the fluctuation of fair value and realized gains and losses from the sale of certificates of deposits are reflected in the statement of activities.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2025. Management believes that all receivables are fully collectible, therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the asset. The School capitalizes all expenditures for land, buildings, and equipment in excess of $5,000.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as contributions without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2025, the School has conditional grants of $1,541,930 of which $352,153 is recognized as deferred revenue in the statement of financial position.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Oversight Fees

The County receives 1% of the School's annual ADA-related revenues for supervisory oversight and administrative services.

Evaluation of Subsequent Events

The School has evaluated subsequent events through October 13, 2025, the date these financial statements were available to be issued.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases

The School determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. Lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. Lease expense for operating lease payments is recognized on a straight-line basis over the lease term. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or right of use assets on the statements of financial position.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the School has elected to use a risk-free discount rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

The School has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

The School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as if the School has obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures are comprised of the following as of June 30, 2025:

Cash and Cash Equivalents	$	461,392
Certificates of Deposit		936,772
Accounts Receivable - Federal and State		482,829
Total	$	1,880,993

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains bank accounts with one financial institution. Accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000 per institution. At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 INVESTMENTS AND FAIR VALUE MEASUREMENTS

Certificates of deposit are stated at fair value and are measured on a recurring basis. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Investment income or loss (including realized gains and losses on investments, interest, and dividends) is included in unrestricted revenues support unless the income or loss is restricted by donor or law.

GAAP establishes a fair value hierarchy requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value.

GAAP describes three levels of inputs that may be used to measure fair value:

Level 1 – Quoted prices in an active market for identical assets. The School had no Level 1 investments at June 30, 2025.

Level 2 – Quoted prices for similar assets and market-corroborated inputs.

NOTE 4 INVESTMENTS AND FAIR VALUE MEASUREMENTS (CONTINUED)

Level 3 – The School's own assumptions about market participation, including unobservable assumptions about risk, developed based on the best information available in the circumstances. The School had no Level 3 investments at June 30, 2025.

Investments held at June 30, 2025 consist of Level 2 in accordance to the fair value measurement. Investments at June 30, 2025 consist of the following:

	Level 2 Total
Certificates of Deposit	$ 936,772

NOTE 5 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was $15,416 for the year ended June 30, 2025.

Property, plant, and equipment consisted of the following as of June 30, 2025:

Leasehold Improvements	$ 222,430
Equipment	96,791
Total Property, Plant, and Equipment	319,221
Less: Accumulated Depreciation and Amortization	(260,858)
Total Property, Plant, and Equipment, Net	$ 58,363

NOTE 6 LEASES

The School leases equipment under a long-term, non-cancelable lease agreement. The lease expires on September 30, 2028. In the normal course of business, it is expected that this lease will be renewed or replaced by a similar lease. The following table provides quantitative information concerning the School's lease for the year ended June 30, 2025:

Lease Costs	
Operating Lease Costs	$ 6,580
Other Information:	
Operating Cash Flows from Operating Leases	6,580
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	-
Weighted-Average Remaining Lease Term - Operating Leases	3.25 Years
Weighted-Average Discount Rate - Operating	4.67%

NOTE 6 LEASES (CONTINUED)

The School classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2025, is as follows:

Year Ending June 30,	Amount
2026	$ 6,580
2027	6,580
2028	6,580
2029	1,645
Total Lease Payments	21,385
Less: Interest	(1,503)
Present Value of Lease Liabilities	$ 19,882

NOTE 7 EMPLOYEE RETIREMENT

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2024 total STRS plan net assets are $341 billion, the total actuarial present value of accumulated plan benefits is $482 billion, contributions from all employers totaled $8.577 billion, and the plan is 76.7% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2025 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)
Funding Policy (Continued)

The School's contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2023	$ 324,573	100%
2024	322,421	100%
2025	375,764	100%

Defined Contribution Plan

The School offers a defined contribution retirement plan to its qualifying employees. Contributions are made to the plan through employee elective deferrals and discretionary employer matching contributions. Employer contributions for the year ended June 30, 2025 were $14,900.

NOTE 8 LINE OF CREDIT

The School has a line of credit for $93,000. It carries a fixed annual rate of 15.25% and does not expire. The School has no outstanding balance as of June 30, 2025.

NOTE 9 FACILITY USE AGREEMENT

The School has a Facilities Use Agreement with the District through June 30, 2027. The agreement requires the School to pay a Pro Rata Share and FMV Use Fees that are calculated annually based on the projected enrolled students and amount of space used. For the year ended June 30, 2025, the School paid $23,955 monthly for a total lease expense of $287,458.

Estimated future payments under this agreement are as follows:

Year Ending June 30,	Amount
2026	$ 287,458
2027	287,458
Total	$ 574,916

NOTE 10 CONTINGENCIES, RISKS AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

	Instructional Minutes		Traditional Calendar	
	Requirement	Actual	Days	Status
Grade 5	54,000	65,422	180	In Compliance
Grade 6	54,000	65,422	180	In Compliance
Grade 7	54,000	65,932	180	In Compliance
Grade 8	54,000	65,932	180	In Compliance

See accompanying Notes to Supplementary Information.

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades 5-6	101.58	101.58	101.03	101.03
Grades 7-8	171.18	171.18	170.92	170.92
ADA Totals	272.76	272.76	271.95	271.95

See accompanying Notes to Supplementary Information.

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

There were no differences between the Annual Financial Report and the Audited Financial Statements.

See accompanying Notes to Supplementary Information.

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2025

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of the California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter school as reported on the Annual Financial Report form to the audited financial statements.

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2025
(UNAUDITED)

Escuela Xochitl Tonatiuh, Inc. dba: Sunrise Middle School is a California nonprofit public benefit corporation and operates a charter school approved by the San Jose Unified School District in 2011. The Santa Clara County Office of Education (SCCOE) has subsequently renewed the School's charter through June 2027.

Escuela Xochitl Tonatiuh, Inc. dba: Sunrise Middle School charter number: 1290

The Board of Directors and the Administrator for the fiscal year ended June 30, 2025 were as follows:

BOARD OF DIRECTORS

Member	Office	Term End (3-Year Term)
Kermit Cuff	Chair	June 30, 2026
Eddie Rocha	Vice Chair	June 30, 2027
Jorge Sosa	Treasurer	June 30, 2027
Deisy Flores	Secretary, Parent Representative	June 30, 2026
Omar Reynoso	Member	June 30, 2027

ADMINISTRATOR

Teresa Robinson	Executive Director

CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School
San Jose, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Escuela Xochitl Tonatiuh, Inc. dba Sunrise Middle School (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated October 13, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

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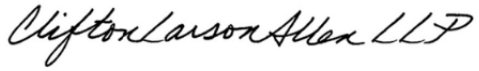
Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statement. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Ontario, California
October 13, 2025

CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
Escuela Xochitl Tonatiuh, Inc. dba Sunrise Middle School
San Jose, California

Report on Compliance

Opinion on State Compliance

We have audited Escuela Xochitl Tonatiuh, Inc. dba Sunrise Middle School's (the School) compliance with the types of compliance requirements applicable to the School described in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2025. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's government programs.

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Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant (CTEIG)	Not Applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Not Applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

Not Applicable: The School did not receive program funding or did not otherwise operate the program during the fiscal year.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
October 13, 2025

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.*

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2025

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

Global
INDEPENDENT
NETWORK MEMBER

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Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an
SEC-registered investment advisor.

Appendix H: Universal Complaint Procedure

Sunrise Middle School

Uniform Complaint Procedures (UCP)
Policies and Procedures

November 2020 *REVISED*

Sunrise Middle School

1149 E. Julian St.

San Jose, CA 95116

408-659-4785

www.sunrisemiddle.org

Adopted by our Governing Board on November 16, 2020

Sunrise Middle School values the concerns of our parents, staff, students, and community and takes all concerns and complaints seriously. The following complaint procedure should be used to ensure that complaints receive full consideration.

Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by *Sunrise Middle School* of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Sunrise Middle School developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the board.

According to state and federal codes and regulations, the programs and activites subject to the UCP include the following, not all of which pertain to Sunrise Middle School:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code* (*EC)* sections 200 and 220 and *Government Code* Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement

- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the our UCP complaint procedures set forth in this document:

(a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

(b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.

(c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

The Responsibilities of *Sunrise Middle School*

Sunrise shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with the our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our UCP complaint procedures.

This notice is made available on our website and shall include the following:

- addresses all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties;
- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;

• the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;

• a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Your complaint may be handwritten or emailed to the Sunrise Middle School.

Please address any complaints to:

Executive Director, Sunrise Middle School

1149 E. Julian St., San Jose, CA 95116

408-659-4785

info@sunrisemiddle.org

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Sunrise Middle School to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:

- including complaints of Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
- for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
- With respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process

If you are not satisfied with the result of the investigation of your complaint, you may appeal the decision the Sunrise Middle School Board of Directors.

Please address your complaint, along with your original complaint, to:

Sunrise Board of Directors, Chairman

c/o Sunrise Middle School

1149 E. Julian St.

San Jose, CA 95116

And Note: UCP Complaint

The Board chair or vice chair will respond to you within 10 days of receipt of your complaint and may schedule a special Board meeting to obtain more information within 30 days.

If you still are not satisfied with the Board's resolution of your complaint, an appeal should be written and signed request by the complainant to the California Department of Education (CDE) seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- Sunrise Middle School failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

Williams Uniform Complaint Procedures (UCP) Notice & Complaint Form

Sunrise Middle School
School Year: 2025–2026
1149 E. Julian Street, San Jose, CA 95116 | Phone: (408) 659-4785

ANNUAL NOTICE TO STUDENTS, PARENTS, GUARDIANS, AND THE PUBLIC

Sunrise Middle School complies with the **Uniform Complaint Procedures (UCP)** as required by **Education Code §35186** and the **Williams Settlement** to resolve complaints concerning:

1. **Instructional Materials** – Each student, including English learners, must have sufficient, standards-aligned textbooks or instructional materials to use in class and at home.

2. **Teacher Vacancy or Misassignment** – Teachers must be appropriately assigned and credentialed for their subject area and class composition.

3. **School Facilities** – Facilities must be clean, safe, maintained in good repair, and restrooms must be stocked and accessible.

Complaints related to these issues may be filed anonymously. However, if you wish to receive a response, you must provide your contact information below.

Complaints will be investigated and responded to within **30 working days**. If unsatisfied, you may appeal to the **Santa Clara County Office of Education**.

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

> **NOTE:** This form is for issues related only to instructional materials, facility conditions, and teacher vacancy or misassignment.

Response Requested?

Yes No

Contact Information (Optional unless requesting a response):

- **Name:** _____
- **Address:** _____
- **Phone (Day):** _____ **Phone (Evening):** _____
- **Email Address (if any):** _____

Location of the Problem:

- **Course Title/Grade Level and Teacher Name:** _____
- **Room Number or Facility Location:** _____
- **Date Problem Observed:** _____

Nature of Complaint

(Please check all that apply. A complaint may include multiple issues.)

1. Instructional Materials (Ed. Code §35186; 5 CCR §4681)

Student lacks a standards-aligned textbook or instructional materials.
Student lacks access to materials at home or after school.
Materials are damaged, incomplete, or unusable.
Student received photocopies instead of proper materials.

2. Teacher Vacancy or Misassignment (Ed. Code §35186; 5 CCR §4681)

Teacher vacancy at semester start.
Teacher lacks credential/training for English learners.
Teacher lacks subject matter competence.

3. Facility Conditions (Ed. Code §35186, §35292.5; 5 CCR §4683)

Emergency/urgent threat (e.g., gas leak, HVAC failure, vermin infestation, broken locks).
Restrooms not maintained, stocked, or operational.
Restrooms not open during required hours (except for repairs/safety).

Description of the Problem (Required):

Please describe the problem in detail. You may attach additional pages if needed. For facility complaints, describe how the condition is a threat to health or safety:

Submit this form to:

UCP Compliance Officer
Jessica De Anda, UCP Coordinator
Sunrise Middle School
1149 E. Julian Street, San Jose, CA 95116
Phone: (408) 659-4785
Email:jessica@sunrisemiddle.org

Appendix I: Budgets for the charter term 2027-2032

Sunrise Middle School

Six-Year Budget Narrative: 2026/27 – 2031/32

Overview

This budget narrative presents Sunrise Middle School's projected financial position across a six-year horizon, from 2026/27 through 2031/32.

Enrollment is projected to hold flat at 320 students across the full six-year period, with ADA of approximately 291.74 (an attendance rate near 91.2%). Total income declines from $5.64M in 2026/27 to a low of roughly $5.72M in 2030/31 before ticking back up to $5.82M in 2031/32, as growth in LCFF revenue ($3.80M to $4.43M) is partially offset by a decline in Other State Revenue in the later years and a drop in Federal Revenue in 2031/32. Total expenditures rise from $5.48M to $5.77M over the same period, driven primarily by growth in certificated salaries and operating services. The budget is projected to run a positive net income in every year of the plan, ranging from a high of $162,976 in 2026/27 to a low of $53,079 in 2030/31. The ending cash balance grows from roughly $1.01M to $1.49M over the period, though it dips in 2027/28 before recovering.

Enrollment and ADA Projections

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Total Enrollment	320	320	320	320	320	320
Average Daily Attendance (ADA)	291.74	291.74	291.74	291.74	291.74	291.74
Attendance Rate (%)	91.2%	91.2%	91.2%	91.2%	91.2%	91.2%

The 91.2% attendance rate is a conservative assumption, set slightly below the prior year's actual ADA. This buffer is intended to account for attendance fluctuations outside the school's control (e.g., illness, weather closures) rather than assuming best-case attendance every year of the plan.

Revenue Projections

LCFF and Other Revenue Sources

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
LCFF Sources (8011–8098)	$3,798,200	$3,918,230	$4,039,164	$4,164,751	$4,294,333	$4,427,907
Federal Revenue (8100–8299)	$390,945	$388,936	$388,936	$388,936	$388,936	$363,936
Other State Revenue (8300–8599)	$961,823	$1,043,986	$1,048,093	$837,313	$630,965	$631,184

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Other Local Revenue (8600–8799)	$413,005	$400,932	$400,932	$400,932	$400,932	$400,932
Grants / Fundraising	$80,000	$0	$0	$0	$0	$0
TOTAL INCOME	**$5,643,973**	**$5,752,084**	**$5,877,125**	**$5,791,932**	**$5,715,165**	**$5,823,958**

LCFF revenue is the primary growth driver, increasing steadily each year of the plan as the base grant and supplemental/concentration funding grow. Federal revenue is flat through 2030/31 before stepping down in 2031/32. Other State Revenue peaks in 2028/29 and then declines through 2030/31, which is the main driver of the dip in total income in the middle years of the plan. The one-time $80,000 in grants/fundraising budgeted for 2026/27 is not assumed to recur in later years.

LCFF Funding Formula Assumptions

The LCFF projections above are driven by the following formula factors, sourced from the school's LCFF calculator. Note: the source file provided COLA and formula-factor assumptions only through 2030/31; 2031/32 is not yet populated and should be added once the state issues updated estimates.

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Statutory COLA (%)	2.9%	3.3%	3.1%	3.1%	3.1%	3.1%
LCFF COLA (%)	4.3%	3.3%	3.1%	3.1%	3.1%	3.1%
Gap-Closing Increment (%)	100.0%	100.0%	100.0%	100.0%	100.0%	100%
K-3 Grade Span Adjustment (%)	10.4%	10.4%	10.4%	10.4%	10.4%	10.4%
9-12 Grade Span Adjustment (%)	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
Supplemental Grant (%)	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%
Concentration Grant (%) not received, see note	65.0%	65.0%	65.0%	65.0%	65.0%	65.0%
Unduplicated Pupil % (3-Yr Avg.)	88.0%	87.2%	87.2%	87.2%	87.2%	87.2%

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
ADA — Grades 4-6	100.43	100.43	100.43	100.43	100.43	100.43
ADA — Grades 7-8	191.31	191.31	191.31	191.31	191.31	191.31

The LCFF COLA runs ahead of the Statutory COLA in 2026/27 (4.31% vs. 2.87%) because the Gap-Closing Increment is funded at 100% — the target formula rate is fully phased in, so LCFF growth briefly outpaces the base statutory COLA that year before the two converge in following years. Although the school's own Unduplicated Pupil Percentage runs roughly 87–88%, Sunrise Middle School does not receive Concentration Grant funding, and Concentration Grant is not part of the school's overall funding assumption. The school does receive the 20% Supplemental Grant, which is based on its UPP.

Federal Revenue Detail

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Special Ed – Federal (IDEA, 8181)	$43,645	$46,400	$46,400	$46,400	$46,400	$46,400
Child Nutrition – Federal (8221)	$162,863	$155,012	$155,012	$155,012	$155,012	$155,012
Title I (8291)	$120,793	$120,793	$120,793	$120,793	$120,793	$120,793
Title II (8292)	$13,832	$13,832	$13,832	$13,832	$13,832	$13,832
Title III (8294)	$15,956	$17,898	$17,898	$17,898	$17,898	$17,898
Title IV, SSAE (8295)	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000
All Other Federal Revenue (8299)	$25,000	$25,000	$25,000	$25,000	$25,000	$0
Total Federal Revenue	**$390,945**	**$388,936**	**$388,936**	**$388,936**	**$388,936**	**$363,936**

Child Nutrition (Federal) and Title I are the two largest federal sources, together making up roughly 70% of federal revenue in every year of the plan

State Revenue Detail

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Child Nutrition – State (8520)	$36,032	$34,295	$34,295	$34,295	$34,295	$34,295
Mandate Block Grant (8550)	$5,606	$6,421	$6,620	$6,827	$7,040	$7,259
Lottery Revenue (8560)	$85,543	$82,881	$82,881	$82,881	$82,881	$82,881
State Mental Health (8592)	$25,899	$24,725	$24,725	$24,725	$24,725	$24,725
After School Ed & Safety – ASES (8593)	$201,459	$201,459	$201,459	$201,459	$201,459	$201,459
Expanded Learning Opp. Program – ELOP (8595)	$185,946	$278,726	$271,334	$240,804	$240,804	$240,804
Prop 28 Arts & Music (8596)	$37,375	$39,762	$39,762	$39,762	$39,762	$39,762

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
State Revenue – Other (8599)	$519,741	$375,718	$387,018	$206,561	$0	$0
Total Other State Revenue	**$961,823**	**$1,043,986**	**$1,048,093**	**$837,313**	**$630,965**	**$631,184**

ASES and ELOP together fund the school's after-school and expanded learning programming, and both are budgeted as ongoing, stable. Lottery, Mandate Block Grant, State Mental Health, and Prop 28 Arts & Music are all small, stable categories. The entire net decline in Other State Revenue over the six-year period is attributable to the "State Revenue – Other" (8599) line stepping down to zero due to the phasing out of one-time funding. Every other state revenue line is flat or growing.

Other Local Revenue Detail

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Interest & Dividend Income (8660)	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000
Transfers of Apportionments – Special Ed (8792)	$403,005	$390,932	$390,932	$390,932	$390,932	$390,932
Total Other Local Revenue	**$413,005**	**$400,932**	**$400,932**	**$400,932**	**$400,932**	**$400,932**

From 2027/28 onward, Other Local Revenue is almost entirely the Special Education apportionment transfer ($390,932/year) plus interest income ($10,000/year). 2026/27 also includes a one-time $80,000 grants/fundraising shown separately above.

Restricted vs. Unrestricted Revenue

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
LCFF Sources — Unrestricted	$3,798,200	$3,918,230	$4,039,164	$4,164,751	$4,294,333	$4,427,907
Federal Revenue — Restricted	$390,945	$388,936	$388,936	$388,936	$388,936	$363,936
Other State Revenue — Mixed	$961,823	$1,043,986	$1,048,093	$837,313	$630,965	$631,184
Other Local Revenue — Mixed	$413,005	$400,932	$400,932	$400,932	$400,932	$400,932
Grants / Fundraising — Restricted	$80,000	$0	$0	$0	$0	$0
TOTAL INCOME	**$5,643,973**	**$5,752,084**	**$5,877,125**	**$5,791,932**	**$5,715,165**	**$5,823,958**

Within Other State Revenue, ASES, ELOP, Prop 28 Arts & Music, State Mental Health, and Child Nutrition (State) are restricted categorical programs; the Mandate Block Grant is unrestricted, and Lottery revenue is split between a restricted portion (instructional materials) and an unrestricted portion. Within Other Local Revenue, the Special Education apportionment transfer is restricted (usable only for SPED expenditures), while interest income is unrestricted. Federal Revenue and Grants/Fundraising are restricted in full — federal categorical programs and grants are earmarked for specific uses. LCFF is fully unrestricted general operating revenue.

Expenditure Projections

Staffing and Compensation

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Certificated Salaries (1000)	$2,072,550	$2,155,452	$2,199,487	$2,243,477	$2,281,595	$2,327,227
Classified Salaries (2000)	$938,526	$976,067	$1,015,110	$880,869	$817,724	$834,078
Employee Benefits (3000)	$912,318	$943,141	$965,980	$934,454	$926,241	$946,384

Staffing Detail (FTE Counts)

The dollar figures above are built on the following staffing plan. Note enrollment is held flat at 320 students across the full period, but total FTE declines from 44.00 (2026/27–2028/29) to 38.00 (2030/31–2031/32) — a planned sunset of one-time-funded positions, explained below, rather than an artifact of the projection.

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Teachers' Salaries (1110)	23	23	23	23	22	22
Certificated Supervisors/Admin (1300)	4	4	4	4	4	4
Total, 1000 Series (Certificated)	**23**	**23**	**23**	**23**	**22**	**22**
Instructional Aide & Other (2111)	7	7	7	3	3	3
Classified Support (2200)	6	6	6	6	6	6
Classified Supervisors/Admin (2300)	1	1	1	1	1	1
Classified Office Staff (2400)	2	2	2	2	1	1
Other Classified (2900)	1	1	1	1	1	1

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Total, 2000 Series (Classified)	**21**	**21**	**21**	**17**	**16**	**16**
TOTAL FTE	**44**	**44**	**44**	**40**	**38**	**38**

The FTE reduction is concentrated almost entirely in Instructional Aides and a smaller reduction in Classified Office Staff (2.0 to 1.0 FTE starting 2030/31), plus one certificated teacher FTE (23 to 22) starting 2030/31.

This reduction is a planned sunset, not an unexplained staffing cut: the positions being reduced were funded with one-time funds intended to address pandemic-related learning loss, not with ongoing LCFF or general fund dollars. As that one-time funding runs out, the associated positions are being phased out along with it rather than being absorbed into the ongoing budget.

Operating Expenditures and Capital Outlay

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Supplies (4000)	$455,336	$477,000	$481,552	$486,242	$471,451	$474,376
Operating Services (5000)	$1,087,268	$1,069,069	$1,098,522	$1,128,858	$1,150,076	$1,171,732
Capital Outlay (6000)	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000

Total Expenditure Summary

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
TOTAL EXPENSE	**$5,480,998**	**$5,635,729**	**$5,775,651**	**$5,688,901**	**$5,662,086**	**$5,768,797**

Certificated salaries grow every year of the plan, consistent with flat enrollment and assumed step-and-column and/or COLA-driven growth. Classified salaries and benefits fluctuate rather than grow smoothly, dipping in 2029/30 and 2030/31 before rising again in 2031/32. Operating services grow steadily across the period, while capital outlay is held flat at $15,000 per year.

Expenditure Assumption Trends

- Teacher Salaries: The largest single cost, growing from $1,313,783 (2026/27) to $1,695,838 (2031/32), in order to remain competitive with surrounding districts.
- STRS (Employee Retirement): The largest benefits line, growing from $378,819 to $444,500 over the period, tracking salary growth.
- Facility Rent: Grows from $327,000 (2026/27) to an estimated $426,444 (2031/32).

- Special Education Costs: SPED contracted services grow from $86,120 to $133,247, and SPED SELPA fees are budgeted at roughly $13,120/year from 2027/28 onward.
- Depreciation (Capital Outlay): The $15,000/year capital outlay line is estimated depreciation expense rather than a new equipment purchase. No major capital investment is currently budgeted.
- Legal Services: Budgeted at roughly $5,400–$5,700/year across the period. This assumption is based on prior-year actual legal expense rather than an anticipated change in legal needs and is not tied to any specific known legal matter.

Expense COLA Assumptions

The expenditure projections above are built on the following cost-of-living assumptions.

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Salary COLA Assumption	3.0%	4.0%	4.0%	2.0%	2.0%	2.0%
Hourly COLA Assumption	3.0%	4.0%	4.0%	2.0%	2.0%	2.0%
H&W (Health & Welfare) COLA Assumption	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%
Expense COLA Assumption	3.8%	3.2%	3.0%	3.0%	2.0%	2.0%

Salary growth steps down from 4% (2027/28–2028/29) to 2% (2029/30 onward) — a more conservative growth rate in the back half of the plan. Health & Welfare costs are assumed to grow at a flat 8% every year, well above general inflation, reflecting the typical pattern of employer health premium.

Net Income and Fund Balance

Line Item	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
TOTAL INCOME	**$5,643,973**	**$5,752,084**	**$5,877,125**	**$5,791,932**	**$5,715,165**	**$5,823,958**
TOTAL EXPENSE	**$5,480,998**	**$5,635,729**	**$5,775,651**	**$5,688,901**	**$5,662,086**	**$5,768,797**
NET INCOME	**$162,976**	**$116,355**	**$101,474**	**$103,031**	**$53,079**	**$55,162**
Ending Cash Balance	$1,012,857	$975,417	$1,043,491	$1,330,272	$1,559,960	$1,488,937
Ending Cash as % of Expenditures	18.5%	17.3%	18.1%	23.4%	27.6%	25.8%

The budget is projected to remain in a positive net income position throughout the six-year period from $162,976 in 2026/27 down to $53,079 in 2030/31 before a slight recovery to $55,162 in 2031/32. Ending cash balance as a percentage of expenditures stays above 17% in every year shown.

Independent Financial Audit

Selection and Retention of the Independent Auditor

Each fiscal year, the Board of Directors shall retain an independent certified public accountant (CPA) or public accounting firm to conduct the Sunrise Middle School's annual financial audit. The Board's Finance/Audit Committee, or the Board if no committee exists, shall review the qualifications, experience, independence, and proposed cost of qualified auditing firms before making a recommendation to the full Board. The Board shall approve the selection of the independent auditor at a public meeting.

The Board may retain the same auditor from year to year when the Board determines that the auditor has performed satisfactorily, remains independent, and continues to meet all applicable legal and professional standards. The Board reserves the right to solicit proposals from additional qualified auditing firms whenever it determines that doing so is in the best interest of the Charter School.

Qualifications of the Independent Auditor

The independent auditor shall be a Certified Public Accountant (CPA) or licensed public accounting firm authorized to perform governmental audits in the State of California. The auditor shall possess experience conducting financial and compliance audits of California public schools or charter schools and shall meet all independence requirements established under generally accepted governmental auditing standards.

Accounting Standards

The annual audit shall be conducted in accordance with generally accepted accounting principles (GAAP), Generally Accepted Government Auditing Standards (GAGAS), the California School Accounting Manual (CSAM), and all applicable provisions of the California Education Code and the audit guide issued by the California Education Audit Appeals Panel.

Scope of the Audit

The annual audit shall include, but not be limited to:

- Examination of Sunrise Middle School's financial statements;
- Review of accounting records and internal controls;
- Verification of revenues, expenditures, assets, liabilities, and fund balances;
- Review of attendance accounting and other state funding claims, as applicable;
- Testing of compliance with applicable federal and state laws, regulations, grant requirements, and Sunrise Middle School policies; and

- Any additional procedures required by the California Education Audit Appeals Panel's annual audit guide.

Timing of the Audit and Distribution

Sunrise Middle School shall complete its annual independent financial audit in accordance with timelines established by California law. The completed audit shall be submitted no later than **December 15** of each year to the chartering authority, the Santa Clara County Office of Education, the California Department of Education, the California State Controller's Office, and any other agency required by law.

In addition, Sunrise Middle School shall compile and submit the **Annual Statement of Receipts and Expenditures** for the preceding fiscal year to the chartering authority on or before **September 15** of each year, in accordance with Education Code section 47604.33.

Resolution of Audit Findings

Any audit findings, exceptions, deficiencies, or material weaknesses identified by the independent auditor shall be reviewed by the Finance/Audit Committee and presented to the Board of Directors at a public meeting. School administration shall develop a corrective action plan, establish timelines for implementation, and monitor completion of all corrective actions. The Board shall oversee implementation until all findings have been resolved to the satisfaction of the chartering authority and other appropriate oversight agencies.

Public Availability of the Audit

The completed annual independent audit is a public record. Upon acceptance by the Board of Directors, the audit shall be presented at a public Board meeting, maintained at Sunrise Middle School's administrative office, provided to the chartering authority and other required agencies, and made available to the public upon request in accordance with applicable law.

Financial Recordkeeping and Annual Reporting

Sunrise Middle School shall maintain complete and accurate financial records throughout the fiscal year in accordance with generally accepted accounting principles and the California School Accounting Manual. Sunrise Middle's contracted fiscal services provider shall maintain the general ledger, reconcile accounts, prepare monthly financial reports, and compile the financial information necessary to prepare the Annual Statement of Receipts and Expenditures due to the chartering authority by **September 15** of each year.

Quarterly Financial Reports

The Charter School acknowledges its obligation under Education Code section 47604.33 to submit quarterly financial reports to the chartering authority and the Santa Clara County Office of Education. These reports shall include, at a minimum, year-to-date revenues and expenditures, cash flow information, budget updates, and any additional financial information required by law or by the chartering authority. Reports shall be prepared by the Charter School's fiscal services provider, reviewed by the Executive Director and Board of Directors, and submitted in accordance with all applicable deadlines.

Financial Reporting and Annual Statement of Receipts and Expenditures

Sunrise Middle School shall maintain complete and accurate financial records in accordance with generally accepted accounting principles (GAAP), the California School Accounting Manual (CSAM), and all applicable provisions of the Education Code. The Charter School utilizes a professional back-office fiscal services provider to maintain the general ledger, process payroll, prepare monthly financial statements, reconcile accounts, and ensure accurate accounting of all revenues and expenditures.

During the fiscal year, Sunrise Middle's administration and fiscal services provider shall monitor revenues and expenditures, prepare monthly financial reports for review by the Board of Directors, and maintain all supporting documentation necessary for financial reporting and annual audit purposes. These records shall be used to compile the Annual Statement of Receipts and Expenditures for the preceding fiscal year, which shall be submitted to the chartering authority by September 15 of each year, as required by Ed Code section 47604.33.

Quarterly Financial Reports

Sunrise Middle acknowledges its responsibility to provide timely financial oversight information to its chartering authority and the Santa Clara County Office of Education. In accordance with Education Code section 47604.33, as amended by AB 1137 and other applicable law, the Charter School shall submit quarterly financial reports that include, at a minimum:

- Financial statements reflecting year-to-date revenues and expenditures;
- Cash flow projections;
- Updated budget information and any additional financial information required.

Sunrise Middle School's fiscal services provider, in collaboration with school administration, shall prepare these reports for review by the Executive Director and the Board of Directors prior to submission. Sunrise Middle is committed to maintaining transparent financial reporting and cooperating fully with the chartering authority and the County Superintendent regarding its fiscal condition.

SUNRISE MIDDLE SCHOOL

Multi-Year Budget Summary

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	2025-26	2026-27 Forecast	2027-28	2028-29	2029-30	2030-31	2031-32
Total Enrollment	325	320	320	320	320	320	320
ADA	300.75	291.74	291.74	291.74	291.74	291.74	291.74
INCOME							
8011-8098 · Local Control Funding Formula Sources	3,799,771	3,798,200	3,918,230	4,039,164	4,164,751	4,294,333	4,427,907
8100-8299 · Federal Revenue	392,089	390,945	388,936	388,936	388,936	388,936	363,936
8300-8599 · Other State Revenue	1,097,602	961,823	1,043,986	1,048,093	837,313	630,965	631,184
8600-8799 · Other Local Revenue	349,693	413,005	400,932	400,932	400,932	400,932	400,932
Grants/Fundraising	209,537	80,000	-	-	-	-	-
8999 · Other Prior Year Adjustment	3,920	-	-	-	-	-	-
TOTAL INCOME	**5,852,614**	**5,643,973**	**5,752,084**	**5,877,125**	**5,791,932**	**5,715,165**	**5,823,958**
EXPENSE							
1000 · Certificated Salaries	1,996,189	2,072,550	2,155,452	2,199,487	2,243,477	2,281,595	2,327,227
2000 · Classified Salaries	1,263,262	938,526	976,067	1,015,110	880,869	817,724	834,078
3000 · Employee Benefits	889,511	912,318	943,141	965,980	934,454	926,241	946,384
4000 · Supplies	548,399	455,336	477,000	481,552	486,242	471,451	474,376
5000 · Operating Services	1,095,133	1,087,268	1,069,069	1,098,522	1,128,858	1,150,076	1,171,732
6000 · Capital Outlay	15,000	15,000	15,000	15,000	15,000	15,000	15,000
7000 · Other Outgo	-	-	-	-	-	-	-
TOTAL EXPENSE	**5,807,494**	**5,480,998**	**5,635,729**	**5,775,651**	**5,688,901**	**5,662,086**	**5,768,797**
NET INCOME	**45,120**	**162,976**	**116,355**	**101,474**	**103,031**	**53,079**	**55,162**
Ending Cash Balance	1,485,969	1,012,857	975,417	1,043,491	1,330,272	1,559,960	1,488,937

SUNRISE MIDDLE SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4	5
	2025-26	2026-27 Forecast	2027-28	2028-29	2029-30	2030-31	2031-32
Enrollment	325	320	320	320	320	320	320
ADA	300.75	291.74	291.74	291.74	291.74	291.74	291.74
ADA %	91.7%	91.2%	91.2%	91.2%	91.2%	91.2%	91%
UPP	87.3%	88.0%	87.2%	87.2%	87.2%	87.2%	87%
Income							
8011-8098 · Local Control Funding Formula Sources							
8011 Local Control Funding Formula	514,370	643,837	763,868	884,801	1,010,389	1,139,970	1,273,544
8012 Education Protection Account	60,774	58,348	58,348	58,348	58,348	58,348	58,348
8019 Local Control Funding Formula - Prior Year	-	-					
8096 In Lieu of Property Taxes	3,224,627	3,096,015	3,096,015	3,096,015	3,096,015	3,096,015	3,096,015
8098 In Lieu of Property Taxes, Prior Year	-	-					
Total 8011-8098 · Local Control Funding Formula Sources	**3,799,771**	**3,798,200**	**3,918,230**	**4,039,164**	**4,164,751**	**4,294,333**	**4,427,907**
8100-8299 · Federal Revenue							
8181 Special Education - Federal (IDEA)	43,645	47,850	46,400	46,400	46,400	46,400	46,400
8221 Child Nutrition - Federal	162,863	155,012	155,012	155,012	155,012	155,012	155,012
8223 CACFP Supper	-	-	-	-	-	-	-
8291 Title I	120,793	120,793	120,793	120,793	120,793	120,793	120,793
8292 Title II	13,832	13,832	13,832	13,832	13,832	13,832	13,832
8294 Title III	15,956	18,458	17,898	17,898	17,898	17,898	17,898
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000	10,000	10,000
8296 Title IV, PCSGP	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-
8299 All Other Federal Revenue	25,000	25,000	25,000	25,000	25,000	25,000	-
Total 8100-8299 · Other Federal Income	**392,089**	**390,945**	**388,936**	**388,936**	**388,936**	**388,936**	**363,936**
8300-8599 · Other State Revenue							
8520 Child Nutrition - State	36,032	34,295	34,295	34,295	34,295	34,295	34,295
8550 Mandate Block Grant	5,606	6,409	6,421	6,620	6,827	7,040	7,259
8560 Lottery Revenue	85,543	82,881	82,881	82,881	82,881	82,881	82,881
8587 State Grant Pass-Through	-	-	-	-	-	-	-
8591 SB740	-	-	-	-	-	-	-
8592 State Mental Health	25,899	24,725	24,725	24,725	24,725	24,725	24,725
8593 After School Education & Safety	201,459	201,459	201,459	201,459	201,459	201,459	201,459
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	185,946	190,102	278,726	271,334	240,804	240,804	240,804
8596 Prop 28 Arts & Music	37,375	41,004	39,762	39,762	39,762	39,762	39,762
8599 State Revenue - Other	519,741	380,947	375,718	387,018	206,561	-	-
Total 8300-8599 · Other State Income	**1,097,602**	**961,823**	**1,043,986**	**1,048,093**	**837,313**	**630,965**	**631,184**
8600-8799 · Other Local Revenue							
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-
8660 Interest & Dividend Income	27,040	10,000	10,000	10,000	10,000	10,000	10,000
8662 Net Increase (Decrease) in Fair Value of Investments	198	-	-	-	-	-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-
8692 Grants	190,400	80,000	-	-	-	-	-
8694 In Kind Donations	-	-	-	-	-	-	-
8695 Contributions & Events	19,137	-	-	-	-	-	-
8696 Other Fundraising	-	-	-	-	-	-	-
8697 E-Rate	-	-	-	-	-	-	-
8698 SELPA Grants	-	-	-	-	-	-	-
8699 All Other Local Revenue	43,646	-	-	-	-	-	-
8792 Transfers of Apportionments - Special Education	278,810	403,005	390,932	390,932	390,932	390,932	390,932
Total 8600-8799 · Other Income-Local	**559,231**	**493,005**	**400,932**	**400,932**	**400,932**	**400,932**	**400,932**
Prior Year Adjustments							
8999 Other Prior Year Adjustment	3,920	-					
Total Prior Year Adjustments	**3,920**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL INCOME	**5,852,614**	**5,643,973**	**5,752,084**	**5,877,125**	**5,791,932**	**5,715,165**	**5,823,958**
Expense							
1000 · Certificated Salaries							
1110 Teachers' Salaries	1,313,783	1,483,465	1,542,803	1,604,515	1,636,606	1,662,586	1,695,838
1120 Teachers' Hourly	-	-	-	-	-	-	-
1170 Teachers' Salaries - Substitute	5,200	-	-	-	-	-	-
1175 Teachers' Salaries - Stipend/Extra Duty	243,405	128,000	133,120	96,262	98,188	100,151	102,154
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	70,000	37,000	38,480	40,019	40,820	41,636	42,469
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	-
1299 Certificated Pupil Support - Other	17,000	17,000	17,680	18,387	18,755	19,130	19,513
1300 Certificated Supervisors' & Administrators' Salaries	346,801	407,085	423,368	440,303	449,109	458,091	467,253
1900 Other Certificated Salaries	-	-	-	-	-	-	-

SUNRISE MIDDLE SCHOOL

Multi-Year Budget Detail

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	2025-26	2026-27 Forecast	2027-28	2028-29	2029-30	2030-31	2031-32
Total 1000 · Certificated Salaries	**1,996,189**	**2,072,550**	**2,155,452**	**2,199,487**	**2,243,477**	**2,281,595**	**2,327,227**
2000 · Classified Salaries							
2111 Instructional Aide & Other Salaries	562,346	246,318	256,171	266,418	120,513	122,923	125,381
2121 After School Staff Salaries	286,232	227,023	236,104	245,548	250,459	255,468	260,578
2131 Classified Teacher Salaries	-	-	-	-	-	-	-
2200 Classified Support Salaries	66,636	184,380	191,755	199,425	203,414	207,482	211,632
2300 Classified Supervisors' & Administrators' Salaries	92,082	91,000	94,640	98,426	99,291	101,277	103,302
2400 Classified Office Staff Salaries	142,573	149,805	155,797	162,029	163,063	85,562	87,273
2900 Other Classified Salaries	113,392	40,000	41,600	43,264	44,129	45,012	45,912
Total 2000 · Classified Salaries	**1,263,262**	**938,526**	**976,067**	**1,015,110**	**880,869**	**817,724**	**834,078**
Total 1000-2000 · Salaries	**3,259,451**	**3,011,076**	**3,131,519**	**3,214,597**	**3,124,346**	**3,099,318**	**3,161,305**
3000 · Employee Benefits							
3111 STRS - State Teachers Retirement System	378,819	395,857	411,691	420,102	428,504	435,785	444,500
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-
3213 PARS - Public Agency Retirement System	-	-					
3311 OASDI - Social Security	78,230	58,189	60,516	62,937	54,614	50,699	51,713
3331 MED - Medicare	46,987	43,661	45,407	46,612	45,303	44,940	45,839
3401 H&W - Health & Welfare	329,787	352,000	359,040	366,221	339,587	329,059	335,641
3501 SUI - State Unemployment Insurance	6,035	1,506	1,566	1,607	1,562	1,550	1,581
3601 Workers' Compensation Insurance	34,214	32,950	35,639	38,048	38,459	39,676	42,089
3751 OPEB, Active Employees	-	-					
3901 Other Retirement Benefits	15,220	28,156	29,282	30,453	26,426	24,532	25,022
3902 Other Benefits	219	-					
Total 3000 · Employee Benefits	**889,511**	**912,318**	**943,141**	**965,980**	**934,454**	**926,241**	**946,384**
Total 1000-3000 · Salaries & Benefits	**4,148,961**	**3,923,393**	**4,074,660**	**4,180,577**	**4,058,801**	**4,025,559**	**4,107,689**
4000 · Supplies							
4111 Core Curricula Materials	68,517	49,086	50,647	52,166	53,731	54,806	55,902
4211 Books & Other Reference Materials	12,000	1,800	1,857	1,913	1,970	2,010	2,050
4311 Student Materials	114,700	111,700	139,602	142,441	145,364	129,361	131,049
4351 Office Supplies	20,079	12,000	12,000	12,000	12,000	12,000	12,000
4371 Custodial Supplies	2,144	1,500	1,548	1,594	1,642	1,675	1,708
4391 Food (Non Nutrition Program)	27,321	13,000	13,000	13,000	13,000	13,000	13,000
4392 Uniforms	7,199	5,000	5,000	5,000	5,000	5,000	5,000
4393 PE & Sports Equipment	4,000	5,000	5,000	5,000	5,000	5,000	5,000
4395 Before & After School Program Supplies	-	20,000	20,000	20,000	20,000	20,000	20,000
4399 All Other Supplies	5,000	5,250	5,250	5,250	5,250	5,250	5,250
4390 Other Supplies	43,520	48,250	48,250	48,250	48,250	48,250	48,250
4411 Non Capitalized Equipment	87,439	31,000	23,095	23,188	23,284	23,350	23,417
4711 Nutrition Program Food & Supplies	200,000	200,000	200,000	200,000	200,000	200,000	200,000
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-
Total 4000 · Supplies	**548,399**	**455,336**	**477,000**	**481,552**	**486,242**	**471,451**	**474,376**
5000 · Operating Services							
5211 Travel & Conferences	707	-	-	-	-	-	-
5311 Dues & Memberships	6,828	7,680	8,000	8,320	8,640	8,813	8,989
5451 General Insurance	60,216	67,670	69,822	71,917	74,074	75,556	77,067
5511 Utilities	-	-	-	-	-	-	-
5521 Security Services	5,847	-	-	-	-	-	-
5531 Housekeeping Services	17,617	-	-	-	-	-	-
5599 Other Facility Operations & Utilities	-	-	-	-	-	-	-
5611 School Rent - Private Facility	-	-	-	-	-	-	-
5613 School Rent - Prop 39	327,000	374,448	386,355	397,946	409,884	418,082	426,444
5619 Other Facility Rentals	6,500	6,500	6,707	6,908	7,115	7,257	7,403
5621 Equipment Lease	19,088	20,000	20,000	20,000	20,000	20,000	20,000
5631 Vendor Repairs	17,000	33,000	33,000	33,000	33,000	33,000	33,000
5812 Field Trips & Pupil Transportation	69,000	64,000	65,399	66,761	68,164	69,127	70,110
5821 Legal	5,406	5,000	5,159	5,314	5,473	5,583	5,694
5823 Audit	31,500	35,000	35,954	36,883	37,839	38,496	39,166
5831 Advertisement & Recruitment	4,789	2,700	2,786	2,869	2,956	3,015	3,075
5841 Contracted Substitute Teachers	-	-	-	-	-	-	-
5842 Special Education Services	86,120	117,000	120,721	124,342	128,072	130,634	133,247
5843 Non Public School	1,478	-	-	-	-	-	-
5844 After School Services	20,460	14,000	14,445	14,879	15,325	15,631	15,944
5849 Other Student Instructional Services	67,731	46,080	47,545	48,972	50,441	51,450	52,479
5852 PD Consultants & Tuition	39,550	35,500	28,375	29,226	30,103	30,705	31,319
5854 Nursing & Medical (Non-IEP)	10,354	1,500	1,548	1,594	1,642	1,675	1,708
5859 All Other Consultants & Services	155,979	130,321	93,193	95,989	98,869	100,846	102,863
5861 Non Instructional Software	21,416	31,662	32,669	33,649	34,658	35,351	36,058
5865 Fundraising Cost	20,000	15,000	15,477	15,941	16,420	16,748	17,083
5871 District Oversight Fees	37,998	37,982	39,182	40,392	41,648	42,943	44,279
5872 Special Education Fees (SELPA)	9,674	13,526	13,120	13,120	13,120	13,120	13,120
5881 Intra-Agency Fees	-	-	-	-	-	-	-

SUNRISE MIDDLE SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4	5
	2025-26	**2026-27 Forecast**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
5895 Bad Debt Expense	-	-	-	-	-	-	-
5898 Uncategorized Expense	11,288	-	-	-	-	-	-
5899 All Other Expenses	13,369	500	516	531	547	558	569
5911 Office Phone	8,400	8,500	8,770	9,033	9,304	9,490	9,680
5913 Mobile Phone	119	-	-	-	-	-	-
5921 Internet	6,000	6,000	6,191	6,377	6,568	6,699	6,833
5923 Website Hosting	5,500	6,000	6,191	6,377	6,568	6,699	6,833
5931 Postage & Shipping	1,701	1,200	1,238	1,275	1,314	1,340	1,367
5999 Other Communications	6,500	6,500	6,707	6,908	7,115	7,257	7,403
Total 5000 · Operating Services	**1,095,133**	**1,087,268**	**1,069,069**	**1,098,522**	**1,128,858**	**1,150,076**	**1,171,732**
6000 · Capital Outlay							
6901 Depreciation Expense	15,000	15,000	15,000	15,000	15,000	15,000	15,000
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-					
6999 Capital Outlay	-	-					
Total 6000 · Capital Outlay	**15,000**	**15,000**	**15,000**	**15,000**	**15,000**	**15,000**	**15,000**
7000 · Other Outgo							
7438 Interest Expense	-	-	-	-	-	-	-
Total 7000 · Other Outgo	-	-	-	-	-	-	-
TOTAL EXPENSE	**5,807,494**	**5,480,998**	**5,635,729**	**5,775,651**	**5,688,901**	**5,662,086**	**5,768,797**
NET INCOME	**45,120**	**162,976**	**116,355**	**101,474**	**103,031**	**53,079**	**55,162**
Beginning Cash Balance	1,390,922	1,485,969	1,012,857	960,417	1,028,491	1,315,272	1,544,960
Cash Flow from Operating Activities							
Net Income	45,120	162,976	116,355	101,474	103,031	53,079	55,162
Change in Accounts Receivable		-					
Prior Year Accounts Receivable	482,830	404,639	628,734	732,991	749,769	549,109	355,261
Current Year Accounts Receivable	(404,639)	(628,734)	(732,991)	(749,769)	(549,109)	(355,261)	(463,835)
Change in Due from	-	-	-	-	-	-	-
Change in Accounts Payable	(5,256)	14,517	(5,719)	(5,433)	(5,161)	(4,903)	(4,658)
Change in Due to	135,037	(332,350)	(48,164)	-	-	-	-
Change in Current Lease Payable	-	-	-	-	-	-	-
Change in Lease Assets	-	-	-	-	-	-	-
Change in Accrued Vacation	-	-	-	-	-	-	-
Change in Payroll Liabilities	(61,235)	-	-	-	-	-	-
Change in Prepaid Expenditures	(4,951)	(109,160)	(10,656)	(11,189)	(11,748)	(12,336)	(12,953)
Change in Deposits	-	-	-	-	-	-	-
Change in Deferred Revenue	(106,677)	-	-	-	-	-	-
Change in OPEB / Net Pension Liability	-	-	-	-	-	-	-
Change in Long Term Lease Liabilities	-	-	-	-	-	-	-
Change in Other Long Term Assets	(182)	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-
Depreciation Expense	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Cash Flow from Investing Activities							
Capital Expenditures	-	-	-	-	-	-	-
Cash Flow from Financing Activities							
Source - Sale of Receivables	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-
Ending Cash Balance	1,485,969	1,012,857	975,417	1,043,491	1,330,272	1,559,960	1,488,937

SUNRISE MIDDLE SCHOOL

2026-27 Cash Flow Forecast

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	2026-27 Budget	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accrual	FORECAST Jul-26 - Jun-27
4 - State Apportionment Schedule, June Deferral Only, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0	
# of School Days in Month		0	0	16	18	16	20	19	18	14	15	20	18		174
Enrollment	320														320
Unduplicated Pupil Percentage	87.2%														87.2%
ADA	291.74														291.74
ADA Rate	91.2%														91.2%
Income															
8011-8098 · Local Control Funding Formula Sources															
8011 Local Control Funding Formula	643,837	-	33,186	33,186	59,735	59,735	59,735	59,735	59,735	55,758	55,758	55,758	55,758	55,758	643,837
8012 Education Protection Account	58,348	-	-	-	15,038	-	-	15,038	-	-	13,686	-	-	14,587	58,348
8019 Local Control Funding Formula - Prior Year	-													-	-
8096 In Lieu of Property Taxes	3,096,015	191,498	382,996	255,330	255,330	255,330	255,330	255,330	414,956	207,478	207,478	207,478	207,478	-	3,096,015
8098 In Lieu of Property Taxes, Prior Year	-													-	-
Total 8011-8098 · Local Control Funding Formula Sources	**3,798,200**	**191,498**	**416,182**	**288,517**	**330,103**	**315,065**	**315,065**	**330,103**	**474,691**	**263,236**	**276,922**	**263,236**	**263,236**	**70,345**	**3,798,200**
8100-8299 · Federal Revenue															
8181 Special Education - Federal (IDEA)	47,850	2,617	5,233	3,489	3,489	3,489	3,489	3,489	6,105	3,053	3,053	3,053	3,053	4,241	47,850
8221 Child Nutrition - Federal	155,012				-	-	14,254	16,036	14,254	17,818	16,927	16,036	12,472	47,216	155,012
8223 CACFP Supper	-				-	-	-	-	-	-	-	-	-	-	-
8291 Title I	120,793	-	-	-	-	30,198	-	30,198	-	-	45,000	-	-	15,397	120,793
8292 Title II	13,832	-	-	-	-	3,458	-	3,458	-	-	3,458	-	-	3,458	13,832
8294 Title III	18,458	-	-	-	-	4,614	-	4,614	-	-	4,614	-	-	4,614	18,458
8295 Title IV, SSAE	10,000	-	-	-	-	2,500	-	2,500	-	-	5,000	-	-	-	10,000
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	25,000	-	-	-	-	-	-	25,000	-	-	-	-	-	-	25,000
Total 8100-8299 · Other Federal Income	**390,945**	**2,617**	**5,233**	**3,489**	**3,489**	**44,259**	**17,743**	**85,295**	**20,359**	**20,870**	**78,052**	**19,088**	**15,525**	**74,927**	**390,945**
8300-8599 · Other State Revenue															
8520 Child Nutrition - State	34,295				-	-	3,154	3,548	3,154	3,942	3,745	3,548	2,759	10,446	34,295
8550 Mandate Block Grant	6,409	-	-	-	-	-	6,409	-	-	-	-	-	-	-	6,409
8561 State Lottery - Non Prop 20	57,895	-	-	-	-	-	-	14,474	-	-	14,474	-	-	28,948	57,895
8562 State Lottery - Prop 20	24,986	-	-	-	-	-	-	-	-	-	-	-	-	24,986	24,986
8560 Lottery Revenue	82,881	-	-	-	-	-	-	14,474	-	-	14,474	-	-	53,934	82,881
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	-							-			-			-	-
8592 State Mental Health	24,725	-	1,236	1,236	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	24,725
8593 After School Education & Safety	201,459	-	-	-	-	130,948	-	-	-	-	50,365	-	-	20,146	201,459
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	190,102	-	12,810	12,810	23,059	23,059	23,059	23,059	23,059	23,059	23,059	23,059	23,059	(43,046)	190,102
8596 Prop 28 Arts & Music	41,004	-	2,050	2,050	3,690	3,690	3,690	3,690	3,690	3,690	3,690	3,690	3,690	3,690	41,004
8599 State Revenue - Other	380,947	-	-	-	-	-	-	-	-	-	-	-	-	380,947	380,947
Total 8300-8599 · Other State Income	**961,823**	**-**	**16,097**	**16,097**	**28,974**	**159,922**	**38,537**	**46,996**	**32,128**	**32,916**	**97,558**	**32,522**	**31,734**	**428,342**	**961,823**
8600-8799 · Other Local Revenue															
8631 Sale of Equipment & Supplies	-													-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-													-	-
8660 Interest & Dividend Income	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
8662 Net Increase (Decrease) in Fair Value of Investments	-													-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SUNRISE MIDDLE SCHOOL

2026-27 Cash Flow Forecast

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	2026-27 Budget	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accrual	FORECAST Jul-26 - Jun-27
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	80,000	5,254	1,639	-	49,000	21,008	420	2,731	-	-	5,065	-	-	(5,117)	80,000
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	-													-	-
8792 Transfers of Apportionments - Special Education	403,005	24,180	48,361	32,240	32,240	32,240	32,240	32,240	52,396	26,198	26,198	26,198	26,198	12,073	403,005
Total 8600-8799 · Other Income-Local	**493,005**	**30,268**	**50,833**	**33,074**	**82,074**	**54,082**	**33,494**	**35,805**	**53,230**	**27,031**	**32,097**	**27,031**	**27,031**	**6,956**	**493,005**
Prior Year Adjustments															
8999 Other Prior Year Adjustment	-														-
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	**5,643,973**	**224,382**	**488,344**	**341,176**	**444,640**	**573,329**	**404,839**	**498,199**	**580,408**	**344,054**	**484,628**	**341,878**	**337,526**	**580,570**	**5,643,973**
Expense															
1000 · Certificated Salaries															
1110 Teachers' Salaries	1,483,465	10,232	10,232	146,300	146,300	146,300	146,300	146,300	146,300	146,300	146,300	146,300	146,300	-	1,483,465
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Salaries - Stipend/Extra Duty	128,000	250	250	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	-	128,000
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	37,000	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	-	37,000
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1299 Certificated Pupil Support - Other	17,000	-	-	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	-	17,000
1300 Certificated Supervisors' & Administrators' Salaries	407,085	33,924	33,924	33,924	33,924	33,924	33,924	33,924	33,924	33,924	33,924	33,924	33,924	-	407,085
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 · Certificated Salaries	**2,072,550**	**47,489**	**47,489**	**197,757**	**197,757**	**197,757**	**197,757**	**197,757**	**197,757**	**197,757**	**197,757**	**197,757**	**197,757**	**-**	**2,072,550**
2000 · Classified Salaries															
2111 Instructional Aide & Other Salaries	246,318	20,527	20,527	20,527	20,527	20,527	20,527	20,527	20,527	20,527	20,527	20,527	20,527	-	246,318
2121 After School Staff Salaries	227,023	18,919	18,919	18,919	18,919	18,919	18,919	18,919	18,919	18,919	18,919	18,919	18,919	-	227,023
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 Classified Support Salaries	184,380	15,365	15,365	15,365	15,365	15,365	15,365	15,365	15,365	15,365	15,365	15,365	15,365	-	184,380
2300 Classified Supervisors' & Administrators' Salaries	91,000	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	-	91,000
2400 Classified Office Staff Salaries	149,805	12,484	12,484	12,484	12,484	12,484	12,484	12,484	12,484	12,484	12,484	12,484	12,484	-	149,805
2900 Other Classified Salaries	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
Total 2000 · Classified Salaries	**938,526**	**78,211**	**78,211**	**78,211**	**78,211**	**78,211**	**78,211**	**78,211**	**78,211**	**78,211**	**78,211**	**78,211**	**78,211**	**-**	**938,526**
Total 1000-2000 · Salaries	**3,011,076**	**125,699**	**125,699**	**275,968**	**275,968**	**275,968**	**275,968**	**275,968**	**275,968**	**275,968**	**275,968**	**275,968**	**275,968**	**-**	**3,011,076**
3000 · Employee Benefits															
3111 STRS - State Teachers Retirement System	395,857	9,070	9,070	37,772	37,772	37,772	37,772	37,772	37,772	37,772	37,772	37,772	37,772	-	395,857
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3213 PARS - Public Agency Retirement System	-														-
3311 OASDI - Social Security	58,189	4,849	4,849	4,849	4,849	4,849	4,849	4,849	4,849	4,849	4,849	4,849	4,849	-	58,189
3331 MED - Medicare	43,661	1,823	1,823	4,002	4,002	4,002	4,002	4,002	4,002	4,002	4,002	4,002	4,002	-	43,661
3401 H&W - Health & Welfare	352,000	29,333	29,333	29,333	29,333	29,333	29,333	29,333	29,333	29,333	29,333	29,333	29,333		352,000
3501 SUI - State Unemployment Insurance	1,506	63	63	138	138	138	138	138	138	138	138	138	138	-	1,506
3601 Workers' Compensation Insurance	32,950	8,238	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746	2,746				32,950
3751 OPEB, Active Employees	-														-
3901 Other Retirement Benefits	28,156	2,346	2,346	2,346	2,346	2,346	2,346	2,346	2,346	2,346	2,346	2,346	2,346	-	28,156
3902 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 3000 · Employee Benefits	**912,318**	**55,722**	**50,230**	**81,186**	**81,186**	**81,186**	**81,186**	**81,186**	**81,186**	**81,186**	**81,186**	**78,440**	**78,440**	**-**	**912,318**
Total 1000-3000 · Salaries & Benefits	**3,923,393**	**181,421**	**175,930**	**357,153**	**357,153**	**357,153**	**357,153**	**357,153**	**357,153**	**357,153**	**357,153**	**354,408**	**354,408**	**-**	**3,923,393**
4000 · Supplies															
4111 Core Curricula Materials	49,086	16,362	16,362	16,362	-	-	-	-	-	-	-	-	-		49,086

SUNRISE MIDDLE SCHOOL

2026-27 Cash Flow Forecast

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	2026-27 Budget	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accrual	FORECAST Jul-26 - Jun-27
4211 Books & Other Reference Materials	1,800	600	600	600	-	-	-	-	-	-	-	-	-		1,800
4311 Student Materials	111,700	9,308	9,308	9,308	9,308	9,308	9,308	9,308	9,308	9,308	9,308	9,308	9,308		111,700
4351 Office Supplies	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000
4371 Custodial Supplies	1,500	125	125	125	125	125	125	125	125	125	125	125	125		1,500
4391 Food (Non Nutrition Program)	13,000	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083		13,000
4392 Uniforms	5,000	417	417	417	417	417	417	417	417	417	417	417	417		5,000
4393 PE & Sports Equipment	5,000	417	417	417	417	417	417	417	417	417	417	417	417		5,000
4395 Before & After School Program Supplies	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667		20,000
4399 All Other Supplies	5,250	1,750	1,750	1,750	-	-	-	-	-	-	-	-	-		5,250
4390 Other Supplies	48,250	5,333	5,333	5,333	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	-	48,250
4411 Non Capitalized Equipment	31,000	10,333	10,333	10,333	-	-	-	-	-	-	-	-	-		31,000
4711 Nutrition Program Food & Supplies	200,000		-	-	8,782	9,880	8,782	10,978	10,429	9,880	7,684	8,233	10,978	114,373	200,000
4713 CACFP Supper Food & Supplies	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**455,336**	**43,062**	**43,062**	**43,062**	**22,799**	**23,897**	**22,799**	**24,994**	**24,446**	**23,897**	**21,701**	**22,250**	**24,994**	**114,373**	**455,336**
5000 · Operating Services															
5211 Travel & Conferences	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5311 Dues & Memberships	7,680	640	640	640	640	640	640	640	640	640	640	640	640		7,680
5451 General Insurance	67,670	16,918	5,639	5,639	5,639	5,639	5,639	5,639	5,639	5,639	5,639	0	-		67,670
5511 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5521 Security Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5531 Housekeeping Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5599 Other Facility Operations & Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5611 School Rent - Private Facility	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5613 School Rent - Prop 39	374,448	31,204	31,204	31,204	31,204	31,204	31,204	31,204	31,204	31,204	31,204	31,204	31,204		374,448
5619 Other Facility Rentals	6,500	542	542	542	542	542	542	542	542	542	542	542	542		6,500
5621 Equipment Lease	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667		20,000
5631 Vendor Repairs	33,000	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750		33,000
5812 Field Trips & Pupil Transportation	64,000	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333		64,000
5821 Legal	5,000	417	417	417	417	417	417	417	417	417	417	417	417		5,000
5823 Audit	35,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917		35,000
5831 Advertisement & Recruitment	2,700	225	225	225	225	225	225	225	225	225	225	225	225		2,700
5841 Contracted Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5842 Special Education Services	117,000	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750		117,000
5843 Non Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5844 After School Services	14,000	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167		14,000
5849 Other Student Instructional Services	46,080	3,840	3,840	3,840	3,840	3,840	3,840	3,840	3,840	3,840	3,840	3,840	3,840		46,080
5852 PD Consultants & Tuition	35,500	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958	2,958		35,500
5854 Nursing & Medical (Non-IEP)	1,500	125	125	125	125	125	125	125	125	125	125	125	125		1,500
5859 All Other Consultants & Services	130,321	10,860	10,860	10,860	10,860	10,860	10,860	10,860	10,860	10,860	10,860	10,860	10,860		130,321
5861 Non Instructional Software	31,662	2,638	2,638	2,638	2,638	2,638	2,638	2,638	2,638	2,638	2,638	2,638	2,638		31,662
5865 Fundraising Cost	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250		15,000
5871 District Oversight Fees	37,982	3,165	3,165	3,165	3,165	3,165	3,165	3,165	3,165	3,165	3,165	3,165	3,165		37,982
5872 Special Education Fees (SELPA)	13,526	812	1,623	1,082	1,082	1,082	1,082	1,082	1,894	947	947	947	947	-	13,526
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5899 All Other Expenses	500	42	42	42	42	42	42	42	42	42	42	42	42		500
5911 Office Phone	8,500	708	708	708	708	708	708	708	708	708	708	708	708		8,500
5913 Mobile Phone	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5921 Internet	6,000	500	500	500	500	500	500	500	500	500	500	500	500		6,000
5923 Website Hosting	6,000	500	500	500	500	500	500	500	500	500	500	500	500		6,000
5931 Postage & Shipping	1,200	100	100	100	100	100	100	100	100	100	100	100	100		1,200
5999 Other Communications	6,500	542	542	542	542	542	542	542	542	542	542	542	542		6,500

SUNRISE MIDDLE SCHOOL

2026-27 Cash Flow Forecast

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	2026-27 Budget	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accrual	FORECAST Jul-26 - Jun-27
Total 5000 · Operating Services	**1,087,268**	**101,568**	**91,102**	**90,561**	**90,561**	**90,561**	**90,561**	**90,561**	**91,372**	**90,425**	**90,425**	**84,786**	**84,786**	**-**	**1,087,268**
6000 · Capital Outlay															
6901 Depreciation Expense	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000		15,000
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 6000 · Capital Outlay	**15,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**15,000**	**-**	**15,000**
7000 · Other Outgo															
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 7000 · Other Outgo	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSE	**5,480,998**	**326,052**	**310,093**	**490,776**	**470,513**	**471,611**	**470,513**	**472,708**	**472,971**	**471,475**	**469,280**	**461,444**	**479,188**	**114,373**	**5,480,998**
NET INCOME	**162,976**	**(101,670)**	**178,251**	**(149,600)**	**(25,873)**	**101,719**	**(65,674)**	**25,490**	**107,437**	**(127,421)**	**15,348**	**(119,566)**	**(141,662)**	**466,197**	**162,976**
Operating Income	**177,976**														**177,976**
Operating Income Excluding Non-cash Lease Expenses	**177,976**														**177,976**
EBITDA	**177,976**														**177,976**
Beginning Cash Balance	1,485,969	1,485,969	1,389,957	1,465,812	1,282,920	1,311,345	1,413,064	1,347,390	1,372,880	1,480,317	1,352,896	1,368,244	1,248,678	1,012,857	1,485,969
Cash Flow from Operating Activities		-													
Net Income	162,976	(101,670)	178,251	(149,600)	(25,873)	101,719	(65,674)	25,490	107,437	(127,421)	15,348	(119,566)	(141,662)	466,197	162,976
Change in Accounts Receivable															
Prior Year Accounts Receivable	404,639	288,628	54,032	7,682	54,298	-	-	-	-	-	-	-	-		404,639
Current Year Accounts Receivable	(628,734)													(628,734)	(628,734)
Change in Due from	-														-
Change in Accounts Payable	14,517	(49,928)	(24,964)	(24,964)	-	-	-	-	-	-	-	-	-	114,373	14,517
Change in Due to	(332,350)	(233,041)	(131,463)	(16,009)	-	-	-	-	-	-	-	-	-	48,164	(332,350)
Change in Current Lease Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Change in Accrued Vacation	-														-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	(109,160)												(109,160)		(109,160)
Change in Deposits	-														-
Change in Deferred Revenue	-														-
Change in OPEB / Net Pension Liability	-														-
Change in Long Term Lease Liabilities	-													-	-
Change in Other Long Term Assets	-														-
Change in Other Long Term Liabilities	-														-
Depreciation Expense	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000		15,000
Cash Flow from Investing Activities															
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Cash Flow from Financing Activities															
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Ending Cash Balance	**1,012,857**	**1,389,957**	**1,465,812**	**1,282,920**	**1,311,345**	**1,413,064**	**1,347,390**	**1,372,880**	**1,480,317**	**1,352,896**	**1,368,244**	**1,248,678**	**1,012,857**	**1,012,857**	**1,012,857**

SUNRISE MIDDLE SCHOOL

2027-28 Cash Flow Forecast

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	2027-28 Budget	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Accrual	FORECAST Jul-27 - Jun-28
4 - State Apportionment Schedule, June Deferral Only, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0	
# of School Days in Month		0	0	16	18	16	20	19	18	14	15	20	18		174
Enrollment	320														320
Unduplicated Count of Low Income, EL, Foster Youth	279														279
ADA	291.74														291.74
ADA Rate															
Income															
8011-8098 · Local Control Funding Formula Sources															
8011 Local Control Funding Formula	763,868	-	38,193	38,193	68,748	68,748	68,748	68,748	68,748	68,748	68,748	68,748	68,748	68,748	763,868
8012 Education Protection Account	58,348	-	-	-	14,587	-	-	14,587	-	-	14,587	-	-	14,587	58,348
8019 Local Control Funding Formula - Prior Year	-														-
8096 In Lieu of Property Taxes	3,096,015	185,761	371,522	247,681	247,681	247,681	247,681	247,681	433,442	216,721	216,721	216,721	216,721	-	3,096,015
8098 In Lieu of Property Taxes, Prior Year															
Total 8011-8098 · Local Control Funding Formula Sources	**3,918,230**	**185,761**	**409,715**	**285,875**	**331,016**	**316,429**	**316,429**	**331,016**	**502,190**	**285,469**	**300,056**	**285,469**	**285,469**	**83,335**	**3,918,230**
8100-8299 · Federal Revenue															
8181 Special Education - Federal (IDEA)	46,400	2,538	5,076	3,384	3,384	3,384	3,384	3,384	5,922	2,961	2,961	2,961	2,961	4,098	46,400
8221 Child Nutrition - Federal	155,012						15,501	15,501	15,501	15,501	15,501	15,501	15,501	46,504	155,012
8223 CACFP Supper	-						-	-	-	-	-	-	-	-	-
8291 Title I	120,793	-	-	-	-	30,198	-	30,198	-	-	30,198	-	-	30,198	120,793
8292 Title II	13,832	-	-	-	-	3,458	-	3,458	-	-	3,458	-	-	3,458	13,832
8294 Title III	17,898	-	-	-	-	4,475	-	4,475	-	-	4,475	-	-	4,475	17,898
8295 Title IV, SSAE	10,000	-	-	-	-	2,500	-	2,500	-	-	2,500	-	-	2,500	10,000
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	25,000	-	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
Total 8100-8299 · Other Federal Income	**388,936**	**2,538**	**5,076**	**3,384**	**3,384**	**44,015**	**18,885**	**59,516**	**21,424**	**18,462**	**59,093**	**18,462**	**18,462**	**116,232**	**388,936**
8300-8599 · Other State Revenue															
8520 Child Nutrition - State	34,295						3,430	3,430	3,430	3,430	3,430	3,430	3,430	10,289	34,295
8550 Mandate Block Grant	6,421	-	-	-	-	-	6,421	-	-	-	-	-	-	-	6,421
8561 State Lottery - Non Prop 20	57,895	-	-	-	-	-	-	14,474	-	-	14,474	-	-	28,948	57,895
8562 State Lottery - Prop 20	24,986	-	-	-	-	-	-	-	-	-	-	-	-	24,986	24,986
8560 Lottery Revenue	82,881	-	-	-	-	-	-	14,474	-	-	14,474	-	-	53,934	82,881
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	-							-			-			-	-
8592 State Mental Health	24,725	-	1,236	1,236	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	24,725
8593 After School Education & Safety	201,459	-	-	-	-	130,948	-	-	-	-	50,365	-	-	20,146	201,459
8594 Supplemental Categorical Block Grant	-														-
8595 Expanded Learning Opportunity Program	278,726	-	12,153	12,153	21,876	21,876	21,876	21,876	21,876	21,876	21,876	21,876	21,876	57,533	278,726
8596 Prop 28 Arts & Music	39,762	-	1,988	1,988	3,579	3,579	3,579	3,579	3,579	3,579	3,579	3,579	3,579	3,579	39,762
8599 State Revenue - Other	375,718	-	-	-	-	-	-	-	-	-	-	-	-	375,718	375,718
Total 8300-8599 · Other State Income	**1,043,986**	**-**	**15,378**	**15,378**	**27,680**	**158,628**	**37,531**	**45,583**	**31,109**	**31,109**	**95,948**	**31,109**	**31,109**	**523,423**	**1,043,986**
8600-8799 · Other Local Revenue															
8631 Sale of Equipment & Supplies	-													-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-													-	-
8660 Interest & Dividend Income	10,000													10,000	10,000

SUNRISE MIDDLE SCHOOL

2027-28 Cash Flow Forecast

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	2027-28 Budget	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Accrual	FORECAST Jul-27 - Jun-28
8662 Net Increase (Decrease) in Fair Value of Investments	-													-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	-													-	-
8792 Transfers of Apportionments - Special Education	390,932	23,456	46,912	31,275	31,275	31,275	31,275	31,275	54,730	27,365	27,365	27,365	27,365	-	390,932
Total 8600-8799 · Other Income-Local	**400,932**	**23,456**	**46,912**	**31,275**	**31,275**	**31,275**	**31,275**	**31,275**	**54,730**	**27,365**	**27,365**	**27,365**	**27,365**	**10,000**	**400,932**
Prior Year Adjustments															
8999 Other Prior Year Adjustment	-														-
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	**5,752,084**	**211,755**	**477,081**	**335,911**	**393,355**	**550,347**	**404,120**	**467,390**	**609,454**	**362,406**	**482,462**	**362,406**	**362,406**	**732,991**	**5,752,084**
Expense															
1000 · Certificated Salaries															
1110 Teachers' Salaries	1,542,803		140,255	140,255	140,255	140,255	140,255	140,255	140,255	140,255	140,255	140,255	140,255		1,542,803
1120 Teachers' Hourly	-		-	-	-	-	-	-	-	-	-	-	-		-
1170 Teachers' Salaries - Substitute	-		-	-	-	-	-	-	-	-	-	-	-		-
1175 Teachers' Salaries - Stipend/Extra Duty	133,120		12,102	12,102	12,102	12,102	12,102	12,102	12,102	12,102	12,102	12,102	12,102		133,120
1211 Certificated Pupil Support - Librarians	-		-	-	-	-	-	-	-	-	-	-	-		-
1213 Certificated Pupil Support - Guidance & Counseling	38,480		3,498	3,498	3,498	3,498	3,498	3,498	3,498	3,498	3,498	3,498	3,498		38,480
1215 Certificated Pupil Support - Psychologist	-		-	-	-	-	-	-	-	-	-	-	-		-
1299 Certificated Pupil Support - Other	17,680		1,607	1,607	1,607	1,607	1,607	1,607	1,607	1,607	1,607	1,607	1,607		17,680
1300 Certificated Supervisors' & Administrators' Salaries	423,368	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281	35,281		423,368
1900 Other Certificated Salaries	-		-	-	-	-	-	-	-	-	-	-	-		-
Total 1000 · Certificated Salaries	**2,155,452**	**35,281**	**192,743**	**192,743**	**192,743**	**192,743**	**192,743**	**192,743**	**192,743**	**192,743**	**192,743**	**192,743**	**192,743**	**-**	**2,155,452**
2000 · Classified Salaries															
2111 Instructional Aide & Other Salaries	256,171	-	-	23,556	26,500	23,556	29,445	27,973	26,500	20,611	22,084	29,445	26,500		256,171
2121 After School Staff Salaries	236,104	-	-	21,711	24,425	21,711	27,138	25,781	24,425	18,997	20,354	27,138	24,425		236,104
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-		-
2200 Classified Support Salaries	191,755	15,980	15,980	15,980	15,980	15,980	15,980	15,980	15,980	15,980	15,980	15,980	15,980		191,755
2300 Classified Supervisors' & Administrators' Salaries	94,640	-	-	8,703	9,790	8,703	10,878	10,334	9,790	7,615	8,159	10,878	9,790		94,640
2400 Classified Office Staff Salaries	155,797	-	-	14,326	16,117	14,326	17,908	17,012	16,117	12,535	13,431	17,908	16,117		155,797
2900 Other Classified Salaries	41,600	-	-	3,825	4,303	3,825	4,782	4,543	4,303	3,347	3,586	4,782	4,303		41,600
Total 2000 · Classified Salaries	**976,067**	**15,980**	**15,980**	**88,100**	**97,115**	**88,100**	**106,130**	**101,623**	**97,115**	**79,085**	**83,593**	**106,130**	**97,115**	**-**	**976,067**
Total 1000-2000 · Salaries	**3,131,519**	**51,260**	**208,722**	**280,843**	**289,858**	**280,843**	**298,873**	**294,366**	**289,858**	**271,828**	**276,336**	**298,873**	**289,858**	**-**	**3,131,519**
3000 · Employee Benefits															
3111 STRS - State Teachers Retirement System	411,691	6,739	36,814	36,814	36,814	36,814	36,814	36,814	36,814	36,814	36,814	36,814	36,814		411,691
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-		-
3213 PARS - Public Agency Retirement System	-														-
3311 OASDI - Social Security	60,516	991	991	5,462	6,021	5,462	6,580	6,301	6,021	4,903	5,183	6,580	6,021		60,516
3331 MED - Medicare	45,407	743	3,026	4,072	4,203	4,072	4,334	4,268	4,203	3,942	4,007	4,334	4,203		45,407
3401 H&W - Health & Welfare	359,040	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920		359,040
3501 SUI - State Unemployment Insurance	1,566	26	104	140	145	140	149	147	145	136	138	149	145	-	1,566
3601 Workers' Compensation Insurance	35,639	8,910	2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970				35,639
3751 OPEB, Active Employees	-														-

SUNRISE MIDDLE SCHOOL

2027-28 Cash Flow Forecast

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	2027-28 Budget	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Accrual	FORECAST Jul-27 - Jun-28
3901 Other Retirement Benefits	29,282	479	479	2,643	2,913	2,643	3,184	3,049	2,913	2,373	2,508	3,184	2,913		29,282
3902 Other Benefits	-														-
Total 3000 · Employee Benefits	**943,141**	**47,807**	**74,305**	**82,022**	**82,986**	**82,022**	**83,951**	**83,469**	**82,986**	**81,057**	**81,539**	**80,981**	**80,016**	**-**	**943,141**
Total 1000-3000 · Salaries & Benefits	**4,074,660**	**99,068**	**283,027**	**362,865**	**372,844**	**362,865**	**382,824**	**377,834**	**372,844**	**352,885**	**357,875**	**379,854**	**369,875**	**-**	**4,074,660**
4000 · Supplies															
4111 Core Curricula Materials	50,647	16,882	16,882	16,882	0	0	0	0	0	0	0	0	0		50,647
4211 Books & Other Reference Materials	1,857	619	619	619	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)		1,857
4311 Student Materials	139,602	11,634	11,634	11,634	11,634	11,634	11,634	11,634	11,634	11,634	11,634	11,634	11,634		139,602
4351 Office Supplies	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000
4371 Custodial Supplies	1,548	129	129	129	129	129	129	129	129	129	129	129	129		1,548
4390 Other Supplies	48,250	5,333	5,333	5,333	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	-	48,250
4411 Non Capitalized Equipment	23,095	7,698	7,698	7,698	-	-	-	-	-	-	-	-	-		23,095
4711 Nutrition Program Food & Supplies	200,000	-	-	-	18,391	20,690	18,391	22,989	21,839	20,690	16,092	17,241	22,989	20,690	200,000
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**477,000**	**43,296**	**43,296**	**43,296**	**34,737**	**37,035**	**34,737**	**39,334**	**38,185**	**37,035**	**32,438**	**33,587**	**39,334**	**20,690**	**477,000**
5000 · Operating Services															
5211 Travel & Conferences	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5311 Dues & Memberships	8,000	667	667	667	667	667	667	667	667	667	667	667	667		8,000
5451 General Insurance	69,822	17,455	5,818	5,818	5,818	5,818	5,818	5,818	5,818	5,818	5,818	0	0		69,822
5511 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5619 Other Facility Rentals	6,707	559	559	559	559	559	559	559	559	559	559	559	559		6,707
5621 Equipment Lease	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667		20,000
5631 Vendor Repairs	33,000	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750		33,000
5812 Field Trips & Pupil Transportation	65,399	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450		65,399
5821 Legal	5,159	430	430	430	430	430	430	430	430	430	430	430	430		5,159
5823 Audit	35,954	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996		35,954
5831 Advertisement & Recruitment	2,786	232	232	232	232	232	232	232	232	232	232	232	232		2,786
5841 Contracted Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5842 Special Education Services	120,721	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060		120,721
5843 Non Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5844 After School Services	14,445	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204	1,204		14,445
5849 Other Student Instructional Services	47,545	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962		47,545
5852 PD Consultants & Tuition	28,375	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365		28,375
5854 Nursing & Medical (Non-IEP)	1,548	129	129	129	129	129	129	129	129	129	129	129	129		1,548
5859 All Other Consultants & Services	93,193	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766		93,193
5861 Non Instructional Software	32,669	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722		32,669
5865 Fundraising Cost	15,477	1,290	1,290	1,290	1,290	1,290	1,290	1,290	1,290	1,290	1,290	1,290	1,290		15,477
5871 District Oversight Fees	39,182	3,265	3,265	3,265	3,265	3,265	3,265	3,265	3,265	3,265	3,265	3,265	3,265		39,182
5872 Special Education Fees (SELPA)	13,120	787	1,574	1,050	1,050	1,050	1,050	1,050	1,837	918	918	918	918	-	13,120
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5899 All Other Expenses	516	43	43	43	43	43	43	43	43	43	43	43	43		516
5911 Office Phone	8,770	731	731	731	731	731	731	731	731	731	731	731	731		8,770
5913 Mobile Phone	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5921 Internet	6,191	516	516	516	516	516	516	516	516	516	516	516	516		6,191
5923 Website Hosting	6,191	516	516	516	516	516	516	516	516	516	516	516	516		6,191
5931 Postage & Shipping	1,238	103	103	103	103	103	103	103	103	103	103	103	103		1,238
5999 Other Communications	6,707	559	559	559	559	559	559	559	559	559	559	559	559		6,707
Total 5000 · Operating Services	**1,069,069**	**100,420**	**89,570**	**89,045**	**89,045**	**89,045**	**89,045**	**89,045**	**89,833**	**88,914**	**88,914**	**83,096**	**83,096**	**-**	**1,069,069**

SUNRISE MIDDLE SCHOOL

2027-28 Cash Flow Forecast

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	2027-28 Budget	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Accrual	FORECAST Jul-27 - Jun-28
6000 · Capital Outlay															
6901 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 6000 · Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 · Other Outgo															
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	**5,620,729**	**242,783**	**415,893**	**495,206**	**496,626**	**488,946**	**506,606**	**506,214**	**500,862**	**478,835**	**479,227**	**496,537**	**492,305**	**20,690**	**5,620,729**
NET INCOME	**131,355**	**(31,028)**	**61,188**	**(159,295)**	**(103,272)**	**61,401**	**(102,486)**	**(38,824)**	**108,592**	**(116,428)**	**3,236**	**(134,131)**	**(129,898)**	**712,301**	**131,355**
Operating Income	**131,355**														**131,355**
Operating Income, Excluding Non-cash Lease Expenses	**131,355**														**131,355**
EBITDA	**131,355**														**131,355**
Beginning Cash Balance	1,012,857	1,012,857	1,221,469	1,291,912	1,123,245	1,078,821	1,140,222	1,037,736	1,379,859	1,488,451	1,372,023	1,375,258	1,241,127	975,417	1,012,857
Cash Flow from Operating Activities															
Net Income	131,355	(31,028)	61,188	(159,295)	(103,272)	61,401	(102,486)	(38,824)	108,592	(116,428)	3,236	(134,131)	(129,898)	712,301	131,355
Change in Accounts Receivable															
Prior Year Accounts Receivable	628,734	88,824	80,894	19,221	58,847	-	-	380,947	-	-	-	-	-		628,734
Current Year Accounts Receivable	(732,991)													(732,991)	(732,991)
Change in Due from	-														-
Change in Accounts Payable	(5,719)	(57,187)	(28,593)	(28,593)	-	-	-	-	-	-	-	-	87,965	20,690	(5,719)
Change in Due to	(48,164)	(5,117)	(43,046)	-	-	-	-	-	-	-	-	-	-	-	(48,164)
Change in Current Lease Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Change in Accrued Vacation	-														-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	(10,656)	213,121											(223,777)		(10,656)
Change in Deposits	-														-
Change in Deferred Revenue	-														-
Change in OPEB / Net Pension Liability	-														-
Change in Long Term Lease Liabilities	-													-	-
Change in Other Long Term Assets	-														-
Change in Other Long Term Liabilities	-														-
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Cash Flow from Investing Activities															
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Cash Flow from Financing Activities															
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Ending Cash Balance	**975,417**	**1,221,469**	**1,291,912**	**1,123,245**	**1,078,821**	**1,140,222**	**1,037,736**	**1,379,859**	**1,488,451**	**1,372,023**	**1,375,258**	**1,241,127**	**975,417**	**975,417**	**975,417**

SUNRISE MIDDLE SCHOOL

2028-29 Cash Flow Forecast

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	2028-29 Budget	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Accrual	FORECAST Jul-28 - Jun-29
4 - State Apportionment Schedule, June Deferral Only, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0	
# of School Days in Month		0	0	16	18	16	20	19	18	14	15	20	18		174
Enrollment	320														320
Unduplicated Count of Low Income, EL, Foster Youth	279														279
ADA	291.74														291.74
ADA Rate															
Income															
8011-8098 · Local Control Funding Formula Sources															
8011 Local Control Funding Formula	884,801	-	44,240	44,240	79,632	79,632	79,632	79,632	79,632	79,632	79,632	79,632	79,632	79,632	884,801
8012 Education Protection Account	58,348	-	-	-	14,587	-	-	14,587	-	-	14,587	-	-	14,587	58,348
8019 Local Control Funding Formula - Prior Year	-														-
8096 In Lieu of Property Taxes	3,096,015	185,761	371,522	247,681	247,681	247,681	247,681	247,681	433,442	216,721	216,721	216,721	216,721	-	3,096,015
8098 In Lieu of Property Taxes, Prior Year															
Total 8011-8098 · Local Control Funding Formula Sources	**4,039,164**	**185,761**	**415,762**	**291,921**	**341,900**	**327,313**	**327,313**	**341,900**	**513,074**	**296,353**	**310,940**	**296,353**	**296,353**	**94,219**	**4,039,164**
8100-8299 · Federal Revenue															
8181 Special Education - Federal (IDEA)	46,400	2,538	5,076	3,384	3,384	3,384	3,384	3,384	5,922	2,961	2,961	2,961	2,961	4,098	46,400
8221 Child Nutrition - Federal	155,012						15,501	15,501	15,501	15,501	15,501	15,501	15,501	46,504	155,012
8223 CACFP Supper	-						-	-	-	-	-	-	-	-	-
8291 Title I	120,793	-	-	-	-	30,198	-	30,198	-	-	30,198	-	-	30,198	120,793
8292 Title II	13,832	-	-	-	-	3,458	-	3,458	-	-	3,458	-	-	3,458	13,832
8294 Title III	17,898	-	-	-	-	4,475	-	4,475	-	-	4,475	-	-	4,475	17,898
8295 Title IV, SSAE	10,000	-	-	-	-	2,500	-	2,500	-	-	2,500	-	-	2,500	10,000
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	25,000	-	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
Total 8100-8299 · Other Federal Income	**388,936**	**2,538**	**5,076**	**3,384**	**3,384**	**44,015**	**18,885**	**59,516**	**21,424**	**18,462**	**59,093**	**18,462**	**18,462**	**116,232**	**388,936**
8300-8599 · Other State Revenue															
8520 Child Nutrition - State	34,295						3,430	3,430	3,430	3,430	3,430	3,430	3,430	10,289	34,295
8550 Mandate Block Grant	6,620	-	-	-	-	-	6,620	-	-	-	-	-	-	-	6,620
8560 Lottery Revenue	82,881	-	-	-	-	-	-	14,474	-	-	14,474	-	-	53,934	82,881
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	-							-			-			-	-
8592 State Mental Health	24,725	-	1,236	1,236	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	24,725
8593 After School Education & Safety	201,459	-	-	-	-	130,948	-	-	-	-	50,365	-	-	20,146	201,459
8594 Supplemental Categorical Block Grant	-														-
8595 Expanded Learning Opportunity Program	271,334	-	12,044	12,044	21,680	21,680	21,680	21,680	21,680	21,680	21,680	21,680	21,680	52,127	271,334
8596 Prop 28 Arts & Music	39,762	-	1,988	1,988	3,579	3,579	3,579	3,579	3,579	3,579	3,579	3,579	3,579	3,579	39,762
8599 State Revenue - Other	387,018	-	-	-	-	-	-	-	-	-	-	-	-	387,018	387,018
Total 8300-8599 · Other State Income	**1,048,093**	**-**	**15,269**	**15,269**	**27,484**	**158,432**	**37,533**	**45,387**	**30,913**	**30,913**	**95,751**	**30,913**	**30,913**	**529,317**	**1,048,093**
8600-8799 · Other Local Revenue															
8631 Sale of Equipment & Supplies	-													-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-													-	-
8660 Interest & Dividend Income	10,000													10,000	10,000
8662 Net Increase (Decrease) in Fair Value of Investments	-													-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SUNRISE MIDDLE SCHOOL

2028-29 Cash Flow Forecast

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	2028-29 Budget	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Accrual	FORECAST Jul-28 - Jun-29
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	-													-	-
8792 Transfers of Apportionments - Special Education	390,932	23,456	46,912	31,275	31,275	31,275	31,275	31,275	54,730	27,365	27,365	27,365	27,365	-	390,932
Total 8600-8799 · Other Income-Local	**400,932**	**23,456**	**46,912**	**31,275**	**31,275**	**31,275**	**31,275**	**31,275**	**54,730**	**27,365**	**27,365**	**27,365**	**27,365**	**10,000**	**400,932**
Prior Year Adjustments															
8999 Other Prior Year Adjustment	-														-
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	**5,877,125**	**211,755**	**483,019**	**341,849**	**404,043**	**561,034**	**415,006**	**478,078**	**620,141**	**373,094**	**493,150**	**373,094**	**373,094**	**749,769**	**5,877,125**
Expense															
1000 · Certificated Salaries															
1110 Teachers' Salaries	1,604,515		145,865	145,865	145,865	145,865	145,865	145,865	145,865	145,865	145,865	145,865	145,865		1,604,515
1120 Teachers' Hourly	-		-	-	-	-	-	-	-	-	-	-	-		-
1170 Teachers' Salaries - Substitute	-		-	-	-	-	-	-	-	-	-	-	-		-
1175 Teachers' Salaries - Stipend/Extra Duty	96,262		8,751	8,751	8,751	8,751	8,751	8,751	8,751	8,751	8,751	8,751	8,751		96,262
1211 Certificated Pupil Support - Librarians	-		-	-	-	-	-	-	-	-	-	-	-		-
1213 Certificated Pupil Support - Guidance & Counseling	40,019		3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638		40,019
1215 Certificated Pupil Support - Psychologist	-		-	-	-	-	-	-	-	-	-	-	-		-
1299 Certificated Pupil Support - Other	18,387		1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672		18,387
1300 Certificated Supervisors' & Administrators' Salaries	440,303	36,692	36,692	36,692	36,692	36,692	36,692	36,692	36,692	36,692	36,692	36,692	36,692		440,303
1900 Other Certificated Salaries	-		-	-	-	-	-	-	-	-	-	-	-		-
Total 1000 · Certificated Salaries	**2,199,487**	**36,692**	**196,618**	**196,618**	**196,618**	**196,618**	**196,618**	**196,618**	**196,618**	**196,618**	**196,618**	**196,618**	**196,618**	**-**	**2,199,487**
2000 · Classified Salaries															
2111 Instructional Aide & Other Salaries	266,418	-	-	24,498	27,560	24,498	30,623	29,092	27,560	21,436	22,967	30,623	27,560		266,418
2121 After School Staff Salaries	245,548	-	-	22,579	25,402	22,579	28,224	26,813	25,402	19,757	21,168	28,224	25,402		245,548
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-		-
2200 Classified Support Salaries	199,425	16,619	16,619	16,619	16,619	16,619	16,619	16,619	16,619	16,619	16,619	16,619	16,619		199,425
2300 Classified Supervisors' & Administrators' Salaries	98,426	-	-	9,051	10,182	9,051	11,313	10,748	10,182	7,919	8,485	11,313	10,182		98,426
2400 Classified Office Staff Salaries	162,029	-	-	14,899	16,762	14,899	18,624	17,693	16,762	13,037	13,968	18,624	16,762		162,029
2900 Other Classified Salaries	43,264	-	-	3,978	4,476	3,978	4,973	4,724	4,476	3,481	3,730	4,973	4,476		43,264
Total 2000 · Classified Salaries	**1,015,110**	**16,619**	**16,619**	**91,624**	**101,000**	**91,624**	**110,376**	**105,688**	**101,000**	**82,249**	**86,936**	**110,376**	**101,000**	**-**	**1,015,110**
Total 1000-2000 · Salaries	**3,214,597**	**53,311**	**213,237**	**288,242**	**297,618**	**288,242**	**306,993**	**302,306**	**297,618**	**278,866**	**283,554**	**306,993**	**297,618**	**-**	**3,214,597**
3000 · Employee Benefits															
3111 STRS - State Teachers Retirement System	420,102	7,008	37,554	37,554	37,554	37,554	37,554	37,554	37,554	37,554	37,554	37,554	37,554		420,102
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-		-
3213 PARS - Public Agency Retirement System	-														-
3311 OASDI - Social Security	62,937	1,030	1,030	5,681	6,262	5,681	6,843	6,553	6,262	5,099	5,390	6,843	6,262		62,937
3331 MED - Medicare	46,612	773	3,092	4,180	4,315	4,180	4,451	4,383	4,315	4,044	4,112	4,451	4,315		46,612
3401 H&W - Health & Welfare	366,221	30,518	30,518	30,518	30,518	30,518	30,518	30,518	30,518	30,518	30,518	30,518	30,518		366,221
3501 SUI - State Unemployment Insurance	1,607	27	107	144	149	144	153	151	149	139	142	153	149	-	1,607
3601 Workers' Compensation Insurance	38,048	9,512	3,171	3,171	3,171	3,171	3,171	3,171	3,171	3,171	3,171				38,048
3751 OPEB, Active Employees	-														-
3901 Other Retirement Benefits	30,453	499	499	2,749	3,030	2,749	3,311	3,171	3,030	2,467	2,608	3,311	3,030		30,453
3902 Other Benefits	-														-

SUNRISE MIDDLE SCHOOL

2028-29 Cash Flow Forecast

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	2028-29 Budget	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Accrual	FORECAST Jul-28 - Jun-29
Total 3000 · Employee Benefits	**965,980**	**49,367**	**75,971**	**83,996**	**84,999**	**83,996**	**86,002**	**85,501**	**84,999**	**82,993**	**83,494**	**82,832**	**81,829**	**-**	**965,980**
Total 1000-3000 · Salaries & Benefits	**4,180,577**	**102,678**	**289,207**	**372,238**	**382,617**	**372,238**	**392,996**	**387,806**	**382,617**	**361,859**	**367,049**	**389,825**	**379,446**	**-**	**4,180,577**
4000 · Supplies															
4111 Core Curricula Materials	52,166	17,389	17,389	17,389	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)		52,166
4211 Books & Other Reference Materials	1,913	638	638	638	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)		1,913
4311 Student Materials	142,441	11,870	11,870	11,870	11,870	11,870	11,870	11,870	11,870	11,870	11,870	11,870	11,870		142,441
4351 Office Supplies	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000
4371 Custodial Supplies	1,594	133	133	133	133	133	133	133	133	133	133	133	133		1,594
4390 Other Supplies	48,250	5,333	5,333	5,333	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	-	48,250
4411 Non Capitalized Equipment	23,188	7,729	7,729	7,729	-	-	-	-	-	-	-	-	-		23,188
4711 Nutrition Program Food & Supplies	200,000	-	-	-	18,391	20,690	18,391	22,989	21,839	20,690	16,092	17,241	22,989	20,690	200,000
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**481,552**	**44,092**	**44,092**	**44,092**	**34,977**	**37,276**	**34,977**	**39,575**	**38,425**	**37,276**	**32,678**	**33,828**	**39,575**	**20,690**	**481,552**
5000 · Operating Services															
5211 Travel & Conferences	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5311 Dues & Memberships	8,320	693	693	693	693	693	693	693	693	693	693	693	693		8,320
5451 General Insurance	71,917	17,979	5,993	5,993	5,993	5,993	5,993	5,993	5,993	5,993	5,993	-	-		71,917
5511 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5521 Security Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5531 Housekeeping Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5599 Other Facility Operations & Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5611 School Rent - Private Facility	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5613 School Rent - Prop 39	397,946	33,162	33,162	33,162	33,162	33,162	33,162	33,162	33,162	33,162	33,162	33,162	33,162		397,946
5619 Other Facility Rentals	6,908	576	576	576	576	576	576	576	576	576	576	576	576		6,908
5621 Equipment Lease	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667		20,000
5631 Vendor Repairs	33,000	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750		33,000
5812 Field Trips & Pupil Transportation	66,761	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563		66,761
5821 Legal	5,314	443	443	443	443	443	443	443	443	443	443	443	443		5,314
5823 Audit	36,883	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074	3,074		36,883
5831 Advertisement & Recruitment	2,869	239	239	239	239	239	239	239	239	239	239	239	239		2,869
5841 Contracted Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5842 Special Education Services	124,342	10,362	10,362	10,362	10,362	10,362	10,362	10,362	10,362	10,362	10,362	10,362	10,362		124,342
5843 Non Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5844 After School Services	14,879	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240		14,879
5849 Other Student Instructional Services	48,972	4,081	4,081	4,081	4,081	4,081	4,081	4,081	4,081	4,081	4,081	4,081	4,081		48,972
5852 PD Consultants & Tuition	29,226	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435		29,226
5854 Nursing & Medical (Non-IEP)	1,594	133	133	133	133	133	133	133	133	133	133	133	133		1,594
5859 All Other Consultants & Services	95,989	7,999	7,999	7,999	7,999	7,999	7,999	7,999	7,999	7,999	7,999	7,999	7,999		95,989
5861 Non Instructional Software	33,649	2,804	2,804	2,804	2,804	2,804	2,804	2,804	2,804	2,804	2,804	2,804	2,804		33,649
5865 Fundraising Cost	15,941	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328		15,941
5871 District Oversight Fees	40,392	3,366	3,366	3,366	3,366	3,366	3,366	3,366	3,366	3,366	3,366	3,366	3,366		40,392
5872 Special Education Fees (SELPA)	13,120	787	1,574	1,050	1,050	1,050	1,050	1,050	1,837	918	918	918	918	-	13,120
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5899 All Other Expenses	531	44	44	44	44	44	44	44	44	44	44	44	44		531
5911 Office Phone	9,033	753	753	753	753	753	753	753	753	753	753	753	753		9,033
5913 Mobile Phone	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5921 Internet	6,377	531	531	531	531	531	531	531	531	531	531	531	531		6,377
5923 Website Hosting	6,377	531	531	531	531	531	531	531	531	531	531	531	531		6,377

SUNRISE MIDDLE SCHOOL

2028-29 Cash Flow Forecast

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	2028-29 Budget	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Accrual	FORECAST Jul-28 - Jun-29
5931 Postage & Shipping	1,275	106	106	106	106	106	106	106	106	106	106	106	106		1,275
5999 Other Communications	6,908	576	576	576	576	576	576	576	576	576	576	576	576		6,908
Total 5000 · Operating Services	**1,098,522**	**103,223**	**92,025**	**91,500**	**91,500**	**91,500**	**91,500**	**91,500**	**92,287**	**91,369**	**91,369**	**85,375**	**85,375**	-	**1,098,522**
6000 · Capital Outlay															
6901 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 6000 · Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 · Other Outgo															
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	**5,760,651**	**249,993**	**425,324**	**507,830**	**509,094**	**501,014**	**519,473**	**518,881**	**513,329**	**490,504**	**491,095**	**509,028**	**504,397**	**20,690**	**5,760,651**
NET INCOME	**116,474**	**(38,238)**	**57,695**	**(165,981)**	**(105,051)**	**60,021**	**(104,467)**	**(40,803)**	**106,812**	**(117,410)**	**2,055**	**(135,935)**	**(131,303)**	**729,079**	**116,474**
Operating Income	**116,474**														**116,474**
Operating Income, Excluding Non-cash Lease Expenses	**116,474**														**116,474**
EBITDA	**116,474**														**116,474**
Beginning Cash Balance	960,417	960,417	1,186,526	1,368,074	1,193,859	1,156,236	1,216,257	1,111,790	1,471,705	1,578,517	1,461,107	1,463,162	1,327,228	1,043,491	960,417
Cash Flow from Operating Activities															
Net Income	116,474	(38,238)	57,695	(165,981)	(105,051)	60,021	(104,467)	(40,803)	106,812	(117,410)	2,055	(135,935)	(131,303)	729,079	116,474
Change in Accounts Receivable															
Prior Year Accounts Receivable	732,991	94,898	151,016	18,931	67,428	-	-	400,718	-	-	-	-	-		732,991
Current Year Accounts Receivable	(749,769)													(749,769)	(749,769)
Change in Due from	-														-
Change in Accounts Payable	(5,433)	(54,327)	(27,164)	(27,164)	-	-	-	-	-	-	-	-	82,532	20,690	(5,433)
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Current Lease Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Change in Accrued Vacation	-														-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	(11,189)	223,777											(234,966)		(11,189)
Change in Deposits	-														-
Change in Deferred Revenue	-														-
Change in OPEB / Net Pension Liability	-														-
Change in Long Term Lease Liabilities	-													-	-
Change in Other Long Term Assets	-														-
Change in Other Long Term Liabilities	-														-
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Cash Flow from Investing Activities															
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Cash Flow from Financing Activities															
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Ending Cash Balance	**1,043,491**	**1,186,526**	**1,368,074**	**1,193,859**	**1,156,236**	**1,216,257**	**1,111,790**	**1,471,705**	**1,578,517**	**1,461,107**	**1,463,162**	**1,327,228**	**1,043,491**	**1,043,491**	**1,043,491**

SUNRISE MIDDLE SCHOOL

2029-30 Cash Flow Forecast

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	2029-30 Budget	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Accrual	FORECAST Jul-29 - Jun-30
4 - State Apportionment Schedule, June Deferral Only, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0	
# of School Days in Month		0	0	16	18	16	20	19	18	14	15	20	18		174
Enrollment	320														320
Unduplicated Count of Low Income, EL, Foster Youth	279														279
ADA	291.74														291.74
ADA Rate															
Income															
8011-8098 · Local Control Funding Formula Sources															
8011 Local Control Funding Formula	1,010,389	-	50,519	50,519	90,935	90,935	90,935	96,186	90,935	89,885	89,885	89,885	89,885	89,885	1,010,389
8012 Education Protection Account	58,348	-	-	-	14,587	-	-	14,587	-	-	14,587	-	-	14,587	58,348
8019 Local Control Funding Formula - Prior Year	-														-
8096 In Lieu of Property Taxes	3,096,015	185,761	371,522	247,681	247,681	247,681	247,681	247,681	433,442	216,721	216,721	216,721	216,721	-	3,096,015
8098 In Lieu of Property Taxes, Prior Year															
Total 8011-8098 · Local Control Funding Formula Sources	**4,164,751**	**185,761**	**422,041**	**298,201**	**353,203**	**338,616**	**338,616**	**358,454**	**524,377**	**306,606**	**321,193**	**306,606**	**306,606**	**104,472**	**4,164,751**
8100-8299 · Federal Revenue															
8181 Special Education - Federal (IDEA)	46,400	2,538	5,076	3,384	3,384	3,384	3,384	3,384	5,922	2,961	2,961	2,961	2,961	4,098	46,400
8221 Child Nutrition - Federal	155,012						15,501	15,501	15,501	15,501	15,501	15,501	15,501	46,504	155,012
8223 CACFP Supper	-						-	-	-	-	-	-	-	-	-
8291 Title I	120,793	-	-	-	-	30,198	-	30,198	-	-	30,198	-	-	30,198	120,793
8292 Title II	13,832	-	-	-	-	3,458	-	3,458	-	-	3,458	-	-	3,458	13,832
8294 Title III	17,898	-	-	-	-	4,475	-	4,475	-	-	4,475	-	-	4,475	17,898
8295 Title IV, SSAE	10,000	-	-	-	-	2,500	-	2,500	-	-	2,500	-	-	2,500	10,000
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	25,000	-	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
Total 8100-8299 · Other Federal Income	**388,936**	**2,538**	**5,076**	**3,384**	**3,384**	**44,015**	**18,885**	**59,516**	**21,424**	**18,462**	**59,093**	**18,462**	**18,462**	**116,232**	**388,936**
8300-8599 · Other State Revenue															
8520 Child Nutrition - State	34,295						3,430	3,430	3,430	3,430	3,430	3,430	3,430	10,289	34,295
8550 Mandate Block Grant	6,827	-	-	-	-	-	6,827	-	-	-	-	-	-	-	6,827
8560 Lottery Revenue	82,881	-	-	-	-	-	-	14,474	-	-	14,474	-	-	53,934	82,881
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	-							-			-			-	-
8592 State Mental Health	24,725	-	1,236	1,236	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	24,725
8593 After School Education & Safety	201,459	-	-	-	-	130,948	-	-	-	-	50,365	-	-	20,146	201,459
8594 Supplemental Categorical Block Grant	-														-
8595 Expanded Learning Opportunity Program	240,804	-	12,040	12,040	21,672	21,672	21,672	21,672	21,672	21,672	21,672	21,672	21,672	21,672	240,804
8596 Prop 28 Arts & Music	39,762	-	1,988	1,988	3,579	3,579	3,579	3,579	3,579	3,579	3,579	3,579	3,579	3,579	39,762
8599 State Revenue - Other	206,561	-	-	-	-	-	-	-	-	-	-	-	-	206,561	206,561
Total 8300-8599 · Other State Income	**837,313**	**-**	**15,264**	**15,264**	**27,476**	**158,424**	**37,732**	**45,379**	**30,906**	**30,906**	**95,744**	**30,906**	**30,906**	**318,405**	**837,313**
8600-8799 · Other Local Revenue															
8631 Sale of Equipment & Supplies	-													-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-													-	-
8660 Interest & Dividend Income	10,000													10,000	10,000
8662 Net Increase (Decrease) in Fair Value of Investments	-													-	-
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SUNRISE MIDDLE SCHOOL

2029-30 Cash Flow Forecast

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	2029-30 Budget	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Accrual	FORECAST Jul-29 - Jun-30
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	-													-	-
8792 Transfers of Apportionments - Special Education	390,932	23,456	46,912	31,275	31,275	31,275	31,275	31,275	54,730	27,365	27,365	27,365	27,365	-	390,932
Total 8600-8799 · Other Income-Local	**400,932**	**23,456**	**46,912**	**31,275**	**31,275**	**31,275**	**31,275**	**31,275**	**54,730**	**27,365**	**27,365**	**27,365**	**27,365**	**10,000**	**400,932**
Prior Year Adjustments															
8999 Other Prior Year Adjustment	-														-
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	**5,791,932**	**211,755**	**489,294**	**348,124**	**415,338**	**572,330**	**426,508**	**494,625**	**631,437**	**383,339**	**503,395**	**383,339**	**383,339**	**549,109**	**5,791,932**
Expense															
1000 · Certificated Salaries															
1110 Teachers' Salaries	1,636,606		148,782	148,782	148,782	148,782	148,782	148,782	148,782	148,782	148,782	148,782	148,782		1,636,606
1120 Teachers' Hourly	-		-	-	-	-	-	-	-	-	-	-	-		-
1170 Teachers' Salaries - Substitute	-		-	-	-	-	-	-	-	-	-	-	-		-
1175 Teachers' Salaries - Stipend/Extra Duty	98,188		8,926	8,926	8,926	8,926	8,926	8,926	8,926	8,926	8,926	8,926	8,926		98,188
1211 Certificated Pupil Support - Librarians	-		-	-	-	-	-	-	-	-	-	-	-		-
1213 Certificated Pupil Support - Guidance & Counseling	40,820		3,711	3,711	3,711	3,711	3,711	3,711	3,711	3,711	3,711	3,711	3,711		40,820
1215 Certificated Pupil Support - Psychologist	-		-	-	-	-	-	-	-	-	-	-	-		-
1299 Certificated Pupil Support - Other	18,755		1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705		18,755
1300 Certificated Supervisors' & Administrators' Salaries	449,109	37,426	37,426	37,426	37,426	37,426	37,426	37,426	37,426	37,426	37,426	37,426	37,426		449,109
1900 Other Certificated Salaries	-		-	-	-	-	-	-	-	-	-	-	-		-
Total 1000 · Certificated Salaries	**2,243,477**	**37,426**	**200,550**	**200,550**	**200,550**	**200,550**	**200,550**	**200,550**	**200,550**	**200,550**	**200,550**	**200,550**	**200,550**	**-**	**2,243,477**
2000 · Classified Salaries															
2111 Instructional Aide & Other Salaries	120,513	-	-	11,082	12,467	11,082	13,852	13,159	12,467	9,696	10,389	13,852	12,467		120,513
2121 After School Staff Salaries	250,459	-	-	23,031	25,910	23,031	28,788	27,349	25,910	20,152	21,591	28,788	25,910		250,459
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-		-
2200 Classified Support Salaries	203,414	16,951	16,951	16,951	16,951	16,951	16,951	16,951	16,951	16,951	16,951	16,951	16,951		203,414
2300 Classified Supervisors' & Administrators' Salaries	99,291	-	-	9,130	10,271	9,130	11,413	10,842	10,271	7,989	8,560	11,413	10,271		99,291
2400 Classified Office Staff Salaries	163,063	-	-	14,994	16,869	14,994	18,743	17,806	16,869	13,120	14,057	18,743	16,869		163,063
2900 Other Classified Salaries	44,129	-	-	4,058	4,565	4,058	5,072	4,819	4,565	3,551	3,804	5,072	4,565		44,129
Total 2000 · Classified Salaries	**880,869**	**16,951**	**16,951**	**79,246**	**87,033**	**79,246**	**94,820**	**90,926**	**87,033**	**71,459**	**75,352**	**94,820**	**87,033**	**-**	**880,869**
Total 1000-2000 · Salaries	**3,124,346**	**54,377**	**217,501**	**279,796**	**287,583**	**279,796**	**295,370**	**291,476**	**287,583**	**272,009**	**275,903**	**295,370**	**287,583**	**-**	**3,124,346**
3000 · Employee Benefits															
3111 STRS - State Teachers Retirement System	428,504	7,148	38,305	38,305	38,305	38,305	38,305	38,305	38,305	38,305	38,305	38,305	38,305		428,504
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-		-
3213 PARS - Public Agency Retirement System	-														-
3311 OASDI - Social Security	54,614	1,051	1,051	4,913	5,396	4,913	5,879	5,637	5,396	4,430	4,672	5,879	5,396		54,614
3331 MED - Medicare	45,303	788	3,154	4,057	4,170	4,057	4,283	4,226	4,170	3,944	4,001	4,283	4,170		45,303
3401 H&W - Health & Welfare	339,587	28,299	28,299	28,299	28,299	28,299	28,299	28,299	28,299	28,299	28,299	28,299	28,299		339,587
3501 SUI - State Unemployment Insurance	1,562	27	109	140	144	140	148	146	144	136	138	148	144	-	1,562
3601 Workers' Compensation Insurance	38,459	9,615	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205				38,459
3751 OPEB, Active Employees	-														-
3901 Other Retirement Benefits	26,426	509	509	2,377	2,611	2,377	2,845	2,728	2,611	2,144	2,261	2,845	2,611		26,426
3902 Other Benefits	-														-

SUNRISE MIDDLE SCHOOL

2029-30 Cash Flow Forecast

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	2029-30 Budget	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Accrual	FORECAST Jul-29 - Jun-30
Total 3000 · Employee Benefits	**934,454**	**47,437**	**74,631**	**81,296**	**82,130**	**81,296**	**82,963**	**82,546**	**82,130**	**80,463**	**80,880**	**79,758**	**78,925**	**-**	**934,454**
Total 1000-3000 · Salaries & Benefits	**4,058,801**	**101,814**	**292,132**	**361,092**	**369,712**	**361,092**	**378,332**	**374,022**	**369,712**	**352,472**	**356,782**	**375,128**	**366,508**	**-**	**4,058,801**
4000 · Supplies															
4111 Core Curricula Materials	53,731	17,910	17,910	17,910	-	-	-	-	-	-	-	-	-		53,731
4211 Books & Other Reference Materials	1,970	657	657	657	-	-	-	-	-	-	-	-	-		1,970
4311 Student Materials	145,364	12,114	12,114	12,114	12,114	12,114	12,114	12,114	12,114	12,114	12,114	12,114	12,114		145,364
4351 Office Supplies	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000
4371 Custodial Supplies	1,642	137	137	137	137	137	137	137	137	137	137	137	137		1,642
4390 Other Supplies	48,250	5,333	5,333	5,333	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	-	48,250
4411 Non Capitalized Equipment	23,284	7,761	7,761	7,761	-	-	-	-	-	-	-	-	-		23,284
4711 Nutrition Program Food & Supplies	200,000	-	-	-	18,391	20,690	18,391	22,989	21,839	20,690	16,092	17,241	22,989	20,690	200,000
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**486,242**	**44,912**	**44,912**	**44,912**	**35,225**	**37,524**	**35,225**	**39,822**	**38,673**	**37,524**	**32,926**	**34,075**	**39,822**	**20,690**	**486,242**
5000 · Operating Services															
5211 Travel & Conferences	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5311 Dues & Memberships	8,640	720	720	720	720	720	720	720	720	720	720	720	720		8,640
5451 General Insurance	74,074	18,519	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	6,173	-	-		74,074
5511 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5619 Other Facility Rentals	7,115	593	593	593	593	593	593	593	593	593	593	593	593		7,115
5621 Equipment Lease	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667		20,000
5631 Vendor Repairs	33,000	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750		33,000
5812 Field Trips & Pupil Transportation	68,164	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680		68,164
5821 Legal	5,473	456	456	456	456	456	456	456	456	456	456	456	456		5,473
5823 Audit	37,839	3,153	3,153	3,153	3,153	3,153	3,153	3,153	3,153	3,153	3,153	3,153	3,153		37,839
5831 Advertisement & Recruitment	2,956	246	246	246	246	246	246	246	246	246	246	246	246		2,956
5841 Contracted Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5842 Special Education Services	128,072	10,673	10,673	10,673	10,673	10,673	10,673	10,673	10,673	10,673	10,673	10,673	10,673		128,072
5844 After School Services	15,325	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277		15,325
5849 Other Student Instructional Services	50,441	4,203	4,203	4,203	4,203	4,203	4,203	4,203	4,203	4,203	4,203	4,203	4,203		50,441
5852 PD Consultants & Tuition	30,103	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509		30,103
5854 Nursing & Medical (Non-IEP)	1,642	137	137	137	137	137	137	137	137	137	137	137	137		1,642
5859 All Other Consultants & Services	98,869	8,239	8,239	8,239	8,239	8,239	8,239	8,239	8,239	8,239	8,239	8,239	8,239		98,869
5861 Non Instructional Software	34,658	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888		34,658
5865 Fundraising Cost	16,420	1,368	1,368	1,368	1,368	1,368	1,368	1,368	1,368	1,368	1,368	1,368	1,368		16,420
5871 District Oversight Fees	41,648	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471	3,471		41,648
5872 Special Education Fees (SELPA)	13,120	787	1,574	1,050	1,050	1,050	1,050	1,050	1,837	918	918	918	918	-	13,120
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5899 All Other Expenses	547	46	46	46	46	46	46	46	46	46	46	46	46		547
5911 Office Phone	9,304	775	775	775	775	775	775	775	775	775	775	775	775		9,304
5913 Mobile Phone	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5921 Internet	6,568	547	547	547	547	547	547	547	547	547	547	547	547		6,568
5923 Website Hosting	6,568	547	547	547	547	547	547	547	547	547	547	547	547		6,568
5931 Postage & Shipping	1,314	109	109	109	109	109	109	109	109	109	109	109	109		1,314
5999 Other Communications	7,115	593	593	593	593	593	593	593	593	593	593	593	593		7,115
Total 5000 · Operating Services	**1,128,858**	**106,111**	**94,553**	**94,028**	**94,028**	**94,028**	**94,028**	**94,028**	**94,815**	**93,897**	**93,897**	**87,724**	**87,724**	**-**	**1,128,858**
6000 · Capital Outlay															
6901 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-		-

SUNRISE MIDDLE SCHOOL

2029-30 Cash Flow Forecast

Prepared by ExED. For use by ExED and ExED clients only. © 2025 ExED

	2029-30 Budget	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Accrual	FORECAST Jul-29 - Jun-30
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 6000 · Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 · Other Outgo															
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	**5,673,901**	**252,837**	**431,597**	**500,033**	**498,965**	**492,644**	**507,585**	**507,873**	**503,200**	**483,892**	**483,605**	**496,927**	**494,054**	**20,690**	**5,673,901**
NET INCOME	**118,031**	**(41,082)**	**57,697**	**(151,909)**	**(83,627)**	**79,686**	**(81,076)**	**(13,248)**	**128,236**	**(100,553)**	**19,790**	**(113,588)**	**(110,715)**	**528,420**	**118,031**
Operating Income	**118,031**														**118,031**
Operating Income, Excluding Non-cash Lease Expenses	**118,031**														**118,031**
EBITDA	**118,031**														**118,031**
Beginning Cash Balance	1,028,491	1,028,491	1,265,662	1,454,047	1,295,263	1,279,065	1,358,751	1,277,674	1,676,444	1,804,681	1,704,127	1,723,918	1,610,330	1,330,272	1,028,491
Cash Flow from Operating Activities															
Net Income	118,031	(41,082)	57,697	(151,909)	(83,627)	79,686	(81,076)	(13,248)	128,236	(100,553)	19,790	(113,588)	(110,715)	528,420	118,031
Change in Accounts Receivable															
Prior Year Accounts Receivable	749,769	94,898	156,494	18,931	67,428	-	-	412,018	-	-	-	-	-		749,769
Current Year Accounts Receivable	(549,109)													(549,109)	(549,109)
Change in Due from	-														-
Change in Accounts Payable	(5,161)	(51,611)	(25,805)	(25,805)	-	-	-	-	-	-	-	-	77,371	20,690	(5,161)
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Current Lease Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Change in Accrued Vacation	-														-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	(11,748)	234,966											(246,715)		(11,748)
Change in Deposits	-														-
Change in Deferred Revenue	-														-
Change in OPEB / Net Pension Liability	-														-
Change in Long Term Lease Liabilities	-													-	-
Change in Other Long Term Assets	-														-
Change in Other Long Term Liabilities	-														-
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Cash Flow from Investing Activities															
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Cash Flow from Financing Activities															
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Ending Cash Balance	**1,330,272**	**1,265,662**	**1,454,047**	**1,295,263**	**1,279,065**	**1,358,751**	**1,277,674**	**1,676,444**	**1,804,681**	**1,704,127**	**1,723,918**	**1,610,330**	**1,330,272**	**1,330,272**	**1,330,272**

LCFF Calculator Updates and Caveats

v27.1c **June 4, 2026**

Version 27.1c Updates

Release Date **June 4, 2026**

Version 27.1c includes a new chart and table added to the Graphs tab for optional, informational use by LEAs. This
funding formula changes that would affect an LEA's estimated entitlement.

Graphs Tab

LCFF Entitlement Factors

This chart presents the key components of LCFF entitlement on a per student average daily attendance(ADA) ba
year, organized by grade span. It shows how base funding levels are adjusted through the statutory COLA, grade
and other formula elements to determine overall funding rates.

Thischart is provided for informational purposes and should be locally verified for accuracy.

Minor rounding differences may exist due to additional rounding applied to each of the allocation categor

The chart also includes supplemental and concentration grant rates, which are calculated based on each LEA's u
percentage. As a result, these components are specific to each LEA and will vary depending on local student den

LCFF Changes by Entitlement Components and Key Factors

This table provides a detailed breakdown of LCFF entitlement changes from the prior year to the current year by
components and contributing factors. It shows how changes in student attendance (ADA), unduplicated pupil perc
statutory COLA, and other adjustments—such as augmentations—individually and collectively impact entitlement
to current year funding.

This chart is provided for informational purposes and should be locally verified for accuracy. **It has been designe
internal use and should be summarized before being communicated externally.**

Minor rounding differences may exist due to additional rounding applied to each of the allocation categor

This table is a component of the total LCFF entitlement calculation and does not factor in funding sources—such
state aid, or EPA. Although the LCFF entitlement is changing, LEAs that receive additional state aid and/or comm
districts may not receive actual additional funding.

**FCMAT recommends LEAs wishing to use the information in the new chart or table in the Graphs tab down
the calculator in Microsoft Excel.**

Data Entry Tab

Updated the prepopulated data for LEAs that receive the 2025-26 Redevelopment Agency (RDA) Local Revenue
Local Revenue Exhibit line B-5 (Total RDA and Miscellaneous Funds) from the Principal Apportionment P-1 certif
version referenced Exhibit line B-1 (Community Redevelopment Funds). This field remains user-editable.

**For LEAs that receive 2025-26 Redevelopment Agency Local Revenue, no download is required if the amou
updated in cell L77 of the Data Entry tab, as the field is user-editable and the prepopulated data reflects out
information. LEAs should have updated P-2 reported data. However, LEAs may choose to download versio
calculator in Microsoft Excel if preferred.**

All other LEA types will see no impact on calculated results with this update.

For details on updates from Version 27.1, 27.1a, or 27.1b please navigate to the LCFF for School Districts & Charte
following link:
FCMAT Help Desk Knowledge Base - FCMAT Knowledge Base - FCMAT/CSIS

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Caveats

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based o
assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the
cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs)
Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs**.

***The following bullets highlight these assumptions, and some of the unique situations and known issues th
identified.***

General	This tool has been designed for use in Microsoft Excel. Other spreadsheet software r and undesirable results.
	The calculator is based on the LCFF statute as currently written, unless otherwise nc In some cases there may be differences in rounding +/- $1.
	The calculator includes cost of living adjustments (COLA) and if applicable proration by the Department of Finance (DOF).
	The calculator prepopulates with certified data provided by the California Departmen for the calculation of principal apportionment. Users should independently verify prefi make adjustments as needed if revisions have been filed.
	The Education Protection Account (EPA) proportionate share percentage is based o by the CDE that may not yet be finalized. Therefore, the percentage may change fro calculator through final calculation in February of the following fiscal year.
	EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of fundi changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes Revenue Limit rates for school districts and charter schools were adjusted to reflect s increases from 2013-14 through 2021-22. These rates will continue to receive COLA forward.
	On the Data Entry tab, there are three new columns that include an additional three y for local educational agencies. These columns do not create calculations for these ye the three prior year calculations (PY3, PY2). Districts can use these to enter in audit necessary adjustments from reorganizations or mergers to their attendance, enrollm counts, or charter shift increases or decreases.

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Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter sc
of the unique options selected at the time the district converted. It is recommended a
districts contact the CDE to determine the best method for estimating LCFF revenue

Charter schools that are funded under different funding methodologies due to their pu
included as a single scenario within the calculator. These schools are mainly those a
board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, ch
contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator **does not** take into account the following:

-District reorganizations that include a charter school(s) newly authorized by one
more districts affected by the reorganization.

-Charter schools that operated in the prior year but have been reauthorized by a
different agency in the current year and have not been certified within the PASE
system.

-The LCFF fire recovery protections for charter schools included in Education Co
specified charter schools that were damaged, destroyed, or directly impacted as
emergency that was declared by the Governor in January 2025.

If any of these situations apply, we recommend working with the CDE and FCMAT to
calculator can be adapted.

School District Calculations

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts
sponsoring LEA of a charter school that discontinued operation by the end of 2019-2
adjustment was only made to accommodate an accurate calculation of the three prio
2021-22. PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different co
and regular ADA to determine the overall maximum funding available. Districts with r
schools should refer to the Instructions tab. Districts are encouraged to independentl
options and evaluate the results to determine which funding method they will elect to

The calculator does not take into account the following funding adjustments for **basi**

Basic Aid Choice
Basic Aid Court-Ordered Voluntary Pupil Transfer
Basic Aid Open Enrollment
Basic Aid Supplement Charter School Adjustment

The calculator does not include the LCFF fire recovery protections for LEAs inclu
Education Trailer Bill. A basic aid school district in Los Angeles County that loses
revenue due to the Eaton and Palisades fires in January 2025 will be reimbursed
Fund for losses in the 2024-25 and 2025-26 fiscal years. The reimbursement will
submitted by the county and distributed by the state controller no later than Septe

The calculator accounts for the impact of district reorganizations that have been c
via the PASE system to support more accurate projections. **Historical year proje
with CDE exhibits for those years**. To reconcile historical year calculations to C
Calculation exhibits, manual adjustments must be made to the ADA section for th
entry tab.

To reconcile historical year calculations for district reorganizations, FCMAT recon
steps:

-Create a copy of the most current version of the LCFF Calculator.
-In the copied file, manually override consolidated data as needed.
-On the Data Entry tab, manually adjust ADA data to remove any gain or loss
on the School District ADA exhibits.
-Verify that no other data, aside from ADA, require changes.
-Keep an original version of the LCFF Calculator unchanged for projecting futu

If needed, FCMAT recommends working with its team to align the historical year
CDE's LCFF Calculation exhibit. Districts can email FCMAT's LCFF help desk for

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LCFF Calculator Navigation

v27.1c **June 4, 2026**

Structure:

1 The LCFF Calculator is structured to maintain a standard 11-year view, including five historical years, one current year and five projection years. The three oldest historical years do not generate calculations but may affect the second- and third-prior years. Districts may use these years to enter audit adjustments or other changes related to reorganizations.

2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.

3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**.

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

4 A separate calculation must be prepared for each LEA, either district or charter school.

5 Version Names will reflect the last two digits of the current projection year, followed by ".1" or ".2". If additional updates are needed, letter suffixes such as ".1a" or ".2b" will be used.
- version.1 includes prepopulated PY1-PY3 data from the CDE's P-1 Certification.
- version.2 includes prepopulated PY1-PY3 data from the CDE'sP-2 Certification.

For example, for the 2026-27 projection year, version **v27.1** includes P-1 certification data and version **27.2** includes P-2 certification data.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.
Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.
Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs**.
Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations**. No data is entered on these tabs.**
User editable tabs: preformatted graphs and blank worksheet tabs.

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LCFF Calculator Navigation

v27.1c June 4, 2026

Instructions:

1 **Review Caveats**: Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update**.

2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
- Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

- EPA Miscellaneous Adjustments (P-2 Certification only) - cell L23: An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

To support LEAs that need to update the version.1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version.2 (summer release), a row titled "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the PY1 column, cell L23. LEAs should enter data in this cell **only in late June, after the CDE publishes the P-2 certification data and before FCMAT releases the version.2 LCFF calculator.** This field is only open in the version.1 of the calculator.

- Proposed NSS Augmentation per 2026-27 Governor's Budget Education Omnibus Trailer Bill (Amends EC 42282, 42284, & 42287) — School Districts only - cell M24: Added a new Proposed NSS Augmentation entry field at the bottom of the Universal Assumptions table on the Data Entry tab to support creating local projections related to the 2026-27 Governor's Budget proposal. (see Cell M24)

School districts with eligible necessary small schools may use Cell M24 to estimate the impact of a percentage increase to 2025 26 NSS allowance rates, which the calculator applies in the 2026 27 section of the NSS Calculation tab. (Cell J475)

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.
- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer “YES” to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer “YES” to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts with necessary small schools or those seeking to estimate potential NSS funding must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years.**
even when the school is funded under LCFF.

-To ensure the calculator is projecting NSS funding accurately, school districts should:
a. enter in the ADA/FTE for the school if "**Enter SCHL LCFF ADA**" or "**Enter SCHL FTE**" is in any of the cells in the NSS ADA/FTE section.
b. confirm that the eligibility formula is accurate on the "is this school eligible for NSS funding?" line, if not manually override formula.
c. select funding method.

- NSS Supporting Calculations: details related to NSS funding determination are located in the NSS Calculation tabs.
- School districts seeking to estimate potential NSS funding, NSS school codes are not required for the calculator to project funding.

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v27.1c June 4, 2026

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.

- In-Lieu of Property Taxes Results: The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations**: details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:	www.fcmat.org/lcff
CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

124065	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Sunrise Middle
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	6/8/2026
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

DATA ONLY - NO CALCULATIONS

Sunrise Middle (124065)	2020-21	2021-22	2022-23	PY3 2023-24	PY2 2024-25	PY1 2025-26	CY 2026-27	CY1 2027-28	CY2 2028-29	CY3 2029-30
(1) UNIVERSAL ASSUMPTIONS										
Supplemental Grant %				***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***
Concentration Grant (>55% population)				***65.00%***	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*				**8.22%**	**1.07%**	**2.30%**	**4.31%**	**3.30%**	**3.09%**	**3.11%**
Statutory COLA				***8.22%***	***1.07%***	***2.30%***	*2.87%*	*3.30%*	*3.09%*	*3.11%*
Augmentation/(COLA Suspension)				***0.00%***	***0.00%***	***0.00%***	*1.44%*	*0.00%*	*0.00%*	*0.00%*
Base Grant Proration Factor (deficit)				***0.00%***	***0.00%***	***0.00%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor				***0.00%***	***0.00%***	***0.00%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Transitional Kindergarten Add-on (*2022-23 forward*)				$ 3,044	$ 3,077	$ 5,545	$ 5,704	$ 5,892	$ 6,074	$ 6,263
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				**21.98880689%**	**49.68656772%**	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				**22.03836064%**	**50.54446491%**	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%
Local EPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA Miscellaneous Adjustments (P-2 Certification only)						$ -				
Proposed NSS Augmentation per 2026-27 Governor's Budget Education Omnibus Trailer Bill (Amends EC 42282, 42284, & 42287) — *School Districts only*							0.00000000%			

Sunrise Middle (124065)		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF											
NEW CHARTER SCHOOLS							**New Charter School Name:**				
							Year that charter starts operation (select from drop down list):				
(a) TRANSFER OF IN-LIEU PROPERTY TAX					**Note: Charter schools should contact sponsoring district(s) for In-lieu estimate**						
I-4	**In-Lieu of Property Tax**				**2,928,713**	**2,827,404**	**3,231,004**	3,096,015	3,096,015	3,096,015	3,096,015
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)											
A-1, A-2, A-3	**Enrollment**		**289**	**308**	**312**	**301**	**330**	320	320	320	320
B-1, B-2, B-3	**Unduplicated Pupil Count**		**259**	**276**	**283**	**270**	**288**	279	279	279	279
	Single Year Unduplicated Pupil Percentage				90.71%	89.70%	87.27%	87.19%	87.19%	87.19%	87.19%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				89.99%	90.01%	89.18%	88.01%	87.22%	87.19%	87.19%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location											
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.											
D-3	**Unduplicated Pupil Percentage (%)**				**46.54%**	**48.28%**	**47.51%**	47.51%	47.51%	47.51%	47.51%
	Unduplicated Pupil Percentage: Supplemental Grant				89.99%	90.01%	89.18%	88.01%	87.22%	87.19%	87.19%
	Unduplicated Pupil Percentage: Concentration Grant				46.54%	48.28%	47.51%	47.51%	47.51%	47.51%	47.51%
(d) AVERAGE DAILY ATTENDANCE (ADA)											
ADA used for the Transitional Kindergarten Add-on ONLY:											
G-4	**TK** (NEW beginning 2022-23)				-	-	-				
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year											
B-1	**Grades TK-3**				-	-	-				
B-2	**Grades 4-6**				**98.68**	**101.58**	**105.53**	100.43	100.43	100.43	100.43
B-3	**Grades 7-8**				**186.66**	**171.18**	**198.93**	191.31	191.31	191.31	191.31
B-4	**Grades 9-12**				-	-	-				
	SUBTOTAL ADA				285.34	272.76	304.46	291.74	291.74	291.74	291.74
	RATIO: ADA to Enrollment				0.91	0.91	0.92	0.91	0.91	0.91	0.91
(e) OTHER LCFF ADJUSTMENTS											
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative. **Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.**											
H-2	Miscellaneous Adjustments				$ -	$ -	$ -				
J-4	Minimum State Aid Adjustments				$ -	$ -	$ -				

Sunrise Middle (124065)		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF											
(a) GENERAL QUESTIONS											
	Is your district required to transfer in-lieu taxes to a charter school?							NO			
	Does your district have a necessary small school?							NO			
(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION											
	Did your district meet the requirements of funding?				YES	YES	YES	YES	YES	YES	YES
(c) PROPERTY TAXES											
C-1	**Estimated Property Taxes (excluding RDA)**				$ -	$ -	$ -				
B-5	**Redevelopment Agency Local Revenue**				$ -	$ -	$ -				
	Less In-Lieu Property Tax Transfer				$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Local Revenue				$ -	$ -	$ -	$ -	$ -	$ -	$ -
(d) OTHER LCFF ADJUSTMENTS											
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.											
H-2	**Miscellaneous Adjustments**				$ -	$ -	$ -				
J-5	**Minimum State Aid Adjustments**				$ -	$ -	$ -				
(e) UNDUPLICATED PUPIL PERCENTAGE											
A-1 / A-3	**District Enrollment**		-	-	-	-	-				
A-2 / A-4	**COE Enrollment**		-	-	-	-	-				
	Total Enrollment		-	-	-	-	-	-	-	-	-
B-1 / B-3	**District Unduplicated Pupil Count**		-	-	-	-	-				
B-2 / B-4	**COE Unduplicated Pupil Count**		-	-	-	-	-				
	Total Unduplicated Pupil Count		-	-	-	-	-	-	-	-	-
	Single Year Unduplicated Pupil Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(f) AVERAGE DAILY ATTENDANCE (ADA)										
ADA used for the Transitional Kindergarten Add-on ONLY:										
G-10 **TK (Commencing in 2022-23)**				-	-	-				
ADA used for Base, Supplemental and Concentration Grant Calculations:										
Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.										
Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)										
Grades TK-3	-	-	-	-	-	-				
Grades 4-6	-	-	-	-	-	-				
B-1, D-5 **Grades 7-8**	-	-	-	-	-	-				
Grades 9-12	-	-	-	-	-	-				
TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-
Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)										
Grades TK-3				-	-	-				
Grades 4-6				-	-	-				
D-9, E-1 **Grades 7-8**				-	-	-				
Grades 9-12				-	-	-				
TOTAL NPS-CDS (Annual)				-	-	-	-	-	-	-
District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).				-	-	-				
DISTRICT TOTAL				-	-	-	-	-	-	-
County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)										
Grades TK-3				-	-	-				
Grades 4-6				-	-	-				
E-2, E-3 **Grades 7-8**				-	-	-				
Grades 9-12				-	-	-				
COUNTY TOTAL				-	-	-	-	-	-	-
RATIO: District ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
RATIO: County ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

(g) CHARTER SHIFT ADJUSTMENTS FOR ADA PRIOR YEAR GUARANTEES

If applicable, enter prior year ADA for students transferring into or out of district schools and **district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s).** **NOTE: *Legislative requirements for the charter shift adjustment were suspended in fiscal years 2020-21 and 20 should be entered for these years.**

Prior year	**Source:** Principal Apportionment Data Collection, P-2 Attendance School District Form	2019-20 ADA shift (no data reported in 2020-21)*	2020-21 ADA shift (no data reported in 2021-22)*	2022-23 ADA shift reported in 2023-24 PADC ADA report	2023-24 ADA shift reported in 2024-25 PADC ADA report	2024-25 ADA shift reported in 2025-26 PADC ADA report	2025-26 ADA shift reported in 2026-27 PADC ADA report	2026-27 ADA shift reported in 2027-28 PADC ADA report	2027-28 ADA shift reported in 2028-29 PADC ADA report	2028-29 ADA shift reported in 2029-30 PADC ADA report
Grades TK-3		-	-	-	-	-				
Grades 4-6	Prior year **Charter School Shift Decrease** of ADA for students who attended district schools	-	-	-	-	-				
A-20 **Grades 7-8**	in the prior year and attended district sponsored charter schools in the current year	-	-	-	-	-				
Grades 9-12		-	-	-	-	-				
		-	-	-	-	-	-	-	-	-
Grades TK-3		-	-	-	-	-				
Grades 4-6	Prior year **Charter School Shift Increase** of ADA for students who attended district	-	-	-	-	-				
A-19 **Grades 7-8**	sponsored charter schools in the prior year and attended district schools in the current year	-	-	-	-	-				
Grades 9-12		-	-	-	-	-				
		-	-	-	-	-	-	-	-	-
Net increase/(decrease) to prior year ADA		-	-	-	-	-	-	-	-	-

Sunrise Middle (124065)			2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(4) NECESSARY SMALL SCHOOLS ADA												
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.												
1 **NSS #1**												**School Code:**
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-
		TOTAL	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
2 **NSS #2**												**School Code:**
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-
		TOTAL	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
3 **NSS #3**												**School Code:**
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-
		TOTAL	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Sunrise Middle (124065)			2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
4	**NSS #4**											**School Code:**
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-
		TOTAL	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
5	**NSS #5**											**School Code:**
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-
		TOTAL	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS										
Complete either section (a) or (b)										
(a) ALTERNATIVE CALCULATION TOOL										
Use this section to override the calculated in-lieu of property tax results.										
1. Clear the prepopulated number '1' from the box located to the right				1						
2. Local calculation of total in-lieu property taxes										
(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)										
Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.										
1 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
2 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
3 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
4 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
5 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
6 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
7 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
8 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
9 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
10 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
11 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
12 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
13 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
14 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
15 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
16 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
17 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
18 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
19 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
20 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
21 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
22 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
23 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
24 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
25 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
26 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
27 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
28 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
29 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
30 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
31 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
32 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
33 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
34 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
35 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
36 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
37 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
38 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
39 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
40 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
41 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	
42 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
43 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
44 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
45 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
46 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
47 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
48 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-
49 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

Sunrise Middle (124065)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
50 **Charter Name**										
Charter ADA by grade span										
Grades K-3										
Grades 4-6										
Grades 7-8										
Grades 9-12										
Total ADA				-	-	-	-	-	-	-

LCFF CALCULATOR		
124065	5 digit District code or 7 digit School code *(from the CDS code)*	
NO	Is this calculation for a new charter school? (select from drop down list)	
Charter	Projection Type	
	Projection Date	

	CY4
Sunrise Middle (124065)	**2030-31**
(1) UNIVERSAL ASSUMPTIONS	
Supplemental Grant %	***20.00%***
Concentration Grant (>55% population)	*65.00%*
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*	**3.12%**
Statutory COLA	*3.12%*
Augmentation/(COLA Suspension)	*0.00%*
Base Grant Proration Factor (deficit)	*0.00%*
Add-on, ERT & MSA Proration Factor	*0.00%*
Transitional Kindergarten Add-on (*2022-23 forward*)	$ 6,458
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	36.06588113%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	36.06588113%
Local EPA Accrual	$ -
EPA Miscellaneous Adjustments (P-2 Certification only)	
Proposed NSS Augmentation per 2026-27 Governor's Budget Education Omnibus Trailer Bill (Amends EC 42282, 42284, & 42287) — *S*	

Sunrise Middle (124065)		2030-31
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF		
NEW CHARTER SCHOOLS		
(a) TRANSFER OF IN-LIEU PROPERTY TAX		
I-4	**In-Lieu of Property Tax**	3,096,015
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)		
A-1, A-2, A-3	**Enrollment**	320
B-1, B-2, B-3	**Unduplicated Pupil Count**	279
	Single Year Unduplicated Pupil Percentage	87.19%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage	87.19%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location		
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical loc		
D-3	**Unduplicated Pupil Percentage (%)**	47.51%
	Unduplicated Pupil Percentage: Supplemental Grant	87.19%
	Unduplicated Pupil Percentage: Concentration Grant	47.51%
(d) AVERAGE DAILY ATTENDANCE (ADA)		
ADA used for the Transitional Kindergarten Add-on ONLY:		
G-4	**TK** (NEW beginning 2022-23)	
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year		
B-1	**Grades TK-3**	
B-2	**Grades 4-6**	100.43
B-3	**Grades 7-8**	191.31
B-4	**Grades 9-12**	
	SUBTOTAL ADA	291.74
	RATIO: ADA to Enrollment	0.91
(e) OTHER LCFF ADJUSTMENTS		
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative. Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negati		
H-2	Miscellaneous Adjustments	
J-4	Minimum State Aid Adjustments	

Sunrise Middle (124065)		2030-31
(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF		
(a) GENERAL QUESTIONS		
	Is your district required to transfer in-lieu taxes to a charter school?	
	Does your district have a necessary small school?	
(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION		
	Did your district meet the requirements of funding?	YES
(c) PROPERTY TAXES		
C-1	**Estimated Property Taxes (excluding RDA)**	
B-5	**Redevelopment Agency Local Revenue**	
	Less In-Lieu Property Tax Transfer	$ -
	Total Local Revenue	$ -
(d) OTHER LCFF ADJUSTMENTS		
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties		
H-2	**Miscellaneous Adjustments**	
J-5	**Minimum State Aid Adjustments**	
(e) UNDUPLICATED PUPIL PERCENTAGE		
A-1 / A-3	**District Enrollment**	
A-2 / A-4	**COE Enrollment**	
	Total Enrollment	-
B-1 / B-3	**District Unduplicated Pupil Count**	
B-2 / B-4	**COE Unduplicated Pupil Count**	
	Total Unduplicated Pupil Count	-
	Single Year Unduplicated Pupil Percentage	0.00%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage	0.00%

Sunrise Middle (124065)		2030-31
(f) AVERAGE DAILY ATTENDANCE (ADA)		
~~**ADA used for the Transitional Kindergarten Add-on ONLY**~~.		
G-10	**TK (Commencing in 2022-23)**	
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.		
B-1, D-5	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)	
	Grades TK-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	TOTAL CURRENT YEAR ADA	-
D-9, E-1	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)	
	Grades TK-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	TOTAL NPS-CDS (Annual)	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).	
	DISTRICT TOTAL	-
E-2, E-3	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)	
	Grades TK-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	COUNTY TOTAL	-
	RATIO: District ADA-to-Enrollment	0.00%
	RATIO: County ADA-to-Enrollment	0.00%
(g) CHARTER SHIFT ADJUSTMENTS FOR ADA PRIOR YEAR GUARANTEES		
If applicable, enter prior year ADA for students transferring into or out of district schools and **district-sponsored charter schools. Report the prior y21-22, no prior year ADA should be entered for these years.**		
	Prior year — **Source:** Principal Apportionment Data Collection, P-2 Attendance School District Form	2029-30 ADA shift reported in 2030-31 PADC ADA report
A-20	**Grades TK-3**	
	Grades 4-6 — Prior year **Charter School Shift Decrease** of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	
	Grades 7-8	
	Grades 9-12	
		-
A-19	**Grades TK-3**	
	Grades 4-6 — Prior year **Charter School Shift Increase** of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	
	Grades 7-8	
	Grades 9-12	
		-
	Net increase/(decrease) to prior year ADA	**-**

Sunrise Middle (124065)			2030-31
(4) NECESSARY SMALL SCHOOLS ADA			
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current a			
1	**NSS #1**		
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	
A-3, A-13		**Grades 4-6**	
A-4, A-14		**Grades 7-8**	
B-2, B-6		**Grades 9-12**	
		TOTAL	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		
	Is this school eligible for NSS funding?		Eligible
	Type of school		Not NSS
	Best funding option calculated is:		LCFF
	Select funding method:		LCFF
2	**NSS #2**		
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	
A-3, A-13		**Grades 4-6**	
A-4, A-14		**Grades 7-8**	
B-2, B-6		**Grades 9-12**	
		TOTAL	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		
	Is this school eligible for NSS funding?		Eligible
	Type of school		Not NSS
	Best funding option calculated is:		LCFF
	Select funding method:		LCFF
3	**NSS #3**		
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	
A-3, A-13		**Grades 4-6**	
A-4, A-14		**Grades 7-8**	
B-2, B-6		**Grades 9-12**	
		TOTAL	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		
	Is this school eligible for NSS funding?		Eligible
	Type of school		Not NSS
	Best funding option calculated is:		LCFF
	Select funding method:		LCFF

Sunrise Middle (124065)			2030-31
4	**NSS #4**		
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	
A-3, A-13		**Grades 4-6**	
A-4, A-14		**Grades 7-8**	
B-2, B-6		**Grades 9-12**	
		TOTAL	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		
	Is this school eligible for NSS funding?		Eligible
	Type of school		Not NSS
	Best funding option calculated is:		LCFF
	Select funding method:		LCFF
5	**NSS #5**		
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	
A-3, A-13		**Grades 4-6**	
A-4, A-14		**Grades 7-8**	
B-2, B-6		**Grades 9-12**	
		TOTAL	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		
	Is this school eligible for NSS funding?		Eligible
	Type of school		Not NSS
	Best funding option calculated is:		LCFF
	Select funding method:		LCFF

Sunrise Middle (124065)	2030-31
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS	
Complete either section (a) or (b)	
(a) ALTERNATIVE CALCULATION TOOL	
Use this section to override the calculated in-lieu of property tax results.	
1. Clear the prepopulated number '1' from the box located to the right	
2. Local calculation of total in-lieu property taxes	

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District	
Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To re	
1 **Charter Name**	
Charter ADA by grade span	
Grades K-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Total ADA	-
2 **Charter Name**	
Charter ADA by grade span	
Grades K-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Total ADA	-
3 **Charter Name**	
Charter ADA by grade span	
Grades K-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Total ADA	-
4 **Charter Name**	
Charter ADA by grade span	
Grades K-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Total ADA	-

Sunrise Middle (124065)		2030-31
5	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
6	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
7	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
8	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
9	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065)		2030-31
10	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
11	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
12	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
13	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
14	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065)		2030-31
15	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
16	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
17	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
18	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
19	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065)		2030-31
20	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
21	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
22	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
23	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
24	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065)		2030-31
25	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
26	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
27	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
28	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
29	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065)		2030-31
30	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
31	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
32	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
33	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
34	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065)		2030-31
35	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
36	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
37	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
38	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
39	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065)		2030-31
40	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
41	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
42	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
43	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
44	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065)		2030-31
45	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
46	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
47	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
48	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-
49	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065)		2030-31
50	**Charter Name**	
	Charter ADA by grade span	
	Grades K-3	
	Grades 4-6	
	Grades 7-8	
	Grades 9-12	
	Total ADA	-

Sunrise Middle (124065) - 46181

DETAILED ADA CALCULATION	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA	2029-30 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	98.68	101.58	105.53	100.43	100.43	100.43	100.43	100.43
Grades 7-8	186.66	171.18	198.93	191.31	191.31	191.31	191.31	191.31
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	285.34	272.76	304.46	291.74	291.74	291.74	291.74	291.74
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	285.34	272.76	304.46	291.74	291.74	291.74	291.74	291.74
Change in LCFF ADA (excludes NSS ADA)	285.34 Increase	272.76 Increase	304.46 Increase	291.74 Increase	291.74 Increase	291.74 Increase	291.74 Increase	291.74 Increase

Sunrise Middle (124065) - 46181								
DETAILED ADA CALCULATION	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	98.68	101.58	105.53	100.43	100.43	100.43	100.43	100.43
Grades 7-8	186.66	171.18	198.93	191.31	191.31	191.31	191.31	191.31
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	285.34	272.76	304.46	291.74	291.74	291.74	291.74	291.74
	Current Year	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA ***(Current Year Only)***								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	98.68	101.58	105.53	100.43	100.43	100.43	100.43	100.43
Grades 7-8	186.66	171.18	198.93	191.31	191.31	191.31	191.31	191.31
Grades 9-12	-	-	-	-	-	-	-	-
Total Actual ADA	285.34	272.76	304.46	291.74	291.74	291.74	291.74	291.74
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	98.68	101.58	105.53	100.43	100.43	100.43	100.43	100.43
Grades 7-8	186.66	171.18	198.93	191.31	191.31	191.31	191.31	191.31
Grades 9-12	-	-	-	-	-	-	-	-
Total Funded ADA	**285.34**	**272.76**	**304.46**	**291.74**	**291.74**	**291.74**	**291.74**	**291.74**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	-	-	-	-	-	-	-	-

Sunrise Middle (124065) - 46181	v27.1c	PY3	v27.1c	PY2
LOCAL CONTROL FUNDING FORMULA		**2023-24**		**2024-25**
LCFF ENTITLEMENT CALCULATION				
	COLA & Augmentation / Base Grant Proration / Unduplicated Pupil Percentage		COLA & Augmentation / Base Grant Proration / Unduplicated Pupil Percentage	
Calculation Factors	8.22% / 0.00% / 89.99% / 46.54%		1.07% / 0.00% / 90.01% / 48.28%	
	Current Year ADA / Base / Grade Span / Supplemental / Concentration / Total		Current Year ADA / Base / Grade Span / Supplemental / Concentration / Total	
Grades TK-3	- / $ 9,919 / $ 1,032 / $ 1,971 / $ -	$ -	- / $ 10,025 / $ 1,043 / $ 1,992 / $ -	$ -
Grades 4-6	98.68 / 10,069 / 1,812 / -	1,172,439	101.58 / 10,177 / 1,832 / -	1,219,881
Grades 7-8	186.66 / 10,367 / 1,866 / -	2,283,384	171.18 / 10,478 / 1,886 / -	2,116,512
Grades 9-12	- / 12,015 / 312 / 2,219 / -	-	- / 12,144 / 316 / 2,243 / -	-
Subtract Necessary Small School ADA and Funding	- / - / -	-	- / - / -	-
Total Base, Supplemental, and Concentration Grant	$ 2,928,713 / $ - / $ 527,110 / $ -	$ 3,455,823	$ 2,827,404 / $ - / $ 508,989 / $ -	$ 3,336,393
NSS Allowance	-	-	-	-
TOTAL BASE	285.34 / $ 2,928,713 / $ - / $ 527,110 / $ -	$ 3,455,823	272.76 / $ 2,827,404 / $ - / $ 508,989 / $ -	$ 3,336,393
ADD ONS:				
Targeted Instructional Improvement Block Grant		$ -		$ -
Home-to-School Transportation (COLA added commencing 2023-24)		-		-
Small School District Bus Replacement Program (COLA added commencing 2023-24)		-		-
Transitional Kindergarten (Commencing 2022-23)	TK ADA - TK Add-on rate $ 3,044.00	-	TK ADA - TK Add-on rate $ 3,077.00	-
ECONOMIC RECOVERY TARGET PAYMENT		-		-
LCFF Entitlement Before Adjustments		$ 3,455,823		$ 3,336,393
Miscellaneous Adjustments		-		-
ADJUSTED LCFF ENTITLEMENT		**$ 3,455,823**		**$ 3,336,393**
Local Revenue (including RDA)		(2,928,713)		(2,827,404)
Gross State Aid		**$ 527,110**		**$ 508,989**
Education Protection Account Entitlement		(57,068)		(54,552)
Net State Aid		**$ 470,042**		**$ 454,437**
MINIMUM STATE AID CALCULATION				
	12-13 Rate / 2023-24 ADA	N/A	12-13 Rate / 2024-25 ADA	N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ 5,283.87 / 285.34	$ 1,507,699	$ 5,283.87 / 272.76	$ 1,441,228
2012-13 NSS Allowance (deficited)	$ -	-	$ -	-
Minimum State Aid Adjustments		-		-
Less Current Year Property Taxes/In-Lieu		(2,928,713)		(2,827,404)
Less Education Protection Account Entitlement		(57,068)		(54,552)
Subtotal State Aid for Historical RL/Charter General BG		**$ -**		**$ -**
Categorical Minimum State Aid		-		-
Charter School Categorical Block Grant adjusted for ADA	937.30 / 285.34	267,449	937.30 / 272.76	255,658
Minimum State Aid Guarantee Before Proration Factor		**$ 267,449**		**$ 255,658**
Proration Factor				0.00%
Minimum State Aid Guarantee		**$ 267,449**		**$ 255,658**
CHARTER SCHOOL MINIMUM STATE AID OFFSET				
LCFF Entitlement		3,455,823		3,336,393
Minimum State Aid plus Property Taxes including RDA		3,196,162		3,083,062
Offset		-		-
Minimum State Aid Prior to Offset		267,449		255,658
Total Minimum State Aid with Offset		267,449		255,658
State Aid Before Additional State Aid		**$ 470,042**		**$ 454,437**
ADDITIONAL STATE AID		**$ -**		**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee		**$ 470,042**		**$ 454,437**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental		**$ 3,455,823**		**$ 3,336,393**
Change Over Prior Year			-3.46% / (119,430)	
LCFF Entitlement Per ADA (excluding Categorical MSA)		$ 12,111		12,232
Per-ADA Change Over Prior Year			1.00% / 121	
Basic Aid Status (school districts only)		-		-
LCFF SOURCES INCLUDING EXCESS TAXES				
		2023-24	Increase	2024-25
State Aid		$ 470,042	-3.32% / (15,605)	$ 454,437
Education Protection Account		57,068		54,552
Property Taxes Net of In-Lieu Transfers		-	0.00% / -	-
Charter In-Lieu Taxes		2,928,713	-3.46% / (101,309)	2,827,404

Sunrise Middle (124065) - 46181	v27.1c	PY3	v27.1c		PY2
LOCAL CONTROL FUNDING FORMULA		**2023-24**			**2024-25**
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		**$ 3,455,823**	-3.38%	(116,914)	**$ 3,336,393**

Sunrise Middle (124065) - 46181	v27.1c						PY1	v27.1c						CY
LOCAL CONTROL FUNDING FORMULA							**2025-26**							**2026-27**
LCFF ENTITLEMENT CALCULATION														
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		2.30%		0.00%	89.18%	47.51%			4.31%		0.00%	88.01%	47.51%	
	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 10,256		$ 1,067	$ 2,020	$ -	$ -	-	$ 10,698		$ 1,113	$ 2,079	$ -	$ -
Grades 4-6	105.53	10,411			1,857	-	1,294,632	100.43	10,860			1,912	-	1,282,650
Grades 7-8	198.93	10,719			1,912	-	2,512,653	191.31	11,181			1,968	-	2,515,550
Grades 9-12	-	12,423		323	2,273	-	-	-	12,958		337	2,340	-	-
Subtract Necessary Small School ADA and Funding	-	-		-			-	-	-		-			-
Total Base, Supplemental, and Concentration Grant		$ 3,231,004		$ -	$ 576,281	$ -	$ 3,807,285		$ 3,229,707		$ -	$ 568,493	$ -	$ 3,798,200
NSS Allowance		-					-		-					-
TOTAL BASE	304.46	$ 3,231,004		$ -	$ 576,281	$ -	$ 3,807,285	291.74	$ 3,229,707		$ -	$ 568,493	$ -	$ 3,798,200
ADD ONS:														
Targeted Instructional Improvement Block Grant							$ -							$ -
Home-to-School Transportation (COLA added commencing 2023-24)							-							-
Small School District Bus Replacement Program (COLA added commencing 2023-24)							-							-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	$ 5,545.00			-	TK ADA	-	TK Add-on rate	$ 5,704.00			-
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 3,807,285							$ 3,798,200
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 3,807,285**							**$ 3,798,200**
Local Revenue (including RDA)							(3,231,004)							(3,096,015)
Gross State Aid							**$ 576,281**							**$ 702,185**
Education Protection Account Entitlement							(60,892)							(58,348)
Net State Aid							**$ 515,389**							**$ 643,837**
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2025-26 ADA			N/A			12-13 Rate	2026-27 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,283.87	304.46			$ 1,608,727			$ 5,283.87	291.74			$ 1,541,516
2012-13 NSS Allowance (deficited)			$ -				-			$ -				-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(3,231,004)							(3,096,015)
Less Education Protection Account Entitlement							(60,892)							(58,348)
Subtotal State Aid for Historical RL/Charter General BG							**$ -**							**$ -**
Categorical Minimum State Aid							-							-
Charter School Categorical Block Grant adjusted for ADA			937.30	304.46			285,370			937.30	291.74			273,448
Minimum State Aid Guarantee Before Proration Factor							**$ 285,370**							**$ 273,448**
Proration Factor							0.00%							0.00%
Minimum State Aid Guarantee							**$ 285,370**							**$ 273,448**
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement							3,807,285							3,798,200
Minimum State Aid plus Property Taxes including RDA							3,516,374							3,369,463
Offset							-							-
Minimum State Aid Prior to Offset							285,370							273,448
Total Minimum State Aid with Offset							285,370							273,448
State Aid Before Additional State Aid							**$ 515,389**							**$ 643,837**
ADDITIONAL STATE AID							**$ -**							**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 515,389**							**$ 643,837**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplem							**$ 3,807,285**							**$ 3,798,200**
Change Over Prior Year			14.11%	470,892						-0.24%	(9,085)			
LCFF Entitlement Per ADA (excluding Categorical MSA)							12,505							13,019
Per-ADA Change Over Prior Year			2.23%	273						4.11%	514			
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase			2025-26				Increase			2026-27
State Aid			13.41%	60,952			$ 515,389			24.92%	128,448			$ 643,837
Education Protection Account							60,892							58,348
Property Taxes Net of In-Lieu Transfers			0.00%	-			-			0.00%	-			-
Charter In-Lieu Taxes			14.27%	403,600			3,231,004			-4.18%	(134,989)			3,096,015

Sunrise Middle (124065) - 46181	v27.1c			PY1	v27.1c			CY
LOCAL CONTROL FUNDING FORMULA				**2025-26**				**2026-27**
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		13.92%	464,552	**$ 3,807,285**		-0.17%	(6,541)	**$ 3,798,200**

Sunrise Middle (124065) - 46181	v27.1c	CY1	v27.1c	CY2
LOCAL CONTROL FUNDING FORMULA		**2027-28**		**2028-29**
LCFF ENTITLEMENT CALCULATION				
	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage	
Calculation Factors	3.30%	0.00%	87.22% 47.51%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 11,051	$ 1,149	$ 2,128	$ -	$ -
Grades 4-6	100.43	11,218		1,957	-	1,323,152
Grades 7-8	191.31	11,550		2,015	-	2,595,079
Grades 9-12	-	13,386	348	2,396	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 3,336,255	$ -	$ 581,976	$ -	$ 3,918,231
NSS Allowance		-				-
TOTAL BASE	291.74	$ 3,336,255	$ -	$ 581,976	$ -	$ 3,918,231
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA -		TK Add-on rate	$ 5,892.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 3,918,231
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 3,918,231**
Local Revenue (including RDA)						(3,096,015)
Gross State Aid						**$ 822,216**
Education Protection Account Entitlement						(58,348)
Net State Aid						**$ 763,868**

	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage	
Calculation Factors	3.09%	0.00%	87.19%	47.51%
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 11,392	$ 1,185	$ 2,193	$ -	$ -
Grades 4-6	100.43	11,565		2,017	-	1,364,011
Grades 7-8	191.31	11,907		2,076	-	2,675,153
Grades 9-12	-	13,800	359	2,469	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 3,439,401	$ -	$ 599,763	$ -	$ 4,039,164
NSS Allowance		-				-
TOTAL BASE	291.74	$ 3,439,401	$ -	$ 599,763	$ -	$ 4,039,164
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA -		TK Add-on rate	$ 6,074.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 4,039,164
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 4,039,164**
Local Revenue (including RDA)						(3,096,015)
Gross State Aid						**$ 943,149**
Education Protection Account Entitlement						(58,348)
Net State Aid						**$ 884,801**

MINIMUM STATE AID CALCULATION	12-13 Rate	2027-28 ADA	N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ 5,283.87	291.74	$ 1,541,516
2012-13 NSS Allowance (deficited)	$ -		-
Minimum State Aid Adjustments			-
Less Current Year Property Taxes/In-Lieu			(3,096,015)
Less Education Protection Account Entitlement			(58,348)
Subtotal State Aid for Historical RL/Charter General BG			**$ -**
Categorical Minimum State Aid			-
Charter School Categorical Block Grant adjusted for ADA	937.30	291.74	273,448
Minimum State Aid Guarantee Before Proration Factor			**$ 273,448**
Proration Factor			0.00%
Minimum State Aid Guarantee			**$ 273,448**
CHARTER SCHOOL MINIMUM STATE AID OFFSET			
LCFF Entitlement			3,918,231
Minimum State Aid plus Property Taxes including RDA			3,369,463
Offset			-
Minimum State Aid Prior to Offset			273,448
Total Minimum State Aid with Offset			273,448
State Aid Before Additional State Aid			**$ 763,868**
ADDITIONAL STATE AID			**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee			**$ 763,868**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplem			**$ 3,918,231**
Change Over Prior Year	3.16%	120,031	
LCFF Entitlement Per ADA (excluding Categorical MSA)			13,431
Per-ADA Change Over Prior Year	3.16%	412	
Basic Aid Status (school districts only)			-

MINIMUM STATE AID CALCULATION	12-13 Rate	2028-29 ADA	N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ 5,283.87	291.74	$ 1,541,516
2012-13 NSS Allowance (deficited)	$ -		-
Minimum State Aid Adjustments			-
Less Current Year Property Taxes/In-Lieu			(3,096,015)
Less Education Protection Account Entitlement			(58,348)
Subtotal State Aid for Historical RL/Charter General BG			**$ -**
Categorical Minimum State Aid			-
Charter School Categorical Block Grant adjusted for ADA	937.30	291.74	273,448
Minimum State Aid Guarantee Before Proration Factor			**$ 273,448**
Proration Factor			0.00%
Minimum State Aid Guarantee			**$ 273,448**
CHARTER SCHOOL MINIMUM STATE AID OFFSET			
LCFF Entitlement			4,039,164
Minimum State Aid plus Property Taxes including RDA			3,369,463
Offset			-
Minimum State Aid Prior to Offset			273,448
Total Minimum State Aid with Offset			273,448
State Aid Before Additional State Aid			**$ 884,801**
ADDITIONAL STATE AID			**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee			**$ 884,801**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplem			**$ 4,039,164**
Change Over Prior Year	3.09%	120,933	
LCFF Entitlement Per ADA (excluding Categorical MSA)			13,845
Per-ADA Change Over Prior Year	3.08%	414	
Basic Aid Status (school districts only)			-

LCFF SOURCES INCLUDING EXCESS TAXES		Increase	2027-28
State Aid	18.64%	120,031	$ 763,868
Education Protection Account			58,348
Property Taxes Net of In-Lieu Transfers	0.00%	-	-
Charter In-Lieu Taxes	0.00%	-	3,096,015

		Increase	2028-29
State Aid	15.83%	120,933	$ 884,801
Education Protection Account			58,348
Property Taxes Net of In-Lieu Transfers	0.00%	-	-
Charter In-Lieu Taxes	0.00%	-	3,096,015

Sunrise Middle (124065) - 46181	v27.1c			CY1	v27.1c			CY2
LOCAL CONTROL FUNDING FORMULA				**2027-28**				**2028-29**
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		3.16%	120,031	**$ 3,918,231**		3.09%	120,933	**$ 4,039,164**

Sunrise Middle (124065) - 46181	v27.1c	CY3	v27.1c	CY4
LOCAL CONTROL FUNDING FORMULA		**2029-30**		**2030-31**
LCFF ENTITLEMENT CALCULATION				
	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage
Calculation Factors	3.11%	0.00%	87.19% 47.51%	3.12%	0.00%	87.19% 47.51%
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 11,746	$ 1,222	$ 2,261	$ -	$ -	-	$ 12,112	$ 1,260	$ 2,332	$ -	$ -
Grades 4-6	100.43	11,925		2,079	-	1,406,470	100.43	12,297		2,144	-	1,450,345
Grades 7-8	191.31	12,277		2,141	-	2,758,282	191.31	12,660		2,208	-	2,844,331
Grades 9-12	-	14,229	370	2,546	-	-	-	14,673	381	2,625	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 3,546,341	$ -	$ 618,411	$ -	$ 4,164,752		$ 3,656,973	$ -	$ 637,703	$ -	$ 4,294,676
NSS Allowance		-				-		-				-
TOTAL BASE	291.74	$ 3,546,341	$ -	$ 618,411	$ -	$ 4,164,752	291.74	$ 3,656,973	$ -	$ 637,703	$ -	$ 4,294,676
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	$ 6,263.00		-	TK ADA	-	TK Add-on rate	$ 6,458.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 4,164,752						$ 4,294,676
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 4,164,752**						**$ 4,294,676**
Local Revenue (including RDA)						(3,096,015)						(3,096,015)
Gross State Aid						**$ 1,068,737**						**$ 1,198,661**
Education Protection Account Entitlement						(58,348)						(58,348)
Net State Aid						**$ 1,010,389**						**$ 1,140,313**
MINIMUM STATE AID CALCULATION												
		12-13 Rate	2029-30 ADA			N/A		12-13 Rate	2030-31 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA		$ 5,283.87	291.74			$ 1,541,516		$ 5,283.87	291.74			$ 1,541,516
2012-13 NSS Allowance (deficited)		$ -				-		$ -				-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(3,096,015)						(3,096,015)
Less Education Protection Account Entitlement						(58,348)						(58,348)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						-						-
Charter School Categorical Block Grant adjusted for ADA		937.30	291.74			273,448		937.30	291.74			273,448
Minimum State Aid Guarantee Before Proration Factor						**$ 273,448**						**$ 273,448**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ 273,448**						**$ 273,448**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						4,164,752						4,294,676
Minimum State Aid plus Property Taxes including RDA						3,369,463						3,369,463
Offset						-						-
Minimum State Aid Prior to Offset						273,448						273,448
Total Minimum State Aid with Offset						273,448						273,448
State Aid Before Additional State Aid						**$ 1,010,389**						**$ 1,140,313**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 1,010,389**						**$ 1,140,313**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplem						**$ 4,164,752**						**$ 4,294,676**
Change Over Prior Year		3.11%	125,588					3.12%	129,924			
LCFF Entitlement Per ADA (excluding Categorical MSA)						14,276						14,721
Per-ADA Change Over Prior Year		3.11%	431					3.12%	445			
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
			Increase			2029-30			Increase			2030-31
State Aid		14.19%	125,588			$ 1,010,389		12.86%	129,924			$ 1,140,313
Education Protection Account						58,348						58,348
Property Taxes Net of In-Lieu Transfers		0.00%	-			-		0.00%	-			-
Charter In-Lieu Taxes		0.00%	-			3,096,015		0.00%	-			3,096,015

Sunrise Middle (124065) - 46181	v27.1c			CY3	v27.1c			CY4
LOCAL CONTROL FUNDING FORMULA				**2029-30**				**2030-31**
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		3.11%	125,588	**$ 4,164,752**		3.32%	129,924	**$ 4,294,676**

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Sunrise Middle (124065) - 46181

EDUCATION PROTECTION ACCOUNT

		Calculated* 2023-24	CDE P-2 Certification* 2024-25	Calculated* 2024-25	Estimated P-2 2025-26	Calculated* 2025-26	2026-27	2027-28	2028-29	2029-30
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT										
A-1	Total ADA for EPA Minimum	285.34	272.76	272.76	304.46	304.46	291.74	291.74	291.74	291.74
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	*$ 57,068*	$ 54,552	$ 54,552	$ 60,892	$ 60,892	$ 58,348	$ 58,348	$ 58,348	$ 58,348
EPA PROPORTIONATE SHARE CAP										
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	$ 7,066.59		$ 7,142.20	$ 7,306.47	$ 7,306.47	$ 7,516.17	$ 7,764.20	$ 8,004.11	$ 8,253.04
B4, B8	Current Year Funded ADA, excluding NSS	285.34		272.76	304.46	304.46	291.74	291.74	291.74	291.74
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-12	Current Year Funded ADA, including NSS	285.34		272.76	304.46	304.46	291.74	291.74	291.74	291.74
B9+B13	*Adjusted Total Revenue Limit*	*$ 2,016,381*		*$ 1,948,106*	*$ 2,224,528*	*$ 2,224,528*	*$ 2,192,767*	*$ 2,265,128*	*$ 2,335,119*	*$ 2,407,742*
B14	*Current Year Adjusted NSS Allowance*	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ 2,016,381*	*$ 1,948,106*	$ 1,948,106	$ 2,224,528	$ 2,224,528	$ 2,192,767	$ 2,265,128	$ 2,335,119	$ 2,407,742
B-17	Local Revenue/In-Lieu of Property Taxes	$ 2,928,713	$ 2,827,404	$ 2,827,404	$ 3,231,004	$ 3,231,004	$ 3,096,015	$ 3,096,015	$ 3,096,015	$ 3,096,015
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA PROPORTIONATE SHARE										
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$2,016,381	*$ 1,948,106*	$1,948,106	$2,224,528	$2,224,528	$2,192,767	$2,265,128	$2,335,119	$2,407,742
C-2	Statewide EPA Proportionate Share Ratio *(as of P-2 certification)*		49.68656772%		36.06588113%		36.06588113%	36.06588113%	36.06588113%	36.06588113%
C-3	EPA Proportionate Share (C-1 * C-2)	*$ 444,377*	$ 967,947	*$ 984,660*	$ 802,296	*$ 802,296*	$ 790,841	$ 816,938	$ 842,181	$ 868,373
EPA ENTITLEMENT										
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	*$ 57,068*	$ 54,552	$ 54,552	$ 60,892	$ 60,892	$ 58,348	$ 58,348	$ 58,348	$ 58,348
D-2	Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$-	$-	$-	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2+D-2a)	*57,068*	54,552	54,552	60,892	60,892	58,348	58,348	58,348	58,348
D-4	Prior Year Annual Adjustment	*(22)*	*$ -*	-	*$ -*	-	-			
D-5	P2 Entitlement Net of PY Adjustment	*57,046*	*$ 54,552*	*54,552*	$ 60,892	*60,892*	58,348	58,348	58,348	58,348
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	22.03836064%	50.54446491%	50.54446491%	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)		*$ 54,552*		*$ 60,892*		*58,348*	*58,348*	*58,348*	*58,348*

**CDE P-2 Certification and Calculated columns can be compared to determine accruals ornts. Enter accrual information on Data Entry tab.*
***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuan LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

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EDUCATION PROTECTION ACCOUNT

		2030-31
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT		
A-1	Total ADA for EPA Minimum	291.74
A-2	Minimum Funding per ADA	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ 58,348
EPA PROPORTIONATE SHARE CAP		
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	$ 8,511
B4, B8	Current Year Funded ADA, excluding NSS	291.74
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	$ -
B-12	Current Year Funded ADA, including NSS	291.74
B9+B13	*Adjusted Total Revenue Limit*	$ *2,482,862*
B14	*Current Year Adjusted NSS Allowance*	$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ 2,482,862
B-17	Local Revenue/In-Lieu of Property Taxes	$ 3,096,015
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	$ -
EPA PROPORTIONATE SHARE		
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$2,482,862
C-2	Statewide EPA Proportionate Share Ratio *(as of P-2 certification)*	36.06588113%
C-3	EPA Proportionate Share (C-1 * C-2)	$ 895,466
EPA ENTITLEMENT		
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	$ 58,348
D-2	Miscellaneous Adjustments**	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2+D-2a)	58,348
D-4	Prior Year Annual Adjustment	
D-5	P2 Entitlement Net of PY Adjustment	58,348
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	36.06588113%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	*58,348*

**CDE P-2 Certification and Calculated columns can be compared to determine accruals or*
***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issu*

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Sunrise Middle (124065) - 46181

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
General Assumptions								
COLA & Augmentation	8.22%	1.07%	2.30%	4.31%	3.30%	3.09%	3.11%	3.12%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	312	301	330	320	320	320	320	320
Unduplicated Pupil Count (UPC)	283	270	288	279	279	279	279	279
Unduplicated Pupil Percentage (UPP)	89.99%	90.01%	89.18%	88.01%	87.22%	87.19%	87.19%	87.19%
Current Year LCFF Average Daily Attendance (ADA)	285.34	272.76	304.46	291.74	291.74	291.74	291.74	291.74
Funded LCFF ADA	285.34	272.76	304.46	291.74	291.74	291.74	291.74	291.74
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$2,928,713	$2,827,404	$3,231,004	$3,229,707	$3,336,255	$3,439,401	$3,546,341	$3,656,973
Grade Span Adjustment	-	-	-	-	-	-	-	-
Adjusted Base Grant	$2,928,713	$2,827,404	$3,231,004	$3,229,707	$3,336,255	$3,439,401	$3,546,341	$3,656,973
Supplemental Grant	527,110	508,989	576,281	568,493	581,976	599,763	618,411	637,703
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$3,455,823	$3,336,393	$3,807,285	$3,798,200	$3,918,231	$4,039,164	$4,164,752	$4,294,676
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-	-	-
Total Allowance and Add-On Amounts	$-	$-	$-	$-	$-	$-	$-	$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$3,455,823**	**$3,336,393**	**$3,807,285**	**$3,798,200**	**$3,918,231**	**$4,039,164**	**$4,164,752**	**$4,294,676**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 3,455,823**	**$ 3,336,393**	**$ 3,807,285**	**$ 3,798,200**	**$ 3,918,231**	**$ 4,039,164**	**$ 4,164,752**	**$ 4,294,676**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 12,111	$ 12,232	$ 12,505	$ 13,019	$ 13,431	$ 13,845	$ 14,276	$ 14,721
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	3,455,823	3,336,393	3,807,285	3,798,200	3,918,231	4,039,164	4,164,752	4,294,676
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 2,928,713*	*$ 2,827,404*	*$ 3,231,004*	*$ 3,096,015*	*$ 3,096,015*	*$ 3,096,015*	*$ 3,096,015*	*$ 3,096,015*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 57,068	$ 54,552	$ 60,892	$ 58,348	$ 58,348	$ 58,348	$ 58,348	$ 58,348
Net State Aid *(excludes Additional State Aid)*	$ 470,042	$ 454,437	$ 515,389	$ 643,837	$ 763,868	$ 884,801	$ 1,010,389	$ 1,140,313
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 3,455,823**	**$ 3,336,393**	**$ 3,807,285**	**$ 3,798,200**	**$ 3,918,231**	**$ 4,039,164**	**$ 4,164,752**	**$ 4,294,676**

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Sunrise Middle (124065) - 46181

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 470,042	$ 454,437	$ 515,389	$ 643,837	$ 763,868	$ 884,801	$ 1,010,389	$ 1,140,313
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 57,068	$ 54,552	$ 60,892	$ 58,348	$ 58,348	$ 58,348	$ 58,348	$ 58,348
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ (22)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	2,928,713	2,827,404	3,231,004	3,096,015	3,096,015	3,096,015	3,096,015	3,096,015
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 3,455,823	$ 3,336,393	$ 3,807,285	$ 3,798,200	$ 3,918,231	$ 4,039,164	$ 4,164,752	$ 4,294,676
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 3,455,823	$ 3,336,393	$ 3,807,285	$ 3,798,200	$ 3,918,231	$ 4,039,164	$ 4,164,752	$ 4,294,676
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 2,928,713	$ 2,827,404	$ 3,231,004	$ 3,229,707	$ 3,336,255	$ 3,439,401	$ 3,546,341	$ 3,656,973
Supplemental and Concentration Grant funding in the LCAP year	$ 527,110	$ 508,989	$ 576,281	$ 568,493	$ 581,976	$ 599,763	$ 618,411	$ 637,703
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	18.00%	18.00%	17.84%	17.60%	17.44%	17.44%	17.44%	17.44%

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Sunrise Middle (124065) - 46181

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 12,921.96	$ 13,060.46	$ 13,342.57	$ 13,889.97	$ 14,328.17	$ 14,770.18	$ 15,229.36	$ 15,703.81
Grades 4-6	$ 11,881.22	$ 12,009.06	$ 12,267.91	$ 12,771.58	$ 13,174.87	$ 13,581.70	$ 14,004.48	$ 14,441.35
Grades 7-8	$ 12,232.85	$ 12,364.25	$ 12,630.84	$ 13,149.08	$ 13,564.78	$ 13,983.34	$ 14,417.86	$ 14,867.65
Grades 9-12	$ 14,545.61	$ 14,703.05	$ 15,019.38	$ 15,635.19	$ 16,129.76	$ 16,628.05	$ 17,144.77	$ 17,679.12
Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,229	$ 14,673
Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,222	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,951	$ 11,068	$ 11,323	$ 11,811	$ 12,200	$ 12,577	$ 12,968	$ 13,372
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,327	$ 12,460	$ 12,746	$ 13,295	$ 13,734	$ 14,159	$ 14,599	$ 15,054
Prorated Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,229	$ 14,673
Prorated Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,222	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,190	$ 2,214	$ 2,265	$ 2,362	$ 2,440	$ 2,515	$ 2,594	$ 2,674
Grades 4-6	$ 2,014	$ 2,035	$ 2,082	$ 2,172	$ 2,244	$ 2,313	$ 2,385	$ 2,459
Grades 7-8	$ 2,073	$ 2,096	$ 2,144	$ 2,236	$ 2,310	$ 2,381	$ 2,455	$ 2,532
Grades 9-12	$ 2,465	$ 2,492	$ 2,549	$ 2,659	$ 2,747	$ 2,832	$ 2,920	$ 3,011
Actual - 1.00 ADA, Local UPP as follows:	*89.99%*	*90.01%*	*89.18%*	*88.01%*	*87.22%*	*87.19%*	*87.19%*	*87.19%*
Grades TK-3	$ 1,971	$ 1,992	$ 2,020	$ 2,079	$ 2,128	$ 2,193	$ 2,261	$ 2,332
Grades 4-6	$ 1,812	$ 1,832	$ 1,857	$ 1,912	$ 1,957	$ 2,017	$ 2,079	$ 2,144
Grades 7-8	$ 1,866	$ 1,886	$ 1,912	$ 1,968	$ 2,015	$ 2,076	$ 2,141	$ 2,208
Grades 9-12	$ 2,219	$ 2,243	$ 2,273	$ 2,340	$ 2,396	$ 2,469	$ 2,546	$ 2,625
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 7,118	$ 7,194	$ 7,360	$ 7,677	$ 7,930	$ 8,175	$ 8,429	$ 8,692
Grades 4-6	$ 6,545	$ 6,615	$ 6,767	$ 7,059	$ 7,292	$ 7,517	$ 7,751	$ 7,993
Grades 7-8	$ 6,739	$ 6,811	$ 6,967	$ 7,268	$ 7,508	$ 7,740	$ 7,980	$ 8,229
Grades 9-12	$ 8,013	$ 8,099	$ 8,285	$ 8,642	$ 8,927	$ 9,203	$ 9,489	$ 9,785
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Local Property Taxes (w/out RDA)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Funding Method:								
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Prior Year Basic Aid Status		-	-	-	-	-	-	-
1 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2023-24			12/13 deficited rate
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	268,348	151,414
25 - 48	2	531,045	302,829
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
High School			
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2023-24	8.22%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	1,971	-
Grades 4-6	10,069	-	1,812	-
Grades 7-8	10,367	-	1,866	-
Grades 9-12	12,015	312	2,219	-

ADA & NSS FTE — **2023-24**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
Second PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
PRIOR YEAR ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	

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NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
NSS allowance level using PY		-	-	-	-	-
NSS Allowance using PY		-	-	-	-	-
NSS Add-on using PY		-	-	-	-	-
Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average		-	-	-	-	-
NSS Allowance using 3 PY average		-	-	-	-	-
NSS Add-on using 3 PY average		-	-	-	-	-
Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
NSS allowance level using CY		-	-	-	-	-
NSS Allowance using CY		-	-	-	-	-
NSS Add-on using CY		-	-	-	-	-
Total NSS Allowance using CY		-	-	-	-	-
NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding		-	-	-	-	-
NSS ADA	Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
NSS allowance Level		-	-	-	-	-

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NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

2023-24

2023-24

Funded P2 NSS ADA and NSS Allowances	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Third Prior Year 2020-21						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2021-22						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2022-23						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2023-24						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	-
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,919	1,032	-	-	-
Grades 4-6	-	10,069	-	-	-	-
Grades 7-8	-	10,367	-	-	-	-
Grades 9-12	-	12,015	312	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

RATES 2024-25 ADA	Level / # FTE	Allowance	12/13 deficited rate
Elementary			
1 - 24	1	271,219	153,034
25 - 48	2	536,727	306,069
49 - 72	3	802,469	459,103
73 - 96	4	1,067,976	612,137
High School			
1 - 19	1	228,561	124,216
1 - 19	2	325,871	248,433
1 - 19	3	723,865	551,762
20 - 38	4	886,800	675,978
39 - 57	5	1,049,736	800,196
58 - 71	6	1,212,671	924,412
72 - 86	7	1,375,607	1,048,629
87 - 100	8	1,538,542	1,172,846
101 - 114	9	1,701,478	1,297,062
115 - 129	10	1,864,413	1,421,278
130 - 143	11	2,027,349	1,545,495
144 - 171	12	2,190,285	1,669,712
172 - 210	13	2,622,556	1,793,928
211 - 248	14	3,096,053	1,918,145
249 - 286	15	3,569,557	2,042,361
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2024-25	1.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	1,992	-
Grades 4-6	10,177	-	1,832	-
Grades 7-8	10,478	-	1,886	-
Grades 9-12	12,144	316	2,243	-

ADA & NSS FTE — 2024-25

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
NSS allowance level using PY		-	-	-	-	-
NSS Allowance using PY		-	-	-	-	-
NSS Add-on using PY		-	-	-	-	-
Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average		-	-	-	-	-
NSS Allowance using 3 PY average		-	-	-	-	-
NSS Add-on using 3 PY average		-	-	-	-	-
Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
NSS allowance level using CY		-	-	-	-	-
NSS Allowance using CY		-	-	-	-	-
NSS Add-on using CY		-	-	-	-	-
Total NSS Allowance using CY		-	-	-	-	-
NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding		-	-	-	-	-
NSS ADA	Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
NSS allowance Level		-	-	-	-	-

	A	B	C	D	E	F	G	H	I	J	K	L
1		Sunrise Middle (124065) - 46181										
2		**NECESSARY SMALL SCHOOLS (NSS)**										
3		*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*										
4												
5												
252	2024-25							2024-25				
253		**Funded P2 NSS ADA and NSS Allowances**					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
254		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
255		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
256		**NSS Allowance**										
257		**Third Prior Year**		2021-22								
258				**NSS ADA**								
259				Grades TK-3			-	-	-	-	-	-
260				Grades 4-6			-	-	-	-	-	-
261				Grades 7-8			-	-	-	-	-	-
262				Grades 9-12			-	-	-	-	-	-
263				**P2 NSS ADA**			-	-	-	-	-	-
264		**Second Prior Year**		2022-23								
265				**NSS ADA**								
266				Grades TK-3			-	-	-	-	-	-
267				Grades 4-6			-	-	-	-	-	-
268				Grades 7-8			-	-	-	-	-	-
269				Grades 9-12			-	-	-	-	-	-
270				**P2 NSS ADA**			-	-	-	-	-	-
271		**Prior Year**		2023-24								
272				**NSS ADA**								
273				Grades TK-3			-	-	-	-	-	-
274				Grades 4-6			-	-	-	-	-	-
275				Grades 7-8			-	-	-	-	-	-
276				Grades 9-12			-	-	-	-	-	-
277				**P2 NSS ADA**			-	-	-	-	-	-
278				**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**
279		**Current Year**		2024-25								
280				**NSS ADA**								
281				Grades TK-3			-	-	-	-	-	-
282				Grades 4-6			-	-	-	-	-	-
283				Grades 7-8			-	-	-	-	-	-
284				Grades 9-12			-	-	-	-	-	-
285				**P2 NSS ADA**			-	-	-	-	-	-
286				**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**
287		**Funded**		**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**	
288				**NSS ADA**								
289				Grades TK-3			-	-	-	-	-	-
290				Grades 4-6			-	-	-	-	-	-
291				Grades 7-8			-	-	-	-	-	-
292				Grades 9-12			-	-	-	-	-	-
293				**P2 NSS ADA**			-	-	-	-	-	-
294				**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**
295		**Exclude: LCFF Adjusted Base Funding for NSS ADA**					NSS ADA	Rates		Amounts		Total
296								**Base**	**Grade Span**	**Base**	**Grade Span**	
297				Grades TK-3			-	10,025	1,043	-	-	-
298				Grades 4-6			-	10,177	-	-	-	-
299				Grades 7-8			-	10,478	-	-	-	-
300				Grades 9-12			-	12,144	316	-	-	-
301		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**					**-**			**-**	**-**	**-**
302		**Adjusted NSS Allowance (Deficited) for EPA**					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
303		Funding at 12-13 levels (deficited)										
304		NSS Allowances					-	-	-	-	-	-
305		NSS Add-on										
306		NSS Add-on per ADA					-	-	-	-	-	
307		Funded ADA					-	-	-	-	-	
308		NSS Add-on					-	-	-	-	-	-
309		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**										**-**
310												
311												

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

RATES 2025-26			12/13 deficited rate (adj. for COLA)
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	277,457	156,554
25 - 48	2	549,072	313,109
49 - 72	3	820,926	469,662
73 - 96	4	1,092,539	626,216
High School			
1 - 19	1	233,818	127,073
1 - 19	2	333,366	254,147
1 - 19	3	740,514	564,453
20 - 38	4	907,196	691,525
39 - 57	5	1,073,880	818,601
58 - 71	6	1,240,562	945,673
72 - 86	7	1,407,246	1,072,747
87 - 100	8	1,573,928	1,199,821
101 - 114	9	1,740,612	1,326,894
115 - 129	10	1,907,294	1,453,967
130 - 143	11	2,073,978	1,581,041
144 - 171	12	2,240,662	1,708,115
172 - 210	13	2,682,875	1,835,188
211 - 248	14	3,167,262	1,962,262
249 - 286	15	3,651,657	2,089,335
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2025-26	2.30%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,256	1,067	2,020	-
Grades 4-6	10,411	-	1,857	-
Grades 7-8	10,719	-	1,912	-
Grades 9-12	12,423	323	2,273	-

	A	B	C	D	E	F	G	H	I	J	K	L
1		Sunrise Middle (124065) - 46181										
2		**NECESSARY SMALL SCHOOLS (NSS)**										
3		*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*										
4												
5												
338		**ADA & NSS FTE**						**2025-26**				
339						DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
340		Third PY ADA (net of charter shift)										
341		2022-23		Grades TK-3		-	-	-	-	-	-	
342				Grades 4-6		-	-	-	-	-	-	
343				Grades 7-8		-	-	-	-	-	-	
344				Grades 9-12		-	-	-	-	-	-	
345				Third PRIOR YEAR ADA		-	-	-	-	-	-	
346		Third PY NUMBER OF FTE					-	-	-	-	-	
347		Second PY ADA (net of charter shift)										
348		2023-24		Grades TK-3		-	-	-	-	-	-	
349				Grades 4-6		-	-	-	-	-	-	
350				Grades 7-8		-	-	-	-	-	-	
351				Grades 9-12		-	-	-	-	-	-	
352				Second PRIOR YEAR ADA		-	-	-	-	-	-	
353		Second PY NUMBER OF FTE					-	-	-	-	-	
354		PRIOR YEAR ADA (net of charter shift)										
355		0		Grades TK-3		-	-	-	-	-	-	
356				Grades 4-6		-	-	-	-	-	-	
357				Grades 7-8		-	-	-	-	-	-	
358				Grades 9-12		-	-	-	-	-	-	
359				PRIOR YEAR ADA		-	-	-	-	-	-	
360		PRIOR YEAR NUMBER OF FTE					-	-	-	-	-	
361		THREE PRIOR YEAR AVERAGE (net of charter shift)										
362				Grades TK-3		-	-	-	-	-	-	
363				Grades 4-6		-	-	-	-	-	-	
364				Grades 7-8		-	-	-	-	-	-	
365				Grades 9-12		-	-	-	-	-	-	
366				3 PY AVERAGE ADA		-	-	-	-	-	-	
367		3 PRIOR YEAR NUMBER OF FTE					-	-	-	-	-	
368		CURRENT YEAR ADA (before charter shift)										
369		2025-26		Grades TK-3		-	-	-	-	-	-	-
370				Grades 4-6		-	-	-	-	-	-	-
371				Grades 7-8		-	-	-	-	-	-	-
372				Grades 9-12		-	-	-	-	-	-	-
373				CURRENT YEAR ADA		-	-	-	-	-	-	-
374		CURRENT YEAR NUMBER OF FTE					-	-	-	-	-	

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
NSS allowance level using PY		-	-	-	-	-
NSS Allowance using PY		-	-	-	-	-
NSS Add-on using PY		-	-	-	-	-
Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average		-	-	-	-	-
NSS Allowance using 3 PY average		-	-	-	-	-
NSS Add-on using 3 PY average		-	-	-	-	-
Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
NSS allowance level using CY		-	-	-	-	-
NSS Allowance using CY		-	-	-	-	-
NSS Add-on using CY		-	-	-	-	-
Total NSS Allowance using CY		-	-	-	-	-
NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding		-	-	-	-	-
NSS ADA	Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
NSS allowance Level		-	-	-	-	-

	A	B	C	D	E	F	G	H	I	J	K	L
1		Sunrise Middle (124065) - 46181										
2		**NECESSARY SMALL SCHOOLS (NSS)**										
3		*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*										
4												
5												
405	2025-26								2025-26			
406		**Funded P2 NSS ADA and NSS Allowances**					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
407		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
408		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
409		**NSS Allowance**										
410		**Third Prior Year**		2022-23								
411			**NSS ADA**									
412			Grades TK-3				-	-	-	-	-	-
413			Grades 4-6				-	-	-	-	-	-
414			Grades 7-8				-	-	-	-	-	-
415			Grades 9-12				-	-	-	-	-	-
416			**P2 NSS ADA**				-	-	-	-	-	-
417		**Second Prior Year**		2023-24								
418			**NSS ADA**									
419			Grades TK-3				-	-	-	-	-	-
420			Grades 4-6				-	-	-	-	-	-
421			Grades 7-8				-	-	-	-	-	-
422			Grades 9-12				-	-	-	-	-	-
423			**P2 NSS ADA**				-	-	-	-	-	-
424		**Prior Year**		2024-25								
425			**NSS ADA**									
426			Grades TK-3				-	-	-	-	-	-
427			Grades 4-6				-	-	-	-	-	-
428			Grades 7-8				-	-	-	-	-	-
429			Grades 9-12				-	-	-	-	-	-
430			**P2 NSS ADA**				-	-	-	-	-	-
431			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
432		**Current Year**		2025-26								
433			**NSS ADA**									
434			Grades TK-3				-	-	-	-	-	-
435			Grades 4-6				-	-	-	-	-	-
436			Grades 7-8				-	-	-	-	-	-
437			Grades 9-12				-	-	-	-	-	-
438			**P2 NSS ADA**				-	-	-	-	-	-
439			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
440		**Funded**	**NSS allowance Level**				**-**	**-**	**-**	**-**	**-**	
441			**NSS ADA**									
442			Grades TK-3				-	-	-	-	-	-
443			Grades 4-6				-	-	-	-	-	-
444			Grades 7-8				-	-	-	-	-	-
445			Grades 9-12				-	-	-	-	-	-
446			**P2 NSS ADA**				-	-	-	-	-	-
447			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
448		**Exclude: LCFF Adjusted Base Funding for NSS ADA**					NSS ADA	Rates		Amounts		Total
449								**Base**	**Grade Span**	**Base**	**Grade Span**	
450			Grades TK-3				-	10,256	1,067	-	-	-
451			Grades 4-6				-	10,411	-	-	-	-
452			Grades 7-8				-	10,719	-	-	-	-
453			Grades 9-12				-	12,423	323	-	-	-
454		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**					**-**			**-**	**-**	**-**
455		**Adjusted NSS Allowance (Deficited) for EPA**					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
456		Funding at 12-13 levels (deficited)										
457		NSS Allowances					-	-	-	-	-	-
458		NSS Add-on										
459		NSS Add-on per ADA					-	-	-	-	-	
460		Funded ADA					-	-	-	-	-	
461		NSS Add-on					-	-	-	-	-	-
462		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**										**-**
463												
464												

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

RATES 2026-27			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	285,420	161,047
25 - 48	2	564,830	322,095
49 - 72	3	844,487	483,141
73 - 96	4	1,123,895	644,188
High School			
1 - 19	1	240,529	130,720
1 - 19	2	342,934	261,441
1 - 19	3	761,767	580,653
20 - 38	4	933,233	711,372
39 - 57	5	1,104,700	842,095
58 - 71	6	1,276,166	972,814
72 - 86	7	1,447,634	1,103,535
87 - 100	8	1,619,100	1,234,256
101 - 114	9	1,790,568	1,364,976
115 - 129	10	1,962,033	1,495,696
130 - 143	11	2,133,501	1,626,417
144 - 171	12	2,304,969	1,757,138
172 - 210	13	2,759,874	1,887,858
211 - 248	14	3,258,162	2,018,579
249 - 286	15	3,756,460	2,149,299
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2026-27	2.87%
Proration Factor	0.00%
Proposed NSS Augmentation	**0.00%**

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,698	1,113	2,079	-
Grades 4-6	10,860	-	1,912	-
Grades 7-8	11,181	-	1,968	-
Grades 9-12	12,958	337	2,340	-

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

	ADA & NSS FTE		2026-27 DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
493	Third PY ADA (net of charter shift)								
494	2023-24	Grades TK-3	-	-	-	-	-	-	
495		Grades 4-6	-	-	-	-	-	-	
496		Grades 7-8	-	-	-	-	-	-	
497		Grades 9-12	-	-	-	-	-	-	
498		Third PRIOR YEAR ADA	-	-	-	-	-	-	
499	Third PY NUMBER OF FTE			-	-	-	-	-	
500	Second PY ADA (net of charter shift)								
501	2024-25	Grades TK-3	-	-	-	-	-	-	
502		Grades 4-6	-	-	-	-	-	-	
503		Grades 7-8	-	-	-	-	-	-	
504		Grades 9-12	-	-	-	-	-	-	
505		Second PRIOR YEAR ADA	-	-	-	-	-	-	
506	Second PY NUMBER OF FTE			-	-	-	-	-	
507	PRIOR YEAR ADA (net of charter shift)								
508	2025-26	Grades TK-3	-	-	-	-	-	-	
509		Grades 4-6	-	-	-	-	-	-	
510		Grades 7-8	-	-	-	-	-	-	
511		Grades 9-12	-	-	-	-	-	-	
512		PRIOR YEAR ADA	-	-	-	-	-	-	
513	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
514	THREE PRIOR YEAR AVERAGE (net of charter shift)								
515		Grades TK-3	-	-	-	-	-	-	
516		Grades 4-6	-	-	-	-	-	-	
517		Grades 7-8	-	-	-	-	-	-	
518		Grades 9-12	-	-	-	-	-	-	
519		3 PY AVERAGE ADA	-	-	-	-	-	-	
520	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
521	CURRENT YEAR ADA (before charter shift)								
522	2026-27	Grades TK-3	-	-	-	-	-	-	-
523		Grades 4-6	-	-	-	-	-	-	-
524		Grades 7-8	-	-	-	-	-	-	-
525		Grades 9-12	-	-	-	-	-	-	-
526		CURRENT YEAR ADA	-	-	-	-	-	-	-
527	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

	NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
529	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
530	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
531	NSS Allowance if funded as NSS & on prior year						
532		NSS allowance level using PY	-	-	-	-	-
533		NSS Allowance using PY	-	-	-	-	-
534		NSS Add-on using PY	-	-	-	-	-
535		Total NSS Allowance using PY	-	-	-	-	-
536	NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
537		NSS allowance level using 3 PY average	-	-	-	-	-
538		NSS Allowance using 3 PY average	-	-	-	-	-
539		NSS Add-on using 3 PY average	-	-	-	-	-
540		Total NSS Allowance using 3 PY average	-	-	-	-	-
541	NSS Allowance if funded as NSS & on current year						
542		NSS allowance level using CY	-	-	-	-	-
543		NSS Allowance using CY	-	-	-	-	-
544		NSS Add-on using CY	-	-	-	-	-
545		Total NSS Allowance using CY	-	-	-	-	-
546		NSS allowance level >0?	NO	NO	NO	NO	NO
547	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
548		NSS Funding	-	-	-	-	-
549		NSS ADA Grades TK-3	-	-	-	-	-
550		Grades 4-6	-	-	-	-	-
551		Grades 7-8	-	-	-	-	-
552		Grades 9-12	-	-	-	-	-
553		Total	-	-	-	-	-
554		NSS allowance Level	-	-	-	-	-

	A	B	C	D	E	F	G	H	I	J	K	L
1		Sunrise Middle (124065) - 46181										
2		**NECESSARY SMALL SCHOOLS (NSS)**										
3		*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*										
4												
5												
558	2026-27							2026-27				
559		**Funded P2 NSS ADA and NSS Allowances**					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
560		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
561		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
562		**NSS Allowance**										
563		**Third Prior Year**		2023-24								
564			**NSS ADA**									
565			Grades TK-3				-	-	-	-	-	-
566			Grades 4-6				-	-	-	-	-	-
567			Grades 7-8				-	-	-	-	-	-
568			Grades 9-12				-	-	-	-	-	-
569			**P2 NSS ADA**				-	-	-	-	-	-
570		**Second Prior Year**		2024-25								
571			**NSS ADA**									
572			Grades TK-3				-	-	-	-	-	-
573			Grades 4-6				-	-	-	-	-	-
574			Grades 7-8				-	-	-	-	-	-
575			Grades 9-12				-	-	-	-	-	-
576			**P2 NSS ADA**				-	-	-	-	-	-
577		**Prior Year**		2025-26								
578			**NSS ADA**									
579			Grades TK-3				-	-	-	-	-	-
580			Grades 4-6				-	-	-	-	-	-
581			Grades 7-8				-	-	-	-	-	-
582			Grades 9-12				-	-	-	-	-	-
583			**P2 NSS ADA**				-	-	-	-	-	-
584			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
585		**Current Year**		2026-27								
586			**NSS ADA**									
587			Grades TK-3				-	-	-	-	-	-
588			Grades 4-6				-	-	-	-	-	-
589			Grades 7-8				-	-	-	-	-	-
590			Grades 9-12				-	-	-	-	-	-
591			**P2 NSS ADA**				-	-	-	-	-	-
592			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
593		**Funded**	**NSS allowance Level**				**-**	**-**	**-**	**-**	**-**	
594			**NSS ADA**									
595			Grades TK-3				-	-	-	-	-	-
596			Grades 4-6				-	-	-	-	-	-
597			Grades 7-8				-	-	-	-	-	-
598			Grades 9-12				-	-	-	-	-	-
599			**P2 NSS ADA**				-	-	-	-	-	-
600			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
601		**Exclude: LCFF Adjusted Base Funding for NSS ADA**					NSS ADA	Rates		Amounts		Total
602								**Base**	**Grade Span**	**Base**	**Grade Span**	
603			Grades TK-3				-	10,698	1,113	-	-	-
604			Grades 4-6				-	10,860	-	-	-	-
605			Grades 7-8				-	11,181	-	-	-	-
606			Grades 9-12				-	12,958	337	-	-	-
607		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**					**-**			**-**	**-**	**-**
608		**Adjusted NSS Allowance (Deficited) for EPA**					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
609		Funding at 12-13 levels (deficited)										
610		NSS Allowances					-	-	-	-	-	-
611		NSS Add-on										
612			NSS Add-on per ADA				-	-	-	-	-	
613			Funded ADA				-	-	-	-	-	
614			NSS Add-on				-	-	-	-	-	-
615		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**										**-**
616												
617												

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

RATES 2027-28			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	294,839	166,362
25 - 48	2	583,469	332,724
49 - 72	3	872,355	499,085
73 - 96	4	1,160,984	665,446
High School			
1 - 19	1	248,466	135,034
1 - 19	2	354,251	270,069
1 - 19	3	786,905	599,815
20 - 38	4	964,030	734,847
39 - 57	5	1,141,155	869,884
58 - 71	6	1,318,279	1,004,917
72 - 86	7	1,495,406	1,139,952
87 - 100	8	1,672,530	1,274,986
101 - 114	9	1,849,657	1,410,020
115 - 129	10	2,026,780	1,545,054
130 - 143	11	2,203,907	1,680,089
144 - 171	12	2,381,033	1,815,124
172 - 210	13	2,850,950	1,950,157
211 - 248	14	3,365,681	2,085,192
249 - 286	15	3,880,423	2,220,226
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2027-28	3.30%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,051	1,149	2,128	-
Grades 4-6	11,218	-	1,957	-
Grades 7-8	11,550	-	2,015	-
Grades 9-12	13,386	348	2,396	-

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

	ADA & NSS FTE		2027-28 DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
646	Third PY ADA (net of charter shift)								
647	2024-25	Grades TK-3	-	-	-	-	-	-	
648		Grades 4-6	-	-	-	-	-	-	
649		Grades 7-8	-	-	-	-	-	-	
650		Grades 9-12	-	-	-	-	-	-	
651		Third PRIOR YEAR ADA	-	-	-	-	-	-	
652	Third PY NUMBER OF FTE			-	-	-	-	-	
653	Second PY ADA (net of charter shift)								
654	2025-26	Grades TK-3	-	-	-	-	-	-	
655		Grades 4-6	-	-	-	-	-	-	
656		Grades 7-8	-	-	-	-	-	-	
657		Grades 9-12	-	-	-	-	-	-	
658		Second PRIOR YEAR ADA	-	-	-	-	-	-	
659	Second PY NUMBER OF FTE			-	-	-	-	-	
660	PRIOR YEAR ADA (net of charter shift)								
661	2026-27	Grades TK-3	-	-	-	-	-	-	
662		Grades 4-6	-	-	-	-	-	-	
663		Grades 7-8	-	-	-	-	-	-	
664		Grades 9-12	-	-	-	-	-	-	
665		PRIOR YEAR ADA	-	-	-	-	-	-	
666	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
667	THREE PRIOR YEAR AVERAGE (net of charter shift)								
668		Grades TK-3	-	-	-	-	-	-	
669		Grades 4-6	-	-	-	-	-	-	
670		Grades 7-8	-	-	-	-	-	-	
671		Grades 9-12	-	-	-	-	-	-	
672		3 PY AVERAGE ADA	-	-	-	-	-	-	
673	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
674	CURRENT YEAR ADA (before charter shift)								
675	2027-28	Grades TK-3	-	-	-	-	-	-	-
676		Grades 4-6	-	-	-	-	-	-	-
677		Grades 7-8	-	-	-	-	-	-	-
678		Grades 9-12	-	-	-	-	-	-	-
679		CURRENT YEAR ADA	-	-	-	-	-	-	-
680	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

	NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
682	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
683	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
684	NSS Allowance if funded as NSS & on prior year						
685		NSS allowance level using PY	-	-	-	-	-
686		NSS Allowance using PY	-	-	-	-	-
687		NSS Add-on using PY	-	-	-	-	-
688		Total NSS Allowance using PY	-	-	-	-	-
689	NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
690		NSS allowance level using 3 PY average	-	-	-	-	-
691		NSS Allowance using 3 PY average	-	-	-	-	-
692		NSS Add-on using 3 PY average	-	-	-	-	-
693		Total NSS Allowance using 3 PY average	-	-	-	-	-
694	NSS Allowance if funded as NSS & on current year						
695		NSS allowance level using CY	-	-	-	-	-
696		NSS Allowance using CY	-	-	-	-	-
697		NSS Add-on using CY	-	-	-	-	-
698		Total NSS Allowance using CY	-	-	-	-	-
699		NSS allowance level >0?	NO	NO	NO	NO	NO
700	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
701		NSS Funding	-	-	-	-	-
702		NSS ADA Grades TK-3	-	-	-	-	-
703		Grades 4-6	-	-	-	-	-
704		Grades 7-8	-	-	-	-	-
705		Grades 9-12	-	-	-	-	-
706		Total	-	-	-	-	-
707		NSS allowance Level	-	-	-	-	-

	A	B	C	D	E	F	G	H	I	J	K	L
1		Sunrise Middle (124065) - 46181										
2		**NECESSARY SMALL SCHOOLS (NSS)**										
3		*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*										
4												
5												
711	2027-28							2027-28				
712		**Funded P2 NSS ADA and NSS Allowances**					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
713		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
714		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
715		**NSS Allowance**										
716		**Third Prior Year**		2024-25								
717			**NSS ADA**									
718			Grades TK-3				-	-	-	-	-	-
719			Grades 4-6				-	-	-	-	-	-
720			Grades 7-8				-	-	-	-	-	-
721			Grades 9-12				-	-	-	-	-	-
722			**P2 NSS ADA**				-	-	-	-	-	-
723		**Second Prior Year**		2025-26								
724			**NSS ADA**									
725			Grades TK-3				-	-	-	-	-	-
726			Grades 4-6				-	-	-	-	-	-
727			Grades 7-8				-	-	-	-	-	-
728			Grades 9-12				-	-	-	-	-	-
729			**P2 NSS ADA**				-	-	-	-	-	-
730		**Prior Year**		2026-27								
731			**NSS ADA**									
732			Grades TK-3				-	-	-	-	-	-
733			Grades 4-6				-	-	-	-	-	-
734			Grades 7-8				-	-	-	-	-	-
735			Grades 9-12				-	-	-	-	-	-
736			**P2 NSS ADA**				-	-	-	-	-	-
737			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
738		**Current Year**		2027-28								
739			**NSS ADA**									
740			Grades TK-3				-	-	-	-	-	-
741			Grades 4-6				-	-	-	-	-	-
742			Grades 7-8				-	-	-	-	-	-
743			Grades 9-12				-	-	-	-	-	-
744			**P2 NSS ADA**				-	-	-	-	-	-
745			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
746		**Funded**	**NSS allowance Level**				**-**	**-**	**-**	**-**	**-**	
747			**NSS ADA**									
748			Grades TK-3				-	-	-	-	-	-
749			Grades 4-6				-	-	-	-	-	-
750			Grades 7-8				-	-	-	-	-	-
751			Grades 9-12				-	-	-	-	-	-
752			**P2 NSS ADA**				-	-	-	-	-	-
753			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
754		**Exclude: LCFF Adjusted Base Funding for NSS ADA**					NSS ADA	Rates		Amounts		Total
755								**Base**	**Grade Span**	**Base**	**Grade Span**	
756			Grades TK-3				-	11,051	1,149	-	-	-
757			Grades 4-6				-	11,218	-	-	-	-
758			Grades 7-8				-	11,550	-	-	-	-
759			Grades 9-12				-	13,386	348	-	-	-
760		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**					**-**			**-**	**-**	**-**
761		**Adjusted NSS Allowance (Deficited) for EPA**					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
762		Funding at 12-13 levels (deficited)										
763		NSS Allowances					-	-	-	-	-	-
764		NSS Add-on										
765			NSS Add-on per ADA				-	-	-	-	-	
766			Funded ADA				-	-	-	-	-	
767			NSS Add-on				-	-	-	-	-	-
768		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**										-
769												
770												

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

RATES **2028-29**

ADA	Level / # FTE	Allowance	12/13 def. rate + COLA for EPA
Elementary			
1 - 24	1	303,950	171,503
25 - 48	2	601,498	343,005
49 - 72	3	899,311	514,507
73 - 96	4	1,196,858	686,008
High School			
1 - 19	1	256,144	139,207
1 - 19	2	365,197	278,414
1 - 19	3	811,220	618,349
20 - 38	4	993,819	757,554
39 - 57	5	1,176,417	896,763
58 - 71	6	1,359,014	1,035,969
72 - 86	7	1,541,614	1,175,177
87 - 100	8	1,724,211	1,314,383
101 - 114	9	1,906,811	1,453,590
115 - 129	10	2,089,408	1,592,796
130 - 143	11	2,272,008	1,732,004
144 - 171	12	2,454,607	1,871,211
172 - 210	13	2,939,044	2,010,417
211 - 248	14	3,469,681	2,149,624
249 - 286	15	4,000,328	2,288,831
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2028-29	3.09%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,392	1,185	2,193	-
Grades 4-6	11,565	-	2,017	-
Grades 7-8	11,907	-	2,076	-
Grades 9-12	13,800	359	2,469	-

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

797	**ADA & NSS FTE**		**2028-29**						
798			DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
799	Third PY ADA (net of charter shift)								
800	2025-26	Grades TK-3	-	-	-	-	-	-	
801		Grades 4-6	-	-	-	-	-	-	
802		Grades 7-8	-	-	-	-	-	-	
803		Grades 9-12	-	-	-	-	-	-	
804		Third PRIOR YEAR ADA	-	-	-	-	-	-	
805	Third PY NUMBER OF FTE			-	-	-	-	-	
806	Second PY ADA (net of charter shift)								
807	2026-27	Grades TK-3	-	-	-	-	-	-	
808		Grades 4-6	-	-	-	-	-	-	
809		Grades 7-8	-	-	-	-	-	-	
810		Grades 9-12	-	-	-	-	-	-	
811		Second PRIOR YEAR ADA	-	-	-	-	-	-	
812	Second PY NUMBER OF FTE			-	-	-	-	-	
813	PRIOR YEAR ADA (net of charter shift)								
814	2027-28	Grades TK-3	-	-	-	-	-	-	
815		Grades 4-6	-	-	-	-	-	-	
816		Grades 7-8	-	-	-	-	-	-	
817		Grades 9-12	-	-	-	-	-	-	
818		PRIOR YEAR ADA	-	-	-	-	-	-	
819	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
820	THREE PRIOR YEAR AVERAGE (net of charter shift)								
821		Grades TK-3	-	-	-	-	-	-	
822		Grades 4-6	-	-	-	-	-	-	
823		Grades 7-8	-	-	-	-	-	-	
824		Grades 9-12	-	-	-	-	-	-	
825		3 PY AVERAGE ADA	-	-	-	-	-	-	
826	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
827	CURRENT YEAR ADA (before charter shift)								
828	2028-29	Grades TK-3	-	-	-	-	-	-	-
829		Grades 4-6	-	-	-	-	-	-	-
830		Grades 7-8	-	-	-	-	-	-	-
831		Grades 9-12	-	-	-	-	-	-	-
832		CURRENT YEAR ADA	-	-	-	-	-	-	-
833	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

834	**NSS FUNDING CALCULATIONS**		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
835	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
836	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
837	NSS Allowance if funded as NSS & on prior year						
838		NSS allowance level using PY	-	-	-	-	-
839		NSS Allowance using PY	-	-	-	-	-
840		NSS Add-on using PY	-	-	-	-	-
841		Total NSS Allowance using PY	-	-	-	-	-
842	NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
843		NSS allowance level using 3 PY average	-	-	-	-	-
844		NSS Allowance using 3 PY average	-	-	-	-	-
845		NSS Add-on using 3 PY average	-	-	-	-	-
846		Total NSS Allowance using 3 PY average	-	-	-	-	-
847	NSS Allowance if funded as NSS & on current year						
848		NSS allowance level using CY	-	-	-	-	-
849		NSS Allowance using CY	-	-	-	-	-
850		NSS Add-on using CY	-	-	-	-	-
851		Total NSS Allowance using CY	-	-	-	-	-
852		NSS allowance level >0?	NO	NO	NO	NO	NO
853	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
854		NSS Funding	-	-	-	-	-
855		NSS ADA Grades TK-3	-	-	-	-	-
856		Grades 4-6	-	-	-	-	-
857		Grades 7-8	-	-	-	-	-
858		Grades 9-12	-	-	-	-	-
859		Total	-	-	-	-	-
860		NSS allowance Level	-	-	-	-	-
861							
862							
863							

	A	B	C	D	E	F	G	H	I	J	K	L
1		Sunrise Middle (124065) - 46181										
2		**NECESSARY SMALL SCHOOLS (NSS)**										
3		*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*										
4												
5												
864	2028-29								2028-29			
865		**Funded P2 NSS ADA and NSS Allowances**					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
866		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
867		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
868		**NSS Allowance**										
869		**Third Prior Year**		2025-26								
870			**NSS ADA**									
871			Grades TK-3				-	-	-	-	-	-
872			Grades 4-6				-	-	-	-	-	-
873			Grades 7-8				-	-	-	-	-	-
874			Grades 9-12				-	-	-	-	-	-
875			**P2 NSS ADA**				-	-	-	-	-	-
876		**Second Prior Year**		2026-27								
877			**NSS ADA**									
878			Grades TK-3				-	-	-	-	-	-
879			Grades 4-6				-	-	-	-	-	-
880			Grades 7-8				-	-	-	-	-	-
881			Grades 9-12				-	-	-	-	-	-
882			**P2 NSS ADA**				-	-	-	-	-	-
883		**Prior Year**		2027-28								
884			**NSS ADA**									
885			Grades TK-3				-	-	-	-	-	-
886			Grades 4-6				-	-	-	-	-	-
887			Grades 7-8				-	-	-	-	-	-
888			Grades 9-12				-	-	-	-	-	-
889			**P2 NSS ADA**				-	-	-	-	-	-
890			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
891		**Current Year**		2028-29								
892			**NSS ADA**									
893			Grades TK-3				-	-	-	-	-	-
894			Grades 4-6				-	-	-	-	-	-
895			Grades 7-8				-	-	-	-	-	-
896			Grades 9-12				-	-	-	-	-	-
897			**P2 NSS ADA**				-	-	-	-	-	-
898			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
899		**Funded**	**NSS allowance Level**				**-**	**-**	**-**	**-**	**-**	
900			**NSS ADA**									
901			Grades TK-3				-	-	-	-	-	-
902			Grades 4-6				-	-	-	-	-	-
903			Grades 7-8				-	-	-	-	-	-
904			Grades 9-12				-	-	-	-	-	-
905			**P2 NSS ADA**				-	-	-	-	-	-
906			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
907		**Exclude: LCFF Adjusted Base Funding for NSS ADA**					NSS ADA	Rates		Amounts		Total
908								**Base**	**Grade Span**	**Base**	**Grade Span**	
909			Grades TK-3				-	11,392	1,185	-	-	-
910			Grades 4-6				-	11,565	-	-	-	-
911			Grades 7-8				-	11,907	-	-	-	-
912			Grades 9-12				-	13,800	359	-	-	-
913		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**					**-**			**-**	**-**	**-**
914		**Adjusted NSS Allowance (Deficited) for EPA**					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
915		Funding at 12-13 levels (deficited)										
916		NSS Allowances					-	-	-	-	-	-
917		NSS Add-on										
918		NSS Add-on per ADA					-	-	-	-	-	
919		Funded ADA					-	-	-	-	-	
920		NSS Add-on					-	-	-	-	-	-
921		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**										**-**
922												
923												

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

RATES 2029-30			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	313,403	176,837
25 - 48	2	620,205	353,672
49 - 72	3	927,280	530,508
73 - 96	4	1,234,080	707,343
High School			
1 - 19	1	264,110	143,536
1 - 19	2	376,555	287,073
1 - 19	3	836,449	637,580
20 - 38	4	1,024,727	781,114
39 - 57	5	1,213,004	924,652
58 - 71	6	1,401,279	1,068,188
72 - 86	7	1,589,558	1,211,725
87 - 100	8	1,777,834	1,355,260
101 - 114	9	1,966,113	1,498,797
115 - 129	10	2,154,389	1,642,332
130 - 143	11	2,342,667	1,785,869
144 - 171	12	2,530,945	1,929,406
172 - 210	13	3,030,448	2,072,941
211 - 248	14	3,577,588	2,216,477
249 - 286	15	4,124,738	2,360,014
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2029-30	3.11%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,746	1,222	2,261	-
Grades 4-6	11,925	-	2,079	-
Grades 7-8	12,277	-	2,141	-
Grades 9-12	14,229	370	2,546	-

ADA & NSS FTE		2029-30 DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2028-29	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2029-30	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

	NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
988	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
989	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
990	NSS Allowance if funded as NSS & on prior year						
991	NSS allowance level using PY		-	-	-	-	-
992	NSS Allowance using PY		-	-	-	-	-
993	NSS Add-on using PY		-	-	-	-	-
994	Total NSS Allowance using PY		-	-	-	-	-
995	NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
996	NSS allowance level using 3 PY average		-	-	-	-	-
997	NSS Allowance using 3 PY average		-	-	-	-	-
998	NSS Add-on using 3 PY average		-	-	-	-	-
999	Total NSS Allowance using 3 PY average		-	-	-	-	-
1000	NSS Allowance if funded as NSS & on current year						
1001	NSS allowance level using CY		-	-	-	-	-
1002	NSS Allowance using CY		-	-	-	-	-
1003	NSS Add-on using CY		-	-	-	-	-
1004	Total NSS Allowance using CY		-	-	-	-	-
1005	NSS allowance level >0?		NO	NO	NO	NO	NO
1006	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
1007	NSS Funding		-	-	-	-	-
1008	NSS ADA	Grades TK-3	-	-	-	-	-
1009		Grades 4-6	-	-	-	-	-
1010		Grades 7-8	-	-	-	-	-
1011		Grades 9-12	-	-	-	-	-
1012		Total	-	-	-	-	-
1013	NSS allowance Level		-	-	-	-	-
1014							
1015							
1016							

	A	B	C	D	E	F	G	H	I	J	K	L
1		Sunrise Middle (124065) - 46181										
2		**NECESSARY SMALL SCHOOLS (NSS)**										
3		*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*										
4												
5												
1017	2029-30							2029-30				
1018		**Funded P2 NSS ADA and NSS Allowances**					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
1019		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
1020		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
1021		**NSS Allowance**										
1022		**Third Prior Year**		2026-27								
1023			**NSS ADA**									
1024			Grades TK-3				-	-	-	-	-	-
1025			Grades 4-6				-	-	-	-	-	-
1026			Grades 7-8				-	-	-	-	-	-
1027			Grades 9-12				-	-	-	-	-	-
1028			**P2 NSS ADA**				-	-	-	-	-	-
1029		**Second Prior Year**		2027-28								
1030			**NSS ADA**									
1031			Grades TK-3				-	-	-	-	-	-
1032			Grades 4-6				-	-	-	-	-	-
1033			Grades 7-8				-	-	-	-	-	-
1034			Grades 9-12				-	-	-	-	-	-
1035			**P2 NSS ADA**				-	-	-	-	-	-
1036		**Prior Year**		2028-29								
1037			**NSS ADA**									
1038			Grades TK-3				-	-	-	-	-	-
1039			Grades 4-6				-	-	-	-	-	-
1040			Grades 7-8				-	-	-	-	-	-
1041			Grades 9-12				-	-	-	-	-	-
1042			**P2 NSS ADA**				-	-	-	-	-	-
1043			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
1044		**Current Year**		2029-30								
1045			**NSS ADA**									
1046			Grades TK-3				-	-	-	-	-	-
1047			Grades 4-6				-	-	-	-	-	-
1048			Grades 7-8				-	-	-	-	-	-
1049			Grades 9-12				-	-	-	-	-	-
1050			**P2 NSS ADA**				-	-	-	-	-	-
1051			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
1052		**Funded**	**NSS allowance Level**				**-**	**-**	**-**	**-**	**-**	
1053			**NSS ADA**									
1054			Grades TK-3				-	-	-	-	-	-
1055			Grades 4-6				-	-	-	-	-	-
1056			Grades 7-8				-	-	-	-	-	-
1057			Grades 9-12				-	-	-	-	-	-
1058			**P2 NSS ADA**				-	-	-	-	-	-
1059			**NSS Allowances**				**-**	**-**	**-**	**-**	**-**	**-**
1060		**Exclude: LCFF Adjusted Base Funding for NSS ADA**					NSS ADA	Rates		Amounts		Total
1061								**Base**	**Grade Span**	**Base**	**Grade Span**	
1062			Grades TK-3				-	11,746	1,222	-	-	-
1063			Grades 4-6				-	11,925	-	-	-	-
1064			Grades 7-8				-	12,277	-	-	-	-
1065			Grades 9-12				-	14,229	370	-	-	-
1066		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**					**-**			**-**	**-**	**-**
1067		**Adjusted NSS Allowance (Deficited) for EPA**					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
1068		Funding at 12-13 levels (deficited)										
1069		NSS Allowances					-	-	-	-	-	-
1070		NSS Add-on										
1071		NSS Add-on per ADA					-	-	-	-	-	
1072		Funded ADA					-	-	-	-	-	
1073		NSS Add-on					-	-	-	-	-	-
1074		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**										**-**
1075												
1076												

Sunrise Middle (124065) - 46181

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

RATES 2030-31			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	323,181	182,354
25 - 48	2	639,555	364,707
49 - 72	3	956,211	547,060
73 - 96	4	1,272,583	729,412
High School			
1 - 19	1	272,350	148,014
1 - 19	2	388,304	296,030
1 - 19	3	862,546	657,472
20 - 38	4	1,056,698	805,485
39 - 57	5	1,250,850	953,501
58 - 71	6	1,444,999	1,101,515
72 - 86	7	1,639,152	1,249,531
87 - 100	8	1,833,302	1,397,544
101 - 114	9	2,027,456	1,545,559
115 - 129	10	2,221,606	1,693,573
130 - 143	11	2,415,758	1,841,588
144 - 171	12	2,609,910	1,989,603
172 - 210	13	3,124,998	2,137,617
211 - 248	14	3,689,209	2,285,631
249 - 286	15	4,253,430	2,433,646
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2030-31	3.12%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	12,112	1,260	2,332	-
Grades 4-6	12,297	-	2,144	-
Grades 7-8	12,660	-	2,208	-
Grades 9-12	14,673	381	2,625	-

ADA & NSS FTE — **2030-31**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2028-29	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2029-30	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2030-31	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

	A	B	C	D	E	F	G	H	I	J	K	L
1		Sunrise Middle (124065) - 46181										
2		**NECESSARY SMALL SCHOOLS (NSS)**										
3		*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*										
4												
5												
1140		**NSS FUNDING CALCULATIONS**					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
1141		Eligibility as a NSS					Eligible	Eligible	Eligible	Eligible	Eligible	
1142		Type of NSS school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
1143		NSS Allowance if funded as NSS & on prior year										
1144				NSS allowance level using PY			-	-	-	-	-	
1145				NSS Allowance using PY			-	-	-	-	-	
1146				NSS Add-on using PY			-	-	-	-	-	
1147				Total NSS Allowance using PY			-	-	-	-	-	
1148		NSS Allowance if funded as NSS & on 3 PY average					Eligible	Eligible	Eligible	Eligible	Eligible	
1149				NSS allowance level using 3 PY average			-	-	-	-	-	
1150				NSS Allowance using 3 PY average			-	-	-	-	-	
1151				NSS Add-on using 3 PY average			-	-	-	-	-	
1152				Total NSS Allowance using 3 PY average			-	-	-	-	-	
1153		NSS Allowance if funded as NSS & on current year										
1154				NSS allowance level using CY			-	-	-	-	-	
1155				NSS Allowance using CY			-	-	-	-	-	
1156				NSS Add-on using CY			-	-	-	-	-	
1157				Total NSS Allowance using CY			-	-	-	-	-	
1158				NSS allowance level >0?			NO	NO	NO	NO	NO	
1159		NSS Allowance if funded as NSS is based on					Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
1160				NSS Funding			-	-	-	-	-	
1161				NSS ADA	Grades TK-3		-	-	-	-	-	
1162					Grades 4-6		-	-	-	-	-	
1163					Grades 7-8		-	-	-	-	-	
1164					Grades 9-12		-	-	-	-	-	
1165					Total		-	-	-	-	-	
1166				NSS allowance Level			-	-	-	-	-	
1167												
1168												
1169												

	A	B	C	D	E	F	G	H	I	J	K	L
1		Sunrise Middle (124065) - 46181										
2		**NECESSARY SMALL SCHOOLS (NSS)**										
3		*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*										
4												
5												
1170	2030-31							2030-31				
1171		**Funded P2 NSS ADA and NSS Allowances**					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
1172		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
1173		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
1174		**NSS Allowance**										
1175		**Third Prior Year**		2027-28								
1176				**NSS ADA**								
1177				Grades TK-3			-	-	-	-	-	-
1178				Grades 4-6			-	-	-	-	-	-
1179				Grades 7-8			-	-	-	-	-	-
1180				Grades 9-12			-	-	-	-	-	-
1181				**P2 NSS ADA**			-	-	-	-	-	-
1182		**Second Prior Year**		2028-29								
1183				**NSS ADA**								
1184				Grades TK-3			-	-	-	-	-	-
1185				Grades 4-6			-	-	-	-	-	-
1186				Grades 7-8			-	-	-	-	-	-
1187				Grades 9-12			-	-	-	-	-	-
1188				**P2 NSS ADA**			-	-	-	-	-	-
1189		**Prior Year**		2029-30								
1190				**NSS ADA**								
1191				Grades TK-3			-	-	-	-	-	-
1192				Grades 4-6			-	-	-	-	-	-
1193				Grades 7-8			-	-	-	-	-	-
1194				Grades 9-12			-	-	-	-	-	-
1195				**P2 NSS ADA**			-	-	-	-	-	-
1196				**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**
1197		**Current Year**		2030-31								
1198				**NSS ADA**								
1199				Grades TK-3			-	-	-	-	-	-
1200				Grades 4-6			-	-	-	-	-	-
1201				Grades 7-8			-	-	-	-	-	-
1202				Grades 9-12			-	-	-	-	-	-
1203				**P2 NSS ADA**			-	-	-	-	-	-
1204				**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**
1205		**Funded**		**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**	
1206				**NSS ADA**								
1207				Grades TK-3			-	-	-	-	-	-
1208				Grades 4-6			-	-	-	-	-	-
1209				Grades 7-8			-	-	-	-	-	-
1210				Grades 9-12			-	-	-	-	-	-
1211				**P2 NSS ADA**			-	-	-	-	-	-
1212				**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**
1213		**Exclude: LCFF Adjusted Base Funding for NSS ADA**					NSS ADA	Rates		Amounts		Total
1214								**Base**	**Grade Span**	**Base**	**Grade Span**	
1215				Grades TK-3			-	12,112	1,260	-	-	-
1216				Grades 4-6			-	12,297	-	-	-	-
1217				Grades 7-8			-	12,660	-	-	-	-
1218				Grades 9-12			-	14,673	381	-	-	-
1219		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**					**-**			**-**	**-**	**-**
1220		**Adjusted NSS Allowance (Deficited) for EPA**					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
1221		Funding at 12-13 levels (deficited)										
1222		NSS Allowances					-	-	-	-	-	-
1223		NSS Add-on										
1224		NSS Add-on per ADA					-	-	-	-	-	
1225		Funded ADA					-	-	-	-	-	
1226		NSS Add-on					-	-	-	-	-	-
1227		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**										**-**

Sunrise Middle (124065) - 46181

Charts and Graphs

Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT).
The Graphs tab remains unprotected to allow editing for local standards.

2026-27

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

2026-27 LCFF Entitlement Factors for Sunrise Middle (124065) - 46181

Usage Notes: The following chart is provided as informational and should be locally verified for accuracy. Minor rounding differences may exist due to additional rounding applied to each of the allocation categories. Based on SSC's LCFF Funding Factors chart.

Grade Span	Grades TK-3	Grades 4-6	Grades 7-8	Grades 9-12
2025-26 Base Grant per ADA	$10,256	$10,411	$10,719	$12,423
Statutory COLA - 2.87%		$299	$308	
Additional LCFF Investment - 1.44%		$150	$154	
2026-27 Base Grant per ADA	$10,256	$10,860	$11,181	$12,423
Grade Span Adjustment (GSA)	$1,113	-	-	$337
2026-27 Adjusted Base Grant per ADA	$11,369	$10,860	$11,181	$12,760
20% Supplemental Grant per ADA	$2,079	$1,912	$1,968	$2,340
65% Concentration Grant per ADA	$0	$0	$0	$0
TK Add-on per ADA (inclusive of statutory COLA)	$5,704	-	-	-

2026-27 LCFF Changes by Entitlement Components and Key Factors for Sunrise Middle (124065) - 46181

Usage Notes:
The following chart is provided for informational purposes and should be locally verified for accuracy. It has been designed in detail for internal use and should be summarized before being communicated externally.
Minor rounding differences may exist due to additional rounding applied to each of the allocation categories.
The table reflects a detailed breakdown of LCFF changes by entitlement components and key factors (e.g., ADA, UPP, COLA and augmentations). These calculations occur prior to the determination of additional state aid.
This table is a component of the total LCFF entitlement calculation and does not factor in funding sources. Although the LCFF entitlement is changing, LEAs that receive additional state aid and/or community funded school districts may not receive actual additional funding.

Entitlement Component (A)	Prior Year Entitlement (B)	Change Due to Funded ADA Increase (Decrease) (C)	Change Due to UPP Increase (Decrease) (D)	Change Due to Statutory COLA (E)	Change Due to Augmentation Increase (Suspension Decrease) (F)	Total Change from Key Factors (C+D+E+F) (G)	Prior Year Entitlement + Total Change (B+G) (H)	Current Year Entitlement (I)
Change Factor:		**-12.72 ADA**	**-1.1700% UPP**	**$104,528**	**$52,446**	**-$9,085**		
		-4.18%	**-1.3120%**	**2.87%**	**1.44%**	**-0.24%**		
Total Base, Supplemental and Concentration Grant	**$3,807,285**	**($158,813)**	**($7,246)**	**$104,528**	**$52,446**	**($9,085)**	**$3,798,200**	**$3,798,200**
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	1,294,632	(62,566)	(2,447)	35,313	17,718	(11,982)	1,282,650	1,282,650
Grades 7-8	2,512,653	(96,247)	(4,799)	69,215	34,728	2,897	2,515,550	2,515,550
Grades 9-12	-	-	-	-	-	-	-	-
Base Grants (excludes NSS funding)	**3,231,004**	**(134,775)**	**-**	**88,882**	**44,596**	**(1,297)**	**3,229,707**	**3,229,707**
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	1,098,673	(53,096)	-	30,027	15,066	(8,003)	1,090,670	1,090,670
Grades 7-8	2,132,331	(81,679)	-	58,855	29,530	6,706	2,139,037	2,139,037

Sunrise Middle (124065) - 46181

Charts and Graphs

Grades 9-12	-	-	-	-	-	-	-	-
Grade Span Adjustment (excludes NSS funding)	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Grades TK-3	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Supplemental Grant	**576,281**	**(24,038)**	**(7,246)**	**15,646**	**7,850**	**(7,788)**	**568,493**	**568,493**
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	195,959	(9,470)	(2,447)	5,286	2,652	(3,979)	191,980	191,980
Grades 7-8	380,322	(14,568)	(4,799)	10,360	5,198	(3,809)	376,513	376,513
Grades 9-12	-	-	-	-	-	-	-	-
Concentration Grant	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-

Entitlement Component (A)	Prior Year Entitlement (B)	Change Due to Funded ADA Increase (Decrease) (C)	Change Due to UPP Increase (Decrease) (D)	Change Due to Statutory COLA (E)	Change Due to Augmentation Increase (Suspension Decrease) (F)	Total Change from Key Factors (C+D+E+F) (G)	Prior Year Entitlement + Total Change (B+G) (H)	Current Year Entitlement (I)
Change Factor:				**2.87%**	**0.00%**			
Miscellaneous Add-Ons								
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-	-	-

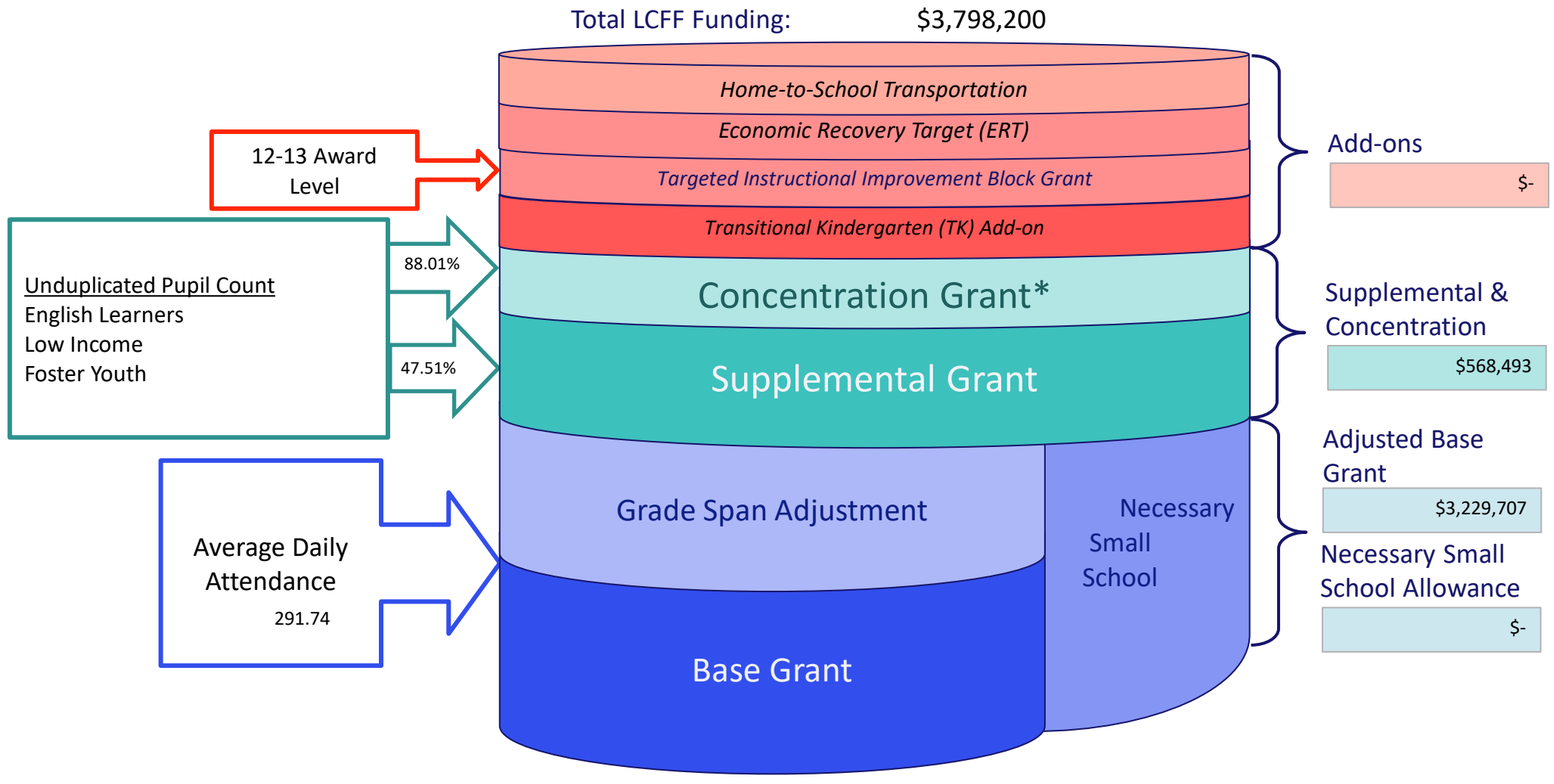
Entitlement Component (A)	Prior Year Entitlement (B)	Change Due to Funded ADA Increase (Decrease) (C)	Change Due to UPP Increase (Decrease) (D)	Change Due to Statutory COLA (E)	Change Due to Augmentation Increase (Suspension Decrease) (F)	Total Change from Key Factors (C+D+E+F) (G)	Prior Year Entitlement + Total Change (B+G) (H)	Current Year Entitlement (I)
Change Factor:			**0.00 ADA**	**2.87%**	**0.00%**			
Necessary Small Schools (NSS) Add-on	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Allowance: Necessary Small School	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NSS 1 #: NSS #1	-	-	-	-	-	-	-	-
NSS 2 #: NSS #2	-	-	-	-	-	-	-	-
NSS 3 #: NSS #3	-	-	-	-	-	-	-	-
NSS 4 #: NSS #4	-	-	-	-	-	-	-	-
NSS 5 #: NSS #5	-	-	-	-	-	-	-	-
NSS Add-On per ADA	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NSS 1 #: NSS #1	-	-	-	-	-	-	-	-
NSS 2 #: NSS #2	-	-	-	-	-	-	-	-
NSS 3 #: NSS #3	-	-	-	-	-	-	-	-
NSS 4 #: NSS #4	-	-	-	-	-	-	-	-
NSS 5 #: NSS #5	-	-	-	-	-	-	-	-

Components of LCFF Entitlement

Sunrise Middle (124065) - 46181

Charts and Graphs

		2026-27				
Base Grant	$	3,229,707			291.74	ADA
Grade Span Adjustment	$	-		$	3,229,707	Adjusted Base Grant
Supplemental Grant	$	568,493	88.01%			
Concentration Grant	$	-	47.51%	$	568,493	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$	-	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-				
Add-on: Home-to-School Transportation	$	-				
Add-on: Small School District Bus Replacement Program	$	-		$	-	Add-ons
Add-on Economic Recovery Target	$	-				
Add-on: Transitional Kindergarten	$	-				
Total	$	3,798,200		$	3,798,200	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Supplemental Grant Calculation-EC 42238.02 (e)

2026-27	Base Grant *a*	Grade Span Adjustment *b*	Supplemental Grant Factor *c*	Maximum Supplemental Grant Rate per ADA (100% UPP) *d = (a+b) x c*	Unduplicated Pupil Percentage *e*	Effective Supplemental Grant Rate *f = (a+b) x c x e*	ADA *g*	Supplemental Grant *h = f x g*
*Grades TK-3	$ 10,698	$ 1,113	20.00%	$ 2,362.20	88.01%	**$ 2,078.97**	-	**-**
Grades 4-6	$ 10,860	$ -	20.00%	$ 2,172.00	88.01%	**$ 1,911.58**	100.43	**191,980**
Grades 7-8	$ 11,181	$ -	20.00%	$ 2,236.20	88.01%	**$ 1,968.08**	191.31	**376,513**
*Grades 9-12	$ 12,958	$ 337	20.00%	$ 2,659.00	88.01%	**$ 2,340.19**	-	**-**
*Base Grant + Grade Span								**$ 568,493**

Sunrise Middle (124065) - 46181

Charts and Graphs

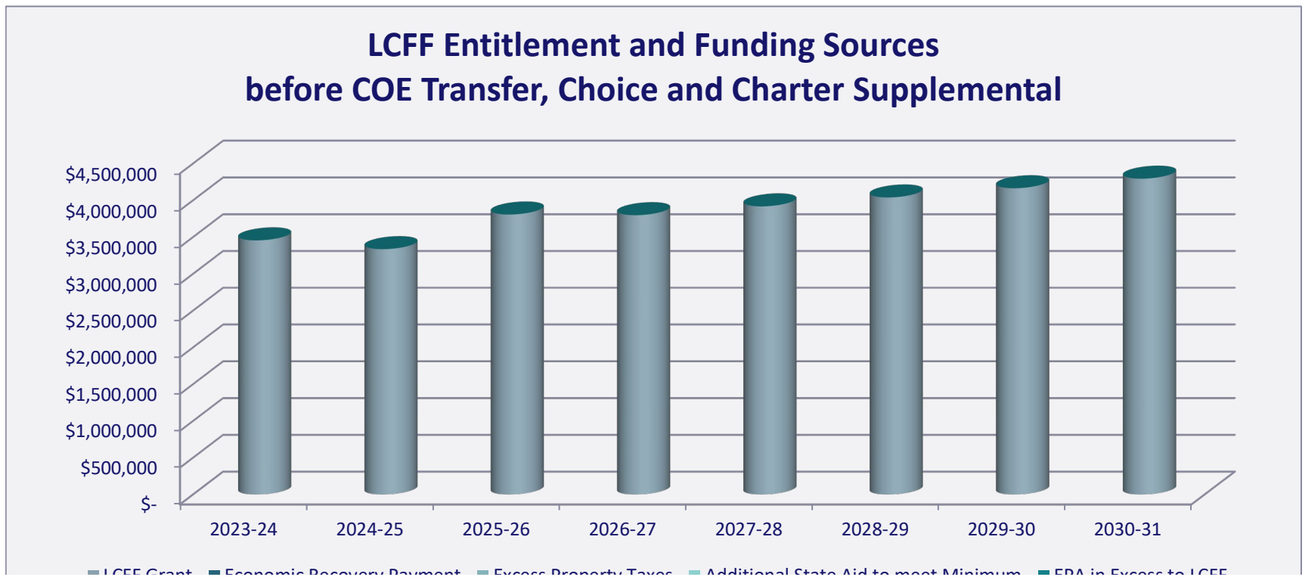
Concentration Grant Calculation-EC 42238.02 (f)

2026-27	Base Grant *a*	Grade Span Adjustment *b*	Concentration Grant Factor *c*	Maximum Concentration Grant Rate per ADA (100% UPP) *d = (a+b) x c x 45%*	Unduplicated Pupil Percentage greater than 55% *e = UPP - 55%*	Effective Concentration Grant Rate *f = (a+b) x c x e*	ADA *g*	Concentration Grant *h = f x g*
*Grades TK-3	$ 10,698	$ 1,113	65.00%	$ 3,454.72	0.00%	$ -	-	-
Grades 4-6	$ 10,860	$ -	65.00%	$ 3,176.55	0.00%	$ -	100.43	-
Grades 7-8	$ 11,181	$ -	65.00%	$ 3,270.44	0.00%	$ -	191.31	-
*Grades 9-12	$ 12,958	$ 337	65.00%	$ 3,888.79	0.00%	$ -	-	-
*Base Grant + Grade Span								$ -

Sunrise Middle (124065) - 46181

Charts and Graphs

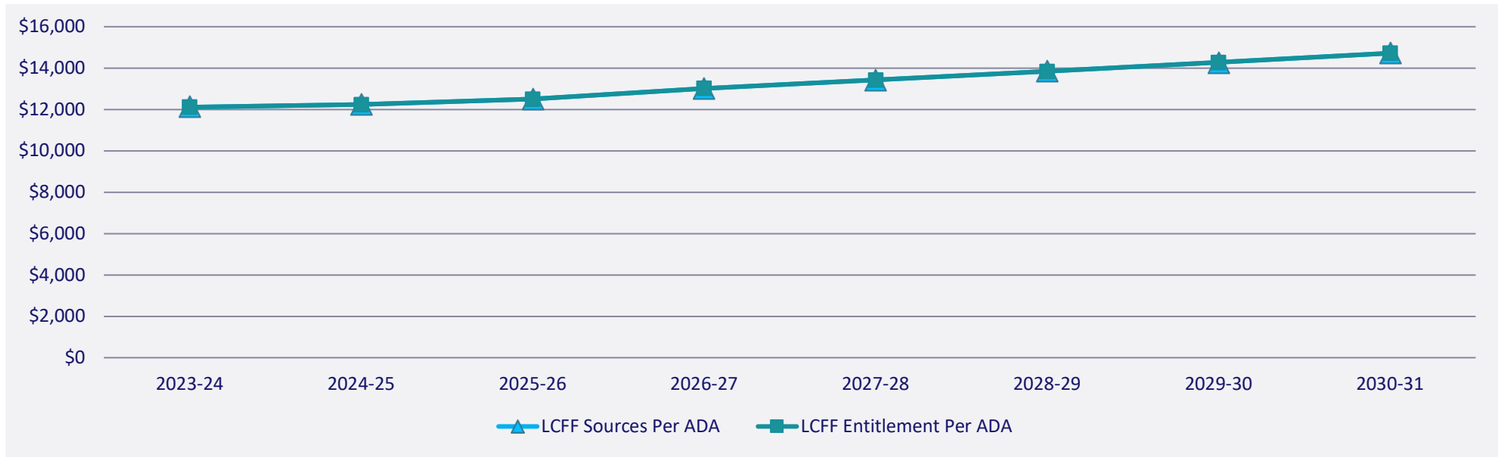
Funding Sources								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ 3,455,823	$ 3,336,393	$ 3,807,285	$ 3,798,200	$ 3,918,231	$ 4,039,164	$ 4,164,752	$ 4,294,676
Total General Purpose Funding	$ 3,455,823	$ 3,336,393	$ 3,807,285	$ 3,798,200	$ 3,918,231	$ 4,039,164	$ 4,164,752	$ 4,294,676



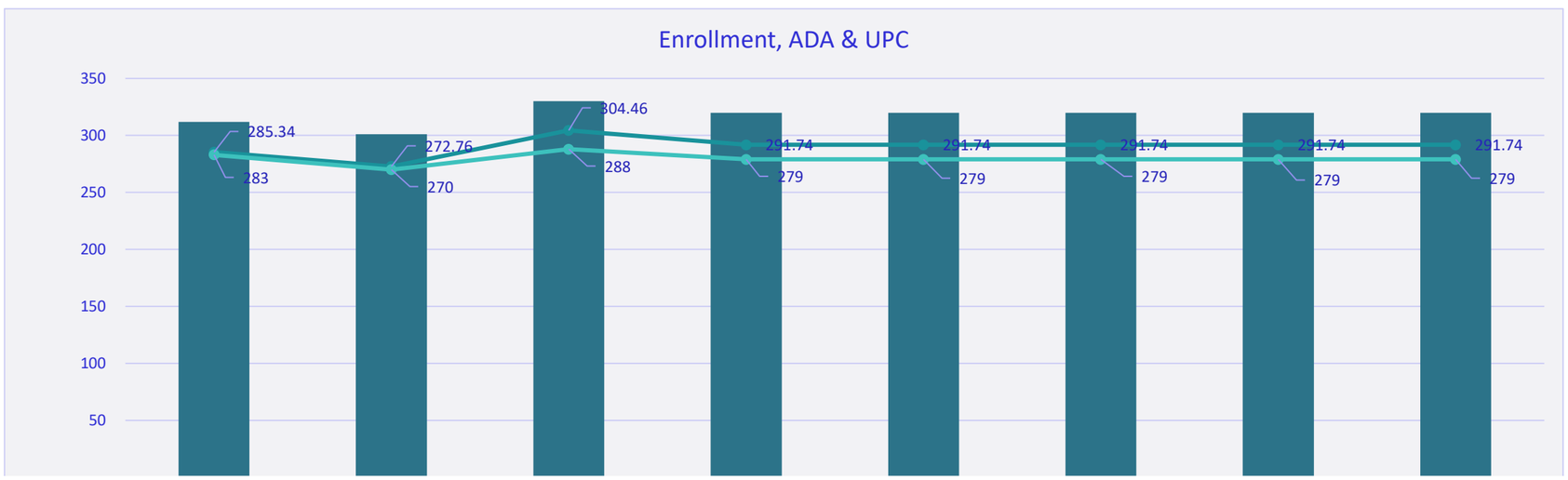
Sunrise Middle (124065) - 46181

Charts and Graphs

LCFF Entitlement per ADA								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Funded ADA (LCFF & NSS)	285.34	272.76	304.46	291.74	291.74	291.74	291.74	291.74
LCFF Sources per ADA, including NSS	$ 12,111.25	$ 12,231.97	$ 12,505.04	$ 13,019.13	$ 13,430.56	$ 13,845.08	$ 14,275.56	$ 14,720.90
Net Dollar Change per ADA		$ 120.73	$ 273.07	$ 514.08	$ 411.43	$ 414.52	$ 430.48	$ 445.34
Net Percent Change		1.00%	2.23%	4.11%	3.16%	3.09%	3.11%	3.12%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 12,111.25	$ 12,231.97	$ 12,505.04	$ 13,019.13	$ 13,430.56	$ 13,845.08	$ 14,275.56	$ 14,720.90
Net Change per ADA		$ 120.73	$ 273.07	$ 514.08	$ 411.43	$ 414.52	$ 430.48	$ 445.34
Net Percent Change		1.00%	2.23%	4.11%	3.16%	3.09%	3.11%	3.12%

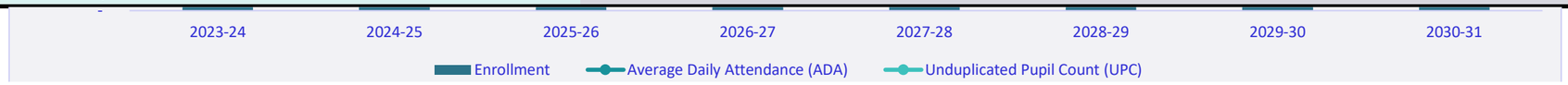


Student Summary, excluding COE								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	312	301	330	320	320	320	320	320
Unduplicated Pupil Count (UPC)	283	270	288	279	279	279	279	279
Average Daily Attendance (ADA)	285.34	272.76	304.46	291.74	291.74	291.74	291.74	291.74



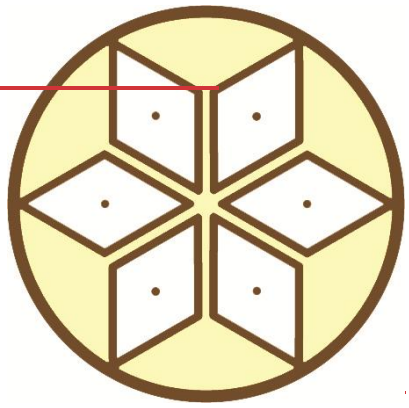
Sunrise Middle (124065) - 46181

Charts and Graphs



SUNRISE MIDDLE SCHOOL

A California Public Charter Middle School



Submitted to
The Santa Clara County Board of Education, on Appeal

January 2014

For the term July 1, 2027 2014 through June 30, 2032 2019

July 28, 2026

Dr. David M. Toston, Superintendent
Santa Clara County Office of Education
Ridder Park Drive
San José, California

Dear Dr. Toston and Members of the Santa Clara County Board of Education,

On behalf of the Sunrise Middle School community, I am pleased to submit our petition for charter renewal for the term July 1, 2027 – June 30, 2032.

For the past fifteen years, Sunrise Middle School has been dedicated to providing a rigorous, whole-child education to middle school students in San José, with a particular commitment to serving students who have been historically underserved. Our staff, students, families, and Board of Directors remain deeply united in this mission and in our belief in the value and impact of our school.

We respectfully request your thoughtful consideration of this renewal petition. We welcome the opportunity to meet with you, receive your feedback, and make any adjustments needed to support our continued partnership and shared success.

We are deeply grateful for the guidance and support of the Santa Clara County Office of Education throughout our journey. We look forward to continuing our collaborative work in the years ahead in service of San José youth.

With appreciation,

Teresa Robinson
Director and Lead Petitioner
Sunrise Middle School

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AFFIRMATIONS AND DECLARATION~~ASSURANCES~~

Sunrise Middle ("Sunrise Middle School," "~~(~~Sunrise,"~~"~~ or the "Charter School"), operated by Escuela Xochitl Tonatiuh, Inc., hereby certifies that the information submitted in this renewal petition for a California public charter school located within the boundaries of San Jose Unified School District ("SJUSD" or the "District") and authorized by the Santa Clara County Board of Education ("SCBOE") with oversight by the Santa Clara County Office of Education ("SCCOE") (collectively referred to herein as the "County") is true to the best of our knowledge and belief. We also understand that if awarded a renewal of the Charter Petition, the Charter School~~")~~ will follow any and ~~all~~ federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d~~e~~)(1)]

- Escuela Xochitl Tonatiuh, Inc., declares that it~~The Charter School~~ shall be deemed the exclusive public school employer of the employees of Sunrise Middle ~~School~~ for purposes of the Educational Employment Relations Act. -[Ref. Education Code Section 47605(c)(6~~b~~)~~(5)(O)~~)]

- The Charter School shall be nonsectarian~~non-sectarian~~ in its programs, admission~~admissions~~ policies, employment practices, and all other operations. [Ref. Education Code Section 47605(c~~d~~)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(c~~d~~)(1)]

- The Charter School shall admit all students who wish to attend the Charter School~~, and who submit a timely application,~~ unless the Charter School receives a greater number of applications than there are spaces for students, in which case it~~each application~~ will hold~~be given equal chance of admission through~~ a public random drawing to determine admission.~~process.~~ Except as required by Education Code Section 47605(c~~d~~)(2) and Education Code Section 51747.3,~~),~~ admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian~~his or her parents~~ within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(c~~d~~)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(c~~d~~)(2)(C). [Ref. Education Code Section 47605(c~~d~~)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(c~~d~~)(1)]

- The Charter School will~~shall~~ adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"),~~.~~ Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities ~~in~~ Education Improvement Act of 2004 ("IDEA").~~.~~

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the~~a~~ Commission on Teacher Credentialing ("CTC") certificate, permit, or other document ~~equivalent to that which a teacher in other public schools is~~ required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in ~~to hold. As allowed by~~ statute and regulations for the purpose of legally assigning certificated~~, flexibility will be given to noncore, noncollege preparatory~~ teachers, in the same manner as a governing board of a school district. ~~.~~ [Ref. ~~California~~ Education Code Section 47605(l)(1)]

- The Charter School will~~shall~~ at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq*. ("Brown Act").

The Charter School shall comply with Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq*. ("PRA").

The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, ~~or report card~~ and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e~~d~~)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educationaleducation programs. [Ref. Education Code Section 47605(dd)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code SectionSections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and), 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.

- The Charter School shall comply with all applicable portions of the Elementary and Secondary EducationPublic Records Act.

- The Charter School shall comply with ("ESEA"), as reauthorized and amended by the Every Student SucceedsFamily Educational Rights and Privacy Act ("ESSA"). .

- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

The Charter School shall complySchools Act, California Education Code Section 47600, et seq., requires each charter school to have a charter that describes how the charter school complies with the sixteen required elements.

The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, students, and community members to establish and maintain schools that operate independently from the existing school districts, as a method to ensure the following:

- Improve student learning.
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low achieving.
- Encourage the use of different, innovative teaching methods.
- Create new professional opportunities for teachers.
- Provide students and their parents with expanded choices in the types of educational opportunities available to them within the public school system.

- Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continued improvements in all public schools.

The financial audit following sections of the charter explain how Sunrise Middle School fulfills the requirements of this section of California law.

INTRODUCTION

History and Purpose

Sunrise Middle School was Education Code Section 41020, as mandatedfounded by AB 126 (2026).a group of like-minded individuals who wanted to create a model middle school for students who are seeking a small nurturing environment that focuses on the whole child. Many youth get all the support they need from their home and extended family and may thrive in a traditional 1,000-student middle school. But for others whose parents may be working long hours, who may be below poverty level, who may be living in a neighborhood affected by gangs, and who may seldom get out of that neighborhood, the chances for fulfilling their dreams and living a life with security, abundance and promise are seriously diminished. It is these youth we are aiming to support.

In addition to recruiting students to enter the charter school as sixth graders, we also take referrals from San Jose Unified School District ("SJUSD" or the "District") for students who might benefit from such an environment. We have received some referrals, and those students for the most part have prospered. Referrals, however, include sixth, seventh, and eighth graders. This means that the time Sunrise has to influence these students may be as short as one year. As our experience grows, we realize that the Sunrise environment has its largest positive effects on the students who have been here the longest. We have seen the greatest behavioral improvement among those students who have been here since the sixth grade. They more readily adopt the culture of the school and work comfortably and supportively within its value system.

We also have learned that the mere location of our school has put us in the perfect position to serve the youth we intended to serve. To further ensure that we stay true to our mission, we have purposely recruited students from the low-income apartment buildings and trailer parks surrounding our school and at the weekly food giveaways at and near our school. An additional benefit of this location has been that many of our families do not have cars and had difficulty transporting their students to the nearest middle schools, especially those where bus service was not available. Many students initially came here simply because they did not want to walk three miles each way to school. We believe, based on surveys, conversations and observations, they and their families now like it here and would choose Sunrise even if transportation were not an issue. Some of our students have parents in prison; some have family members who use drugs or alcohol; and some come from regular families not hurt by substance abuse or incarceration. The families do

have one characteristic in common however. The common characteristic is poverty. According to our most recent data, eighty percent of our families live below the federal poverty level ($23,050 annual income for a family of four). Unfortunately, children raised in that extreme poverty often grow up with feelings of despair and hopelessness, and it becomes difficult for them to see college and good wages in their future.

That is where Sunrise comes in. We are making it our job to motivate these youth to renew their faith that they can reach dreams – that may have dimmed around fourth or fifth grade. We strive to help our children work toward achieving their dreams – even if these dreams are not bolstered at home, even if their parents do not want to volunteer at their school or check their homework, and even if there was nothing for them to eat for breakfast. When we started Sunrise, we envisioned taking students whose motivation was at its lowest ebb due to economic struggle at home and prior failure at school and motivate those students, give them hope, help them to experience success as well as insight into possibilities, and, with renewed hope, to thrive intellectually, socially, and personally. We work every day to implement that vision.

We have enjoyed early success, and we are actively figuring out how to continually improve on that success. Here are examples of the changes we see that are indicative of success. During fall break this year, one third of our eighth grade students voluntarily came to school each afternoon to work on their algebra. None of our eighth graders were willing to do that the first year we opened. We did not have a student council the first year. The second year the student council was largely inactive. But this year our twelve class representatives are meeting weekly during their lunch period to organize Halloween activities, focus on anti-bullying, advise the staff, etc. We held our first Career Day last year and are following with monthly events to demonstrate to students the opportunities that surround them. Last summer four young Latinos preparing to be the first in the family to enter a four-year university worked at our summer math camp. Half of our students voluntarily chose to come to summer camp every morning for five weeks. They were inspired by their near peers. Now, every day half of our youth voluntarily come to our after school program where they get homework help, enrichment activities and sports, and the program has a waiting list. It takes time to build a culture of mutual regard, self-esteem, and joy in accomplishment, but we are doing it.

When we set out to build this school we stated our philosophy in our promotional leaflets: "School should be a place where youth want to come each day, excited to learn about life and themselves." Now we can look out the window and see the students playing here, in their free time, after getting algebra support, or not wanting to leave the after school program even though it is 6 p.m. and getting dark. We believe they like it here.

We also think they like being pushed to do their best, even though they sometimes complain. More and more, our teachers are buying into the philosophy that we will not accept failure. More teachers are voluntarily staying after class to make sure their students complete their work, and we have also hired instructional aides to assist students with their missed math or English assignments – either during lunch, during the elective

period, or after school. "You're going to do it and you're going to like it," we told one of our eighth grade classes when they agreed to give up one of their two electives for more algebra support. Now half of these students are asking to give up the other elective class, they so badly want to pass algebra. We just need to find a teacher for them.

An unexpected but welcome inspiration for our students has been Miguel "Sonic" Vivaldo, the soft-spoken but fiercely determined eighth grader who in late August made national headlines by being the youngest in the country, and probably the world, to run 100 miles in less than twenty-four hours. With painful shyness, he later told his classmates at a school-wide assembly, "If you decide to do something, you should never give up on that goal." Miguel's message is the Sunrise message, and we will make sure that message inspires our students for years to come.

We have focused some here on the less academic side of education because that side too often is forgotten in the mad scramble for higher test scores. We maintain that youth, no matter how hard they might have been pushed in middle school, will have a difficult time sustaining that effort in high school and college if they have not examined their underlying motives to succeed and if their social/emotional needs have not been met. To this end, we have taken a six-prong approach to bolstering our learning community:

1. Continually strengthening our academic program – this past year, through the addition of Scantron computer adaptive diagnostic testing to guide instruction in math and English, the hiring of a part-time educational director, the hiring of part-time instructional aides who double as inspiring near-peers, and the addition of a summer math program.
2. Maintaining a small school atmosphere with small class size – teachers have the time to get to know their students and to show them they care about them.
3. Offering a strong counseling program that assists the students most in need – a therapist from Alum Rock Counseling Center comes to our school one and a half days a week. We have three counselor interns from San Jose State University who are here a total of four days a week. The charter school's director also is a certified school counselor, and makes student referrals and oversees three counseling groups.
4. Offering daily meditation – the incoming sixth graders sometimes struggle with this, but most students eventually get to like this period and miss it on the days when we cannot have meditation because the FELC multipurpose room is unavailable. We believe the daily meditation is a huge factor in the dramatic drop in fights among our sixth graders, as the year progresses and in the rarity of fights among seventh and eighth graders. The meditation period is also a time for introspection, an activity that allows students to reflect on, integrate, and grow from the events of their daily lives.
5. Expanding the horizons of our youth – we do this by taking them out of their neighborhood, to universities, museums, places in nature, etc. We also like to bring professionals and other inspiring speakers to our school. This year we also joined with the National Hispanic University Foundation and the Latino College Preparatory Academy to begin a small music program.

6. Offering a strong sports program – This builds confidence in youth and provides a healthy outlet for releasing stress, frustration, or anger. Our boys and girls participate in basketball, football and soccer through the All Stars League, recently renamed Thinking Together. In addition, a number of our youth are affiliated with the California 500 Mile American Indian Spiritual Marathon, and many of our outdoor trips involve hiking, swimming, etc.

We now have 149 students, slightly more than the 138 student target set in our original charter for student body size by year three. We have a broad base of support from interested community members. They believe in our mission and help us succeed in fulfilling it. One indication of that support is that we have received three grants from philanthropic groups based in San Jose. Two support our efforts to improve mathematics achievement and one supports our program to expand the horizons of our youth.

After two and a half years of putting our charter into operation, it is fair to say that our original vision appears to have had merit. Most of those students who are in the middle of their third year at Sunrise – our first cohort to have had the full Sunrise experience – have grown measurably academically, in terms of their positive understanding of their own capabilities, and in terms of their ability to see their learning in a much more inclusive context than had been the case when they entered Sunrise. Moreover, the school itself is developing along the trajectory that was envisioned. Grants, volunteers, part-time employees, cooperative reflection and action on strengths and weaknesses by staff members, and partnerships with other educational institutions have helped us grow our program in line with the plan detailed in our charter.

Faithfulness to Charter

Sunrise Middle School has been faithful to its Charter, having found the educational philosophy outlined therein and the practices that flow from the philosophy to have served the students well during the school's first two years of operation. As reflected in the charter, the administration and governing board members of the school have a very clear vision of the two distinguishing features of the school they are building:

1. The charter school must be a quality school with a holistic and investigative approach to education.
2. The charter school must serve an underserved, at-risk population.

Implementation of holistic, investigative approach to instruction: Sunrise has stayed true to its mission to provide education that is holistic, meaningful and stimulating, while also experiential, investigative, and relevant to the students' lives. The charter school founders envisioned three main elements: an academic component that gravitates around experiential learning, a "second home" structure that facilitates social development, and daily meditation and quiet reflective time that facilitate personal growth by giving dedicated time for students to integrate their experiences into their self-understanding.

The familial environment and daily meditation have become school hallmarks that are clearly meaningful and important to the students. As if it were their home, the students enjoy "hanging around" the school. We have capitalized on that high level of comfort by extending the school day until 6:00 P.M. and offering a host of electives, tutoring, and homework help options to the students. Underscoring the school's familial quality, students and staff play together, eat together and go on trips together. We also meditate together. We have found that incoming sixth graders initially have a hard time with meditation. It is a unique experience for them. In nearly all cases, however, students come to like and want the meditation period. They quickly realize that this period of introspection helps them to remain calm and centered through the school day and beyond.

Sunrise teachers use the investigative pedagogical approach to make learning as relevant as possible to our students' lives. Here are examples. When the fires were raging at Yosemite, the math teacher kept track with her students of the percentage of forest that had been burned, and the day-to-day change in the percentage of the fire that was contained. English students look to contemporary song to learn about alliteration and rhyme. Eighth grade history students learned the far-reaching effects of a government shutdown when they realized that, had the shutdown not ended, they would have been prevented from seeing Alcatraz Prison first-hand. Science students continue to conduct experiments on a weekly basis through the Cambridge Physics Outlet (CPO) Science program. We have departed from the experiential emphasis to a degree in mathematics because we have not yet achieved the improvement in that area that we seek. To the hands-on aspect of mathematics we have added more drill in both paper and pencil form and using laptops and iPads. Our early indication is that this addition is proving useful in helping students master mathematics skills.

Maintenance of service to underserved, at-risk population: Sunrise also continues to serve an at-risk, underserved population. Eighty percent of our families are living below the federal poverty level – a percentage that is much higher than at any other school, public, private or charter, in San Jose. Reflecting the national figures for impoverished students, our students generally come to our school between one and four years behind grade level in English and math. The average reading level for our incoming sixth graders this year was grade four, month one.

Although we have not received the number of District referrals we anticipated, we have been able to maintain an underserved, at risk population by focusing our recruitment efforts at the low-income apartments and food giveaways near our school.

Generally speaking, the students who have been referred by the District have been successful at our school. That is particularly the case when the referred students are able to enter Sunrise in the sixth rather than the seventh or eighth grade. The school simply has more time to work with students who are at the school for three years than it does with students who are at the school for only one or two years.

After this charter renewal is complete, we hope to collaborate with the district to put in place a formal referral process that can result in benefits for the district and for the

students who are referred. We have examined the statistics on students attending the elementary schools in the district. The schools with the most students whose characteristics would make them good candidates for the instructional methods of Sunrise are Horace Mann, Empire Gardens, Anne Darling, and Grant Elementary. We believe there are many students from these schools who would thrive in a small, nurturing middle school environment with an emphasis on experiential learning and programs for social and personal as well as intellectual development.

Use of All Measurable Outcomes Provided in Original Charter

A later section of this charter contains a thorough discussion of the student performance measures employed at Sunrise and of the student outcomes indicated by those measures. The measures outlined in the original charter have been used. In addition, we are using Global Scholar/Scantron's computer adaptive assessment instrument EdPerformance to obtain detailed information about each student's strengths and weaknesses in mathematics and English language arts as a means to personalize instruction in those areas. Please read further, in the section on measureable outcomes, for a discussion of measures and an overview of outcomes indicated by those measures. The primary focus of that section is on academic outcomes though there is some discussion of behavioral outcomes that are part of our measurement program, given the personal and social development aspects of our holistic approach to education. To the information provided in the measurable outcomes section regarding measurements and outcomes, we add this discussion of behavioral measures and outcomes.

We expect our program to result in not only intellectual but also personal and social growth of students. We use the following indicators to gauge how successfully we have contributed to the social and personal growth of the students:

- We have a 96 percent attendance rate
- All parents save one expressed high satisfaction with Sunrise in our most recent survey (October, 2013).
- The number of fights each year dramatically reduces as the year progresses. We attribute this to students learning our conflict resolution processes, to their making good use of meditation periods, and to the school's ongoing anti-bullying focus.
- The presence of prohibited items on campus has been very low – three instances of marijuana use and two instances of a knife being brought onto campus.
- We experienced some gang issues in our first and second years but have experienced none in year three.

We consider this an excellent track record especially in light of the fact that Sunrise is situated where there are influences that could result in a much higher number of undesirable behaviors. For example, a number of our students have older siblings in gangs or on drugs, and their influence could be greater than it has been to date. Violence in the form of fights is rare at the school even though violence occurs near the school, and the students are aware of it. Many of our students, for example, knew the San Jose High School youth who was killed in a gang-related stabbing outside our campus at the end of

~~last school year. We think our program contributed to the reaction of the students to that incident. All reacted with sadness and resolve to end such violence. It appears to us that even students whose exposure to the Sunrise culture is brief benefit from it. For example, upon receiving his suspension papers for fighting earlier this year, one new eighth grader commented, "Things are different here. At Sunrise you really want kids to be nice, huh?" We think our program is producing students who understand the value and meaning of being members of a community. One anecdotal indicator is that fellow students lamented when a parent pulled her son out of Sunrise following a fight that he instigated. "He won't learn not to fight now," one student said. "They don't teach that at the other schools."~~

~~STATUS OF THE CHARTER~~

~~Sunrise~~

EXECUTIVE SUMMARY

~~is nearing completion of its third year as a charter school located in the San Josè Unified School District. Any new charter school projects in its initial charter a vision of what it is about and how it will operate. It then begins to function under the terms of its charter, and learns lessons along the way. Sunrise began with the vision described in its original charter and has learned many lessons as the provisions of the charter have been put into practice.~~

~~Happily, the first thing those executing the charter have learned is that the vision stated in the original charter is sound. There remains a need in the school district for a middle school devoted to advancing the education of the poorest and most at-risk students in the district. The holistic, project and problem-based mode of instruction outlined in the charter has been put into practice and is substantially raising the performance level of the students. The idea of providing education in a small school where a familial atmosphere could be developed has resulted in parents and students having a very high positive opinion of the school and its programs. The confidence building and motivation enhancing effects that we thought would occur for the students if we could broaden their understanding of the world by taking them away from the school on frequent field trips, indeed, appears to be accomplishing its purpose. Our belief that providing a time for introspection each day would result in minimizing disciplinary incidents and helping students integrate their learning into their lives and self-concepts seems to be doing just that. Students begin at Sunrise uncertain of what meditation is or why they should do it. In a short time, they come to welcome it, look forward to it, and express regret when, for one reason or another, the meditation period cannot be held. They sometimes even attribute misbehavior to meditation not being held that day.~~

~~Given these experiences of our charter in action, we are not contemplating any major change from the vision or practices outlined in the original charter. Our plan is to remain true to the major provisions of the charter and to focus effort over the next five years on continuously improving the benefit the students derive from each element of practice described in the charter. We continue to desire for our school to be a model middle school, one that can be emulated in other communities. We will continue to strive to make Sunrise a school where students actually *want* to come each day to learn about the world in which they live – and a school that will prepare them well for a successful career in that rapidly changing world.~~

~~CHARTER RENEWAL~~

~~In accordance with Education Code Section 47607(a)(3)(A), the Santa Clara County Board of~~

Sunrise Middle School's journey can be imagined as a long and winding train ride. Born in 2011 in a time of lean state budgets, the train struggled at first to leave the station. With increased support, Sunrise found the fuel to push forward toward excellence. Along the way, we laid new track to navigate poverty and immigration issues, the challenges of COVID and adolescent vaping, the distractions of cell phones, and now the mixed blessings of AI. Through hills and valleys, our momentum has only grown, carrying with

it eager students, rising test scores, sports trophies, exhilarating outdoor adventures, grateful families, and returning alumni. Today, the train is strong, guided by a skilled team of educators, gleaming with new opportunities, and adding more cars each year to welcome the next generation of eager learners.

At Sunrise, we take particular pride in three core successes:

1. **Empowered and engaged students:** Our students explore the rapidly changing world and are encouraged to be leaders for change. They critically analyze and debate the ethics of current U.S. policies and international conflicts in Social Studies and cultivate leadership skills through our school and community-focused Leadership classes, for example, leading a women's history month and a Peace Pledge ceremony.

2. **Student well-being:** In an era when many teens report feeling sad or hopeless, our students largely come to school happy and motivated. The percentage reporting sadness or hopelessness has dropped to 21.8%, compared to about 40% nationwide. We attribute this to our group and individual counseling, our peer mentors, meditation sessions and SEL advisories.

3. **Academic Achievement:** Our students' test scores have risen dramatically in recent years. Mathematics achievement now surpasses statewide averages despite our families' lower economic status, while our English Language Arts results surpass those of neighboring middle schools despite serving a higher percentage of English Learners and newcomers. Most students enter Sunrise below grade level and make significant academic gains before transitioning to high school. Preliminary 2025–26 state assessment results suggest another outstanding year, with projected **Green** performance levels in Mathematics, English Learner Progress, and Suspensions, **Blue** in Science, and continued growth in English Language Arts. These results reflect Sunrise's commitment to personalized learning, strong interventions, and whole-child education.

We could highlight many other successes as well, but our highest priorities are our students' happiness, self-empowerment, and their ability to achieve their goals. These qualities represent our deepest aspirations for every student.

Since our last charter renewal, we have implemented **many programmatic improvements** that support these outcomes, including:

Deepening community engagement: Partnering with the local school health clinic for mental health support, opening celebrations to the broader community, offering classes and services to families, donating food, and conducting neighborhood environmental projects.

Expanded academic support: Adding a fifth-period "Power Hour" for math and English interventions, ELD, enrichment, algebra, geometry, or project-based learning.

Enhanced fundraising and financial stability: Securing two major multi-year grants and maintaining a healthy 25% cash reserve to sustain programs.

Bilingual and culturally responsive staff: Three-quarters of our teachers are bilingual/bicultural, most from the community, serving as role models as well as educators.

Parental involvement: Hiring a full-time parent liaison, offering parent classes on topics ranging from leadership to wellness, having a parent as a voting member on the school board, and achieving 96% to 100% positive responses on fall 2025 parent surveys.

Expanded electives and enrichment: New offerings include Guitar, Robotics, Coding and AI, How to Run a Food Truck, Danza, and Folklorico.

Increased support for Newcomers and English Learners: 15% of our students are students born outside the U.S. who have recently arrived and are new to the U.S. school system. Our ELD coach has helped 57% of English Learners advance one level on the English Language Proficiency Assessments for California ("ELPAC") in Spring 2025, placing us in the Green on the California School Dashboard ("Dashboard").

Special education growth: Serving 59 students with Individualized Education Programs (IEPs), with three Special Education teachers and a Specialized Academic Instruction (SAI) class for intensive support. Push-in support continues for most students, ensuring inclusion in general classrooms.

Professional learning and collaboration: Weekly Professional Learning Communities (PLCs) for core subject teachers

High school readiness: Between one-quarter and one-third of our 8th graders gain admission to high-quality private schools, supporting long-term pathways to four-year universities.

Community partnerships and enrichment: Collaborating with School Health Clinics, Peacemakers Inc., LUNA, Heartworkers Union, Hidden Villa, Outward Bound, Seahorse Ranch, Sea Odyssey, REACH Athletics League, and 7 Trees Community Center Sports League.

Student leadership and peer mediation: Students learn conflict resolution and support their peers through a thriving leadership and peer mediation program.

Facilities and arts enrichment: New basketball court and turf field (thanks to San Jose Unified School District), garden spaces, murals by a professional artist, and an art teacher funded through Proposition 28.

~~("SCCBE") and~~
After-**school and summer programs:** Well over a third of our students attend our free after-school program. One-third participate in our free all-day academic and enrichment summer program.

All of these accomplishments reflect the support and collaboration of the Santa Clara County Office of Education and our dedicated staff, students, families, and community partners.

The following pages of this charter petition will show that Sunrise Middle has met the criteria for ~~("SCCOE") (collectively referred to herein as the "County") shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a~~ charter renewal. Additionally, Sunrise Middle maintains:

- **High-quality education:** Academic growth on the California Assessment of Student Performance and Progress ("CAASPP"), ELPAC, and i-Ready, with notable progress for historically underserved students.
- **Legal compliance:** Adherence to all state and federal laws, required services, governance policies, and reporting obligations.
- **Financial responsibility:** Maintaining 25% reserves and the ability to meet all current and projected obligations.
- **Strong operational management:** Skilled board, credentialed staff, safe and supportive policies.
- **Community support:** Engaged families and strategic partnerships.
- **Audit success:** Passing annual financial, Special Education Local Plan Area ("SELPA"), IRS, and Federal Program Monitoring ("FPM") audits with minimal or zero findings.

For the FPM audit of four of our programs, our lead from the CDE wrote "how rare it is for us to have a review of any LEA, but especially a charter, come out with zero findings. Well done!"

ACADEMIC CRITERIA FOR RENEWAL

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to ~~The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal set forth in~~ Education Code Section 47607~~(b):~~

- ~~The~~, and the creation of ~~Charter School has exceeded its API growth target in the prior year, both schoolwide and for all groups of pupils served by the Charter School. (~~Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard .~~(b)(1))~~

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Sunrise Middle School is pleased to have been deemed a middle-performing school by law and the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators for a middle school include the following:

- Chronic Absenteeism
- Suspension Rate
- *English* Learner Progress (ELPI)
- English language arts/literacy (ELA)

Mathematics

Sunrise Middle School fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criteria for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the charter authorizer considers the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The charter authorizer shall provide greater weight to measurements of academic performance, which for Sunrise are ELA, Mathematics, Science, and ELPI.

Sunrise Middle documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

Dashboard State and Local Indicators

~~Year~~	~~API Growth Score~~	~~API Growth Target~~	~~Actual Growth~~	~~Met Growth Target Schoolwide and Subgroups~~
~~2013~~	~~648~~	~~11~~	~~+75~~	~~Yes~~
~~2012~~	~~557~~	~~B~~	~~B~~	~~N/A~~

~~Therefore, the Charter School has met the minimum criteria for renewal.~~

The following charts reflect the Charter School's 2024 and 2025 Dashboard performance indicator colors for all students and for comparison purposes, the District's and the State's.

Sunrise has had a mix of indicator colors for the past two years, with one out of five indicators in the green each year. We have been working diligently on our chronic absenteeism and suspension rates, and they show considerable improvement in the preliminary results for 2026.

2024 Dashboard Performance Indicator Colors

Indicator	Sunrise Middle	San Jose Unified	State
ELA (academic)	Orange	Orange	Orange
Math (academic)	Orange	Yellow	Orange
ELPI (academic)	Orange	Orange	Orange
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Green	Orange	Green

2025 Dashboard Performance Indicator Colors

Indicator	Sunrise Middle	San Jose Unified	State
ELA (academic)	Yellow	Orange	Yellow
Math (academic)	Yellow	Yellow	Yellow
Science (academic)	Yellow	Green	Yellow
ELPI (academic)	Green	Yellow	Yellow
Chronic Absenteeism	Red	Orange	Yellow
Suspension Rate	Orange	Green	Green

Tables 1 a & b: CA School Dashboard indicator colors for All Students from 2024 and 2025

2026 UNVERIFIED Dashboard Performance Indicator Colors

Indicator	Sunrise Middle
ELA (academic)	Yellow (-25.5 DFS)
Math (academic)	Green (-19.4 DFS)
Science (academic)	Blue (56.5 points)
ELPI (academic)	Green
Chronic Absenteeism	Yellow
Suspension Rate	Green

While Sunrise Middle's chronic absenteeism rate is still high (31 percent), our school did make significant progress in this area during 2025-2026. We realize we have more work to do, however, and therefore, have budgeted for a full-time employee to focus solely on students with absenteeism as well as failing grades during the 2026-27 school year. We expect that this should result in significant improvement.

We also plan to continue having a low suspension rate due to increased use of alternative means of correction, primarily based on restorative justice.

The following charts reflect the Charter School's 2024 and 2025 Dashboard indicator status scores for all students and student groups. Below, the Sunrise Middle Schoolwide distance from standard ("DFS") score is compared to the State's performance on the academic indicators: ELA, mathematics. and ELPI.

Instances in the chart below where Sunrise Middle School exceeded the statewide average are highlighted in green and boldface. Only student groups with at least 30 students are shown, since smaller groups are not assigned an indicator color on the Dashboard. Sunrise Middle School has exceeded the state average for ELPI in 2024 and 2025, Math in 2025, and for multiple student subgroups in ELA and Math over the past two years.

Student subgroup performance on the academic indicators shows strong growth, with all indicators improving from 2024 to 2025. As illustrated below, based on the 2024 and

2025 Dashboard Data, Sunrise Middle meets the legal definition of a "middle performing" charter school.

2024 & 2025 CA School Dashboard Scores for Academic Indicators compared to State

	ELA		Math		ELPI	
	2024	2025	2024	2025	2024	2025
All	-56.6 DFS (43.4 pts lower)	-41.9 DFS (33.8 pts lower)	-63.4 DFS (15.8 pts lower)	**-37.1 DFS (5.3 pts higher)**		
English Learners	-85.5 DFS (17.9 pts lower)	-62 DFS (2.1 pts lower)	**-88.9 DFS (4.5 pts higher)**	**-53.9 DFS (32.2 pts higher)**	**50.0% (4.3% higher)**	**57.4% (11.0% higher)**
Long-Term English Learners	**-95.1 DFS (14.5 pts higher)**	**-89.3 DFS (15.2 pts higher)**	**-118.1 DFS (45.4 pts higher)**	**-90.2 DFS (68.7 pts higher)**	**59.5% (13.7% higher)**	**64.9% (15.8% higher)**
Socioeconomically Disadvantaged	-60 DFS (19.1 pts lower)	-46.2 DFS (10.9 pts lower)	**-66.4 DFS (11.8 pts higher)**	**-41 DFS (31.9 pts higher)**		
Students with Disabilities	-110.9 DFS (15.3 pts lower)	-91.5 DFS (2.1 pts lower)	-145.7 DFS (21.4 pts lower)	-121 DFS (0.3 pts lower)		
Homeless Youth	-82.4 DFS (12 pts lower)	**-47.4 DFS (21.5 pts higher)**	**-67.9 DFS (38.1 pts higher)**	**-26.8 DFS (76 pts higher)**		
Hispanic/Latino	-61.7 DFS (22.4 pts lower)	-46.7 DFS (13 pts lower)	**-69 DFS (10.2 pts higher)**	**-44.9 DFS (28.7 pts higher)**		

Table 2: Dashboard scores for All Students and significant student groups in 2024 and 2025 with comparison to State score in parentheses

The Charter School also met all its local indicators on the Dashboard in both 2024 and 2025.

	2024 Dashboard	2025 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET

Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

Table 3: Sunrise Middle - Dashboard Local Indicators

Comparison to Local Schools

Sunrise Middle School can be compared to nearby local schools: Ace Inspire Academy, Ace Empower Academy, Muwekma Ohlone Middle School, and Renaissance at Mathson. These schools were identified as the closest middle schools in distance from Sunrise Middle School, according to addresses listed in California DataQuest's Public Schools file, and excluding special program schools.

The below table shows Sunrise's performance in ELA and Math, both schoolwide and by student group (English learners (EL), long term English learners (LTEL), socioeconomically disadvantaged (SED), students with disabilities (SWD), and Hispanic) compared to the performance of its comparison schools. **In 2025, Sunrise had a higher DFS in all student groups, including Students With Disabilities, than its comparison schools for both ELA and Math.**

2025 ELA Performance						
School	**All**	**EL**	**LTEL**	**SED**	**SWD**	**Hispanic**
Sunrise Middle	-41.9	-62	-89.3	-46.2	-91.5	-46.7
ACE Empower Academy	-115.6	-128.5	-132.9	-116.4	-155.1	-120.6
ACE Inspire Academy	-100.6	-120	-111.4	-112.6	-154.2	-102.9
Muwekma Ohlone Middle	-70.3	-109.6	-123.3	-87.2	-149.2	-79.3
Renaissance at Mathson	-56.3	-91	-102	-71.9	-102.3	-71.3
2025 Math Performance						
School	**All**	**EL**	**LTEL**	**SED**	**SWD**	**Hispanic**
Sunrise Middle	-37.1	-53.9	-90.2	-41	-121	-44.9
ACE Empower Academy	-127.2	-131.8	-138.3	-128	-192.3	-129.7
ACE Inspire Academy	-98.4	-118.3	-121.3	-110.7	-190.9	-100.2
Muwekma Ohlone Middle	-113.1	-148.3	-163.4	-130.6	-186	-126.5
Renaissance at Mathson	-113.2	-141.6	-168.8	-129.5	-154.7	-133

Table 4: CA School Dashboard ELA and Math status scores for All Students and significant student groups in 2025 for Sunrise Middle School and Local Comparison Schools

iReady Verified Data

iReady measures Typical Growth to show the annual growth of an average student at a given placement to show how students are growing relative to comparable peers. According to i-Ready guidance for CA charter renewals, "schools that met or exceed the following amounts of median Typical Growth from the fall to the spring can be said to have achieved sufficient growth during the year."[1]

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

The table below shows the median percent progress to typical growth schoolwide and by grade level. The green highlights indicate the student groups the charter met one year's growth in each tested subject. As different grade levels have different requirements for meeting the growth target, the all students group is highlighted where the median percent progress to typical growth is above the K-5 threshold of meeting the growth target, as that is the higher target of the two.

[1] Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools in K-8: 2024-2025 School Year from Curriculum Associates Guidance Brief – August 2024

Sunrise Middle School has met growth targets schoolwide and for grades 6-8 in all of the past three years for both Reading and Math. Grade 5 has met growth targets in at least one subject in all of the past three years and has a notably small class size compared to the other grade levels, demonstrating a smaller statistical significance to that grade level's performance compared to the rest of the student body.

Reading						
	2023-2024		2024-2025		2025-2026 (Semester 1 Only)	
Grade Level	Students Tested	Median Progress	Students Tested	Median Progress	Students Tested	Median Progress
All Students	309	189%	291	168%	312	103%
Grade 5	24	181%	12	37%	13	77%
Grade 6	81	258%	95	142%	96	81%
Grade 7	85	150%	93	183%	105	100%
Grade 8	119	178%	91	250%	112	142%
Math						
	2023-2024		2024-2025		2025-2026 (Semester 1 Only)	
Grade Level	Students Tested	Median Progress	Students Tested	Median Progress	Students Tested	Median Progress
All Students	308	180%	293	146%	322	167%
Grade 5	24	110%	12	115%	14	36%
Grade 6	81	171%	96	120%	100	200%
Grade 7	94	158%	94	174%	108	146%
Grade 8	119	217%	91	190%	100	183%

Table 5: iReady Median Percent Progress Towards Typical Growth by Grade and School Year

Historically, growth scores for verified data have been subjected to participation requirements, of 95% or more students tested. Sunrise Middle School has consistently met this threshold, as shown in the table below.

	2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%
Reading	309/310	100%	291/295	99%	312/328	95%
Math	308/310	99%	293/295	99%	322/328	98%

Table 6: iReady Participation Rate by Grade and School Year

Conclusion

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: "The ~~A description of the~~ educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ~~"~~educated person~~person"~~ in the 21st century, and how learning best occurs. ~~-~~ The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." ~~(~~Education Code Section 47605(~~c~~b)(5)(A)(i)~~).)~~.

"The annual goals
~~A description,~~ for the charter school~~, of annual goals,~~ for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, ~~or the nature of the program operated, by the charter school,~~ and specific annual actions to achieve these~~those~~ goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." ~~(~~Education Code Section 47605(~~c~~b)(5)(A)(ii)~~).)~~.

Our Mission

The mission of Sunrise Middle School is to provide~~a charter school for sixth through eighth grade students who are seeking~~ a small, ~~school environment with~~ holistic, ~~meaningful,~~ and stimulating learning environment for grades 5–8, to lead with love while guiding students to be resilient, hopeful, and responsible, to challenge students to think critically and to explore new ideas in preparation for success in high school, college, and life.

Our ~~education.~~Vision

Sunrise Middle School envisions a joyful, rigorous, and holistic learning community that teaches the whole child—mind, body, and spirit. We serve primarily low-income youth near in the Roosevelt Park neighborhood, helping students discover their full potential through engaging academics and strong social-emotional support~~maintain~~.

We believe a successful school culture is built day by day through every teacher-student interaction. Our educators are "Positive Forces of Nature" who inspire, motivate, and connect deeply with students—creating the heart of our school.

Our program integrates:

1. Academic Excellence – Rigorous, hands-on learning that sparks curiosity and achievement.
2. Community and Belonging – A small, restorative environment where every student is known and valued.
3. Whole-Child Wellness – Mindfulness, counseling, and outdoor experiences that nurture kindness, resilience, and confidence.

This program is based on seven principles:

1. Holding high expectations for ~~each of~~ our students
2. Teaching our youth to be responsible citizens
3. Keeping classes small and/or bringing in paraprofessionals to assist
4. Providing hands-on learning as much as possible
5. Regular meditation sessions, two to three times a week
6. Offering outdoor experiences after school and on weekends
7. Introducing cultural awareness through schoolwide events and activities

Target School Population

Sunrise Middle School was established to serve students who have been traditionally underserved and families who seek a small, nurturing, and holistic educational environment.

Our target population includes students who:

- Enter school performing below grade level in English or Mathematics
- Come from socioeconomically disadvantaged households
- Desire a small-school community that teaches the whole child
- Seek a safe, supportive school environment
- Reside primarily within San José Unified School District boundaries

While Sunrise welcomes all students—including those residing outside the District or county—our outreach is intentionally focused on the student groups above. We are especially strong at serving students who have suffered traumatic experiences due to poverty, immigration or family conflict, primarily because of our strong emphasis on counseling and anti-bullying and because we have staff who truly understand what our students have been through.

Recruitment efforts include distributing flyers to low-income apartment complexes in the surrounding neighborhood, and strong family word-of-mouth continues to expand enrollment from nearby districts. Currently, about 30 percent of our students come from the Alum Rock and Franklin-McKinley districts.

From July 1, 2027 onward, we plan to continue to enroll the following **numbers of students**:

- About 25 in grade 5
- About 90 in grade 6
- About 90 in grade 7
- About 90 in grade 8

- And about 30 additional students in a "bubble" class each year (for whichever grade level has extra students).

Current Student Demographics (2025-26)

Category	Percentage / Description
Total Enrollment	327 students (Grades 5–8)
Grade-Level Breakdown	Grade 5 – 15 • Grade 6 – 101 • Grade 7 – 111 • Grade 8 – 100
Gender	Female – 160 • Male – 166
Ethnicity	Hispanic/Latino: 90% African American: 1% Asian: 3% White: 3% American Indian: 1% Native Hawaiian/Pacific Islander: 1% Two or More Races: 1%
English Learners	39%
Homeless Youth	8%
Students with Disabilities	17%
Socioeconomically Disadvantaged	86%
Parents Without a High School Diploma	16% (46% declined to state)

These figures have remained fairly constant since our last charter renewal and closely mirror the demographics of the many apartment complexes near our school and reflect our commitment to serving low-income, English Learner, and first-generation college-bound students with excellence, compassion, and equity.

Due to our enrollment consisting of 5th – 8th grade students, the majority of the target population will be students that are 10-14 years old.

Attendance

Sunrise operates on a 180-day academic calendar, barring emergency school closures, beginning in early August and concluding at the end of May, with an extended school year program offered during the month of June. Student attendance is recorded and maintained in PowerSchool in accordance with applicable Education Code requirements. The Charter School meets and generally exceeds all state-mandated minimum instructional minute requirements for middle school grades. Currently, the students attend from 8 am to 3:30 pm, with the last 45 minutes devoted to extracurricular instruction, and with Wednesday dismissal time being 1:25 pm so that teachers have collaboration and meeting time.

See **Appendix A** for a sample bell schedule, student calendar and instructional minutes.

Independent study is offered only in limited and exceptional circumstances, consistent with Education Code provisions governing independent study (e.g., Education Code Sections 51745–51749.3). Independent study is voluntary and subject to a written agreement outlining, minimally, the duration, objectives, and assignments to be completed.

Students participating in independent study are required to complete work that is substantially equivalent in quality and quantity to that which would have been completed during in-person instruction, as determined by the supervising teacher. Attendance credit (apportionment) for independent study days is awarded only upon the satisfactory completion of assigned work, as certified by a credentialed teacher, and daily engagement. If the assigned work is not completed or is not of satisfactory quality, attendance shall not be credited for those days, in accordance with Education Code requirements.

What It Means to Be an Educated Person in the 21st Century

At Sunrise Middle School, we believe that being an educated person in the 21st century means much more than mastering academic subjects. It means developing the knowledge, skills, and character to navigate — and positively shape — a rapidly changing world. To borrow from our mission, Sunrise maintains high expectations for every student while offering ~~them~~ experiential and investigative learning that is relevant to their lives, allows them to explore and challenge prevailing thought, requires them to take responsibility for their actions, and prepares them for ~~later~~ success in high school, college, and life.

~~**Vision**~~

~~The vision of Sunrise Middle School is rooted in the philosophy behind charter schools – that innovative and inspired educational methods should be allowed so long as they result in well-educated students. We are focusing on serving the middle school students in the low-income neighborhood near San Jose High School – many of whom have been disappointed by mainstream education or who are in danger of falling behind academically or turning to anti-social behaviors. We strive to connect students with their true potential, innate intelligence, creative talents, and cultural and personal strengths, so that they are well prepared to be successful in high school by ninth grade. We believe that the best way to do this is with an exciting, creative and holistic program that helps them achieve academic success while also supporting their emotional and physical needs.~~

~~To this end, our school has three main elements: an academic component aimed at making learning exciting and experiential, while also effective; a "second home" structure; and, finally, daily meditation and quiet reflective time.~~

~~The three main features also provide the framework to support other strategies espoused by educators county-wide and embodied in the San Jose 2020 Initiative, the countywide commitment to be the first urban area to eliminate the achievement gap in education by the year 2020:~~

- ~~A culture of success that includes high standards for all students~~
- ~~Engaging students in reflection and providing feedback to inform them of what they know and what they need to work on~~
- ~~The recruitment and retention of high-quality teachers~~
- ~~Regular assessments to inform instruction~~
- ~~Extended learning time~~
- ~~Parent involvement~~
- ~~A united community to support students and families holistically~~
- ~~A multi-disciplinary approach and curriculum that is relevant to the real world~~

~~*Experiential Learning*~~

~~For more than a century, educators such as John Dewey have extolled the benefits of experiential, hands-on, student-directed learning. Most teachers also know the benefits of engaging projects, field trips, drama and debate, science lab investigations, and~~

interdisciplinary activities. "Yet strangely enough, [the] implications seem to have been widely ignored in … education, replaced by a person-centered psychological view of learning. The casual observer of the traditional education process would undoubtedly conclude that learning was primarily a personal, internal process requiring only the limited environment of books, teacher, and classroom." (Kolb, D.A., 1984)

The founders of Sunrise Middle School believe that embracing experiential learning as much as possible does much to re-engage students who are feeling disenfranchised by mainstream education. We incorporate this type of learning in a variety of ways, in frequent science investigations, social studies debates, graphing results of real life experiences, field trips, etc.

Learning that is experiential is also more relevant to students' lives. As educators, we have heard many students complain that what they learn in school does not seem to have any application in their lives. We strive to ensure students know why they are learning what they are learning. For example, our math curriculum is full of exercises demonstrating the real-world uses of mathematics — e.g., determining the percentage of Yosemite that burned in last summer's forest fire there. Our social studies teacher continually connects instruction that is responsive to state content standards to current events . Students learn to write by analyzing modern poetry and song, journaling about their lives, imagining themselves in a future career, etc.

"Second home" structure

Forty years of research on small schools indicates that students in these schools have higher attendance and graduation rates, fewer dropouts, equal or better levels of academic achievement, and fewer incidences of discipline and violence than those attending larger programs. (See, for example, Chicago Public Schools, 2003) Students at small schools repeatedly indicate how they appreciate that they are not just a number. Yet at most middle schools in urban areas, including San Jose, eleven- and twelve-year-olds are suddenly promoted to a school with a thousand other students, often with thirty-five students in a classroom. While this may work for many students, others have a hard time making the adjustment and "fall through the cracks" by not getting the attention they need. Some of these students begin ditching, getting poor grades, or even experimenting with drugs or associating with gang members during the middle school years.

We, therefore, limited our school size to eighty students the first year and grew to 149 students by this, the third year, with an average of 25 students in each classroom. We had projected enrollment of 138 by our third year, with 23 in each classroom. Our ideal class size is now 24 students, as much of our classwork is done in small groups — six groups of four being ideal. That means, our ideal school size, given our current arrangement of classes, would be 144. The reality is that the demand from students and families who have the characteristics of our target group is greater than we anticipated, and we made the decision to accommodate a few more students. Though it is an issue separate from ultimate school size, we note that thus far enrollment has not been uniform across the grades. To date, we have been slightly under-enrolled in the sixth grade and slightly

over-enrolled in the seventh and eighth grades. We have handled the imbalance by placing more aides and volunteers in the larger classes. This is a phenomenon that may be attributable to the newness of the school. If we are able to achieve our target for incoming sixth graders and then retain the bulk of those students in the seventh and eighth grades, we anticipate nearly even class sizes in future years.

ENROLLMENT AND FACULTY PROJECTIONS

	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16	Year 6 2016-17	Year 7 2017-18	Year 8 2018-19
Grade 6	39	44	48	48	48	48
Grade 7	55	50	48	48	48	48
Grade 7	55	53	48	48	48	48
TOTAL	149	147	144	144	144	144
Teachers	4	5.5	7	7	7	7

Our school also has aspects of a traditional family structure that a number of our students are missing at home. These include male and female role models, school-wide meetings, chores, outings, periodic assemblies and ceremonies, traditions, and occasional "family" meals. Students get to know each other better during various team-building activities, and these connections are reinforced throughout the year.

Additionally, students have a safe, structured, and predictable environment in which to learn. This is achieved primarily through a disciplinary approach that employs both "honey" and "sting." Students learn to take responsibility for the consequences of their actions in a loving and supportive environment. "The lady behind the counter … said to me, 'You can change these kids with love and discipline. You can change them with just love, but it takes longer. But you can't change them with just discipline.' I've always, always remembered that." (Hubner, 2005) Our students know they need to comply with a discipline policy that is applied firmly, fairly, and consistently, and includes the use of in-house or out-of-school suspension when necessary. We also utilize a Positive Behavior Interventions & Supports (PBIS) approach in that students will be taught about the values of positive behaviors and rewarded for following them. "Young people, even in the midst of a society rife with fear, anger, and hatred, exhibit a great range of spiritual, artistic, and intellectual powers, as well as extraordinary resiliency. But they need a constant reminder of these talents and strengths. Too often they are 'corrected' rather than encouraged." (Rodriguez, 2001)

Daily meditation and reflective time

Upon entering our school, students and their parents are made fully aware that a very important part of our school day will be the fifteen minutes set aside for meditation, or reflection time. This takes place by class at times staggered throughout the day. Students lie on yoga mats or sit on chairs, and engage in slow, deep breathing designed to calm and balance the mind. Some students just sit or lie quietly and don't actually meditate.

Most of our students, however, eventually learn and appreciate the benefits of this type of relaxation exercise.

Because we began meditation on the day our school opened, we could not collect before and after data to demonstrate the benefits of meditation at our school. We do, however, notice that each year the number of fights and other conflicts drops dramatically as the school year progresses and as new students are assimilated into the school culture. For example, we had only one fight during all of the Spring 2013 semester. We attribute this in large part to the daily meditation practice at our school, as well as to the extensive conflict resolution and counseling practiced here.

We also rely on the past forty years of research, in which studies in numerous countries have reported a wide range of benefits resulting from the practice of meditation. These include improved physical and mental health, improved social behavior and the development of full mental potential. As educators, we are most enthused by the latter two benefits.

Meditation is now used in about a dozen school systems across the country, including the San Francisco Unified School District, where five middle schools and high schools participate and have seen major drops in suspensions and increases in attendance and API. Our suspensions have also decreased dramatically since the first year, from 74 the first year to 37 the second year. Attendance has increased from 93 percent in the first year to 96 percent the second year. Our API grew by 75 points, though we attribute that more to improvements in instruction. We believe the daily meditation has helped to a smaller extent by keeping the students calmer and more ready to learn. We have seen increased conflicts among our students during the occasional periods where we have not been able to meditate due to other programs needing to use the multipurpose room. As a side note, our ban on candy and sugary or caffeinated drinks has also helped our students become more receptive to learning.

Population To Be Served By the School

Sunrise Middle School's target population is comprised of the students in the low-income neighborhoods surrounding our school and San Jose High School. Many of these students were not performing successfully in fifth grade – either academically or behaviorally. The students in this year's sixth grade, for example, came to our school an average of two years behind in English Language Arts, and only a few were at grade level in mathematics. We initially had anticipated that the majority of our students would be referred by San Jose Unified School District. While that has not been the case to date, Sunrise would still like to work in partnership with the District for more referrals to take place.

Meanwhile, our school is being chosen by families who want a small school atmosphere, more individualized attention, and/or a school that is within walking distance to their home since they lack reliable transportation for their children. We have purposely recruited the students who are very low income, that is, below federal poverty level, by

passing out flyers in low-income housing and at food giveaways. Eighty percent of our students are below federal poverty level, and all but six are on the Free and Reduced Meal Program. About half of our students are English learners (mainly Latino, but also Vietnamese and East Indian), and another thirty percent have been reclassified within the past few years.

Our intent is to focus on prevention and early intervention, and to quickly re-engage students in learning and in life so that they are well prepared, academically and emotionally, to enter a mainstream high school by ninth grade.

This year, in cooperation with the California Department of Education's After School Division, we are conducting a study on the changes in the number of developmental assets among our youth, and we will be happy to share the results with you.

Research indicates that it is during the middle school years that students begin to fall through the cracks. In 2005, Project Cornerstone (www.projectcornerstone.org) surveyed nearly 14,000 students in grades four through twelve at ninety-five schools across Santa Clara County to measure their developmental assets, such as family support, school engagement, healthy lifestyles, self-esteem, sense of purpose, etc. The results demonstrated that only thirty-eight percent of fourth through sixth grade students had thirty-one or more of these forty-one assets and were therefore in the "thriving zone." Far worse, only eight percent of seventh through twelfth grade students had these assets. For example, only thirty-five percent of the fourth through sixth grade students surveyed perceived that adults in their community value children and youth. Worse, only eighteen percent of the seventh through twelfth grade students perceived that adults value youth.

This chart demonstrates how developmental assets generally decline during the middle school years:

DECLINE IN ASSETS BY GRADE LEVEL

Grade level	Average number of assets
5th	27.2
7th	20.4
9th	17.9
11th	17.9

Source: Project Cornerstone

Other data from Project Cornerstone demonstrate the correlation between developmental assets in children and their likelihood for pro-social behavior. Children with fewer developmental assets are more likely to engage in risky or negative behaviors. A strong, supportive school, such as the one we have been building, can help these youth develop many of the developmental assets they are missing.

A 21st Century Educated Person

~~Our~~ As society evolves and new technologies transform how people live and work, the definition of an "educated person" must evolve as well. At Sunrise, we have identified a set of essential skills and mindsets that prepare students to thrive in an era defined by innovation, information, and interconnectedness. These competencies are embedded throughout our curriculum and reflected in the "Portrait of a Sunrise Graduate."
~~goal is for all of our students to become educated people by 21st century standards. For us, this means that our youth will reconnect with their innate curiosity about the world and will be able to express themselves eloquently both orally and in writing. They will be avid readers and will continually strive to perform at their highest level. Specifically, we want all of our students to:~~

- ~~Be enabled to become self-motivated, competent, lifelong learners.~~
- ~~Know *how* to learn – to know that much of what is learned now will be obsolete a decade from now, but to feel confident about their ability to adapt to new methods and to engage in lifelong learning.~~
- ~~Speak with confidence and passion, and to write with clarity and persuasiveness.~~
- ~~Understands numeracy and how it applies to the real world.~~
- ~~Have a strong knowledge of and interest in current events and the historical, political, social, and economic circumstances that led up to these events.~~
- ~~Possess a strong command of information, communications, and technology.~~
- ~~Understand the basic principles of earth, life, and physical science, and to be curious about exploring unproven theories and the natural world.~~
- ~~Be a critical and creative thinker, someone who is not afraid to challenge popular beliefs and who is interested in discovering new ways to solve old problems.~~
- ~~Appreciate music, art, and drama and perhaps to excel at one or more of these disciplines.~~
- ~~Construct well-reasoned arguments to explain issues, accept challenges to assertions, and analyze conflicting descriptions of an issue.~~
- ~~Be knowledgeable about physical, emotional and mental health and how to be healthy and peaceful in an often stressful society.~~
- ~~Know how to persevere to attain their goals.~~

Core **21st Century Competencies**

1. **Critical Thinking and Media Literacy**
   Students learn to analyze, evaluate, and synthesize information; to distinguish between reliable and unreliable sources — including content generated by humans versus artificial intelligence — and to make well-reasoned judgments.
2. **Creativity and Innovation**
   Students are encouraged to explore new ideas, build upon traditional skills such as writing and design, and use both digital and hands-on methods to solve problems creatively.
3. **Communication and Collaboration**
   Students learn to express themselves clearly and respectfully in multiple formats

— oral, written, digital, and artistic — and to work effectively in teams to accomplish shared goals.

4. **Leadership and Civic Engagement**
   Students develop the ability to lead with integrity and empathy, to advocate peacefully and strategically for positive change in their schools and communities, and to understand local, state, national, and global issues.
5. **Social and Emotional Intelligence**
   Through conflict resolution, communication, and peacemaking skills, students learn to manage emotions, resolve differences constructively, and build healthy relationships that strengthen community.
6. **Technological and AI Literacy**
   Students become fluent in leveraging technology and artificial intelligence to enhance learning, solve real-world problems, and make systems more efficient — while also maintaining resilience when technology is unavailable.
7. **Environmental Stewardship and Global Awareness**
   Students learn to be good stewards of the Earth and advocates for social and environmental justice, understanding how individual and collective actions affect our planet and society.
8. **Resilience and Lifelong Learning**
   Students cultivate adaptability and perseverance in an ever-changing world. They learn how to learn — understanding that much of what is relevant today may evolve tomorrow — and remain confident in their ability to keep growing.

Character and Values

A 21st century educated person is also a person of character. Sunrise students strive to:

- Take initiative and persevere through challenges.
- Respect others and accept responsibility for their actions.
- Balance independence with collaboration.
- Develop self-esteem through goal-setting and achievement.
- Stay curious, compassionate, and optimistic.

An educated Sunrise graduate is a critical thinker, a creative problem solver, a compassionate citizen, and a lifelong learner — someone who can adapt, lead, and contribute to a just and peaceful world.

Overview and Educational Philosophy

Sunrise Middle School operates as a single-school Local Educational Agency (LEA) serving grades 5–8 in San Jose. Our instructional program is grounded in the belief that all students can achieve at high levels when provided with rigorous, culturally responsive

instruction paired with targeted, data-driven supports. This belief is reflected in our Local Control and Accountability Plan (LCAP) and aligns with the charter renewal standards and evaluation criteria of the Santa Clara County Office of Education .

Sunrise serves a student population with significant academic and linguistic needs, as such, our curriculum and instructional design emphasize:

- Alignment to the State Standards: Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), History-Social Science Framework, and the remaining State Content Standards
- Frequent formative and interim assessment cycles
- A Multi-Tiered System of Supports (MTSS)
- Integrated English Language Development
- Strong intervention and enrichment structures embedded within the school day

How Learning Best Occurs

At~~We at~~ Sunrise Middle School, we believe that learning best occurs~~:~~

- ~~In~~ in an ~~a structured, consistent, and, therefore, safe~~ environment of high expectations, ~~.~~
- ~~Where students can be joyful, excited, and relaxed about what they are learning, and teachers can feel joyful and passionate about what they are teaching.~~
- ~~Where students are encouraged to explore, question, research, debate, experiment, test, and immediately put into practice what they have learned.~~
- ~~Whene class size is small, and teachers have the time to show they care about their students' personal happiness as well as their academic success.~~
- ~~When all teachers engage in~~ meaningful ~~professional development, both with their colleagues and with professionals from outside the school.~~
- ~~In a holistic environment that supports the awareness of and concern for academic, personal, physical, and emotional needs.~~
- ~~Where students can experience a school day that is structured yet flexible, intense yet balanced, and demanding yet enjoyable.~~

~~**The Curriculum and Instructional Design**~~

~~*Overview*~~

~~Sunrise Middle School provides a rich and exciting academic program that is experiential, relevant, rigorous, and research-based with CCSS embedded. To accomplish this, our program is offered in a safe, small school environment, with a personalized learning approach. Our teachers strive to inspire students to want to learn, have good study habits, and become lifelong learners. In the next term of our charter, we also intend to incorporate service learning and participatory action research. We intend to have our~~

students leave this school with the skills and desire necessary to help make life better for themselves, their community, and the world.

To achieve these goals, our program utilizes the following:

- Inspiring and passionate teachers who are learning and/or who are already familiar with CCSS for middle school-aged youth and who know how to incorporate these standards in a way that is relevant to young people's lives and the world where they live.
- Small classes (average 24.5:1) in which some teachers are assisted by trained university interns.
- One track – a college preparatory curriculum that will be provided to all students. (Students who enter school late or have major challenges will be given extra support.)
- Active learning, e.g., experimentation and investigation, research projects, learning in the community, the use of technology, debate, drama, art and music, and field trips.
- Staff who understand the importance of being mentors and role models.
- A personalized learning approach that focuses on meeting the particular needs of each student is provided through level testing and Student Success Team meetings.
- Meaningful homework every school night.
- Analyzing student data to track progress, identify student needs, and improve instruction.
- Purposeful professional development to improve teachers' skills.
- Supplemental educational support after school or during the summer.
- In-school counseling as well as community resources to assist our students and their families with issues that may be impeding their success, such as homelessness, substance abuse, or depression.

Our students all take the required state standardized tests – the Standardized Testing and Reporting (STAR), the California English Language Development Test (CELDT), and the Physical Fitness Testing (PFT) – and, beginning this spring, will be taking the online Smarter Balanced Assessments as well. We also utilize several "value added" growth measures, including the Scantron Performance Series for pre- and post-tests with mid-year benchmarks, and ongoing assessments to measure students' progress toward academic outcomes.

Core Curriculum Materials

We are *currently* using the following textbooks and core English program. We are moving to CCSS in all subject areas. During the process, and after full implementation, we will change curriculum and instructional practices when we see ways to improve outcomes for students.

- Lucy Calkins Reading and Writing Workshop, from Teachers College, Columbia University, supplemented by *Step Up to Writing*.
- Prentice Hall, *Connected Mathematics*, Grades 6-8; Pearson *enVisionMATH* Common Core, 6th grade; ALEKS; and *Mathematics Assessment Project*.
- *History Alive!* From Teachers Curriculum Institute, with supplemental resources.
- *CPO Science*, also known as the middle school version of FOSS, by Prentice Hall.

English

Our English curriculum will emphasize assisting the students in developing a love for reading and writing, and providing them with the skills needed to become competent readers, writers and speakers in college and in life. We follow the format of the Lucy Calkins Reading and Writing Workshop, developed at Teachers College, Columbia University, as tailored to the middle school level. The primary materials are not curriculum based, though teachers may draw on textbooks as a resource. Direct skills instruction is applied, as needed.

Reading and Writing Workshop, the mandatory English program in New York City public schools, is designed to be a true "learn by doing" program in which students learn to read and write by doing just that. Rather than reading textbooks that may be too easy or difficult for them, students are assisted in choosing books from a classroom library that are appropriate for their reading level and on subjects that interest them. After reading these books, students discuss them with their peers, as is done in an adult book club. They also plan, draft, write and revise papers for real audiences on topics that are important to them. On a daily basis, students are encouraged to think critically about their reading and writing by utilizing class discussions, partner work, small group discussions, and one-on-ones with the teacher. Ongoing assessment also is an important part of the program, as it is highly responsive to individual student needs.

In Reading Workshop, each lesson begins with a ten- to fifteen-minute mini-lesson that includes strategies to help students become better readers. This is followed by independent reading and a short share session during which students discuss their reading with a partner or, at times, the full class. The teacher, in small group instruction, also gathers students with similar ability to work with text that presents a challenge for them. Students are exposed to different types of writing – novels, poetry, biographies, historical fiction, and informational text. They are encouraged to form and articulate their thoughts during the discussion periods – a process that later is transferred to writing.

Similarly, Writing Workshop daily activities include a mini-lesson on writing, independent writing time, and share time. Students work independently on their self-selected writing projects, while the teacher conducts one-on-one conferences with the students to help them with their writing. At the end of the session, students share with partners and plan their work for the next day.

In additionrelationships, joyful to our main English Language Arts program, we also have pullout instruction for the beginning to intermediate English Learners. Instruction is

based on the Inside curriculum from National Geographic Learning. We are considering READ 180 from Scholastic as another intervention program, but are still evaluating whether we have the resources needed for this program.

History/Social Studies

Our social studies curriculum emphasizes active learning, including debates, drama, speeches, and multimedia presentations. We have chosen the *History Alive!* curriculum from Teachers Curriculum Institute (TCI) because we believe it to be the most relevant and interesting to our students. TCI supports English Language Arts integration, differentiation, and student engagement. TCI lessons also are based on five established educational theories that we espouse:

- Understanding by Design, or making sure that the essential questions in a curriculum are addressed at various points throughout that curriculum;
- Nonlinguistic Representation, which acknowledges that most students will have more success when learning visually and kinesthetically, and not just by reading text or listening to lectures;
- Multiple Intelligences, which acknowledges the various ways in which students can demonstrate intelligence;
- Spiral Curriculum, which tries to expose students to a wide variety of ideas over and over again; and,
- Cooperative Interaction, or learning together in groups, as opposed to working alone.

Our social studies curriculum is coordinated with English Language Arts instruction and serves as a fertile starting point for many of our students' projects, as well as their exploration of current events, service learning, and participatory action research. In participatory action research, those who are impacted by a problem, e.g., a socially marginalized group, are engaged as co-researchers of the problem. Students often correlate past events with what is happening today, and are asked to think critically about how trends could be altered in the future. They are familiar with the *San Jose Mercury News* and Time Magazine, and are constantly reminded of the relevance of history.

Mathematics

The Sunrise mathematics program combines project-based instruction with drill in basic skills to gain fluency. The program has evolved. It began with Connected Math from Prentice Hall. We have learned, however, that the vocabulary level in these texts is challenging for the large portion of our student body comprised of English language learners. We are in the process of changing to materials that are better aligned with the needs of English language learners. As an interim step, we have supplemented Prentice-Hall with other materials. In the sixth grade, we have made Connected Math the secondary text and are using Pearson's enVisionMATH Common Core as the primary text. In the seventh and eighth grade, we have supplemented Connected Math with ALEKS and Mathematics Assessment Project. ALEKS is in use particularly strongly as

~~a support for algebra and algebra readiness.~~

~~Our plan is to replace Connected Math in the seventh and eighth grades as we have replaced it in the sixth grade. These are the candidates: Prentice Hall Mathematics Course 1, Course 2, Accelerated Grade 7, and Course 3, Common Core, 2013. In addition to replacing the primary texts for these grades, we are exploring approaches to intervention for students who test below average in order to help these students reach grade level performance. We experimented with intervention approaches in the summer of 2013, thanks to a grant from the Silicon Valley Community Foundation and are drawing on what we learned from that experiment as we attempt to design effective interventions for students who are struggling. Our expectation is that we will fully implement the new math program in all grades in the 2014-2015 school year.~~

~~As with all schools in California, we are implementing CCSS across all subject areas. We believe we have a strong start because CCSS is consistent with the philosophy and practice of this charter school. The connection of academic subjects with their application in our social, cultural, and future professional lives has been fundamental to the pedagogical approach of those at Sunrise since its founding. Though we acknowledge the role of practice in gaining mastery of mathematical processes, we are consistent with those who designed Common Core in thinking that if students spend too much of their time in math doing paper and pencil computations, they will likely become very good at computation, but are unlikely to understand the real-world utility of mathematics. It is for this reason that we attempt to balance computational practice with project-based learning by integrating the Common Core mathematical practices into classroom tasks. Through the mathematics challenges we present, we want our students to learn how to recognize and have the skill to solve math-based problems in everyday life and to extend the thought processes they use in solving practical problems in mathematics to addressing the challenges they will encounter in life and in their chosen professions. We think this is the spirit that underlies Common Core. Our goal is to help students use academic knowledge and school-taught processes of analysis and thought to function well in society and the workplace.~~

~~It appears to us that our process of actively evolving the mathematics program is bearing fruit. Sunrise is a school for students who begin middle school far behind their peers academically. Our goal is to send the students to high school performing at grade level. In Sunrise's first and second years, most of our eighth graders were not ready for algebra. The summer 2013 math program funded by the Silicon Valley Community Foundation raised the performance levels of our lowest performing students substantially. This academic year nearly half of our eighth grade students are taking algebra while also learning the Common Core-aligned standards for eighth grade. It also appears to us that students are grasping the significance of learning to apply different modes of thinking to the solution of problems. One indication of that change of thinking on their part is that many of our eighth graders chose to drop an elective course in order to have two periods of math. We are capitalizing on their decision by striving to sharpen their thinking skills through mathematics, an aspiration that is consistent with the intent of Common Core. At the same time, we are working to bring our eighth graders to the level of understanding in algebra that they must have to be fully prepared to take~~

~~geometry in their freshman year of high school.~~

~~*Science*~~

~~In science, our students are enjoying the *CPO Science* curriculum, which teaches science almost exclusively through experimentation and investigation, and is another true "learn by doing" program. It follows the state sequence for earth, life and physical science in grades six through eight. Students work in groups of four for their investigations – groups that are small enough to allow everyone to play an important role in the project.~~

~~The program includes textbooks, student workbooks, lab equipment kits and teacher guides. The lab equipment kits are what make the program so costly, and generally available only at some of the wealthier school districts, including Los Altos, Palo Alto and Cupertino.~~

~~*Technology*~~

~~Our students, many of whom do not have computers at home, have the opportunity in our technology elective course to become comfortable with many aspects of technology so that they can succeed in higher education and in today's rapidly advancing technological world . Not only are these students becoming proficient in word processing, online research, and other classroom related skills, but they also are learning valuable coding skills by creating a video game using the Scratch language from MIT, and about graphic design and computer hardware.~~

~~Initially, we purchased a classroom set of Apple laptops and, this year, we are using part of our CCSS funds to purchase a classroom set of iPads. One in every three students can have immediate access to a laptop or iPad at any given time.~~

~~*Fine Art and Other Electives*~~

~~Art is integrated across the curriculum and also taught in two elective courses each semester (art, arts and crafts, painting and/or cartoon art). This year for the first time we added a music course in the after school program – we have teachers for voice and for instruments (guitar, keyboard and drums). In some semesters, we also have taught drama as an elective course.~~

~~In writing our initial charter, we envisioned offering Spanish as an elective. We do not offer Spanish because there was virtually no interest among students in that course as an elective. We have, however, honored the intention in the charter to offer a rich array of electives that vary from semester to semester. Current electives also include yearbook, tech lab, board games, street hockey, fun science, dance, career exploration, etc.~~

~~*Physical Education*~~

~~Students participate in physical education in all grade levels. It is our belief that healthy bodies are as important as – and contribute to – healthy minds and healthy spirits. Our~~

students have enjoyed using the San Jose High soccer field and track, and look forward to using the high school's small gym on cold or rainy days this year.

PE is held on block schedule, as are our other classes. Each class includes a "boot camp" exercise regimen and the sport of the month. Students run the mile one day a week, and about ten percent of our students participate in long distance runs held on weekends and after school. It was through this latter program that one of our students, Miguel Vivaldo, earlier this year achieved the title of youngest in the world to run 100 miles in less than 24 hours.

In addition, our students participate in league sports (Thinking Together, formerly known as All Stars) for boys and girls soccer, co-ed football, and boys and girls basketball. Despite our school's small size, we came in second place in the league in soccer last spring. This fall our boys came in second place in basketball, losing only to Joseph George Middle School. We are especially proud of this placing since our boys didn't even have a basketball court on which to practice.

Outdoor Program

Closely connected to our emphasis on physical education is our outdoor program, which has included weekend and summer hiking, backpacking, snow sledding, horseback riding, gardening, caving, high ropes courses and more. We have obtained funding from organizations, such as Foundation for Youth Investment and the North Face Explore Fund, which attempt to get more youth outdoors. The philosophy behind their programs and of ours is that most youth today are not given sufficient opportunity to be in touch with the natural world, and to benefit from the physical, emotional, and mental healing it can provide. Students invariably comment on how these outdoor trips are life-changing experiences that boost self-esteem, give moments of tranquility, and open their eyes to new worlds. Additionally, these adventures give our students another reason to want to stay in school and, hopefully, to stay away from anti-social behavior.

"One of the challenges of modern life is the absence of excitement in a youth's daily life in school, on the streets, and in the home as compared to that experience when using drugs or engaging in other illegal and/or inappropriate activity. The advantage of . . . outdoor experience is that it can match the excitement of street-gang society or peer group while simultaneously giving youth a sense of the reason for teamwork, adherence to a group respected values system, a regard for the skills and abilities of others, plus the reestablishment of trust in adults and peers." (O.J.Keller, Former Federal Parole Commissioner) Similarly, the excitement of outdoor adventure is an important and healthy option for Sunrise students, most of whom live in the middle of a gang neighborhood.

Goals and Actions in the State Priorities

CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan ("LCAP")

Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions identified below, using the LCAP template adopted by the State Board of Education. Sunrise Middle School shall submit the LCAP to its authorizer and the Santa Clara County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Sunrise at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Sunrise Middle has separated out the state priorities into "subpriorities."

STATE PRIORITY #1 — BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUBPRIORITY A — TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid California Teaching Credential with an appropriate English Learner authorization as defined by the California Commission on Teaching Credentialing, and the teachers will be appropriately assigned to teach in their subject areas.
ACTIONS TO ACHIEVE GOAL	All core teachers screened for employment will hold valid California Teaching Credentials with appropriate English Learner authorization; administration will review credential status annually.
SUBPRIORITY B — INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE SUPERIORITY	All instructional materials purchased from now on will be aligned to Common Core State Standards and aligned with our charter petition.
SUBPRIORITY C — FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with San Jose Unified School District, which is our facility lessor.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by our custodian will maintain campus cleanliness. Regular facility inspections by the County will screen for safety hazards.
STATE PRIORITY #2 — IMPLEMENTATION OF COMMON CORE STATE STANDARDS	

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of CCSS
ACTIONS TO ACHIEVE GOAL	English Learners will participate in English Language Arts and Literacy instruction with appropriate instructional support
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% of English Learners will gain English language proficiency through the implementation of ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	English Learners participate in ELA/Literacy instruction with appropriate instructional support. ELs have access to ELD curriculum, *Inside*. Teachers of ELs participate in professional development to bridge the 2012 ELD standards and the existing ELD curriculum, *Inside*.
STATE PRIORITY #3 – PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
SUBPRIORITY A – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain the School Site Council
ACTIONS TO ACHIEVE GOAL	School administration solicits parent involvement in the School Site Council at monthly parent meetings.
SUBPRIORITY B	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Sunrise Middle administration and staff conduct school and classroom satisfaction surveys at least once a year to generate strategies for improvement. Results of parent satisfaction surveys are presented to the School Board for discussion and implementation.
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Sunrise will sponsor several family events each year.
ACTIONS TO ACHIEVE GOAL	Sunrise administrators will meet with School Site Council to identify opportunities and events to create and nurture community on campus.
STATE PRIORITY #4 – STUDENT ACHIEVEMENT	

Pupil achievement, as measured by all of the following, as applicable: *A. CA Measurement of Academic Progress and Performance statewide assessment* *A. The Academic Performance Index (API)* *A. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education* *A. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)* *A. EL reclassification rate* *A. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *A. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	30% of students at every grade level, including all subgroups, score proficient or higher on the CA MAPP statewide assessment in the areas of ELA/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS-aligned instructional materials; reading intervention to assist at-risk students; use of instructional technology in mathematics; teacher assistants in the classroom to support instruction and student learning in mathematics; pullout groups to support student learning in ELA/Literacy.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	School will meet the annual API Growth Targets, or equivalent, as mandated by the CA State Board of Education.
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CA MAPP.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance one performance level per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes small group work, usage of SDAIE and ELD instructional strategies and some 1-on-1 teacher support or teacher assistant support.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA MAPP statewide assessment.

~~Actions to Achieve Goal~~	~~EL students will receive in-class instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and some 1-on-1 teacher support and teacher assistant support.~~
~~Subpriority F – AP Exam Passage Rate~~	
~~Goal to Achieve Subpriority~~	~~N/A~~
~~Actions to Achieve Goal~~	~~N/A~~
~~Subpriority G – College Preparedness/EAP~~	
~~Goal to Achieve Subpriority~~	~~N/A~~
~~Actions to Achieve Goal~~	~~N/A~~
~~State Priority #5 – Student Engagement~~ ~~*Pupil engagement, as measured by all of the following, as applicable:*~~ ~~*A. School attendance rates*~~ ~~*A. Chronic absenteeism rates*~~ ~~*A. Middle school dropout rates (EC §52052.1(a)(3))*~~ ~~*A. High school dropout rates*~~ ~~*A. High school graduation rates*~~	
~~Subpriority A – Student Attendance Rates~~	
~~Goal to Achieve Subpriority~~	~~School will maintain an ADA rate of 95% or more.~~
~~Actions to Achieve Goal~~	~~School will provide a safe and engaging learning environment for all of our students and families, including those of the various subgroups.~~
~~Subpriority B – Student Absenteeism Rates~~	
~~Goal to Achieve Subpriority~~	~~Students will not have more than five absences in any school year.~~
~~Actions to Achieve Goal~~	~~Parents will be informed of chronic absences as specified in the Attendance and Truancy Policy.~~
~~Subpriority C – Middle School Dropout Rates~~	
~~Goal to Achieve Subpriority~~	~~School will retain and promote 99% of its 8th grade students.~~
~~Actions to Achieve Goal~~	~~School will offer an academically engaging and "second home" learning environment for all of its students.~~
~~Subpriority D – High School Dropout Rates~~	
~~Goal to Achieve Subpriority~~	~~N/A~~

Actions to Achieve Goal	N/A
Subpriority E – High School Graduation Rates	
Goal to Achieve Subpriority	N/A
Actions to Achieve Goal	N/A
State Priority #6 – School Climate *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *A. Pupil expulsion rates* *A. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
Subpriority A – Pupil Suspension Rates	
Goal to Achieve Subpriority	School, acknowledging its at-risk student population, will maintain an annual suspension rate of less than 15%.
Actions to Achieve Goal	Teachers are trained on and follow Positive Behavioral Interventions and Supports, which is the foundation of our classroom management and behavior approach. Executive Director / Principal and Director of Education work with teachers and families to manage student behavior issues and concerns.
Subpriority B – Pupil Expulsion Rates	
Goal to Achieve Subpriority	School will maintain an annual expulsion rate of less than 1%.
Actions to Achieve Goal	Teachers are trained on and follow Positive Behavioral Interventions and Supports, which is the foundation of our classroom management and behavior approach. Executive Director / Principal and Director of Education work with teachers and families to manage student behavior issues and concerns.
Subpriority C – Other School Safety and School Connectedness Measures (Surveys)	
Goal to Achieve Subpriority	Students and staff follow the school safety plan.
Actions to Achieve Goal	Staff members are trained on the elements of the school safety plan. Students participate in quarterly fire, earthquake and safety drills.
Subpriority D	
Goal to Achieve Subpriority	Students, parents and teachers will feel a sense of community on campus, and within their classroom.
Actions to Achieve Goal	The school along with the parents hosts several community building events throughout the year. Administration gives satisfaction surveys to parents, students and teachers. A variety of fun and engaging co-curricular opportunities further enhances students' sense of belonging and community. Small class size allows staff the time to get to know students on a personal level.
State Priority #7 – Course Access	

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*	
GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups, will have access to our academic program as outlined in the school's charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including all student subgroups, at all grade levels.
STATE PRIORITY #8 – OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	While the majority of our students enter school two years behind in math English Language Arts/Literacy, our goal is that the students, including all subgroups, will demonstrate grade level proficiency in ELA/Literacy by the time they are promoted to high school.
ACTIONS TO ACHIEVE GOAL	All students participate in the school's Readers Writers Workshop program and, where applicable, Inside ELD program, at least two hours daily. Instructional strategies implemented throughout RWW include: small group work, one-on-one conferring, reading intervention program, speaking skills to present information, narrative and response to literature, consultation with the inclusion specialist and collaboration with colleagues to support student learning goals.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	While the majority of our students enter our school up to four years behind in mathematics, our goal is to bring all students, including subgroups, up to grade level in mathematics by the time they are promoted to high school.
ACTIONS TO ACHIEVE GOAL	All students receive at least five hours of math instruction weekly. Instructional strategies include focused and designed instruction, spiraling math curriculum, small group work, one-on-one assistance, near peer tutorial support, small group after-school tutorial, consultation with the inclusion specialist and collaboration with colleagues to support student goals and learning.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including subgroups, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included are non-fiction and historical fiction texts, mini research projects and presentations, computer based information, debates and hands-on projects.

Subpriority D – Science	
Goal to Achieve Subpriority	All students, including subgroups, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
Actions to Achieve Goal	Utilizing an inquiry based approach, students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
Subpriority E – Visual and Performing Arts	
Goal to Achieve Subpriority	
Actions to Achieve Goal	
Subpriority F – Physical Education	
Goal to Achieve Subpriority	
Actions to Achieve Goal	
Subpriority G – Health	
Goal to Achieve Subpriority	
Actions to Achieve Goal	
Subpriority H – Foreign Languages	
Goal to Achieve Subpriority	
Actions to Achieve Goal	
Subpriority I – Applied Arts	
Goal to Achieve Subpriority	
Actions to Achieve Goal	
Subpriority J – CTE	
Goal to Achieve Subpriority	
Actions to Achieve Goal	
Subpriority K – Other Subjects – Social Responsibility	

~~Goal to Achieve Subpriority~~	~~All students will demonstrate an understanding of their actions, and how these affect their surroundings and the ability to work with others.~~
~~Actions to Achieve Goal~~	~~All students participate in classroom dialogues and discussions, community activities, student government, and classroom decision-making processes. Students are able to engage in the development of classroom rules and expectations while participating in a democratic process.~~
~~Subpriority L – Other Subjects – Personal Awareness and Balance~~	
~~Goal to Achieve Subpriority~~	~~All students will learn how to calm and center themselves so that they can be proactive rather than reactive, balanced and personally aware, and able to concentrate fully in the classroom.~~
~~Actions to Achieve Goal~~	~~All students will participate in 15 minutes of daily meditation. Some students will participate in conflict resolution, group counseling and/or individual counseling for additional growth.~~
~~Subpriority M – Other Subjects – Civic and Environmental Responsibility~~	
~~Goal to Achieve Subpriority~~	~~All students will demonstrate civic and environmental responsibility by working to improve their school and community environments.~~
~~Actions to Achieve Goal~~	~~Throughout the school year, students engage in various school and community service activities, learn about environmental dangers and solutions, tend to the school garden boxes, and/or clean the campus and the nearby Lower Silver Creek.~~

~~Specific~~, and continuous improvement. The most successful schools at closing the achievement gap~~Educational Plans~~

~~*Change in Student Population*~~

~~We have a student population that is approximately fifty percent English language learner as projected in the original charter. We did not project in the original charter the number of special education students we now have. One-sixth of the student population is in special education. Our special education students are doing well. Their average API gain in 2012-2013 was 99 points, the highest for any group at Sunrise. That said, we understand that we must devote careful attention to meeting the needs of these students. As a first step in that direction, we have hired a resource specialist with a background in special education who works with the students outside their regular classrooms and who helps the students and their teachers when the students are in their regular classrooms.~~

~~Our special education students last year met about 78 percent of their goals. As with our goals~~ for low-income Latino students share these characteristics (as identified by the National Education Association, Innovate Public Schools, and other educational research). ~~and English language learner students, we began with overly optimistic expectations of what we would accomplish in a short time with special education students. We expect the special education students will meet more than 78 percent of their goals this year. But it should be noted that this expectation is based on the fact that~~

~~we have aligned our goals closely with what the students are being taught in the classroom. As further steps to address the needs of special education students, our resource specialist is doing more push-in than pullout, and also is participating in professional development for IEP goal writing. We expect that these investments will accrue to the benefit of our special education students.~~

High Expectations: At Sunrise, all students are expected to meet or exceed grade-level standards and demonstrate continuous growth. We hold the belief that every child can succeed when given the right support. Students who are not yet meeting standards receive daily academic interventions, small-group instruction, and specialized support through our SAI program. Those who continue to struggle receive additional help after school or through our "Power Hour" and "Office Hours" programs with core teachers.

Meaningful Relationships: Sunrise students are encouraged to bond closely with at least one adult at the school. This can be either a teacher, a youth mentor or another staff member. Our goal is to have each student feel as though they have a relationship with at least one caring adult at the school.

Joyful Engagement: Learning should be fun. To this end, we teach through games, projects and group discussions, as well as standardized instruction.

Continuous Improvement: Students ~~*Plan for Students Who Are Academically Low Achieving*~~

~~Upon entering our school, students are tested for their current achievement levels in English and Math. These test results are evaluated along with their performance at their previous schools – in the classroom, as well as on standardized tests. If the student falls into the "below basic" or "far below basic" category, interventions such as math or English support classes are put into place so that the student can keep up with class work while also receiving remedial help. Students receive one or more of these interventions:~~

~~Pullout groups or elective classes in math and English/ELD support. These~~ are recognized for their improvement, more so than for their achievements, at weekly assemblies, parent award nights and through daily positive praise in their classrooms.

Curriculum Content

The 3 Rs - Rich, Rigorous and Relevant Curriculum

Sunrise's academic program is fully aligned with the Common Core State Standards and the Next Generation Science Standards. Curriculum delivery and instructional design are continuously refined through analysis of state performance data, including CAASPP results, and through ongoing LCAP reflection. Across all subject areas, Sunrise prioritizes high-interest, real-world problem-solving over rote learning. This approach is supported by project-based learning, financial literacy instruction, and interdisciplinary

units that connect academic content to community issues and students' lived experiences and identities.

In **English Language Arts**, teachers utilize CommonLit alongside a range of supplemental curricular resources to provide explicit, standards-aligned instruction in reading, writing, speaking, and listening. Instruction is intentionally designed to blend foundational literacy skills with real-world applications, including analysis of current events and authentic writing tasks.

Integrated English Language Development is embedded within core ELA classes, ensuring that English Learners and recently reclassified students, who comprise approximately 80 percent of the student population, receive consistent language support throughout the instructional day. Long-term English Learners benefit from this integrated model, as well as from extended ELA instructional time (nine hours per week) and targeted support through online Learning Labs.

In **mathematics**, Sunrise implements the Desmos Math Curriculum by Amplify, which provides a coherent progression of mathematical concepts from grades five through eight. Instruction emphasizes conceptual understanding, problem-solving, and real-world application.

Student progress is regularly monitored through four to six CAASPP Interim Assessments annually. Teachers use these data cycles to identify areas of need, reteach key concepts, and provide targeted intervention, ensuring that all students continue to build both procedural fluency and deep mathematical understanding.
~~help the~~
Our **science** program is grounded in the NGSS-aligned *Mosa Mack Science* curriculum and integrates a balanced approach of hands-on laboratory investigations and explicit, standards-based instruction. Instruction is designed to promote deep conceptual understanding through inquiry, experimentation, and real-world application. We utilize science performance monitoring, including tracking student progress toward proficiency on the California Science Test (CAST), to continuously refine and expand experiential, inquiry-based learning opportunities. This data-driven approach ensures that instruction is responsive and aligned with state expectations.

In addition, we intentionally incorporate literacy strategies within science instruction. Students regularly engage~~catch up~~ in the annotation and analysis of complex scientific texts, strengthening their ability to read, interpret, and communicate scientific ideas. This cross-disciplinary approach supports literacy development across the curriculum and reinforces critical thinking skills essential for success in both science and English Language Arts.

- Our **social studies** curriculum, supported by Houghton Mifflin Harcourt (HMH), is intentionally designed to connect historical content with current events. We have found that students are deeply engaged when learning is tied to the rapidly

changing world around them; however, they also need a strong foundation in history to fully understand and critically analyze these developments~~areas~~.

By bridging past and present, we help students see history not as distant or abstract, but as directly relevant to their lives today. This is especially true in the study of U.S. history and government, where contemporary political and cultural dynamics provide powerful, real-world applications of key concepts such as democracy, civic responsibility, and social change.

Through this approach, students are not only building historical knowledge, but also developing the awareness and critical thinking skills necessary to navigate and participate thoughtfully in today's complex and evolving society.

Curriculum enhancements since our last charter renewal include:

- Growth mindset instruction woven into all subjects. We teach students to say "I don't know that yet" rather than "this is hard."
- A strong emphasis on social justice in our history curriculum.
- Problem-solving frameworks in math. The U → P → S → C (Understand, Plan, Solve, Check) framework gives students a clear path into any problem, building confidence because they always know how to begin.
- Project-based learning (PBL) to connect academics with real-world issues. Students who have mastered their ELA and Math have the opportunity to take a project-based class during our power hour.
- Financial literacy instruction, another offering during our fifth-period power hour.
- Book clubs and reading initiatives to increase literacy and foster a love of reading.
- A leadership elective class for students who want to help run the Charter School by organizing activities and having a say in school policies.

These enhancements reflect the school's philosophical commitment to rigorous, culturally relevant learning experiences that build academic competence alongside civic purpose.

Instructional Approaches and Strategies

Grounded in a growth mindset, Sunrise's instructional model engages every student in mastering rigorous academic content while developing conceptual understanding, critical thinking, and problem-solving skills. Many students arrive performing below grade level in English and Math; however, through research-based methods, personalized interventions, and a culture of persistence, most achieve grade-level proficiency by graduation. We use best teaching practices, like scaffolds, think pair share, visuals, etc. Teachers and administrative staff know each student well, and place them in appropriate intervention classes and groups. Students are praised highly for their efforts and taught that they might not know something "yet" - but that they will learn it!

Teachers deliver CCSS- and NGSS-aligned instruction that is differentiated to meet diverse learning needs. Using the MTSS model, students requiring Tier 2 or Tier 3 support receive additional, individualized assistance. Classrooms incorporate blended learning, combining direct instruction with adaptive technology to personalize learning and track student progress in real time. Each student spends approximately nine hours weekly in English and Math, including a dedicated Learning Lab period for adaptive assignments and ongoing formative assessments.

Character Education

Sunrise recognizes that academic success alone is not enough. As author Paul Tough observed in his book How Children Succeed, *"Character is at least as important as intellect."* True learning is both joyful and challenging, and perseverance, empathy, and optimism are essential for sustained success. To that end, Sunrise developed the **iSCOPE** character education program—an intentional framework for teaching and celebrating the traits that lead to lifelong achievement:

- **Integrity** – I am honest and have strong moral and ethical principles.
- **Self-Control** – I am in control of my actions and reactions.
- **Curiosity** – I explore, imagine, and discover.
- **Optimism** – I am confident in my ability to make positive change.
- **Perseverance** – I persist despite difficulty or discouragement.

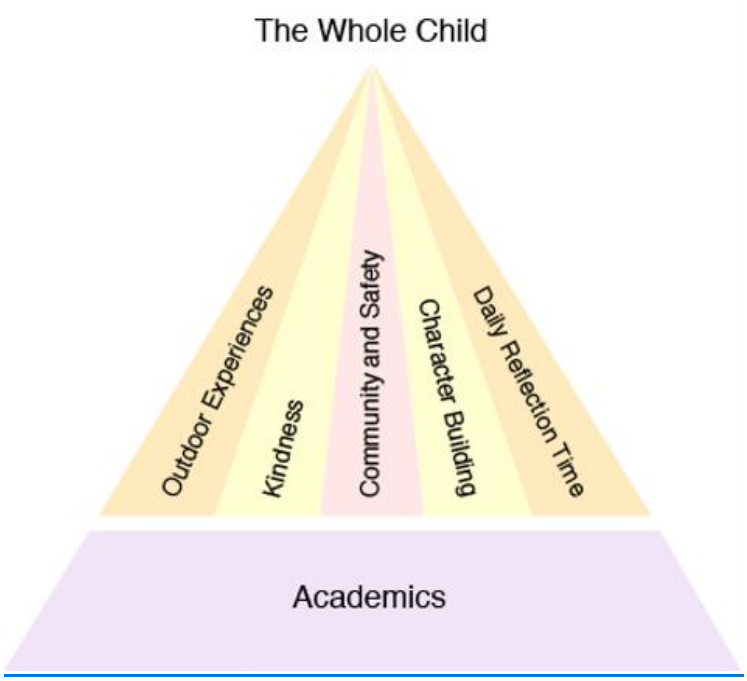
Empathy – I seek to understand and share the feelings of others.

Our whole-child approach extends beyond the classroom. Through extensive offerings of group and individual counseling, SEL advisories, and 21-Day Challenges on kindness, gratitude, and living fearlessly, we build self-esteem and emotional resilience.

Restorative Justice

We maintain a zero-tolerance stance on bullying and prioritize safety and belonging in every space. When conflicts arise, we pause instruction when necessary to address them directly through restorative justice. Students participate in guided conversations with peer mediators and staff, and we remain engaged in this process as long as needed to help students resolve issues, repair harm, and move forward positively.

We understand that students cannot learn if they feel unsafe or inadequate. Academics form the foundation—but character, wellness, and joy in learning are what allow students to rise, thrive, and lead.


The Whole Child
Outdoor Experiences
Kindness
Community and Safety
Character Building
Daily Reflection Time
Academics

Physical and Emotional Wellness

The LCAP identifies significant mental health needs among students, including 22 percent reporting sadness or hopelessness. In addition, many of our students face trauma, poverty, homelessness and/or newcomer transition.

In response, Sunrise implemented:

- Education on physical health, fitness and nutrition
- Counseling and mentorship through our Peacemaker and Peer Mediator programs and the School Health Clinic next door. Peacemakers are trained youth mentors who check in with emotionally challenged students as needed. They also are responsible for training interested students to help mediate minor conflicts between other students.
- Review of Tier 2 and 3 students to identify those individuals and their families who may be at risk (for drugs, chronic stress, or trauma) and provide early interventions and referrals for more intensive therapy.
- Opportunities for challenged students to build resilience, mindfulness, and positive coping skills through individual and group counseling sessions, regular meditation, SEL advisories and referrals for regular therapy.

This system is part of the school's holistic approach to learning: academic success is inseparable from physical health, emotional resilience, and safe community relationships.

Extra Programs Unique to Sunrise

Sunrise Middle School offers a wide range of programs and experiences beyond state requirements in order to provide students with a truly whole-child education. These opportunities - several of which are unique to Sunrise - are designed to build confidence, curiosity, leadership, connection, and purpose, especially for students who may not otherwise have access to such experiences.

University Trips

Sunrise has established overnight and daytime university field trips to help students envision themselves as future college graduates, many for the first time in their families. These trips allow students to experience college life firsthand: eating and sleeping on campus, attending mock classes, learning about extracurricular opportunities, and understanding how college systems work.

Students also hear directly from first-generation college graduates, including Sunrise staff members and alumni, who share their personal journeys and challenges. Through these experiences, students learn that college begins in middle school, gain motivation to take their studies seriously, and build strong bonds with their classmates.

Universities most often visited include University of California, Santa Cruz, Santa Clara University, University of California, Berkeley, *and* Stanford University.

Outdoor Education

Sunrise believes that many young people today lack meaningful exposure to the natural world. Our Outdoor Education Program is designed to provide tranquility, adventure, and hands-on environmental learning, while also helping students become responsible stewards of the Earth.

Students participate in outdoor experiences once or twice a month, after school and on weekends, and at least five times during the summer. Depending on available funding, activities include hiking, camping, backpacking, caving, snow science, horseback riding, high ropes courses, kayaking, rafting, and rock climbing. For many Sunrise students, these are first-ever experiences, expanding both their confidence and worldview.

After *School Program*

Sunrise provides a robust continuum of learning beyond the school day. Our free after school program offers daily homework assistance, sports, and enrichment activities, such as art, cooking, crafts, robotics, podcast class, folklorico and gardening. Our free summer program provides 20 days of academics, project-based learning, and field trips, culminating in a 3- or 4-day outdoor education trip for those who opt in. These programs reinforce academic learning while also building confidence, teamwork, and social-emotional skills.

Sunrise operates its own After School Program, primarily funded through the After School Education and Safety (ASES) federal grant. Between one-third and one-half of our students participate each year, with an impressive 90% attendance rate.

The program includes homework support, academic intervention, enrichment activities, sports, and recreation. Because it is fully integrated with the school day, teachers and after-school staff communicate closely, allowing students to receive consistent academic and social-emotional support. This program strongly contributes to Sunrise's "second home" atmosphere, and many alumni return to volunteer or visit long after graduation.

League Sports

Sunrise values the role of competitive and non-competitive athletics in youth development. Students can participate in girls' and boys' volleyball, football, soccer, futsal, and basketball, competing against charter and district schools, and often placing first or second in their leagues.

Students may also participate in non-competitive long-distance running with a Native American running team, emphasizing endurance, culture, and personal growth.

Summer School

Sunrise operates a 20-day extended school year program funded through the 21st Century Community Learning Center grant, Expanded Learning Opportunities (ELO-P) funding, and private donors. Mornings focus on math, reading, and project-based learning, while afternoons include swimming, sports, enrichment classes, and field trips.

Each summer also features an optional three- or four-day cabin camping trip to Mt. Shasta or the Eastern Sierra.

Recent project-based learning themes have included homelessness, environmental protection, becoming President of the United States, the emotional intelligence of animals, and planning for one's future. For example, during the homelessness project, students created documentaries, built tiny homes, designed community solutions, served meals to unhoused individuals, and presented their policy ideas to the mayor's office. These experiences empower students to see themselves as problem-solvers and civic leaders.

20-Day Challenges

Sunrise's annual 20-Day Challenges are signature events that spark deep reflection and conversation around three rotating themes: living fearlessly, gratitude, and kindness.

Students collaborate with staff to identify sub-themes, engage in daily journaling, discussions, activities, and guest speakers, and learn that habits take time to build or break. Over their years at Sunrise, students experience all three challenges, gaining tools for emotional awareness, resilience, and empathy.

Career Day

Career Day provides students with a powerful and lasting connection between their academic learning and future professional goals. From 35 to 40 professionals volunteer their time to share their careers, stories, and advice.

Students gain exposure to a wide range of professions—including police officers, firefighters, lawyers, engineers, artists, architects, financial consultants, business leaders, teachers, politicians, doctors, athletes, nurses, veterinarians, and media professionals. More than anything, students leave Career Day motivated, inspired, and aware that their education matters deeply to their future.

Peer Mediation

Sunrise Middle School operates a strong Peer Mediation Program, training approximately 25 students each year to help their peers resolve conflicts in a peaceful, respectful, and constructive manner. Student mediators are carefully selected and trained in active listening, empathy, confidentiality, problem-solving, and conflict-resolution strategies.

While serious or high-risk situations are always handled by the administrative team, student mediators successfully address lower-level disputes that might otherwise escalate into larger conflicts or physical altercations. Students consistently report that they prefer resolving conflicts with fellow students and feel more heard and understood in the peer mediation process.

Beyond improving school climate, the program builds lifelong skills, including communication, leadership, emotional regulation, and accountability. Peer mediators often emerge as positive role models on campus, contributing to a culture of safety, responsibility, and mutual respect.

Meditation

Sunrise Middle School incorporates regular meditation practice into the school week as a proactive support for students' social-emotional well-being. Students participate in guided meditation sessions two to three times per week, depending on the availability of an appropriate space.

During these sessions, students lie on yoga mats in a softly lit room and engage in gentle breathing exercises, followed by several minutes of intentional silence. These moments of stillness allow students to slow down, reflect, and develop awareness of their thoughts and emotions.

Students report that meditation helps them remain calmer, more focused, and less reactive, both academically and socially. For many, this is the only opportunity they have to experience sustained quiet, as such an environment may be difficult to find at home. The practice supports self-regulation, stress reduction, and emotional resilience - key components of Sunrise's whole-child educational approach.

Purposeful Professional Development

At Sunrise, professional development is a collaborative and continuous process designed jointly by teachers and administrators to address the school's most pressing instructional priorities and student needs. Professional learning is driven by student achievement data, teacher feedback, classroom observations, and emerging educational research. In recent years, key areas of focus have included differentiated instruction, student engagement, trauma-informed practices, social-emotional learning, culturally responsive teaching, and strategies to support English Learners.

Professional development is embedded into the fabric of the school year through a variety of structures that promote reflection, collaboration, and continuous improvement. These include:

- **Pre-service orientation and annual professional development days** focused on instructional best practices, social-emotional learning, trauma-informed approaches, equity, and schoolwide priorities.
- **Weekly collaboration and Professional Learning Community time** for curriculum development, data analysis, lesson planning, and student support discussions.
- **Instructional coaching and peer observation cycles** led by school leadership to provide individualized feedback, model effective practices, and encourage professional reflection.
- **Access to external workshops, conferences, and specialized trainings** aligned with school goals and staff interests.

All professional learning opportunities are aligned with Sunrise's whole-child mission, the **California Standards for the Teaching Profession,** the school's **LCAP,** and the academic and social-emotional needs of its students.

Sunrise's instructional capacity is further strengthened by a highly diverse and multilingual staff. Approximately **75% of teachers and instructional staff are bilingual**, enabling the Charter School to provide effective primary-language support, strengthen family communication, and deliver culturally and linguistically responsive instruction.

Recognizing that more than 40% of Sunrise students are English Learners and over 80% have been identified as English Learners at some point in their educational journey, Sunrise places a strong emphasis on professional development related to language acquisition and multilingual learner success. All teachers receive ongoing training aligned with the school's **English Learner Master Plan**, including:

- Integrated and Designated ELD instructional practices
- Specially Designed Academic Instruction in English (SDAIE) strategies
- Language scaffolding and frontloading techniques
- Structured academic conversations and collaborative learning protocols
- Explicit academic vocabulary development
- Differentiation based on English language proficiency levels
- Culturally responsive and asset-based approaches to multilingual learners

Through this comprehensive professional learning system, Sunrise strives to ensure that every teacher continues to grow professionally and is equipped with the skills, knowledge, and support necessary to help all students thrive academically, socially, and emotionally.

See **Appendix B** for a summary of professional development topics and trainings provided during the 2025–26 school year.

Differentiated Support for All Learners

For struggling learners and students with disabilities:

~~intervention software for~~

Sunrise Middle School implements a comprehensive, multi-tiered system of supports to ensure that all students, particularly those performing below grade level, receive targeted and effective intervention. All students identified as needing additional academic support are provided a daily, scheduled intervention period, during which credentialed teachers, trained paraprofessionals, and technology-based instructional platforms are leveraged to deliver differentiated, small-group instruction in English Language Arts and mathematics.

These supports are intentionally designed to accelerate learning for English Learners, Long-Term English Learners, and socioeconomically disadvantaged students - subgroups that have historically performed below standard on state assessments such as the CAASPP. Instruction during intervention periods is informed by multiple measures, including interim assessment data and ongoing progress monitoring, ensuring that supports are responsive and aligned to individual student needs.

In alignment with its commitment to equitable access and inclusion, Sunrise has significantly expanded its Special Education program since the prior charter term and now serves approximately one-third more students with disabilities. The program is staffed by two credentialed Education Specialists and two full-time paraprofessionals, and is further supported through contracted services including school psychology, occupational therapy, speech and language therapy, and deaf and hard of hearing services.

To ensure fidelity to IEPs and maximize instructional impact, Sunrise provides dedicated English Language Arts and mathematics courses designed specifically to deliver SAI minutes. In addition, the Charter School allocates supplemental resources beyond those funded through special education to further support student success, reflecting Sunrise's commitment to exceeding minimum compliance and delivering a robust, student-centered program.

For Advanced Learners:

Students performing above grade level are provided with expanded academic and enrichment opportunities designed to accelerate learning and deepen engagement. These include access to advanced mathematics pathways (including Algebra and Geometry), enriched literacy instruction, and a range of elective offerings such as leadership, robotics, carpentry, and project-based learning. Notably, Sunrise's Algebra and Geometry courses are articulated with a partnering high school and are approved through the UC Doorways system, allowing students to earn high school credit while enrolled in middle school.

These opportunities align with LCAP Goal 1 and support State Priority 7 (Course Access) by ensuring all students have access to a broad course of study, as well as Priority 8 (Pupil Outcomes) through rigorous, standards-aligned instruction that promotes high levels of achievement and college readiness.

Strong English Learner Instruction

Sunrise serves a high percentage of English Learners (usually about 40%) and implements a comprehensive, research-based system of supports anchored in Structured English Immersion (SEI) with daily Designated ELD and Integrated ELD across all content areas, ensuring students develop academic English while accessing grade-level curriculum. Through this model, every EL student receives one class period per day of leveled, standards-aligned Designated ELD instruction using the California ELD Standards and supported by explicit vocabulary instruction, structured academic talk, and scaffolded writing aligned to state rubrics.

In alignment with LCAP-identified needs, Sunrise has implemented targeted LTEL interventions, individualized support plans, and expanded tutoring access, specifically addressing persistent gaps in academic vocabulary and comprehension for students nearing five years in EL status. These supports include small-group instruction, progress monitoring, and data-driven instructional planning designed to accelerate movement toward reclassification.

Sunrise's English Learner Progress indicator now demonstrates significant and measurable improvement, earning a Green performance rating on the California School Dashboard in 2025 with 57.4% of English Learners making progress toward English language proficiency, an increase of 7.4% from the prior year, and are expected to be in the Green again for the 2026 Dashboard. This improvement reflects the effectiveness of Sunrise's strengthened LTEL supports, data-informed placement practices, and intensified Designated and Integrated ELD alignment to the ELD Standards, as outlined in the EL Master Plan. These advancements validate the Charter School's strategic shift toward interactive, oral language-rich methods and targeted intervention systems designed to accelerate proficiency and ensure equitable access to grade-level content.

Technology and Digital Balance

Aligned with LCAP feedback from teachers and students regarding device age and internet reliability, Sunrise invests in new Chromebook carts and modern instructional technology, while teaching responsible AI literacy, media discernment, and digital balance during our social studies classes and tech electives.

Our decision to ban cell phones during the school day - long before Gov. Newsom urged this move - reflects LCAP Goal 2 priorities to improve engagement, reduce distraction, and support mental health.

Partnership with Families

We believe that strong family-school partnerships are essential to student success. Sunrise connects with parents through:

- Bilingual communication in English and Spanish
- Family conferences several times a year
- Parent education groups (morning and evening sessions)
- Home-school mentoring for at-promise youth through the Peacemakers model
- Frequent community events celebrating student achievement and cultural diversity

Joyful, Inclusive School Culture

Learning flourishes in a joyful environment. Sunrise maintains a warm, close-knit culture where students feel seen, valued, and celebrated. We hold numerous awards ceremonies each year, including growth and improvement awards, Student of the Week recognitions, honor roll luncheons, and class celebrations.

We balance rigor with joy, emphasizing belonging and engagement through field trips, enrichment activities, and a vibrant after-school community. Our students often describe Sunrise as a "second home," a place where learning is fun, friendships are strong, and every student is known.

Future Academic Goals

Sunrise Middle School is proud of the strong academic gains our students have made over the past several years. As we look ahead, we remain committed to continuous improvement and to ensuring that every student graduates prepared for success in high school, college, career, and civic life.

- **Math:** Surpass the state average.
- **ELA:** Reach or exceed state levels despite a high percentage of English Learners.

Science: Continue our upward trajectory of growth.

- **Special Education:** Strengthen intervention systems and student outcomes.
- **English Learners:** Maintain "green" status on the California Dashboard.

Mathematics:

Having already closed much of the achievement gap between our students and statewide averages, Sunrise's next goal is to surpass the California state average in mathematics proficiency, and we believe we have done that in the Spring 2026 state exams! We will continue to strengthen our standards-based instruction, targeted interventions, small-group support, and data-driven teaching practices to ensure all students make significant academic growth each year.

English Language Arts:

Despite serving a student population with a high percentage of English Learners and students from historically underserved communities, Sunrise aims to meet or exceed statewide performance levels in English Language Arts. We will continue to emphasize literacy across all subject areas, expand opportunities for reading and writing, and provide targeted language development support to help students become confident readers, writers, and communicators.

Science:

Building on recent improvements in science achievement - we are expected to receive a green or blue performance level on the 2026 Dashboard - Sunrise will continue its upward trajectory through hands-on, inquiry-based learning experiences, environmental science projects, field studies, and NGSS-aligned instruction. Our goal is to increase the percentage of students meeting or exceeding state standards while fostering curiosity, critical thinking, and scientific literacy.

Special Education:

Sunrise is committed to improving outcomes for students with disabilities through stronger intervention systems, enhanced progress monitoring, expanded staff training, and increased collaboration among general education teachers, specialists, and families. Our goal is to accelerate academic growth, increase inclusion opportunities, and ensure that every student receives the support necessary to thrive.

English Learners:

Sunrise seeks to maintain its "Green" performance level on the Dashboard for English Learner Progress while increasing the number of students who advance at least one proficiency level annually and successfully reclassify as Fluent English Proficient. Through integrated and designated ELD instruction, targeted interventions, and strong family engagement, we will continue helping multilingual learners achieve academic success while valuing their linguistic and cultural assets.

Overall Goal:

Across all student groups, Sunrise strives to increase academic achievement, close opportunity gaps, and ensure that students not only reach grade-level standards but also develop the confidence, resilience, and leadership skills needed to succeed in high school and beyond. Through high expectations, personalized support, and engaging learning experiences, we aim to become one of the highest-performing middle schools serving SED students in California.

Instructional Vision

English Language Arts (Reading & Writing) and Mathematics instruction are intentionally designed as an integrated, standards-aligned, and assessment-driven system. Instruction across grades is grounded in State Standards and vertically aligned to CAASPP performance expectations, ensuring coherence, rigor, and equity for all learners.

At the core of this system are CAASPP Focused Interim Assessment Blocks (FIABs) and local, expert-designed summative assessments created and maintained by the ELA and Math Department Heads. These shared assessments function as the instructional backbone for curriculum design, pacing, instructional decision-making, re-teaching, and differentiation across grade levels.

Rather than treating assessments as end points, this framework positions assessment as a continuous feedback loop that informs daily instruction and long-term planning.

Core Assessment Tools

Teachers draw on multiple, intentionally aligned data sources, including:

- CAASPP FIABs
- Local summative unit assessments (department-created)
- i-Ready diagnostic and progress monitoring data
- Internal writing benchmarks and genre-based rubrics (department-created)
- i-Ready Standard Mastery Assessment
- Common formative assessments embedded within lessons

Each assessment serves a defined purpose within the instructional cycle, ensuring that data use is strategic rather than overwhelming.

Data-Informed Instructional Practices

Teachers analyze assessment data collaboratively and independently to:

- Identify priority standards and essential skills
- Diagnose misconceptions and unfinished learning
- Flexibly group students by demonstrated skill need~~remediation.~~

- Select and adapt ~~The modification of~~ instructional strategies, tasks, and materials ~~and activities to accommodate the student's particular learning style.~~
- Provide targeted intervention, scaffolding~~Tutoring – before, during~~, or enrichment (done throughout~~after school – by peers, staff, trained volunteers, and/or university students and interns.~~

~~If upon review a student still is not demonstrating growth in academics, we conduct parent meetings and, eventually, more formal Student Study Team (SST) meetings, with the student, parent or guardian, and teachers, to explore additional ways to provide the student with further assistance.~~

~~We also recognize that many of our students have emotional needs that distract them at school and keep them from performing at their regular ability level. For this reason, we offer one-on-one and group counseling to these students at various times during~~ the school day and extended school day) ~~. This charter's lead petitioner, who is the site administrator, is a certified educational counselor, and oversees the counseling program for our students. We draw on community resources such as the Alum Rock Counseling Center and San Jose State University's Counselor Education Program.~~

~~*Plan for Students Who Are Academically High Achieving*~~

~~Sunrise~~ This process supports responsive instruction, allowing teachers to adjust pacing and supports while maintaining alignment to grade-level expectations.

The Sunrise Middle Curriculum Structure - A Closer Look

~~Middle School has a target population of students who are underachieving and who would, therefore, benefit from the support of a small learning environment. We recognize, however, that some of our students are very bright and either already are, or have the potential of becoming academically high achievers. We tailor our program as needed in order to encourage students to perform at their highest level in all areas.~~

~~Academically high students are identified by the following criteria: two or more years of scoring "proficient" or higher on the CSTs, grades on their report cards, placement test results, assessments from previous schools, and teacher recommendations.~~

~~Advanced students have the opportunity to do additional grade-level work and are asked to go deeper and/or are given additional requirements from their teachers. These include pullout groups for advanced students, more advanced readings, more involved essays, more thoughtful research inquiries, independent study assignments, online courses, etc.~~

~~Our~~ English ~~-~~Language Arts~~: *Reading and Writing Framework*~~

The English Language Arts program at Sunrise Middle School is designed to develop skilled readers, effective writers, confident communicators, and critical thinkers. Instruction is aligned to the State Standards and is organized around four interconnected

strands: ~~program is particularly suited for academically high achieving students, since all students are~~ reading comprehension, writing development, language acquisition, and academic discourse. Through a balanced literacy approach, students learn to analyze complex texts, communicate ideas effectively, and engage thoughtfully with the world around them.

Core instructional resources, including HMH Into Reading and CommonLit, provide standards-aligned reading and writing experiences that are supplemented by teacher-created lessons, common assessments, and performance tasks designed to meet the needs of Sunrise students. Curriculum and ~~at their appropriate level, as determined by frequent teacher-administered~~ assessments are intentionally aligned to the rigor and cognitive demands of the CAASPP, while maintaining a strong emphasis on authentic literacy experiences that extend beyond standardized testing.~~.~~

Writing Instruction

Writing instruction is intentionally sequenced across three major genres: narrative, informative/explanatory, and argumentative writing. This progression allows ~~Students working at different levels sometimes are paired so that~~ students to develop increasingly sophisticated communication skills while learning to write for a variety of purposes and audiences.

Across all grade levels, ~~excelling in a particular subject can help those struggling with the material. Research demonstrates that~~ students engage in a structured writing process that includes planning, drafting, revising, editing, and publishing. Teachers provide explicit instruction in organization, development of ideas, use of textual evidence, grammar, and academic language. Students receive regular opportunities to reflect on~~deepen~~ their writing, revise based on feedback, and strengthen their ability to communicate clearly and effectively.

Writing instruction is closely integrated with reading instruction and incorporates research-based comprehension strategies such as visualizing, summarizing, questioning, predicting, inferring, and making connections between texts and personal experiences. Students are expected not only to demonstrate understanding of what they read, but also to analyze, evaluate, and respond to texts~~subject matter~~ through writing.

To ensure consistency and vertical alignment across grade levels, teachers utilize common writing rubrics aligned to California Writing Standards. Students regularly complete performance tasks and writing assessments that mirror the expectations~~process~~ of CAASPP while also emphasizing creativity, critical thinking, and authentic expression.

Reading Instruction

Reading instruction focuses on developing strong comprehension skills, academic vocabulary, analytical thinking, and a lifelong appreciation for reading. Students engage

with a wide range of literary and informational texts that increase in complexity as they progress through middle school.

Teachers guide students through close reading experiences that encourage them to analyze text structure, author's purpose, central ideas, themes, arguments, and use of evidence. Instruction emphasizes the ability to cite textual evidence, draw inferences, evaluate claims, and synthesize information from multiple sources.

Particular attention is given to academic vocabulary development and language structures that support success across all content areas. Students regularly participate in structured discussions, collaborative learning activities, and evidence-based conversations that strengthen both comprehension and oral communication skills.

Reading assessments include selected-response questions, constructed responses, text-based analysis, and extended writing tasks aligned to state standards and CAASPP expectations. Assessment results are used to inform instruction, provide targeted intervention, and ensure that students continue to make progress toward grade-level proficiency and beyond.

Through this comprehensive approach to literacy instruction, Sunrise seeks to ensure that all students graduate as capable readers, thoughtful writers, effective communicators, and confident learners prepared for the academic demands of high school and beyond.

Mathematics Instructional Framework

The mathematics program at Sunrise Middle School is designed to develop confident problem solvers, critical thinkers, and mathematically literate students who are prepared for success in high school, college, career, and everyday life. Instruction is aligned to the State Standards and is supported by Amplify Desmos Math, supplemental resources, and standards-aligned assessments.

Mathematics instruction emphasizes conceptual understanding, procedural fluency, problem solving, and mathematical reasoning. Rather than simply memorizing formulas and procedures, students are encouraged to explore mathematical ideas, explain their thinking, justify solutions, and make connections between concepts. Through discussion, collaboration, modeling, and reflection, students learn to view mathematics as a meaningful and accessible tool for understanding the world around them.

Instructional Approach

At Sunrise, mathematics instruction is grounded in problem-based learning and mathematical discourse. Lessons are intentionally designed to engage students in rich mathematical thinking and to build understanding through inquiry and exploration. Teachers act as facilitators of learning, guiding students to discover patterns, analyze relationships, test strategies, and communicate their reasoning.

Instruction emphasizes:

- Valuing and building upon student thinking and prior knowledge Promoting productive struggle and perseverance in problem solving
- Connecting visual, symbolic, verbal, and real-world representations of mathematics
- Developing conceptual understanding before emphasizing procedural fluency
- Encouraging students to justify solutions, critique reasoning, and engage in meaningful mathematical discussion
- Applying mathematics to authentic situations and real-world contexts

Students regularly work collaboratively, explain their thinking to peers, and engage in mathematical conversations that strengthen both understanding and academic language development.

Assessment and Data-Informed Instruction

Assessment is viewed as an essential component of the teaching and learning process. Teachers utilize a variety of assessment tools to monitor student progress, identify learning needs, and inform instructional decisions throughout the year.

Assessment practices include:

- Pre-unit diagnostics to identify prior knowledge and misconceptions
- Frequent classroom-based checks for understanding
- Common formative assessments and performance tasks
- End-of-unit assessments aligned to priority standards
- i-Ready diagnostics and progress monitoring assessments
- CAASPP-aligned interim assessments

Assessment data is regularly reviewed by teachers and instructional leaders to identify trends, celebrate growth, and provide targeted support. Results are used to guide re-teaching, flexible grouping, intervention planning, and enrichment opportunities. This ongoing cycle of assessment and reflection helps ensure that instruction remains responsive to student needs and that all learners continue making meaningful academic progress.

Vertical Alignment and Mathematical Growth

The mathematics curriculum is intentionally designed to provide strong vertical alignment across grade levels, ensuring that students build increasingly sophisticated mathematical understanding over time. Key strands of learning include:

- Ratios and proportional reasoning

- Expressions, equations, and functions
- Geometry and measurement
- Statistics, probability, and data analysis
- Mathematical modeling and problem solving

This coherent progression allows students to develop a durable understanding of mathematical concepts while preparing them for advanced coursework, including Algebra and Geometry. Students who demonstrate readiness may participate in accelerated pathways that allow them to earn high school mathematics credit while still enrolled in middle school.

Equity, Access, and Language Development

Sunrise is committed to ensuring that all students have equitable access to rigorous mathematics instruction. Teachers implement a variety of instructional supports designed to meet the needs of English Learners, students with disabilities, and students performing both below and above grade level.

Instructional supports include:

- Visual models, manipulatives, and graphic representations of mathematical concepts
- Structured academic discourse and collaborative problem solving
- Sentence frames and academic language supports
- Flexible grouping and targeted intervention
- Multiple entry points into complex mathematical tasks
- Scaffolded instruction aligned to English language development needs

Mathematics classrooms intentionally support language development by providing students with frequent opportunities to explain reasoning, justify conclusions, ask questions, and engage in meaningful academic conversations. These practices strengthen both mathematical understanding and communication skills.

Preparing Students for Future Success

Through the intentional alignment of curriculum, assessment, intervention, and instructional practice, Sunrise's mathematics program develops students who are confident learners, strategic problem solvers, and effective communicators. Students leave Sunrise with the mathematical knowledge, reasoning abilities, and perseverance necessary to succeed in high school, college, future careers, and an increasingly data-driven world.

Science Instructional Framework

Science instruction at Sunrise Middle School is designed to inspire curiosity, foster critical thinking, and develop scientifically literate students who are prepared to understand and engage with an increasingly complex world. Aligned to the NGSS, the program emphasizes inquiry, investigation, problem solving, and real-world application of scientific knowledge.

Students are encouraged to think and work like scientists by asking questions, conducting investigations, analyzing evidence, constructing explanations, and communicating their findings. Rather than focusing on memorization alone, science instruction emphasizes deep understanding, evidence-based reasoning, and the ability to apply scientific concepts to authentic situations and contemporary challenges.

The science curriculum is supported by Mosa Mack Science and a variety of hands-on laboratory experiences, engineering design challenges, environmental projects, field studies, and teacher-developed instructional resources. Through these experiences, students learn to connect classroom concepts to the natural world and develop an appreciation for science as a process of discovery and innovation.

Instructional Approach

Science instruction is phenomenon-driven and organized around meaningful questions and real-world observations that engage student curiosity. Lessons are intentionally designed to integrate the three dimensions of NGSS learning:

- **Disciplinary Core Ideas** that provide foundational scientific knowledge
- **Science and Engineering Practices** that engage students in the work of scientists and engineers
- **Crosscutting Concepts** that help students identify patterns and connections across scientific disciplines

Students regularly investigate scientific phenomena, develop and test hypotheses, analyze data, construct models, and communicate evidence-based explanations. Instruction encourages students to collaborate, ask thoughtful questions, defend conclusions using evidence, and apply scientific reasoning to real-world problems.

Hands-on learning is a central component of the program. Laboratory investigations, environmental studies, engineering challenges, and project-based

learning experiences allow students to actively engage with scientific concepts while developing critical thinking and problem-solving skills.

Environmental Science and Real-World Learning

Consistent with Sunrise's mission and emphasis on environmental stewardship, science instruction frequently extends beyond the classroom. Students participate in field studies, outdoor learning experiences, ecological investigations, and community-based projects that connect scientific concepts to local and global environmental issues.

These experiences may include water quality monitoring, habitat restoration projects, environmental advocacy, citizen science initiatives, coastal and watershed studies, and investigations of local ecosystems. By engaging directly with the natural world, students develop both scientific understanding and a sense of responsibility toward their communities and the environment.

Assessment and Continuous Improvement

Assessment is integrated throughout the instructional process and is used to support learning rather than simply measure it. Students demonstrate their understanding through a variety of assessment formats, including laboratory reports, engineering design projects, scientific explanations, classroom investigations, presentations, performance tasks, and written assessments~~it to~~ .

In addition, students participate in CAST interim assessments and locally developed NGSS-aligned assessments that help teachers monitor progress toward mastery of grade-level standards. These assessments emphasize scientific reasoning, modeling, data analysis, explanation, and problem solving rather than rote memorization.

Teachers regularly analyze assessment results to identify strengths, address learning gaps, and refine instructional practices. Assessment data informs re-teaching, intervention, enrichment opportunities, curriculum adjustments, and professional learning priorities.

Preparing Students for Scientific Literacy and Future Success

The Sunrise science program is designed to prepare students not only for success on the CAST, but also for future academic and career opportunities in science, technology, engineering, environmental studies, health sciences, and related fields.

Through rigorous instruction, authentic investigations, and meaningful real-world experiences, students develop the knowledge, skills, and habits of mind

necessary to become informed citizens, critical thinkers, and lifelong learners. By fostering curiosity, creativity, collaboration, and evidence-based reasoning, Sunrise helps students understand both how science works and why it matters.

Social Studies, Civic Literacy, and Social Justice Framework

The Social Science program at Sunrise Middle School is designed to help students become informed citizens, critical thinkers, effective communicators, and active participants in their communities. Instruction is grounded in the History-Social Science Framework and emphasizes historical inquiry, civic literacy, geographic understanding, and the development of responsible citizenship.

Students are encouraged to explore the connections between history, current events, and the challenges facing communities today. Through the study of diverse cultures, historical events, democratic institutions, and social movements, students develop a deeper understanding of how individuals and societies shape the world around them.

Core curriculum resources include McGraw Hill's *IMPACT: U.S. History – Making a New Nation* in Grade 5 and HMH Social Studies for Grades 6–8. Students study Ancient Civilizations in Grade 6, World Geography and the Western World in Grade 7, and United States History in Grade 8. Across all grade levels, instruction emphasizes source analysis, historical argumentation, chronological reasoning, geographic literacy, and evidence-based inquiry.

Historical Inquiry and Critical Thinking

Social Science instruction moves beyond the memorization of dates and events to engage students in authentic historical investigation. Students regularly analyze primary and secondary sources, evaluate evidence, examine multiple perspectives, and construct well-supported arguments about historical and contemporary issues.

Teachers encourage students to ask meaningful questions, investigate complex topics, and consider how historical decisions continue to influence modern society. Through discussion, research, writing, and collaborative learning, students develop the analytical skills necessary to become thoughtful consumers of information and engaged participants in civic life.

Current Events and Media Literacy

A defining feature of the Sunrise Social Science program is the intentional integration of current events throughout the school year. Teachers regularly connect historical concepts to contemporary local, national, and global issues, helping students understand how the past informs the present and how today's decisions may shape the future.

Students engage in structured discussions, media analysis, research activities, and current events projects that promote:

- Media literacy and responsible consumption of information

Critical thinking and evidence-based reasoning

- Understanding of multiple perspectives
- Respectful dialogue and civil discourse
- Awareness of local, national, and global issues

Age-appropriate resources, including Newsela, current articles, videos, and teacher-curated materials, are used to ensure that discussions remain balanced, accessible, and developmentally appropriate.

Civic Engagement and Project-Based Learning

At the conclusion of major instructional units, students participate in projects that allow them to apply historical understanding to contemporary challenges and real-world situations. These projects may include research presentations, debates, multimedia productions, mock trials, civic action proposals, community investigations, or service-learning activities.

Project-based learning experiences are designed to:

- Reinforce grade-level content standards
- Strengthen research, writing, and presentation skills
- Encourage student voice and leadership
- Foster collaboration and problem solving
- Promote meaningful connections between academic learning and community life

Through these experiences, students learn that history is not simply something that happened in the past, but an ongoing story in which they play an active role.

Social Justice and Inquiry Framework

Consistent with Sunrise's mission of developing compassionate leaders and positive forces within their communities, Social Science instruction is enriched through a supplemental Social Justice and Inquiry Framework. This framework is not a separate course, but rather a lens through which students explore important historical and contemporary issues while remaining grounded in state standards and historical evidence.

Students may investigate topics such as:

- Identity, culture, and belonging

Migration and the immigrant experience

- **Civil** rights and social movements
- Environmental stewardship and sustainability
- Democratic institutions and civic participation
- Peacebuilding, conflict resolution, and human rights
- Community leadership and social responsibility

Instruction encourages students to examine multiple viewpoints, evaluate evidence, and consider how historical events affect individuals, communities, and societies. Students are taught to engage respectfully with differing perspectives and to support their conclusions through research, evidence, and thoughtful analysis.

All instruction remains nonpartisan, standards-aligned, and developmentally appropriate. Materials are carefully selected and reviewed to ensure academic rigor, historical accuracy, and age-appropriate content.

Preparing Students for Civic Life

The ultimate goal of the Social Science program is to prepare students to participate thoughtfully and responsibly in a democratic society. Through the study of history, geography, government, economics, current events, and social issues, students develop the knowledge, skills, and dispositions necessary to become informed citizens, ethical leaders, and lifelong learners.

By helping students understand both the challenges and opportunities facing their communities and the world, Sunrise seeks to empower young people to contribute positively to society while respecting the dignity, perspectives, and experiences of others.

Core Curriculum Resources

Sunrise Middle School utilizes high-quality, standards-aligned instructional materials that support rigorous academic learning, language development, critical thinking, and student engagement across all content areas. Curriculum resources are carefully selected to align with State Standards and are supplemented by teacher-created lessons, performance tasks, intervention materials, and project-based learning experiences designed to meet the diverse needs of Sunrise students.

Content Area	Core Curriculum Resource
English Language Arts	HMH Into Reading (Grade 5) and CommonLit (Grades 6–8)
Mathematics	Amplify Desmos Math
Science	Mosa Mack Science
English Language Development	English 3D
Social Science	McGraw Hill IMPACT: U.S. History – Making a New Nation (Grade 5) and HMH Social Studies: Ancient Civilizations, World Geography and the Western World, and United States History (Grades 6–8)

These core resources provide the foundation for instruction while allowing teachers flexibility to differentiate learning, address student needs, integrate current events and real-world applications, and connect learning to the lived experiences of students and their communities. Curriculum implementation is supported through common assessments, collaborative planning, ongoing professional development, and regular review of student achievement data to ensure continuous improvement and strong academic outcomes.

Power Hour: Sunrise's Schoolwide Intervention and Enrichment Program

A defining feature of Sunrise Middle School's instructional model is **Power Hour**, a daily instructional block embedded within the master schedule that provides targeted intervention, language development, acceleration, and enrichment opportunities for all students.

Unlike traditional intervention programs that serve only struggling learners, Power Hour is designed to meet students where they are academically and provide instruction aligned to their individual needs and goals. Through a combination of assessment data, teacher recommendations, classroom performance, and student progress monitoring, students are placed into instructional cohorts that provide the appropriate level of challenge and support.

Power Hour allows Sunrise to provide targeted instruction without removing students from core academic classes, ensuring that all students receive additional learning opportunities while maintaining access to rigorous grade-level curriculum.

Flexible Student Placement

Student placement in Power Hour is determined using multiple measures, including CAASPP interim assessments, i-Ready diagnostics, ELPAC results, classroom performance, grades, and teacher recommendations. Cohorts are reviewed regularly and adjusted throughout the year based on student growth and changing instructional needs.

As students demonstrate mastery or require additional support, they may move between Power Hour offerings, allowing the program to remain responsive and individualized.

Serving~~*Plan for*~~ *English Learners*

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain ~~("EL") as it pertains~~ to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification~~re-classification~~ to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School shall provide access to grade-level core curriculum for English Learners. The Charter School will implement policies to ensure~~assure~~ proper placement, evaluation, and communication regarding ELs and the rights of students and parents. All eligible students enrolled in the Charter School will receive appropriate English Learner services by appropriately credentialed staff in accordance with applicable state and federal law.

1. Home Language Survey

~~**Home Language Survey**~~

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school ~~into the Charter School~~ (on enrollment forms).

English Language Proficiency Assessment

~~CELDT Testing~~

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed;~~California English Language Development Test ("CELDT") tested within thirty days of initial enrollment~~[2] and Level 1: minimally developed)~~at least annually thereafter between July 1~~ and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year~~October 31st~~ until they are reclassified~~re-designated~~ as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA assessments are administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

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[2] ~~The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.~~

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC~~CELDT~~ testing and of ELPAC~~CELDT~~ results within thirty days of receiving results from publisher. The ELPAC~~CELDT~~ shall be used to fulfill the requirements under the Every Student Succeeds~~Elementary and Secondary Education~~ Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC~~CELDT~~.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- ~~The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation,~~

and grammar usage.

Strategies for English Learner Instruction and Intervention

Sunrise Middle School has the same goal for its English Learners as it does for all of its students: that they become proficient in all core subjects by the time they enter high school. We maintain that the best way to do this is to ensure that English Learners have full access to the core academic program and that any additional English learning occurs during the daily elective time and in small-group support.

Our beginning to intermediate English Learners receive direct ELD instruction through the *Inside* series, by National Geographic. Higher level English Learners usually benefit more from the Reading-Writing Workshop (RWW) program, though their teachers also work with them on their specific areas of need.

Inside is an engaging, highly acclaimed program used by many school districts for direct ELD instruction. The series includes motivating content, specialized strategies, focused and connected instruction, explicit teaching with built-in assessments, and support for newcomers.

We measure the progress of our English Learners by utilizing the following:

- Heinemann's benchmark assessment system to test grade-level reading, three times a year.
- *Inside's* built-in assessments and RWW's less formal teacher assessments.
- Writing portfolios.
- The annual CELDT test.

We find that our Reading and Writing Workshop is effective for our English learners as well as our fluent students, especially when coupled with direct ELD instruction.

Colleagues using RWW with English learners also maintain it is successful for this population based on anecdotal evidence and for the following reasons:

- The instruction is always differentiated, with lots of small group work, one-on-one work, and under the assumption that the teacher will meet students where they are, not where he/she wishes they were. This allows the teacher to focus on the language needs of each individual student.
- The reading materials are also differentiated, with each student reading at her/his instructional level.
- The curriculum is talk-centered, with students speaking constantly with long-term partners who are matched by level. Talk is explicitly taught and coached.
- The teaching strategies used to support and scaffold for English Learners (SDAIE, use of realia, etc.) are easily incorporated into the rituals and routines of workshop teaching.

- ~~Students are constantly assessed, both formally and informally, and instruction is planned in response to those assessments. The teacher knows where the students are and what they need at all times, and that is what is taught.~~

~~Additionally, RWW assists English learners because it allows students to learn English by reading and writing about the things they know and enjoy. Students have a choice in selecting the books at their level that they want to read. "For reading and writing to be meaningful and interesting, ELs must be able to relate what they are reading and writing about to their lives and to things in the world around them." (Cloud, *et.al*., 2009)~~

~~Research also shows that English learners have limited opportunities to engage in extended conversations in English during school, something they need to do to assimilate the language they are learning. RWW allows students to do just this. An important part of the Reading Workshop is for students to discuss in pairs what they have read.~~

~~Sunrise Middle School~~ The Charter School will utilize the three CDE-developed Proficiency Level Descriptors: Emerging, Expanding, and Bridging for instructional purposes.

Designated English Language Development

English Learners participate in Designated ELD instruction tailored to their language proficiency levels and specific language development needs. Using English 3D and other standards-aligned resources, students receive explicit instruction in listening, speaking, reading, and writing while building the academic language necessary for success across all content areas.

Particular attention is given to structured academic discourse, vocabulary development, language production, and preparation for English proficiency growth and reclassification.

Newcomer students receive intensified support designed to accelerate language acquisition, build confidence, and help students successfully transition into the academic and social life of the school.

~~teachers also help students gain fluency in English by utilizing word walls, vocabulary logs and organizers, the learning of English words with Latin roots, vocabulary cartoons, vocabulary charades, and the teaching of vocabulary through multiple modalities, e.g., visual, auditory, dramatic, etc.~~

~~To ensure that the needs of the English learners are being met in all content areas, our teachers employ research-based instructional methods including, but not limited to, providing instructional material in students' native language, teaching academic vocabulary, and using SDAIE (Specially Designed Academic Instruction in English) strategies. These include scaffolding, clear and slow speech, graphic organizers, simpler vocabulary, and visual and kinesthetic learning aides.~~

~~Our English learners also benefit from:~~

- ~~A small school and small classes.~~
- ~~Teachers who have a Cross-cultural Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) certificate.~~
- ~~Time devoted to professional development, geared toward more effective instruction for English learners.~~

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual~~adequate yearly~~ progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

~~*Voluntary Integration Plan*~~

~~Sunrise Middle School supports the San Jose Unified School District in its Voluntary Integration Plan by assisting the District in achieving the Plan's main goal, which is to provide opportunities for under-represented and low socio-economic students to succeed and excel. Sunrise provides rigorous, individualized instruction and behavioral support to under-achieving sixth through eighth grade students in an alternative program so that they will be well prepared to return to, and be successful at, their traditional public high schools by ninth grade. The creation of our school is a direct attempt to assist the District in reducing the student dropout rate and in ensuring that more under-represented youth are on the college track in high school.~~

~~Additionally, our teachers partake in professional development to ensure they are using research-based methodologies to improve instruction for all students. Our teachers are trained to support English Learners, both in culturally responsive teaching and in support for English Language Development.~~

~~The philosophy of Sunrise Middle School also supports the District's Voluntary Integration Plan in that the charter school:~~

- ~~Recruits and retains highly qualified staff, at least fifty percent of whom are bilingual and bicultural. (This is total staff and, in future, we hope will be for certified teaching staff as well.)~~

- Recruits and retains highly qualified teachers with a CLAD or BLCAD credential, or who at the minimum are in a program to obtain such a credential.
- Is a district-wide school, in that students are invited to attend from throughout the district.
- Encourages students to value and retain their culture, and to develop self-authority and self-esteem.
- Prohibits any discrimination on the basis of race, color, ethnicity, or national origin.
- Ensures equal educational opportunity and access for all students.
- Ensures that students of color are not overrepresented in special education programs.
- Encourages parent/guardian involvement in the school through bilingual group and individual meetings, bilingual written correspondence, and collaboration with other agencies.
- Fosters positive relationships with all staff, student, parent and community stakeholders.
- Recognizes diversity as an asset.
- Supports English Learners in core classes so that they do not fall behind in math, science and/or social studies while learning the English language.
- Holds high expectations for student attendance so that under-achieving students do not fall into a pattern of non-attendance.

Plan for Special Education

Currently, 17 percent of our students have been classified as having learning disabilities and several more are on 504 plans. This high percentage is likely to have occurred because students with learning disabilities often become the first to "turn-off" to traditional schools, even with the best of intentions on the part of these schools, their teachers, and their resource specialists to keep the students interested in learning, and Sunrise exists to re-motivate such students.

We believe that our "active learning" and more experiential approach does much to assist these students in again becoming motivated to learn. We also provide our students with all the additional services they are entitled to under the law and need in order to succeed. Instruction and related services are provided in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA), California State Education Code requirements, and applicable policies and practices of our Special Education Local Plan Area, the El Dorado SELPA.

Our school belongs to the El Dorado SELPA as an independent Local Education Agency (LEA). We receive state and federal special education funding and use these funds, along with the school's general purpose funds, to directly contract for and provide special education and related services for eligible students. We are solely responsible for all special education costs. The El Dorado SELPA oversees us and ensures our compliance with applicable federal and state law.

We acknowledge that while compliance with special education laws is our sole responsibility, the County continues to have jurisdiction over our provision of special education services as part of its oversight duties. We also acknowledge that our Memorandum of Understanding with the District states that "if the IEP team deems that the Charter is not an appropriate placement for a student during the 30-day/interim placement or at any time during the IEP process, then the student's district of residence shall offer FAPE (Free Appropriate Public Education) for that student at its own cost." This has not been necessary in the first two and half years of our school's operation.

We have hired our own education specialist for daily special education instruction, and also contract with a director of special education, who also provides us with occupational therapy, speech and language services, and an educational psychologist.

We adhere to all of their policies and procedures, including completing forms for identifying and serving students who may qualify for special education programs and services, responding to records requests, maintaining the confidentiality of student records, and storing them properly.

Our school provides a free and appropriate education to all students with disabilities. These students are identified and their needs evaluated and served in compliance with all applicable laws. No student is denied entrance to our school based on a disability.

Our special education provider and education specialist regularly train our staff how to identify a student who may qualify for special education programs and services. A Student Study Team reviews each prospective student's case and makes suggestions for strategies to help this individual succeed. If the strategies do not result in significant improvement, the SST team generally recommends a referral for assessment under IDEIA, in consultation with the parent/guardian, at which point our special education provider becomes involved. A variety of assessment tools are used including, but not limited to, such standardized tests as the WJ-III, WISC-IV, WIAT-II, Bateria, etc. A team meeting is then held to determine, based on the school psychologist's test results, if the student is eligible for special education services. If the student is determined eligible, our special education provider is responsible for formulating the student's IEP, which is distributed and reviewed on a confidential basis with all of the student's general education teachers. Having said this, we have found only a couple of cases in which a student needed to be diagnosed as having a learning difficulty and had not already been assessed at some point in his/her primary education.

Our students in need receive special education assistance inside and/or outside of class, depending on the student's individual needs, desires, and what is recommended in the IEP. We generally strive, however, to provide this education in the students' classroom so that they don't miss out on what is being taught at that moment. Modifications include, but are not limited to, giving students extra time to complete tasks, requiring fewer correct responses to achieve a grade, giving frequent short quizzes and avoiding taking long tests, shortening assignments and breaking the work into smaller segments, reducing homework assignments, providing notes, giving tests orally, allowing extra time for

~~exams, cueing student to stay on task, praising specific behaviors and achievements, etc. Most of our special education students need from one to five hours extra help each week from the resource specialist, although they may require other, more specialized assistance as well.~~

~~Sunrise has~~ Please see **Appendix C** for our English Learner Master Plan, which includes additional strategies and interventions for serving EL students.

English Language Arts Intervention

Students requiring additional literacy support participate in targeted English Language Arts intervention classes that focus on reading comprehension, fluency, vocabulary development, writing, and analytical thinking.

Instruction is informed by assessment data and focuses on addressing specific skill gaps while maintaining alignment with grade-level standards. Students engage in structured reading activities, writing tasks, guided instruction, and small-group support designed to accelerate academic growth and prepare them for success in their core ELA classes.

Mathematics Intervention

Students performing below grade level in mathematics receive targeted intervention designed to strengthen foundational skills, conceptual understanding, problem-solving abilities, and mathematical reasoning.

Instruction is data-driven and focuses on the specific standards and skills students need to master. Through small-group instruction, guided practice, and ongoing progress monitoring, students receive the support necessary to build confidence and close achievement gaps.

Advanced Mathematics Pathways

Students demonstrating readiness for advanced coursework may participate in Algebra or Geometry during Power Hour. These courses are aligned with partner high school expectations and approved through the UC Doorways system, allowing students to earn high school credit while enrolled in middle school.

These advanced pathways provide motivated students with opportunities to accelerate their learning, strengthen college and career readiness, and begin high school on an advanced academic trajectory.

Project-Based Learning and Enrichment

Students who are performing at or above grade level may participate in Project-Based Learning cohorts that emphasize inquiry, creativity, collaboration, and real-world problem solving.

PBL students investigate authentic issues affecting their communities and the broader world. Projects often incorporate research, data analysis, public presentations, service learning, environmental stewardship, civic engagement, and interdisciplinary learning experiences. Through these projects, students strengthen leadership, communication, and critical-thinking skills while applying academic knowledge to meaningful challenges.

A System Designed for Growth

Power Hour reflects Sunrise's commitment to meeting the needs of every learner. Whether a student requires intensive intervention, accelerated coursework, English language development, or enrichment opportunities, Power Hour provides a structured and flexible framework for growth.

By embedding intervention and enrichment directly into the school day, Sunrise ensures that all students receive the additional instruction, support, and challenge necessary to achieve academic success and reach their full potential.

Multi-Tiered System of Supports

Sunrise Middle School is committed to ensuring that every student receives the level of support necessary to achieve academic, behavioral, and social-emotional success. To accomplish this, the Charter School implements a comprehensive Multi-Tiered System of Supports that integrates high-quality instruction, targeted intervention, data-driven decision making, and collaborative problem solving.

The MTSS framework is designed to identify student needs early, provide increasingly intensive levels of support when needed, and continuously monitor progress to ensure that interventions are effective. This proactive approach allows Sunrise to respond quickly to learning challenges while maintaining high expectations for all students.

Tier 1: High-Quality Core Instruction

The foundation of Sunrise's MTSS framework is strong, standards-aligned instruction delivered to all students. Teachers utilize research-based instructional practices, differentiated learning opportunities, academic language supports, and ongoing formative assessment to ensure that students can access grade-level curriculum and demonstrate growth.

Tier 1 supports include:

- Standards-aligned curriculum and instruction across all content areas
- Integrated English Language Development supports
- Differentiated instruction and flexible grouping
- Positive behavior supports and restorative practices
- Social-emotional learning and relationship-building activities
- Regular progress monitoring and formative assessment

Through high-quality classroom instruction and a positive school culture, Sunrise seeks to meet the needs of the majority of students within the general education setting.

Tier 2: Targeted Intervention and Small-Group Support

Students who require additional academic, behavioral, or social-emotional support receive targeted interventions through Tier 2 services. These supports are designed to address specific areas of need while allowing students to remain fully engaged in the general education program.

A primary component of Tier 2 support is Sunrise's daily Power Hour intervention period, during which students receive targeted instruction based on assessment data, teacher recommendations, and individual learning needs. Students may participate in English Language Arts intervention, mathematics intervention, Designated English Language Development, academic tutoring, mentoring, counseling groups, or other focused supports.

Interventions are regularly monitored and adjusted based on student progress, ensuring that support remains responsive and effective.

Tier 3: Intensive Individualized Support

Students demonstrating significant or persistent needs may receive more intensive Tier 3 interventions. These supports are individualized and may include specialized academic instruction, counseling services, behavior support plans, Student Success Team (SST) interventions, Special Education services, or coordinated support from multiple school personnel and community partners.

Tier 3 services are developed through careful analysis of student data and collaboration among teachers, families, counselors, administrators, and support staff. The goal is to remove barriers to learning while helping students build the skills, confidence, and resilience necessary for long-term success.

Data-Based Decision Making and Family Partnership

A defining feature of Sunrise's MTSS framework is the use of multiple measures of data to guide decision making. Academic assessments, attendance records, behavior data, classroom performance, teacher observations, and student feedback are reviewed regularly to identify needs, monitor progress, and evaluate the effectiveness of interventions.

Families are viewed as essential partners in this process. Parents and guardians are engaged through regular communication, parent conferences, progress reports, Student Success Team meetings, Individualized Education Program meetings, and ongoing collaboration with school staff. By working together, families and educators can develop coordinated strategies that support student growth both inside and outside the classroom.

A Commitment to Student Success

Through its Multi-Tiered System of Supports, Sunrise seeks to ensure that every student receives the instruction, intervention, and encouragement necessary to thrive. By combining rigorous academics, targeted support, strong relationships, and continuous progress monitoring, the Charter School creates a responsive learning environment in which all students have the opportunity to succeed.

Special Education and Section 504 Services

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. No student will be denied admission based on disability or lack of available services.

The Charter School shall be its own local educational agency and is a member of the El Dorado County Charter Special Education Local Plan Area. The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide Designated Instruction and Services or related services by hiring credentialed or licensed providers through private agencies or independent contractors. The Charter School shall provide special transportation for students whose IEP indicates that service is necessary for the provision of FAPE.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be ADA compliant and accessible for all students with disabilities. The facilities will not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs.

The Charter School shall provide special education, instruction and related services to the students enrolled in the Charter School regardless of the students' district of residence.

Section 504 ~~notified,, and will continue to notify, the County when it enrolls or releases any special education student.~~

~~*Plan for Section 504 Students*~~

~~Our school is solely responsible for its compliance with Section 504~~ of the Rehabilitation Act

The Charter School recognizes its~~. We recognize that it is our~~ legal responsibility to ensure that no qualified person~~student~~ with a disability shall, ~~solely~~ on the basis of ~~that~~

disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A~~t this school. Any~~ student who has a physical or mental impairment~~disability,~~ that ~~-~~substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section~~his/her learning, is eligible for accommodation by the charter school.~~

~~We follow and update the 504 plans for students coming into our school from another school. In addition, for each new student identified as a potential~~ 504.

A 504~~ candidate, we assemble a~~ team shall be assembled by the Director and shall~~to~~ include ~~an administrator,~~ the parent~~/ or~~ guardian, ~~teachers,~~ the student (where appropriate)~~,~~ and~~ any~~ other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review~~. The team reviews~~ the student's existing records; including academic, social and behavioral records, ~~including academic, behavioral,~~ and is responsible for making a determination as~~, if shown~~ to whether an evaluation for 504 services is appropriate. ~~the charter school, medical records, e.g., a letter written by a doctor or psychologist that diagnoses the student with Attention Deficit (Hyperactivity) Disorder.~~ If the student has already been evaluated under the IDEA but~~IDEIA and~~ found ~~to be~~ ineligible for special education instruction or related services under the IDEA, those evaluations may ~~also~~ be used to help determine eligibility under Section 504. The student's evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of~~The team's evaluation also considers~~ any behaviors that interfere with regular participation in the ~~charter school's~~ educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The~~ team's~~ final determination of~~as to~~ whether the student will or will not be identified as ~~is qualified for~~ a person with a disability~~504 plan~~ is made by the 504 team in writing and notice is given~~noticed~~ in writing to the parent or guardian of the student in their primary

language~~,~~ along with the procedural safeguards available to them. If during the evaluation, the 504

~~If the student is determined to have a disability under Section 504, the team determines what accommodations, modifications, or services may be necessary to ensure that the student receives free and appropriate public education. All of the student's teachers, including substitutes and tutors, are given a confidential copy of the plan, and school administration explains the individual needs of that student and ensures that they are being met. A copy of the plan is maintained in the student's file and is reviewed annually to determine appropriateness and continued eligibility.~~

~~If the~~ team obtains information indicating possible eligibility of the student for special education per the IDEA,~~IDEIA, the team makes~~ a referral for assessment under the IDEA shall be made by the 504 team~~IDEIA~~.

~~**Teacher Recruitment, Training, and Staffing Plan**~~

~~Sunrise Middle School attracts highly qualified teachers who are excited about the charter school's mission and vision. We consider each teacher – and staff member – a very important and integral part of our community – a vital key to motivating and inspiring our youth. We recruit primarily through Ed Join, at teacher fairs and through word of mouth. Occasionally, we hire through Teach for America as well.~~

~~In hiring, the school evaluates how well the candidates' educational philosophy, background, and skills align with Sunrise's instructional approach and target student population. Almost always, candidates participate in an interview and demonstrate their teaching skills through in-class observation, generally at our school. Other teachers and/or Sunrise Board members will participate in the hiring process, which is finalized by the school's principal.~~

~~Sunrise attracts and retains teachers by offering an exciting work environment that allows teachers freedom of expression and individuality, supports their desire to help the students, and provides them coaching and professional development that meets their needs. Teachers are involved in the decision-making at Sunrise, and are provided opportunity to collaborate with colleagues. Beginning in 2014-15, as the charter school's finances stabilize, we also intend to bring the teachers' salaries more in line with those at district schools, so that the teachers will be appropriately compensated for their hard work.~~

~~*Staffing Plan*~~

~~Sunrise Middle School now has six credentialed (single subject) core teachers, a fulltime physical education instructor, a nearly fulltime education specialist, a part-time educational coach, and the equivalent of 1.65 FTE instructional aides. We intend to stay at that staffing level now that our student population has stabilized. However, we will continue to seek additional funding for more instructional assistants in math and English.~~

~~Our core teachers also teach extra math and English support classes or pullout groups, and some join our part-time staff in teaching elective courses in the late afternoon.~~

~~*Professional Development*~~

~~Sunrise Middle School usually hires all of its staff for the following year by late spring so that we can train and collaborate on school culture and individual professional development plans. These plans involve learning from exemplary teachers at other schools, receiving training from curriculum providers, learning from each other and our educational coach, and attending professional development workshops, as funding allows.~~

~~All of our core teachers are trained to support English Learners, both in culturally responsive teaching and in support for English Language Development.~~

~~Other elements of our professional development program include approaches to:~~

~~Engage~~ If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. All eligible students will receive appropriate accommodations and modifications consistent with Section 504.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and

shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find or "Search and Service" procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

- ~~and motivate bored or indifferent students.~~
- ~~Make meditation part of a school culture.~~
- ~~Provide positive behavior intervention and support.~~
- ~~Meet the needs of learners with varying skill levels and learning styles.~~
- ~~Address issues affecting students such as trauma and substance abuse.~~
- ~~Integrate curriculum areas, thematic instruction, and community issues.~~

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

The Charter School is fiscally responsible for its fair share of any encroachment on general funds.

Fees

The Charter School shall be responsible for any legal fees relating to the application and assurances process.

Other

The Charter School has consulted with the Santa Clara County SELPA Director regarding the special education responsibilities of the charter and application of SELPA policies. The Charter School complies with the terms of the Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA.

Philosophy and Commitment

Sunrise Middle School is committed to providing an inclusive, student-centered educational program that ensures all students have access to meaningful learning opportunities and the support necessary to succeed. We believe that students with

disabilities can thrive academically, socially, and emotionally when they are provided with high-quality instruction, individualized support, strong relationships, and meaningful access to the general education curriculum.

Sunrise provides a Free Appropriate Public Education to all eligible students and is committed to educating students in the Least Restrictive Environment whenever appropriate. Decisions regarding services, placement, accommodations, and supports are made collaboratively by IEP teams and are guided by assessment data, student needs, family input, and professional recommendations.

Our Special Education program reflects Sunrise's broader commitment to the whole child by integrating academic, behavioral, social-emotional, and family supports into a coordinated system designed to help students achieve their full potential.

Inclusive Service Delivery Model

Sunrise currently employs three credentialed Education Specialists and trained Special Education paraprofessionals who work collaboratively with general education teachers to provide services across a continuum of supports.

For many students, services are delivered through a Resource Specialist Program (RSP) model that emphasizes inclusion and access to grade-level curriculum. Special Education teachers and paraprofessionals provide support within general education classrooms, collaborate with classroom teachers, assist with accommodations and modifications, and help students access instruction in English Language Arts, mathematics, science, and social studies.

For students requiring more intensive support, Sunrise provides Specialized Academic Instruction through specialized mathematics and English Language Arts courses designed to address individual learning needs while maintaining opportunities for inclusion whenever appropriate.

Placement is individualized and flexible. Some students may receive specialized instruction in one subject while participating in general education courses in another. This approach allows students to receive targeted support while benefiting from interactions with grade-level peers and access to rigorous academic content.

***Additional** Academic and Intervention Supports*

Students with disabilities may also receive additional support through Sunrise's Power Hour intervention program and extended-day academic services. These opportunities provide targeted instruction, intervention, and skill development beyond the core instructional day and allow students to receive additional support in areas identified through their IEPs and progress-monitoring data.

This layered approach ensures that services extend beyond compliance requirements and provide meaningful opportunities for students to accelerate learning and build confidence.

Related Services and Whole-Child Supports

Sunrise recognizes that student success extends beyond academics. Related services are provided according to each student's IEP and may include speech and language services, occupational therapy, counseling, deaf and hard of hearing services, and other specialized supports.

The Charter School also places a strong emphasis on social-emotional well-being. Students may access counseling services through school-based supports as well as through Sunrise's partnership with the health clinic located adjacent to the campus. Individual counseling, counseling groups, and other social-emotional supports are available as appropriate to address barriers to learning and promote student success.

When specialized expertise is required, Sunrise contracts with qualified providers and agencies to ensure that all services are delivered with fidelity and in accordance with student needs.

Progress Monitoring, and Continuous Improvement

Special Education services at Sunrise are driven by data and ongoing evaluation of student progress. Eligibility, placement decisions, service levels, and instructional supports are informed by multiple measures, including formal assessments, classroom performance, teacher observations, progress-monitoring data, work samples, and family input.

Students' progress toward IEP goals is monitored regularly, and instructional adjustments are made as needed to ensure continued growth. General education teachers, Special Education staff, counselors, service providers, administrators, and families work collaboratively to review student progress and identify additional supports when necessary.

The Charter School psychologist plays an important role in the multidisciplinary team by supporting evaluations, eligibility determinations, interpretation of assessment data, and planning for appropriate services.

Behavioral and Social-Emotional Supports

For students whose behavioral needs significantly impact learning, Sunrise implements proactive and supportive interventions designed to teach replacement skills and improve student outcomes. Functional Behavioral Assessments and Behavior Intervention Plans are developed when appropriate and are implemented collaboratively across settings.

Behavioral supports emphasize skill development, positive relationships, restorative practices, and consistent implementation of evidence-based interventions that help students succeed academically and socially.

Family Partnership and Collaboration

Families are essential partners in the Special Education process. Sunrise works closely with parents and guardians throughout assessment, program planning, service delivery, and progress monitoring. Families are encouraged to participate actively in IEP meetings, Student Success Team meetings, and ongoing communication regarding student progress and support needs.

Through strong collaboration among families, educators, service providers, and community partners, Sunrise seeks to ensure that every student with a disability receives individualized support, equitable access to learning opportunities, and the encouragement necessary to thrive both in school and beyond.

Please see **Appendix D** for more details on our Special Education and Section 504 Compliance.

Professional Learning and Instructional Capacity Building - A Closer Look

Sunrise Middle School views professional learning as one of the most important drivers of student achievement. The school's professional development system is intentionally designed to strengthen instructional practice, improve student outcomes, and build the collective capacity of educators to meet the diverse academic, linguistic, and social-emotional needs of students.

Professional learning at Sunrise is ongoing, collaborative, job-embedded, and closely aligned to the school's instructional priorities, LCAP goals, student achievement data, and continuous improvement efforts. While staff members participate in selected external conferences and trainings, the majority of professional development is conducted internally to ensure coherence, relevance, and direct alignment with Sunrise's educational program.

The school's professional learning system is built upon four interconnected components:

- Schoolwide professional development
- Collaborative planning and Professional Learning Communities
- Instructional coaching and feedback
- Data-informed continuous improvement

Together, these structures create a culture of reflection, collaboration, and professional growth that supports high-quality instruction across all classrooms.

Schoolwide Professional Development

Wednesday early-release days are dedicated to schoolwide professional learning and instructional improvement. These sessions provide opportunities for teachers, support staff, and administrators to engage in collective learning around topics that directly impact student achievement.

Professional development priorities are informed by multiple sources of data, including CAASPP results, ELPAC performance, i-Ready diagnostics, classroom assessments, school climate data, and LCAP goals. As a result, professional learning remains responsive to student needs and aligned with schoolwide improvement efforts.

Topics commonly addressed during schoolwide professional development include:

- Analysis of student achievement and subgroup performance data
- Strategies to support English Learners and Long-Term English Learners
- Designated and Integrated English Language Development
- Effective use of assessment data to guide instruction and intervention
- Standards-based instructional practices
- Inclusive instructional strategies for students with disabilities
- Student engagement and classroom culture
- Restorative practices, behavior supports, and de-escalation strategies
- Differentiation and scaffolding for diverse learners

These sessions help establish common instructional expectations and ensure that teachers are working toward shared goals across grade levels and content areas.

Collaborative Planning and Professional Learning Communities

In addition to schoolwide professional development, Sunrise provides structured opportunities for teachers to collaborate regularly throughout the school year. Collaborative planning occurs within content-area teams, interdisciplinary groups, English Learner support structures, and PLCs.

Teachers work together to:

- Analyze student work and assessment data
- Identify instructional strengths and areas for growth
- Align curriculum and instruction to priority standards
- Design lessons, interventions, and instructional supports
- Share effective teaching practices and resources
- Calibrate expectations and instructional rigor across classrooms

Professional Learning Communities are teacher-driven and inquiry-based, providing educators with opportunities to investigate challenges, develop solutions, and share

expertise. Teachers frequently lead peer-to-peer learning experiences, demonstrations, and mini-trainings based on classroom successes and emerging student needs.

This collaborative model promotes shared ownership of student outcomes and leverages the collective expertise of the faculty to improve teaching and learning.

Instructional Coaching and Support

Professional learning is reinforced through ongoing instructional coaching and classroom-based support. Sunrise employs an instructional coach with specialized expertise in English Language Development and multilingual learner success. The instructional coach works directly with teachers to strengthen instructional practice and support implementation of schoolwide priorities.

Coaching activities may include:

- Classroom observations and reflective conversations
- Demonstration lessons and co-teaching
- Support for Designated and Integrated ELD implementation
- Assistance with lesson planning and instructional design
- Modeling of language-rich instructional strategies
- Guidance on supporting English Learners, Long-Term English Learners, and students requiring additional academic support

Because coaching is non-evaluative and growth-oriented, it provides teachers with a safe and supportive environment for professional reflection and continuous improvement.

Instructional Leadership and Feedback

School administrators play an active role in supporting instructional excellence. Administrators conduct regular classroom walkthroughs, observe instructional practices, review student work, and engage teachers in ongoing conversations about teaching and learning.

Feedback is designed to be constructive, collaborative, and focused on improving student outcomes. Administrators work alongside teachers to strengthen curriculum implementation, increase student engagement, promote rigorous instruction, and ensure equitable access to grade-level standards for all learners.

The administrative team brings extensive classroom experience across English Language Arts, Mathematics, Science, Social Science, and English Language Development, allowing leaders to provide meaningful content-specific support and guidance.

Continuous Improvement Through Data

A defining feature of Sunrise's professional learning model is its commitment to continuous improvement through the thoughtful use of data. Teachers and instructional leaders regularly examine multiple measures of student performance, including classroom assessments, CAASPP interim assessments, ELPAC data, i-Ready diagnostics, attendance patterns, and student work samples.

These data are used to:

- Identify instructional strengths and areas for growth
- Monitor progress toward schoolwide goals
- Refine intervention and enrichment programs
- Adjust curriculum and instructional practices
- Determine professional development priorities

As student needs evolve, professional learning priorities evolve as well. This ongoing cycle of reflection, action, and improvement ensures that professional development remains relevant, responsive, and focused on the areas most likely to improve student outcomes.

Building Capacity for Student Success

The ultimate goal of professional learning at Sunrise is to ensure that every student benefits from highly effective instruction delivered by knowledgeable, reflective, and collaborative educators. By investing in teacher growth and instructional leadership, Sunrise strengthens its ability to meet the needs of all learners and sustain a culture of continuous improvement.

Through schoolwide professional development, collaborative planning, instructional coaching, and data-informed decision making, Sunrise builds the instructional capacity necessary to support strong academic achievement, language development, and long-term student success.

Please see **Appendix B** for more detail on our professional development.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Element 2.

Conclusion: A Coherent and Equitable System Designed for Student Success

Sunrise Middle School's instructional program reflects a schoolwide commitment to academic excellence, educational equity, and continuous improvement. Across English Language Arts, Mathematics, Science, and Social Science, instruction is grounded in California State Standards and supported by a coherent system of curriculum, assessment, intervention, and professional learning. This alignment ensures that students experience consistent expectations, high-quality instruction, and meaningful opportunities for growth across classrooms and grade levels.

Because many Sunrise students enter middle school performing below grade level or still developing English proficiency, the school's instructional model is intentionally designed to provide both rigorous academic experiences and targeted support. Through Power Hour interventions, English Language Development services, Special Education supports, project-based learning opportunities, and differentiated classroom instruction, students receive the individualized assistance necessary to access grade-level standards and achieve success.

At the same time, Sunrise remains committed to providing students with opportunities for enrichment, leadership, advanced coursework, civic engagement, environmental stewardship, and real-world learning experiences that extend beyond traditional academic instruction. The goal is not simply to help students perform well on assessments, but to develop confident learners, effective communicators, critical thinkers, and responsible community members.

Through the intentional alignment of curriculum, assessment, intervention, and professional learning, Sunrise has created a responsive instructional system capable of meeting the diverse needs of its students while maintaining high expectations for all. As the Charter School continues to grow and refine its practices, it remains committed to using evidence, reflection, collaboration, and innovation to improve outcomes for every student—particularly English Learners, students with disabilities, and students who have historically faced barriers to educational opportunity.

Ultimately, Sunrise seeks to ensure that every student leaves middle school prepared not only for success in high school, but also for meaningful participation in college, career, community, and civic life.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: "The measurable pupil outcomes identified for use by the charter school. ' "Pupil Outcomes,' ~~outcomes,"~~ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups ~~groups of pupils~~ served by the charter school, as that term is defined in ~~subparagraph (B) of paragraph (3) of~~ subdivision (a) of Section 52052. ~~47607.~~ The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served~~, or the nature of the program operated,~~ by the charter school." (~~.~~ Education Code Section 47605(~~c~~b)(5)(B).) ~~)~~.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP and is summarized below.

The current LCAP is on file with the County and is also available on our website at https://sunrisemiddle.org/school-reports/. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting~~**And**~~

~~**ASSESSMENT OF MEASURABLE**~~.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

The following chart details Sunrise's current goals, actions, and outcomes, for all students pursuant to Education Code Section 52052, for each of the eight state priorities identified in California Education Code Section 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the Education Code, Sunrise's stakeholders engage in a collaborative process each year to update and prepare an annual LCAP as a basis for

prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions Sunrise anticipates at this point in time.

LCFF STATE PRIORITIES

For **Charter Term Commencing July 1, 2027**

GOAL #1
Increase Academic Achievement and Close Achievement Gaps for All Student Groups

Related State Priorities:

☒ 2 Implementation of State Standards
☒ 4 Pupil Achievement
☒ 8 Other Pupil Outcomes

Specific Annual Actions to Achieve Goal

- Implement standards-aligned instruction in ELA, Mathematics, Science, and ELD.
- Continue use of benchmark and formative assessments including CAASPP Interim Assessments, i-Ready, writing performance tasks, and teacher-created common assessments.
- Maintain daily intervention/enrichment periods through Power Hour and targeted small-group instruction.
- Provide structured Designated and Integrated ELD aligned to the Sunrise EL Master Plan.
- Continue professional development focused on Universal Design for Learning (UDL), Depth of Knowledge (DOK), academic language, differentiation, scaffolding, and actionable feedback.
- The school will provide time for weekly Professional Learning Community meetings as well as professional development opportunities to all of its core teachers to ensure the implementation of State Standards.
- Utilize data meetings following each assessment cycle to identify students requiring intervention or enrichment.
- Expand MTSS supports including Tier 2 and Tier 3 interventions for English Learners, Students with Disabilities, and socioeconomically disadvantaged students.
- Provide additional academic support through tutoring, intervention classes, after-school programs, and summer learning opportunities.

Expected Annual Measurable Outcomes

Outcome #1:
Increase CAASPP English Language Arts performance for all student groups.

Metric/Method for Measuring:
Dashboard ELA DFS, CAASPP ELA assessment results, Interim Assessment Block data, and i-Ready Reading growth data.

APPLICABLE STUDENT GROUPS	Baseline (2024-25	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	-41.9 DFS (yellow)	-25 DFS	-22 DFS	-19 DFS	-16 DFS	Met (green)	Met (green)
LTELs	-89.3 DFS	-80 DFS	-75 DFS	-70 DFS	-65 DFS	-60 DFS	-55 DFS
SED	Yellow	-30 DFS	-27 DFS	-24 DFS	-21 DFS	-18 DFS	-15 DFS
SWD	-91.5 DFS	-76 DFS	-70 DFS	-65 DFS	-60 DFS	-55 DFS	-50 DFS
Hispanic/Latino	Yellow	-30	-27	-24	-21	-18	-15 DFS

Outcome #2:
Increase CAASPP Mathematics performance for all student groups.

Metric/Method for Measuring:
Dashboard Math DFS, CAASPP Math assessment results, Interim Assessment Blocks, and i-Ready Math growth data.

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	-37.1 DFS (yellow)	-22 DFS	-19DFS (Green)	-16 DFS (Green)	-13 DFS (Green)	Met (green)	Met (green)
ELs	Yellow	-24 DFS	-21 DFS	-18 DFS	-15 DFS	-12 DFS	-9 DFS
SED	Yellow	-25 DFS	-22 DFS	-19 DFS	-16 DFS	-13 DFS	-10 DFS

SWD	-121 DFS	-100 DFS	-92 DFS	-87 DFS	-82 DFS	-78 DFS	-74 DFS
Hispanic/Latino	Yellow	-25 DFS	-22 DFS	-19 DFS	-16 DFS	-13 DFS	-10 DFS

Outcome #3:
Increase English Learner progress toward English proficiency and reclassification readiness.

Metric/Method for Measuring:
ELPI, ELPAC results, local reading and writing assessments, and RFEP rates.

APPLICABLE GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
ELs	57.4% making progress (green)	60%	63%	66%	69%	72%	75%
LTELs	64.9% making progress	68%	71%	74%	77%	80%	83%

Outcome #4:
Increase the number of 8th graders who will receive high school credit for algebra and/or geometry

Metric/Method for Measuring:
Percentage of students who pass their algebra and/or geometry competency exams through UC Doorways

APPLICABLE GROUPS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
8th graders	28%	30%	32%	34%	35%	36%	37%

Outcome #5:
Increase the number of science points obtained by our students

Metric/Method for Measuring:
Number of points on the CAST test.

APPLICABLE GROUPS	Baseline (2024-25	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32

All students	43.3 points	56.2 points - Met (green)	58 points (green)	60 points (green)	62 points (green)	63 points (green)	64 points (green)

GOAL #2
Promote Positive School Climate, Student and Parent Engagement, and Family Partnerships

Related State Priorities:
☒ 3 Parent Involvement
☒ 5 Pupil Engagement
☒ 6 School Climate

Specific Annual Actions to Achieve Goal

- Continue implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative practices schoolwide.
- Provide counseling, mentoring, and social-emotional learning supports.
- Maintain weekly SEL advisory and anti-bullying lessons.
- Increase family engagement opportunities through parent meetings, workshops, surveys, conferences, and school events.
- Encourage parent participation in the school through a seat on the school board, ELAC and School Site Council panels, volunteering, frequent communication home and an increased number of parenting classes and support groups (all in English and Spanish). Volunteering is never required, only encouraged.
- Monitor attendance and chronic absenteeism through MTSS attendance interventions.
- Provide student leadership opportunities, clubs, athletics, enrichment programs, and project-based learning experiences.
- Conduct regular climate surveys for students, staff, and families.

Expected Annual Measurable Outcomes

Outcome #1:
Reduce chronic absenteeism schoolwide and across all student subgroups.

Metric/Method for Measuring:
Dashboard Chronic Absenteeism Indicator, ADA reports, and attendance records.

APPLICABLE GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32

All students	36.4% (Red)	26%	21%	17%	15%	15%	14%
ELs	Red	26%	21%	17%	15%	15%	14%
LTELs	Red	26%	21%	17%	15%	15%	14%
SED	Red	26%	21%	17%	15%	15%	14%
SWD	Red	26%	21%	17%	15%	15%	14%
Hispanic/Latino	Red	26%	21%	17%	15%	15%	14%

Outcome #2:
Achieve and maintain an Average Daily Attendance rate of 95%.

Metric/Method for Measuring:
Annual P3 Report

APPLICABLE GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	90.88%	93.5%	94%	94.5%	95%	95%	95%

Outcome #3:
Suspension rate is less than 2% schoolwide and across all student subgroups.

Metric/Method for Measuring:
Dashboard Suspension Indicator, discipline referral data, and PBIS data.

APPLICABLE GROUPS	Baseline (2024-25)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	2.2%	<2%	<2%	<2%	<2%	<2%	<2%
ELs	Orange	<2%	<2%	<2%	<2%	<2%	<2%
LTELs	Orange	<2%	<2%	<2%	<2%	<2%	<2%
SED	Orange	<2%	<2%	<2%	<2%	<2%	<2%
SWD	Orange	<2%	<2%	<2%	<2%	<2%	<2%
Hispanic/Latino	Orange	<2%	<2%	<2%	<2%	<2%	<2%

Outcome #4: Increase the percentage of parents who feel invited to school meetings and events.

Metric/Method for Measuring:
Parent surveys

	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All parents	96.9%	97.5%	98%	98.5%	99%	99%	99%

Outcome #5: Maintain the percentage of parents who think the school is friendly and safe.

Metric/Method for Measuring:
Parent surveys

	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All parents	100%	100%	100%	100%	100%	100%	100%

Outcome #6: Increase the percentage of parents who think the school does a good job of staying in touch.

Metric/Method for Measuring:
Parent surveys

	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All parents	98.4%	99%	99.5%	100%	100%	100%	100%

GOAL 3 : Provide mental health support for our students to help them cope with a rapidly changing world as well as the normal challenges of being a middle school student.

Related State Priorities:
☒ 6 School Climate

Specific Annual Actions to Achieve Goal

- Continue to provide a Youth Mentor trained by Peacemakers Inc. to check in with students who are having difficulties at home or school.

- Continue to provide a behaviorist to provide daily assistance to the most challenged students.
- Sunrise will continue to offer a robust counseling program that will include several weekly counseling groups, individual counseling and partnership with the School Health Clinic next door for intensive therapy.
- Continue to provide meditation sessions to students at least twice a week.
- Continue to provide SEL advisories for our students at least once a month, as well as an annual 21-day Challenge about Kindness, Gratitude or Living Fearlessly.
- Continue a strong stance against bullying, enforced by administrative support.
- Our social studies classes will continue to challenge and empower students to learn about current history and world developments, and how their eventual leadership can influence these.
- Our Peacemaker Youth Mentors will continue to train our youth on how to be effective peer mediators who can help other students resolve their issues and thereby learn life-long skills in peace keeping, restorative circles, conflict resolution and forgiveness.

Expected Annual Measurable Outcomes

Outcome #1:
Decrease the percentage of students who report they feel sad or hopeless.

Metric/Method for Measuring:
Student surveys

APPLICABLE GROUPS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	21.9%	20%	18.5%	17%	16%	15%	14%

Outcome #2:
Increase the percentage of students who feel they have a caring adult relationship at school.

Metric/Method for Measuring:
Student surveys

APPLICABLE GROUPS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	72.7%	75%	78%	81%	84%	87%	90%

Outcome #3:
Increase the percentage of students who feel connected to Sunrise

Metric/Method for Measuring:

Student surveys

APPLICABLE GROUPS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All students	86.8%	88%	89%	90%	91%	92%	93%

Goal 4: Maintain all basic services for all students.

☒ 1 Basic Services

Specific Annual Actions to Achieve Goal

- Ensure that all teachers are appropriately credentialed and - by 2031-32 - have a full teaching credential.
- Continue to ensure that instructional materials are aligned to State Standards.
- Continue to work with San Jose Unified School District, our landlord, to provide properly maintained school facilities.

Expected Annual Measurable Outcomes

Outcome #1: Reduce number of misassignments and decrease number of teachers without a clear teaching credential

CREDENTIALS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Misassignments*	1	0	0	0	0	0	0
# without a clear teaching credential	4	4	3	2	1	0	0

** The misassignment in 2025-26 was for one class period. The class was coded incorrectly in CALPADS.*

Outcome #2: Maintain current levels of appropriately aligned instructional materials

MATERIALS	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Appropriately aligned instructional materials	100%	100%	100%	100%	100%	100%	100%

Outcome #3: Maintain current (highest) level of FIT for our school facilities

FACILITIES	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
FIT Score (Good)	95.83%	96%	96.25%	96.5%	96.75%	97%	97.25%

Measurable Student Outcome – Affirmations

- The LCAP describes how pupil outcomes will address state content and performance standards in core academics and includes school-wide student performance goals students will make over a given period of time.
- Benchmark skills and specific classroom-level skills will be developed.
- Exit outcomes will align to mission, curriculum, and assessments.
- Exit outcomes and performance goals may need to be modified over time.

Pupil Achievement Measurements will include the elements listed below:

- Alignment with the state priorities under Education Code Section 52060(d) and a description of how the Charter School will address all eight state priorities.
- Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.
- The Dashboard indicators, as described in Section 52052/alternative academic performance data
- The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Proficiency Assessments of California or any subsequent assessment of English proficiency, as certified by the state board.
- The English learner reclassification rate.

Goal 5: All students will have access to a broad course of study.

☒ 7 Course Access

Specific Annual Actions to Achieve Goal

- Sunrise will provide courses in English Language Arts, Mathematics, Science, Social Studies, *Physical Education*, ELD (as applicable) and Visual and Performing Arts and other elective and enrichment courses.
- Sunrise will provide up-to-date information to parents and students regarding course content and availability during enrollment, registration and through parent-teacher conferences.

Expected Annual Measurable Outcomes

Outcome #1: All students will be required to take the core courses and will be encouraged to take Visual and Performing Arts.

BROAD COURSE OF STUDY OFFERED	Baseline (2025-26)	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
% Students involved	100	100	100	100	100	100	100

Expected Proficiency Level

Students are expected to demonstrate proficiency in all required courses aligned with California Content Standards. Promotion is measured through multiple indicators including classroom performance, standards-based assessments, local benchmark assessments, and state assessments. Students are expected to earn a minimum grade of C (70%) in each core academic course (English Language Arts, Mathematics, Science, and History-Social Science) to demonstrate satisfactory progress toward grade-level standards. Student progress is monitored throughout the year through formative and summative assessments, and students requiring additional support receive intervention through the school's Multi-Tiered System of Supports (MTSS).

ELEMENT 3: METHODS TO MEASURE STUDENT OUTCOMES

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. (Education Code Section 47605(cb)(5)(C).))

Sunrise MiddleThe Charter School shall meet all statewide standards and its students will take all required tests (CAASPP, ELPAC, CAST, PFT) required of students at charter and non-charter publicly funded schools in California.

Please refer to Element 2 for a description of Sunrise's goals, which are aligned to the eight state priorities and demonstrate multiple measures for each subject area. Sunrise affirms that its methods for measuring pupil outcomes for the eight state prioritiesState Priorities, as described in Element 2this charter, shall be consistent with the way information is reported on a School Accountability Report Card, as required by Education Code Section 47605(cb)(5)(C).

Sunrise uses a variety of additional assessment tools to track student progress and inform teaching. These assessments may be monitored and altered over time to best serve our students' needs.

- Sunrise identifies students who may be at risk for academic failure utilizing such benchmarks as iReady testing, FIABs, writing performance assessments (WPAs) and teacher-driven formative assessments.
- Sunrise utilizes disaggregated data by student groups to assess discipline practices.
- Sunrise conducts student, staff and parent surveys to evaluate school climate.
- Sunrise administrators report school performance data to the Board, to parents, to students, and to the County.

Assessment System Overview

Sunrise Middle School utilizes a comprehensive assessment system that includes annual, periodic, and ongoing assessments to monitor student progress, inform instruction, and ensure alignment to State Standards. These assessments align to the Charter School's mission, exit outcomes, and curriculum as detailed below.

Annual Assessments

~~The Charter School's measurable pupil outcomes, and methods for measurement of those outcomes, aligned to the State Priorities, are as follows:~~

Assessment~~CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES~~	**What is Measured**	**Who (Grades)**	**Frequenc**	Inserted Cells
				Inserted Cells
				Inserted Cells
California SBAC (ELA & Math)	Student proficiency on Common Core State Standards (reading, writing, math reasoning)	Grades 5-8~~Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element 1 of the charter.~~ ~~The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.~~	Annually (Spring)	Inserted Cells
				Inserted Cells
California Science Test ~~STATE PRIORITY #1 — BASIC SERVICES~~ ~~*The degree to which teachers are appropriately assigned (E.C. §14258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*~~	Mastery of NGSS (Life, Physical, Earth & Space Science)	Grades 5&8	Annually (Spring)	Inserted Cells
				Inserted Cells
ELPAC ~~SUBPRIORITY A — TEACHERS~~	English language proficiency (listening, speaking, reading, writing) and progress toward reclassification	English Learners (Grades 5–8)	Annually	
Physical Fitness Test (PFT)~~GOAL TO ACHIEVE SUBPRIORITY~~	Physical fitness levels (aerobic capacity, strength, flexibility) - during PE class	Grade 5 and 7~~100% of core teachers will hold a valid California Teaching Credential with an appropriate English Learner authorization as defined by the California Commission on Teaching Credentialing, and the teachers will be appropriately assigned to teach in their subject areas.~~	Annually	Inserted Cells

~~Actions to Achieve Goal~~	~~All core teachers screened for employment will hold valid California Teaching Credentials with appropriate English Learner authorization; administration will review credential status annually.~~
~~Measurable Outcome~~	~~100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.~~
~~Baseline Performance Level~~	~~100% of core teachers held valid CA Teaching Credentials with appropriate English learner authorization since the school was founded.~~
~~Methods of Measurement~~	~~Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing, CALPADS, School Accountability Report Card.~~
~~Subpriority B – Instructional Materials~~	
~~Goal to Achieve Subpriority~~	~~100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.~~
~~Actions to Achieve Goal~~	~~All instructional materials purchased from now on will be aligned to Common Core State Standards and aligned with our charter petition.~~
~~Measurable Outcome~~	~~100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.~~
~~Baseline Performance Level~~	~~Since the school was founded, 100% of pupils have had access to standards-aligned materials.~~
~~Methods of Measurement~~	~~Executive Director / Principal and teachers review all instructional materials before purchasing.~~
~~Subpriority C – Facilities~~	
~~Goal to Achieve Subpriority~~	~~Maintain a clean and safe school facility in partnership with San Jose Unified School District, which is our facility lessor.~~
~~Actions to Achieve Goal~~	~~Daily general cleaning by our custodian will maintain campus cleanliness. Regular facility inspections by the County will screen for safety hazards.~~
~~Measurable Outcome~~	~~County will complete all required inspections, and required corrections are made in a timely manner. School performs daily cleanliness spot checks.~~
~~Baseline Performance Level~~	~~Since the school located at its current site, all items noted for required correction have been corrected.~~
~~Methods of Measurement~~	~~Site inspection documents prepared by the County's Operations staff; annual facility inspection reports.~~
~~State Priority #2 – Implementation of Common Core State Standards~~	

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in professional development on the implementation of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least eight hours of professional development and trainings in CCSS.
BASELINE PERFORMANCE LEVEL	Half of our teaching staff has participated in varying amounts of professional development and trainings in CCSS, and the entire staff is scheduled to participate in a day of CCSS training January 6th.
METHODS OF MEASUREMENT	Professional Development calendar and notes will evidence teacher participation in CCSS trainings.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of CCSS.
ACTIONS TO ACHIEVE GOAL	English Learners will participate in English Language Arts and Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of CCSS.
BASELINE PERFORMANCE LEVEL	All students, including EL students are gaining academic content knowledge through the implementation of CCSS in English and mathematics in the 2013-14 school year.
METHODS OF MEASUREMENT	EL student performance on the MAPP statewide assessments, CELDT/ELPAC assessments, teacher assessments, progress reports and report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% of English Learners will gain English language proficiency through the implementation of ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	English Learners participate in ELA/Literacy instruction with appropriate instructional support. ELs have access to ELD curriculum, *Inside*. Teachers of ELs participate in professional development to bridge the 2012 ELD standards and the existing ELD curriculum, *Inside*.
MEASURABLE OUTCOME	20% or more of EL students will reach English language proficiency each year through the implementation of CCSS, Inside curriculum and related instructional strategies.
BASELINE PERFORMANCE LEVEL	In 2012-13, 30% of EL students reached English language proficiency.

Methods of Measurement	Student performance on CELDT/ELPAC assessment, Inside curriculum assessments, ELD folder and reclassification documentation
State Priority #3 – Parental Involvement *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
Subpriority A – Achieving/Maintaining Parental Involvement	
Goal to Achieve Subpriority	Maintain the School Site Council
Actions to Achieve Goal	School administration solicits parent involvement in the School Site Council at monthly parent meetings.
Measurable Outcome	Annually, the School Site Council will have at least three parent members.
Baseline Performance Level	Over the past two years, the School Site Council has included three parents and two teachers.
Methods of Measurement	Council meeting agendas and minutes
Subpriority B – Promoting Parent Participation	
Goal to Achieve Subpriority	Solicit parent feedback via annual satisfaction surveys
Actions to Achieve Goal	Sunrise Middle administration and staff conduct school and classroom satisfaction surveys at least once a year to generate strategies for improvement. Results of parent satisfaction surveys are presented to the School Board for discussion and implementation.
Measurable Outcome	Parent surveys will generate a consistent return of at least 25 percent.
Baseline Performance Level	From 25% to 40% of our parents return our school surveys.
Methods of Measurement	Parent satisfaction surveys are shared with parents, Board members and staff upon completion and analysis.
Subpriority C	
Goal to Achieve Subpriority	Sunrise will sponsor several family events each year.
Actions to Achieve Goal	Sunrise administrators will meet with School Site Council to identify opportunities and events to create and nurture community on campus.
Measurable Outcome	At least four community events will be held through the academic year.
Baseline Performance Level	Four events were held in 2012-13.
Methods of Measurement	As demonstrated throughout our history, the calendar of school events has included events such as the Holiday Posada, parent

	orientation and back to school events, report card and awards nights, movie nights, etc.
STATE PRIORITY #4 – STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* *A. CA Measurement of Academic Progress and Performance statewide assessment* *B. The Academic Performance Index (API)* *C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education* *D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)* *E. EL reclassification rate* *F. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*	
SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	30% of students at every grade level, including all subgroups, score proficient or higher on the CA MAPP statewide assessment in the areas of ELA/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS-aligned instructional materials; reading intervention to assist at-risk students; use of instructional technology in mathematics; teacher assistants in the classroom to support instruction and student learning in mathematics; pullout groups to support student learning in ELA/Literacy.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CA MAPP statewide assessments. At least 30% of students at every applicable grade level, including all subgroups, score proficient or higher on the CA MAPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
BASELINE PERFORMANCE LEVEL	In 2013, 31% of students in grades 6-8 scored proficient or higher on the California Standards Tests for English Language Arts; 14% scored proficient or higher in Mathematics.
METHODS OF MEASUREMENT	CA MAPP Score reports, Readers Writers Workshop assessments, Fountas & Pinnell benchmark assessments, teacher observations, unit assessments, assignment and project rubrics
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	School will meet the annual API Growth Targets, or equivalent, as mandated by the CA State Board of Education.

~~Actions to Achieve Goal~~	~~Classroom instruction will incorporate testing strategies in preparation for the CA MAPP.~~
~~Measurable Outcome~~	~~All students, including student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education.~~
~~Baseline Performance Level~~	~~In 2013, schoolwide API target was met; API targets were met for all numerically significant subgroups.~~
~~Methods of Measurement~~	~~CA MAPP Score reports, CA DataQuest summary and API reports or equivalent as determined by the CA Department of Education~~
~~Subpriority C – UC/CSU Course Requirements (or CTE)~~	
~~Goal to Achieve Subpriority~~	~~N/A~~
~~Actions to Achieve Goal~~	~~N/A~~
~~Measurable Outcome~~	~~N/A~~
~~Baseline Performance Level~~	~~N/A~~
~~Methods of Measurement~~	~~N/A~~
~~Subpriority D – EL Proficiency Rates~~	
~~Goal to Achieve Subpriority~~	~~EL students will advance one performance level per the CELDT/ELPAC each academic year.~~
~~Actions to Achieve Goal~~	~~EL students will receive in-class instructional support, which includes small group work, usage of SDAIE and ELD instructional strategies and some 1-on-1 teacher support or teacher assistant support.~~
~~Measurable Outcome~~	~~40% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year.~~
~~Baseline Performance Level~~	~~In 2012, 45% of students advanced one performance level per the CELDT.~~
~~Methods of Measurement~~	~~CELDT/ELPAC Score Reports, EL reclassification documentation maintained by the school, ELD Folder in conjunction with ELD curriculum assessments~~
~~Subpriority E – EL Reclassification Rates~~	
~~Goal to Achieve Subpriority~~	~~EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA MAPP statewide assessment.~~
~~Actions to Achieve Goal~~	~~EL students will receive in-class instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and some 1-on-1 teacher support and teacher assistant support.~~

Measurable Outcome	From 20% to 30% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA MAPP statewide assessment.
Baseline Performance Level	In 2012-13, 30 percent of EL students were reclassified to RFEP.
Methods of Measurement	Analysis and review of CELDT/ELPAC results, and CA MAPP statewide assessment scores
Subpriority F – AP Exam Passage Rate	
Goal to Achieve Subpriority	N/A
Actions to Achieve Goal	N/A
Measurable Outcome	N/A
Baseline Performance Level	N/A
Methods of Measurement	N/A
Subpriority G – College Preparedness/EAP	
Goal to Achieve Subpriority	N/A
Actions to Achieve Goal	N/A
Measurable Outcome	N/A
Baseline Performance Level	N/A
Methods of Measurement	N/A
State Priority #5 – Student Engagement *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
Subpriority A – Student Attendance Rates	
Goal to Achieve Subpriority	School will maintain an ADA rate of 95% or more.
Actions to Achieve Goal	School will provide a safe and engaging learning environment for all of our students and families, including those of the various subgroups.
Measurable Outcome	Annual Average Daily Attendance will be at least 95%.
Baseline Performance Level	Keeping our families informed about the importance of attendance resulted in an overall increase in our ADA from 93% in 2011-12 to 96% in 2012-13. This is evidenced in our monthly, quarterly and annual attendance reports.
Methods of Measurement	Monthly, quarterly and annual ADA reports; periodic attendance updates to families reminding them of the

	importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than five absences in any school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in the Attendance and Truancy Policy.
MEASURABLE OUTCOME	90% of enrolled students will have fewer than five absences during any one school year.
BASELINE PERFORMANCE LEVEL	Keeping our families informed about the importance of attendance resulted in an overall increase in our ADA from 93% in 2011-12 to 96% in 2012-13. This is evidenced in our monthly, quarterly and annual attendance reports.
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system; monthly, quarterly and annual attendance reports.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	School will retain and promote 99% of its 8th grade students.
ACTIONS TO ACHIEVE GOAL	School will offer an academically engaging and "second home" learning environment for all of its students.
MEASURABLE OUTCOME	School will retain and promote 99% of its 8th grade students.
BASELINE PERFORMANCE LEVEL	In 2012-13, all 8th grade students were promoted to high school, and there were no drop-outs.
METHODS OF MEASUREMENT	Student documentation as verified by our student information system and CALPADS
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
MEASURABLE OUTCOME	N/A
BASELINE PERFORMANCE LEVEL	N/A
METHODS OF MEASUREMENT	N/A
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
MEASURABLE OUTCOME	N/A
BASELINE PERFORMANCE LEVEL	N/A
METHODS OF MEASUREMENT	N/A
STATE PRIORITY #6 – SCHOOL CLIMATE	

School climate, as measured by all of the following, as applicable: *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	School, acknowledging its at-risk student population, will maintain an annual suspension rate of less than 15%.
ACTIONS TO ACHIEVE GOAL	Teachers are trained on and follow Positive Behavioral Interventions and Supports, which is the foundation of our classroom management and behavior approach. Executive Director / Principal and Director of Education work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 15% or fewer of all enrolled students will be suspended.
BASELINE PERFORMANCE LEVEL	In 2012-13, 20% of all students were suspended.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report; CALPADS Report 7.1 Discipline Incidents
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers are trained on and follow Positive Behavioral Interventions and Supports, which is the foundation of our classroom management and behavior approach. Executive Director / Principal and Director of Education work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled.
BASELINE PERFORMANCE LEVEL	School has maintained an expulsion rate of less than 1%.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Students and staff follow the school safety plan.
ACTIONS TO ACHIEVE GOAL	Staff members are trained on the elements of the school safety plan. Students participate in quarterly fire, earthquake and safety drills.
MEASURABLE OUTCOME	All teachers will participate in school safety training; students will participate in at least four fire, earthquake or safety drills annually.

~~Baseline Performance Level~~	~~In 2012-13, all teachers participated in three hours of First Aid & CPR training, and four fire, earthquake or safety drills were conducted.~~
~~Methods of Measurement~~	~~Professional Development agenda and notes; annual drill calendars~~
~~Subpriority D~~	
~~Goal to Achieve Subpriority~~	~~Students, parents and teachers will feel a sense of community on campus, and within their classroom.~~
~~Actions to Achieve Goal~~	~~The school along with the parents hosts several community building events throughout the year. Administration gives satisfaction surveys to parents, students and teachers. A variety of fun and engaging co-curricular opportunities further enhances students' sense of belonging and community. Small class size allows staff the time to get to know students on a personal level.~~
~~Measurable Outcome~~	~~At least four community events will be held throughout the academic year. Families will report a 95% school satisfaction rate. Students will attend school regularly, and at least 50 percent will engage in extracurricular activities.~~
~~Baseline Performance Level~~	~~Four school community events were held last year. Families reported a 95% percent school satisfaction rate. Students attended regularly, and at least 50 percent of students engaged in extracurricular activities.~~
~~Methods of Measurement~~	~~School monthly calendars; parent survey results; attendance records; and after school program, outdoor program and sports program sign-up sheets.~~
~~State Priority #7 – Course Access~~ ~~*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.*~~ ~~*"Broad course of study" includes the following, as applicable:*~~ ~~*Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)*~~ ~~*Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*~~	
~~Goal to Achieve Subpriority~~	~~Students, including all student subgroups, will have access to our academic program as outlined in the school's charter.~~
~~Actions to Achieve Goal~~	~~All academic content areas will be available to all students, including all student subgroups, at all grade levels.~~
~~Measurable Outcome~~	~~Annually, 100% of students, including all student subgroups, will have access to and enroll in all core and non-core subjects.~~
~~Baseline Performance Level~~	~~In 2013, 100% of students including all subgroups enrolled in the academic program as outlined in the school's charter.~~

Methods of Measurement	Student, teacher, course and grade level schedules
State Priority #8 – Other Student Outcomes *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
Subpriority A – English	
Goal to Achieve Subpriority	While the majority of our students enter school two years behind in math English Language Arts/Literacy, our goal is that the students, including all subgroups, will demonstrate grade level proficiency in ELA/Literacy by the time they are promoted to high school.
Actions to Achieve Goal	All students participate in the school's Readers Writers Workshop program and, where applicable, Inside ELD program, at least two hours daily. Instructional strategies implemented throughout RWW include: small group work, one-on-one conferring, reading intervention program, speaking skills to present information, narrative and response to literature, consultation with the inclusion specialist and collaboration with colleagues to support student learning goals.
Measurable Outcome	Annually, 80% of 6th through 8th grade students will progress one grade/skill level each academic year, as evidenced by the Fountas & Pinnell ELA/Literacy assessments. Annually, 40% of students will score proficient or higher on the CA MAPP statewide test in the area of English Language Arts/Literacy.
Baseline Performance Level	In 2012-13, students progressed an average of one grade/skill level as evidenced by the Fountas & Pinnell ELA/Literacy assessments, and 31% of students scored proficient or higher on the STAR statewide test in the area of ELA/Literacy.
Methods of Measurement	Student testing data stored in our Powerschool student data system; classroom Fountas & Pinnell records; Scantron pre and post test results; CA MAPP test results; response to literature journals, student writing journals and benchmark assessments.
Subpriority B – Mathematics	
Goal to Achieve Subpriority	While the majority of our students enter our school up to four years behind in mathematics, our goal is to bring all students, including subgroups, up to grade level in mathematics by the time they are promoted to high school.
Actions to Achieve Goal	All students receive at least five hours of math instruction weekly. Instructional strategies include focused and designed instruction, spiraling math curriculum, small group work, one-on-one assistance, near peer tutorial support, small group after-school tutorial, consultation with the inclusion specialist and collaboration with colleagues to support student goals and learning.

Measurable Outcome	Annually, 80% of 6th through 8th grade students will progress one grade/skill level each academic year, as evidenced by Scantron pre and post testing and/or ALEKS assessments. Annually, 25% of 6th through 8th grade students, including all subgroups, will score proficient or higher on the CA MAPP statewide test in the area of Mathematics.
Baseline Performance Level	In 2013, 14% of students in grades 6-8 scored proficient or higher on the California Standards Test for Mathematics.
Methods of Measurement	CA MAPP test results, benchmark assessments, Scantron test results, ALEKS assessments, math journals demonstrating mathematical thinking, in-class math presentations showcasing students' mathematical reasoning and critical thinking skills
Subpriority C – Social Sciences	
Goal to Achieve Subpriority	All students, including subgroups, will demonstrate grade level skills and content knowledge in history, civics and social science.
Actions to Achieve Goal	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included are non-fiction and historical fiction texts, mini-research projects and presentations, computer-based information, debates and hands-on projects.
Measurable Outcome	Annually, 33% of all students, including subgroups, will demonstrate proficiency through formal assessments.
Baseline Performance Level	In 2013, 11% of 8th grade students scored proficient or higher on the California Standards Test for History-Social Science.
Methods of Measurement	CA MAPP Score Reports; formal assessments such as end of unit quizzes and essay exams; authentic assessments such as presentations and projects
Subpriority D – Science	
Goal to Achieve Subpriority	All students, including subgroups, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
Actions to Achieve Goal	Utilizing an inquiry based approach, students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
Measurable Outcome	Annually, 50% of all students, including student subgroups, will demonstrate proficiency through formal assessments.

~~Baseline Performance Level~~	~~In 2013, 16% of 8th grade students scored proficient or higher on the California Standards Test for Science.~~
~~Methods of Measurement~~	~~CA MAPP Score Reports; formal assessments such as end of unit quizzes and reports; authentic assessments such as experimentations, presentations and projects~~
~~Subpriority E—Visual and Performing Arts~~	
~~Goal to Achieve Subpriority~~	
~~Actions to Achieve Goal~~	
~~Measurable Outcome~~	
~~Baseline Performance Level~~	
~~Methods of Measurement~~	
~~Subpriority F—Physical Education~~	
~~Goal to Achieve Subpriority~~	
~~Actions to Achieve Goal~~	
~~Measurable Outcome~~	
~~Baseline Performance Level~~	
~~Methods of Measurement~~	
~~Subpriority G—Health~~	
~~Goal to Achieve Subpriority~~	
~~Actions to Achieve Goal~~	
~~Measurable Outcome~~	
~~Baseline Performance Level~~	
~~Methods of Measurement~~	
~~Subpriority H—Foreign Languages~~	
~~Goal to Achieve Subpriority~~	
~~Actions to Achieve Goal~~	
~~Measurable Outcome~~	
~~Baseline Performance Level~~	
~~Methods of Measurement~~	
~~Subpriority I—Applied Arts~~	
~~Goal to Achieve Subpriority~~	
~~Actions to Achieve Goal~~	
~~Measurable Outcome~~	
~~Baseline Performance Level~~	

~~Methods of Measurement~~	
~~Subpriority J—CTE~~	
~~Goal to Achieve Subpriority~~	
~~Actions to Achieve Goal~~	
~~Measurable Outcome~~	
~~Baseline Performance Level~~	
~~Methods of Measurement~~	
~~Subpriority K—Other Subjects—Social Responsibility~~	
~~Goal to Achieve Subpriority~~	~~All students will demonstrate an understanding of their actions, and how these affect their surroundings and the ability to work with others.~~
~~Actions to Achieve Goal~~	~~All students participate in classroom dialogues and discussions, community activities, student government, and classroom decision-making processes. Students are able to engage in the development of classroom rules and expectations while participating in a democratic process.~~
~~Measurable Outcome~~	~~Annually, all classrooms will have collaboratively devised rules and expectations; fewer than 1% of students will be expelled; fewer than 15% of students will be suspended.~~
~~Baseline Performance Level~~	~~In 2012-13, all classrooms had posted rules and expectations; student suspension rate was 20%; student expulsion rate was 0%.~~
~~Methods of Measurement~~	~~Classroom observation rubrics; Annual School Accountability Report Card & Annual Report; CALPADS Report 7.1 Discipline Incidents~~
~~Subpriority L—Other Subjects—Personal Awareness and Balance~~	
~~Goal to Achieve Subpriority~~	~~All students will learn how to calm and center themselves so that they can be proactive rather than reactive, balanced and personally aware, and able to concentrate fully in the classroom.~~
~~Actions to Achieve Goal~~	~~All students will participate in 15 minutes of daily meditation. Some students will participate in conflict resolution, group counseling and/or individual counseling for additional growth.~~
~~Measurable Outcome~~	~~All students participate in daily meditation. Some students participate, as needed, in conflict resolution, group counseling and/or individual counseling.~~
~~Baseline Performance Level~~	~~In 2012-13, all students participated in daily meditation, and 20% of students participated in counseling.~~
~~Methods of Measurement~~	~~Meditation observations, counselor logs, Powerschool entries.~~
~~Subpriority M—Other Subjects—Civic and Environmental Responsibility~~	

Goal to Achieve Suppriority	All students will demonstrate civic and environmental responsibility by working to improve their school and community environments.
Actions to Achieve Goal	Throughout the school year, students engage in various school and community service activities, learn about environmental dangers and solutions, tend to the school garden boxes, and/or clean the campus and the nearby Lower Silver Creek.
Measurable Outcome	20% of students will voluntarily participate in environmental education or community service and/or service to the school.
Baseline Performance Level	In 2012-13, 20% of students voluntarily participated in service projects.
Methods of Measurement	Event sign-in sheets.

Additional

Periodic Assessments

Student Outcomes and Methods of Measurement

We want all of our students, upon promotion from eighth grade, to be prepared academically and socially for college-preparatory coursework at a mainstream high school. We want for our students to boost their self-esteem and motivation as learners, and to help them get on track to launch the career of their choice.

We closely monitor each student in each subgroup at our school to ensure that they are making substantial progress toward these goals. We will use a combination of the following measures to form a complete picture of each student's growth:

- Standardized testing results from the Smarter Balanced Assessment Consortium
- California English Language Development Tests (CELDT) scores
- Pre and post testing from Scantron for English and math
- In-class assignments, including teacher-developed quizzes, tests and benchmark exams
- Authentic assessments, such as portfolios and learning demonstrations developed over time and measured by teacher rubrics
- Teacher observations, including narrative evaluations on progress reports that are sent home to parents/guardians six times a year.

Our school will pursue the measurable outcome goals listed in the table below, and will measure them with the accompanying assessment tools.

MEASURABLE OUTCOME GOALS	ASSESSMENT TOOLS

~~Meet or make substantial progress toward~~			~~1. Smarter~~	
i-Ready Diagnostic (Reading & Math)~~CCSS for English~~		Growth and proficiency in foundational reading and math skills	Grades 5–8~~2. Scantron pre and post tests~~ ~~3. In-class assessments~~ ~~4. Authentic assessments~~	2-3x per year (BOY needed)
~~Meet or make substantial progress toward~~			~~1. Smarter Balanced Assessment~~	
SBAC Interim Assessments (FIABs) & WPAs~~CCSS for Math~~		Standards mastery, writing performance, and readiness for SBAC	Grades 5-8~~2. Scantron pre and post tests~~ ~~3. In-class assessments~~ ~~4. Authentic assessments~~	Every 6 weeks
~~Meet or make substantial progress toward~~ ~~CCSS for Social Studies~~			~~1. Smarter Balanced Assessment (for 8th)~~ ~~2. In-class assessments~~ ~~3. Authentic assessments~~	
~~Meet or make substantial progress toward~~ ~~CCSS for Science~~			~~1. Smarter Balanced Assessment (for 8th)~~ ~~2. In-class assessments~~ ~~3. Authentic assessments~~	
~~Meet Sunrise Middle School standards for Physical Education~~			~~1. California Physical Fitness Test (for 7th)~~ ~~2. In-class assessments, e.g., mile run~~	
~~English Learners will demonstrate~~ IEP Goal Progress Monitoring	Progress toward individualized academic and functional goals~~progress toward fluency in English~~	Students with IEPs	~~1. California English Language Development Test~~ Quarterly~~2. Inside tests and other in-class assessments~~ ~~3. Scantron pre and post tests~~ ~~4. Smarter Balanced Assessment~~ ~~5. Teacher observations~~	

Progress Reports (Grades, assignments, participation)~~Special Education students will meet or make substantial progress toward the goals set forth in their Individualized Education Plans (IEPs)~~	Overall academic performance across content areas~~IEP progress and review~~	All students (Grades 5–8)	6 times per year

~~We believe that standardized testing is an important indicator of student progress and are committed to demonstrating strong growth in all content areas and student subgroups at our school.~~

~~The Charter Schools Act is being continuously revised, but for now we will follow the criteria of Education Code Section 47607(b), which requires charter schools that have been in operation for at least four years to meet at least one of the following five metrics to be renewed:~~

~~1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.~~
~~2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~
~~3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.~~
~~4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.~~
~~5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.~~

~~We also understand that for the first metric, Education Code Section 47607(c) states that this must be met "both schoolwide and for all groups of pupils served by the charter school," and that 47607(b) adds, "For purposes of this section, 'all groups of pupils served by the charter school' means a numerically significant pupil subgroup."~~

~~Although standardized testing does not measure the same standards from year to year, student movement across performance bands will still serve as a general indicator of progress, especially when combined with course grades, benchmark assessments, and other evaluative tools.~~

~~We recognize that the social studies and science areas demand a level of reading that some of our English learners may not yet have mastered, and when looking at these scores, we will take the students' English proficiency level into consideration.~~

~~Similarly, although not intending to receive Title III funds, Sunrise Middle School will strive to meet the three performance targets set for English Learners in the Annual Measurable Objectives (AMOs).~~

~~For~~

Ongoing / Formative Assessments

~~AMO 1, our goal is that 40 percent of our ELs will advance one level in CELDT (e.g., from early intermediate to intermediate) each year until that student is reclassified as English proficient.~~

Assessment~~PREVIOUS YEAR CELDT OVERALL PERFORMANCE LEVEL~~	**What is Measured**~~ANNUAL GROWTH TARGET~~	**Who (Grades)**	**Frequency**
Homework~~Beginning~~	Practice and reinforcement of skills and concepts~~Early Intermediate Overall~~	All students	Ongoing (daily/weekly)
Daily Exit Tickets~~Early Intermediate~~	Immediate understanding of lesson objectives~~Intermediate Overall~~	All students	Daily
i-Ready Practice (Reading & Math)~~Intermediate~~	Skill development and targeted intervention practice~~Early Advanced Overall~~	All students (targeted groups emphasized)	Ongoing
Informal Classroom Assessments	Teacher checks for understanding (questioning, observation)	All students	Daily
Research Projects / PBL Tasks	Application of knowledge, critical thinking, and real-world problem solving	All students	End-of-unit / project-based
Class Discussions	Academic discourse, reasoning, and verbal expression	All students	Ongoing

Inserted Cells

Inserted Cells

Essays / Writing Tasks~~Early Advanced or Advanced, but not at the English proficient level. One or more domains (reading, writing, speaking, or listening) is below Intermediate.~~	Writing ~~Achieve the English proficient level. (Overall~~ proficiency aligned~~level needs~~ to CCSS (argumentative, informative, narrative)~~remain at Early Advanced or Advanced level and all domains need to be at the Intermediate level or above.)~~	All students	Multiple times per term
Science Lab Reports~~Early Advanced or Advanced and at the English proficient level~~	Application of NGSS practices (data analysis, explanation, modeling)~~Maintain English proficient level~~	All students	End-of-unit / ongoing

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Sunrises utilizes the following Instructional Data Cycle (Assess → Analyze → Act → Monitor)

Assess

- CAASPP FIABs (priority standards)
- Local summative unit assessments
- i-Ready diagnostics and progress monitoring
- Writing benchmarks and genre rubrics
- ELPAC data and formative language measures
- Lesson-embedded formative checks

Analyze

- Identify strengths, gaps, and misconceptions
- Determine priority standards for re-teaching
- Examine patterns across classrooms and grade levels
- Disaggregate data for English Learners and key subgroups

Act

- Adjust pacing and instructional focus
- Implement targeted small-group instruction

- Provide scaffolded supports or enrichment tasks
- Select aligned texts, problems, and representations

Monitor
~~For AMO 2, we will strive for a 20~~
- **Use** formative checks to track progress
- Reassess priority skills
- Refine instructional strategies
- Document growth over time

Sunrise holds the following procedures for accountability and continuous improvement.

Department Heads:

- Maintain assessment alignment
- Lead data analysis cycles
- Support instructional calibration

Teachers:

- Implement standards-aligned instruction
- Use data to inform practice
- Monitor and respond to student growth

This system ensures instructional coherence, equity, and sustained academic improvement across grade levels.

Grading, Progress Reporting, and Promotion/Retention
~~30 percent increase in the number~~
Sunrise Middle School maintains a transparent and standards-aligned system of grading, progress monitoring, and promotion practices designed to ensure that all students are progressing toward mastery of grade-level expectations.

Minimum Required Performance Level

Students are expected to earn a minimum grade of C (70%) in each core academic course (English Language Arts, Mathematics, Science, and History-Social Science) to demonstrate satisfactory progress toward grade-level standards.

Students are also expected to perform at or above "standard" as defined by the Smarter Balanced Assessment and the California Alternate Assessment in order to demonstrate that they are meeting ~~attaining English language~~ proficiency standards.

Grading Practices

Student achievement is reported using a traditional A–F grading scale, aligned to clearly defined performance criteria. Grades reflect multiple measures of student learning and engagement, including:

- Assessments (25%) – tests, quizzes, and performance tasks aligned to standards
- Classwork (25%) – daily assignments and in-class practice demonstrating skill development
- Homework (25%) – independent practice and reinforcement of concepts
- Participation (25%) – engagement, collaboration, and contribution to the learning environment

A grade = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Teachers are expected to maintain current gradebooks and update grades regularly to ensure accuracy and timely communication of student progress.

Progress Reporting and Communication

Sunrise emphasizes ongoing communication with families as a key component of student success. Parents and guardians are encouraged to regularly monitor student progress through PowerSchool, where grades are updated on a weekly basis. In addition, assignments and homework are posted through ParentSquare to support home ~~by the end of each~~ school alignment.

Formal progress reports are issued throughout the year, including multiple grading periods and progress reports. In addition:~~-~~

- Parent-Teacher Conferences are held annually~~For AMO 3, we will strive for a 10 percent decrease~~ in the fall (October–November), with participation expected from all families and ~~number of~~ students.

Additional conferences are offered throughout the~~ scoring below proficient each~~ year for students in Tier 2 or 3 who are requiring additional academic or behavioral support, as well as upon family request.

Student progress is also monitored through benchmark and interim assessments, including standards-aligned formative assessments and tools such as CAASPP interim assessments and i-Ready diagnostics. These measures provide data on student growth, inform instructional adjustments, and help identify students in need of additional support.

The results of these assessments are shared not only with the students' parents or guardians, but also with the students' teachers, administrative staff and the Sunrise school board. School administrators keep the student data on MTSS tracking sheets, which are then used to make decisions about individual student interventions and placements.

Promotion and Retention

Promotion to the next grade level is based on a student's demonstrated progress toward mastery of grade-level standards, as well as overall ~~Following is a more in-depth discussion on our school's~~ academic performance and engagement.

Students who are at risk of not meeting promotion criteria are identified early through Sunrise's MTSS framework. The Charter School provides multiple layers of support, which may include:

- Targeted intervention classes and small-group instruction
- After-school academic support and opportunities to make up missed work
- Ongoing progress monitoring and individualized support plans
- Regular communication with families regarding student progress

In cases where a student is significantly below grade-level expectations, Sunrise works collaboratively with families to review all relevant academic data, interventions provided, and the student's overall readiness for the next grade level. The Charter School presents this information clearly and objectively to support informed decision-making regarding whether retention may better serve the student's long-term academic success.

Use and Reporting of Data

Sunrise Middle School operates as a continuous improvement school, using multiple measures of student achievement and well-being to guide instructional decisions, intervention services, and resource allocation. Student performance data is collected throughout the year through a comprehensive assessment system that includes CAASPP Interims in English Language Arts and Mathematics administered four times annually, i-Ready diagnostic assessments given in the fall and spring, quarterly writing benchmarks, six-week intervention assessments, ELPAC, classroom-based formative assessments, and teacher-developed common assessments.

These assessments provide teachers and administrators with timely, actionable information about student progress. ELPAC results are used to identify the needs of Newcomer and Long-Term English Learners and to inform both Integrated and Designated English Language Development instruction. Assessment results are analyzed regularly to determine areas of strength and need, identify students requiring additional support or enrichment, and guide instructional planning.

Through grade-level and schoolwide data meetings held throughout the year, teachers collaborate with administrators and instructional teams to examine student performance trends, identify achievement gaps, and develop targeted strategies for re-teaching, intervention, and acceleration. This systematic use of data has strengthened instructional practices and increased teacher capacity to adjust instruction based on student needs. Recent results demonstrate the effectiveness of this approach, with students achieving approximately one year of growth in English Language Arts by midyear and

approximately 1.7 years of growth in mathematics during the school year as measured by i-Ready assessments.

Sunrise submits an LCAP and annual update to the Santa Clara County Office of Education, reporting progress toward schoolwide goals and student outcomes. The Charter School receives feedback from SCCOE regarding performance, goal attainment, and continuous improvement efforts. In addition, Sunrise and SCCOE jointly develop and implement an annual site visitation process and protocol that enables the County to review the Charter School's academic performance, operational effectiveness, and compliance with the terms of this charter. Information gathered through these processes is used to strengthen programs, improve student outcomes, and ensure accountability to students, families, and the community~~analysis of data from the past two and a half years~~.

~~**ACADEMIC PROGRESS AND ANALYSIS OF DATA**~~

~~**Measurable Pupil Outcomes from Original Charter:** Sunrise established seven measurable student outcomes in its initial charter:~~

~~1) Meet or make substantial progress toward state standards for English Language Arts.~~
~~2) Meet or make substantial progress toward state standards for math.~~
~~3) Meet or make substantial progress toward state standards for social studies.~~
~~4) Meet or make substantial progress toward state standards for science.~~
~~5) Meet Sunrise Middle School standards in physical education.~~
~~6) English Language Learners will make progress toward fluency in English.~~
~~7) Special Education students will meet or make substantial progress toward the goals set forth in the Individual Education Plan.~~

~~**Outcomes:** If CST scores are used to measure progress, then Sunrise students made progress in each subject area between the school's initial year and its second year.~~

~~The charter school's mean scale score in English language arts rose 16 points from 310.9 to 326.9. Sixth and seventh grade mean math scores rose 4.35 points from 300.45 to 304.8. In its first year, Sunrise eighth graders were tested in general mathematics, but in the school's second year, they were tested in Algebra I. Change scores are, therefore, not comparable for eighth graders. The change from 2012 to 2013 should be seen as progress nevertheless because Algebra I is a more advanced form of mathematics than general mathematics. The social science mean scale score rose 29.4 points from 276.1 to 305.5. The science mean scale score rose 33.8 points from 260.2 to 294.~~

~~The Sunrise Middle School standard in physical education is that each student at the school will participate in physical education. That standard has been met in both years of the school's operation. Additionally, the state's Physical Fitness Test for 2012-13 showed that 54.9 percent of our seventh graders were in the Healthy Fitness Zone for aerobic capacity, up from 29.4 percent the previous year.~~

Sunrise students experienced healthy gains in their California English Language Development Test scores between 2011-2012 and 2012-2013. In 2012, the mean scale score across grades for listening was 522.57. For 2013, it rose to 554.9. Similar changes occurred for speaking (533.8 in 2012 versus 557.6 for 2013), reading (476.6 in 2012 and 554.9 for 2013), and for writing (495.8 in 2012 and 546.3 in 2013). Overall, students made an 8% gain in CELDT between 2012 and 2013. As might be expected from the increase in scores across the board, more of our students showed a higher performance level in 2013 than in 2012. In 2012, we had no students at the advanced level. In 2013, we had 7%. In 2012, only 20% of students were at the early advanced level. In 2013, that percentage rose to 46%. In 2012, 40% of students were at the intermediate level. In 2013, 35% were at that level reflecting the rise in percentage of students who had moved to the early advanced level. In 2012, 31% of our students were at the early intermediate level. In 2013, that percentage shrank to 9%. Similarly, in 2012, 9% of our students were at the beginning level. In 2013 the level fell to 4%. Another measure of progress for English language learners is reclassification rate. One-third of English language learners who remained at Sunrise from 2011-2012 through 2012-2013 were reclassified. That is more than twice the reclassification rates of Burnett and Hoover Middle Schools, the two schools in the district whose percentage of English Learners (50%) is comparable to Sunrise.

An indicator of Sunrise's success with special education students is the change in their California Modified Assessment scores from 2011-2012 to 2012-2013. The students had an average gain of 99 points from 404 in 2011-2012 to 503 in 2012-2013. These growth scores tell us that Sunrise met all of its Measurable Student Outcomes.

From a practical point of view, there were two social factors that helped Sunrise achieve this level of growth among all subgroups. Students came to school regularly. That is, absenteeism was very low. And parents were extremely supportive of our work with their children. Average daily attendance exceeded 96 percent, and surveyed parental satisfaction was 99 percent. A further indicator of student and parent engagement is that participation in CST testing was 100 percent. We believe the high rate of daily attendance and the satisfaction level of parents have been important factors in the success we have achieved to date.

Outcomes as measured by Scantron: Sunrise has gone through three rounds of Scantron computer adaptive assessment. A pre-test was given to all students at the end of the 2012-2013 school year in order to have a baseline to determine the impact of our summer math program. The initial assessment at the beginning of the 2013-2014 academic year was used as the post-test. Students who attended the summer program were compared to students not attending the summer program. The improvements seen by the summer students were analyzed statistically. Their improvement would have occurred by chance six times in 10,000 ($p < .0006$). Though the semester has not ended, students were tested again in November, 2013 so that results could be reported in this document. Students who participated in the summer program continue to outperform matched peers. That is, students whose test scores were the same on the pre-test but who participated in the summer program performed better than students who did not take the

summer program. We were encouraged enough by the results from the summer program that we instituted after school math programs this academic year to try to achieve through extending the school day the same result with students who had not taken the summer math program as was achieved with students who took the summer program.

Beginning with this school year, we added English Language Arts Scantron assessment to our tools for determining student progress. We now have a pre-test and a post-test in math and English Language Arts for this school year and have assessed gains. Math scores rose on average by 88.8 points, and English Language Arts scores rose on average by 92 points. Scantron will be able to provide national gain scores within ability bands (below average, average, high average, above average) at the end of the school year. At this point, we do not know whether mid-year gains of the magnitude we achieved compare well with national scores. The fact that gains were achieved school-wide across most subtests in just twelve weeks, however, is encouraging. The tables below provide detail on the average scores. Students were divided this school year into higher achieving and lower achieving groups within each grade. We did this in order to make it easier for teachers to concentrate on the specific learning challenges of each student. Purple denotes the higher achieving groups and gold denotes the lower achieving students. It is of interest that the lower achieving students scored the largest gains. This tells us that our effort to bring the lowest achieving students to grade level is having a positive impact.

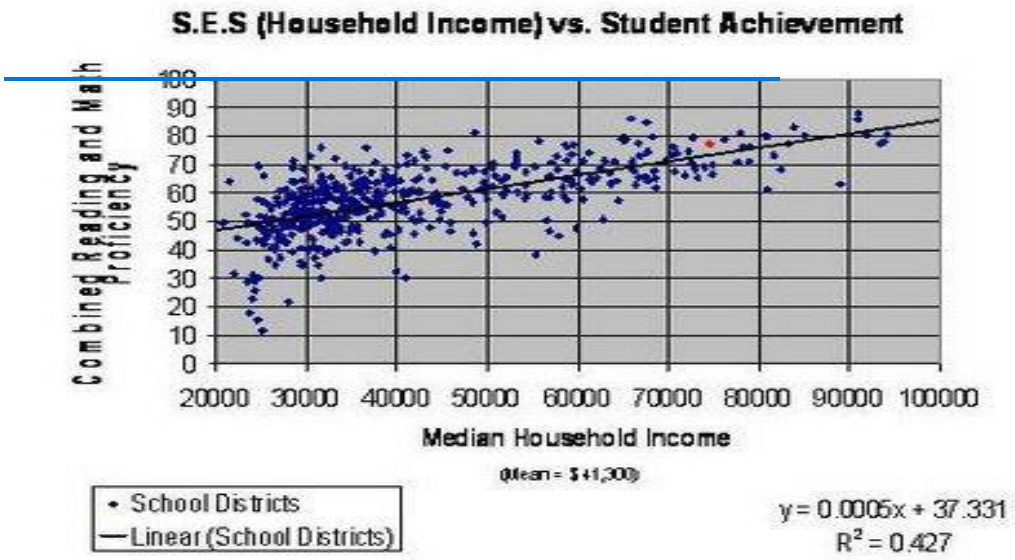
Point Gain September to November	***Average ELA Point Gain***	***Average November Score***	***Point Gain September to November***	***Av. Math Pt. Gain***	***Av. Nov. Score***
6th grade ELA purple	99	2391	6th Grade Math Purple	56	2389
6th grade ELA gold	107	2189	6th Grade Math Gold	223	2143
7th grade ELA purple	71	2569	7th Grade Math Purple	30	2661
7th grade ELA gold	66	2342	7th Grade Math Gold	88	2297
8th grade ELA purple	85	2540	8th Grade Math Purple	75	2601
8th grade ELA gold	143	2299	8th Grade Math Gold	61	2366
Schoolwide Average	92	2492		88.8	2400

Has the Charter Met At Least One of the Following Criteria Desired by SJUSD:

An API of 800 during the Year of the Renewal Request: Sunrise did not reach an API of 800. To meet that score, Sunrise would have needed to gain 227 points from its baseline, a one year growth figure that has rarely, if ever, been met in California. The

best growth figure in the district was Sunrise's 75 point growth. The next highest growth was Middle College High with a 52 point growth. Thus, while not hitting the state goal of 800, Sunrise's growth was, nevertheless, impressive.

Performance on Standardized Measures Greater Than or Equal to That of District Schools with Comparable Demographics: As we will argue in our discussion, there is no school in San Josè Unified with demographics comparable to Sunrise. The percentage of Sunrise students living in households below the federal poverty level is estimated at twice that of the nearest other middle school in the district. Research has shown that, for a host a reasons, students who live below the poverty level are at a distinct disadvantage academically compared even to students who live at 150% of poverty, the cutoff point for students who can take advantage of the free portion of the Free and Reduced Price Lunch Program. In fact, there is a linear relationship between income and achievement, as the graph below that shows district achievement on Pennsylvania's equivalent of the STAR indicates unequivocally.



Source: D-ED Reckoning. Accessed October 20, 2013 at: http://d-edreckoning.blogspot.com/2006_08_01_archive.html

That said, of the seven middle schools in the district, only Bret Harte Middle and Sunrise met API growth targets for school-wide growth, for all school groups, and for both school wide and school group growth. Sunrise had the greatest year-to-year growth in API scores of any middle school in the district. Sunrise met its AYP proficiency target in English Language Arts. It failed to meet the target in Mathematics. Of all middle schools in the district, only Sunrise met its English Language Arts proficiency target. In

mathematics, Sunrise was one of the six out of seven middle schools that did not meet the mathematics proficiency target. Arguably, Sunrise performed equal to six out of seven middle schools in mathematics and better than six out of seven schools in English language arts.

Discussion: Sunrise was created to serve the most at-risk students in the school district: those who were testing at below basic to far below basic in elementary school. The school has remained true to its charter in that respect. That commitment is reflected in the baseline API score for the school, 573, the lowest score among middle schools in the district. The fact that the school is also dedicated to raising the performance of such students is reflected in the 75 point growth in scores, to 648, in Sunrise's second year of existence. No other middle school in the district showed that large a growth. Castillero was nearest to this growth level at 24 points. Sunrise met its AYP growth target both school-wide and for the groups within the school. Among the middle schools in the district, only Bret Harte also showed adequate yearly growth for both the whole school and the groups within the school.

This table indicates the CST growth score for each of the subgroups at Sunrise.

SUNRISE MIDDLE CST DATA FOR 2012-13 BY GROUPS

GROUPS	2012 Base CST	2013 CST	12-13 GROWTH
School wide	573	648	75
Latino	570	629	59
Socioeconomically Disadvantaged	573	648	75
English Learners	524	621	97
Students with Disabilities	404	503	99

Sunrise's record also compares well across the middle schools in Santa Clara County. There are 64 middle schools in the county. Twenty-three of the schools, Sunrise among them, met or exceeded their API growth target for both the whole school and for all groups within the schools. Two of the groups Sunrise seeks to enroll are low-income and English language learner students. Members of these two groups are among the most at-risk students in California schools. The fact that Sunrise exceeded growth targets for them indicates that the school is succeeding in its mission, even this early in its existence. By contrast, 41 of the 64 middle schools in the county did not meet growth targets for all groups in the school even when the school met its school-wide growth target.

While Sunrise students advanced substantially in their scores from the school's first year to its second, the school did not meet the Adequate Yearly Progress subject matter (i.e., mathematics and English language arts) goals in either 2011-2012 or 2012-2013. In its first year, it met two of five criteria. In its second, it met 14 of 17 criteria. In 2011-2012, it did not make the goal for either English Language Arts or for Mathematics. In 2012-2013, it did meet the goal for English Language Arts but not for Mathematics. Failure to

make AYP should not be taken as failure to progress. By its second year of existence, the school was two criteria short of meeting the goal. In its first year, it did not meet the goal in either English Language Arts or Mathematics, but by the second year, it had made the goal in English Language Arts.

The number of students who became proficient between year one and year two also grew substantially. In year one, 13 students were proficient in English Language Arts and 10 were proficient in Mathematics. By year two, 32 students were proficient in English Language Arts and 14 were proficient in Mathematics. The school grew in enrollment between year one and year two. The *percentage* of students at proficient is, therefore, significant. In year one, 19.1 percent of students were proficient in English Language Arts and 14.7 percent were proficient in Mathematics. By year two, 31.1 percent were proficient in English Language Arts. Unfortunately, only 13.6 percent were proficient in Mathematics.

Sunrise staff members recognize the need to make strides as great in mathematics as they have been in English language arts. Sunrise is taking positive measures to bring this about. It has obtained two grants and has applied for a third to improve performance in mathematics. The first grant paid for a summer math program. Seventy-three students, nearly half the student body, participated in the summer program. The program gave students three hours of mathematics instruction four days per week for five weeks. All students at the school took a computer adaptive pre-test (Global Scholar/Scantron's EdPerformance Series). The improvement in performance shown by the students who participated in the summer program was highly statistically significant. The probability that their improvement compared to the performance of the students not taking part in the summer program would have occurred by chance is less than 6 in 10,000 ($p<.0006$).

An important element of the program that produced this level of improvement is that outstanding high school students taking part in National Hispanic University's Early University Program served as teaching assistants during the summer. Their presence brought the teacher-to-student ratio to 1:7 and demonstrated the value of personalizing instruction. In view of that result, the school obtained a second grant that will make it possible to pay for teaching assistants during the 2013-2014 school year. A third grant has been applied for. If the grant is awarded, it will pay for a second summer program and for teaching assistants during the 2014-2015 school year.

The school has also adopted computer adaptive testing as a means to produce detailed diagnostic information about each student's strengths and weaknesses. That tool will be the guide to help us elicit the greatest gains from personalized instruction. The advances made in the summer program demonstrated how effective computer-adaptive-testing-guided personalized instruction can be. We believe that the changes we have made in the way we offer mathematics instruction will greatly improve performance in mathematics and will result in Sunrise students making the AYP goal not just in English language arts but in mathematics as well.

Sunrise Has Significant, Unique Characteristics: Having said this, we also believe it is important to explain why Sunrise Middle School is not demographically comparable to any other middle school in the county. Eighty percent of our students are living below the federal poverty level. These poverty data are not kept for district schools, yet they produce a far more telling statistic than that which usually is referred to – students in the Free and Reduced Price Lunch Program. The latter could be a student from a family of four earning $41,348 a year, e.g., where the parent is a beginning school teacher, while a family of four at poverty level earns only $23,050 a year or less, e.g., where a single parent is barely making minimum wage. The environment a school must provide for the child from the single parent, minimum wage household to thrive is a good deal more intricate than is the school environment in which the child from the $41,000 per year household can thrive.

Even among charter schools whose mission includes service to the impoverished, Sunrise is at the forefront as indicated by these figures reported for the most recent year available by the Santa Clara County Office of Education:

- Downtown College Prep High School, 44.6 percent of students are below federal poverty level;
- ACE Charter Middle, 55.5 percent are below;
- Rocketship Discovery, 60 percent;
- And, Sunrise Middle, 80 percent.

There is a tremendous difference in the initial motivation level of a student body where four-fifths of the students are below poverty level compared to that of a student body with even half that level of poverty. Nearly all of Sunrise's students are on the free side of the Free and Reduced Price Lunch Program – a statistic shared by no other district school.

Stress is often a feature of impoverished households. In the school setting, this is reflected in a variety of student misbehaviors. About 20 percent of our students in the past year were suspended for serious offenses such as fighting, possession of marijuana, knives or explosives, and property damage or theft.

A second significant difference between Sunrise and many other district schools is that this year one sixth of our student population is in special education due to their learning disabilities. The academic culture of a middle school is changed when one in six students has a learning disability. The school is more than willing to address the learning needs of these students. Our concern has more to do with the effect on the students of having already been in the school system for five years trying to cope with their learning disabilities. By the time a special education student comes to middle school, he or she often has "checked out" on education. That is our central concern. It takes persistent effort to get the student motivated to want to learn again. The fact that our special education students had the greatest gains (99 points) of any of our students on annual standardized tests suggests that we are enjoying some success at motivating these students.

While having a high proportion of English learners is not unusual for a school in San Josè, it is worth noting that Sunrise is among that set of schools. Nearly 50 percent of our students are English learners, and another 30 percent have been reclassified in the last two years meaning that 80% of our students are, or have been, English learners.

We point out these characteristics of our students living in poverty not to make an excuse for academic performance failing to be stellar but rather to emphasize that a large body of research has identified accompanying features of these characteristics that must be addressed knowledgeably in any school that hopes to elicit stellar performance from such students. Sunrise staff work at being cognizant of research findings and their pedagogical implications and consciously implement programs and undertake instructional practices that research indicates are effective in educating well children who are poor.

Given that we have emphasized our effort to learn from research as we implement programs and practices designed specifically to help our students, it is appropriate at this point to provide a brief sketch of some of this research.

Research Regarding Students with Characteristics Similar to Sunrise Students: In 1991, the National Commission on Children reviewed the education research literature in part to identify the factors that put students at high risk of academic failure. These are the characteristics they extracted from the research: poverty, race, immigration, poor English language skills, living in a single parent family, parents with little education, or health problems. The factor that seems most prevalent across the categories of at-risk students is low-income.

Poverty places children highly at risk for academic failure according to a number of studies including those by Higgins and Mueller, 1988, Ekstrom *et al.*, 1986, and Lambert, 1988. Children in poverty are likely to also be members of an ethnic or racial minority, to have poor English language skills, to be immigrants or the children of recent immigrants, to have parents who have not gone to college, to be living in a single parent household, and to have parents with health problems that are not adequately treated due to lack of access to health care. Poverty, in other words, is a co-variant with most other risk factors.

Recent examination by Reardon (2011) of the whole of the research literature over the past fifty years on the link between poverty and poor academic performance shows that there has always been a high correlation between poverty and poor academic performance. But, Reardon points out that the importance of poverty as a risk factor has grown markedly over the past twenty years. Today, the achievement gap between a low-income and a high-income child is more than thirty percent larger than it was twenty-five years ago. A child from a family in the lowest twenty percent of income can expect to have an achievement gap that is a full standard deviation below that of a child from a family in the top twenty percent of income. The research suggests that this performance gap persists throughout a poor child's education. Reardon points out, however, that this major risk factor is not an academic death sentence necessarily. The disadvantages that are the concomitants of poverty can be counteracted with the result that children close the

~~achievement gap. Sunrise is addressing the concomitants of poverty as means to close the achievement gap.~~

~~***Sunrise Students Are Growing Academically Despite Disadvantages:*** Despite having the challenges described in the research literature, Sunrise students have shown considerable academic progress. In addition to the school's 75-point growth in API in 2012-13, Sunrise students also experienced healthy gains in their California English Language Development Test scores between 2011-2012 and 2012-2013. In 2012, the mean scale score across grades for listening was 522.57. For 2013, it rose to 554.9. Similar changes occurred for speaking (533.8 in 2012 versus 557.6 for 2013), reading (476.6 in 2012 and 554.9 for 2013), and for writing (495.8 in 2012 and 546.3 in 2013). Overall, students made an 8% gain in CELDT between 2012 and 2013. As might be expected from the increase in scores across the board, more of our students showed a higher performance level in 2013 than in 2012. In 2012, we had no students at the advanced level. In 2013, we had 7%. In 2012, only 20% of students were at the early advanced level. In 2013, that percentage rose to 46%. In 2012, 40% of students were at the intermediate level. In 2013, 35% were at that level reflecting the rise in percentage of students who had moved to the early advanced level. In 2012, 31% of our students were at the early intermediate level. In 2013, that percentage shrank to 9%. Similarly, in 2012, 9% of our students were at the beginning level. In 2013 the level fell to 4%.~~

~~Another measure of progress for English language learners is reclassification rate. One-third of English language learners who remained at Sunrise from 2011-2012 through 2012-2013 were reclassified. That is more than twice the reclassification rates of Burnett and Hoover Middle Schools, the two schools in the district whose percentage of English language learners (50%) is comparable to Sunrise.~~

~~Our Fountas & Pinnell lexile measures for reading also have consistently shown a year's or more growth in reading for every year a student has spent at Sunrise. That suggests to us that we are reversing the trend of falling progressively farther behind that most of our students experienced during their grade school years. This year's sixth graders, for example, came in with an average reading level of only Grade 4, Month 1.~~

~~As noted earlier, our pre- and post- testing in mathematics showed some gains last school year, but the gains were not as impressive as those in English. We believe a major reason for this is that we had only one math teacher and were not able to hire an instructional aide in math due to unexpected financial difficulties, which have now resolved themselves. This year we expect to see gains in math of a magnitude similar to what we have seen in English because the school is now able to devote resources to mathematics that are of similar magnitude to those we have been devoting to English.~~

~~**The Sunrise Record Compared to Characteristics of Strong Charter Schools:** This section provides evidence that Sunrise is pro-active in implementing practices that are said to be characteristic of strong charter schools.~~

~~***A quality charter school demonstrates high expectations for student achievement.***~~

Sunrise has:

- Implemented a progress roll and increased focus on progress charting with recognition of small steps in order to reach the larger goal, thus encouraging learning at a higher level.
- Increased use of explicit common language with all staff and peers, e.g., "What is your personal best?"
- Increased the frequency and regularity of diagnostic assessment through a variety of assessment tools.
- Adopted a clear, consistent and firm classroom management approach.
- Increased modeling, scaffolding, chunking, differentiation, and peer engagement.
- Increased focus on improving content vocabulary.

A quality charter school provides a challenging and coherent curriculum for each individual student.
Sunrise has:

- Hired a part-time educational coach who meets with each teacher on a weekly basis to collaborate on lesson plans, differentiation, classroom management, assessments, data analysis and targeted instruction.
- Grouped students by ability level and then, in the classroom, differentiated further with the use of instructional assistants, push in, work stations, manipulatives, and online learning (mainly ALEKS).
- Moved quickly to implement CCSS in every classroom.
- Students read a minimum of 75 minutes daily (30 in class and 45 at home), and write a minimum of 30 minutes each day.
- Supplemented the day program with an after school program, a summer program, and extra support sessions during the breaks.
- Adopted new teacher and administrator evaluation processes weighted 30 percent to student achievement.
- Implemented a teacher improvement plan.

A quality charter school implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students.
Sunrise has:

- Adopted project and problem-based approaches to instruction such as science experiments, math games, or theatrical skits that are delivered in context for an optimum learning environment.
- Facilitated student and teacher exploration of how each student learns best and encouraged implementation of techniques and strategies reflective of student learning styles.
- Led students to continually "connect the dots" in their learning, through concept maps, review, analysis, and related techniques.

- ~~Offered a host of field trips in the natural world that allow students to experience first-hand what they have learned in the classroom – e.g., the formation of crystals in caves, how a natural spring is created, the consistency of water vs. ice vs. snow, the different types of rock, etc.~~
- ~~Provided a rich array of enrichment courses, including dance, music, board games, yearbook, art, crafts, fun science, gardening, etc.~~

~~*A quality charter school allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement. Sunrise has:*~~

- ~~A 25:1 student to teacher ratio.~~
- ~~Devoted less than ten percent of its budget to administration and business services.~~
- ~~Six classrooms and a spacious office with smaller offices inside for tutoring, counseling, parent meetings, special education pullout sessions, etc.~~
- ~~Purchased a classroom set of iPads this year – in addition to its other classroom set of laptops – so that students can more easily work at their ability level in math. There is now one iPad or laptop for every three students in the school.~~
- ~~Purchased additional math textbooks aligned to CCSS. Other curricular areas are either already closely aligned or will be aligned by next year.~~
- ~~Made it possible for students to enjoy the most challenging, interesting, experiential (and costly!) middle school science program around – CPO Science.~~

~~*A quality charter school promotes risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism. Sunrise has:*~~

- ~~Found that parents and students repeatedly and overwhelmingly state in surveys and interviews that one of the best features about Sunrise is its supportive and caring staff.~~
- ~~Hired near peers to support the students, particularly in math, where many of our students have suffered from lack of confidence in the past. Students at the summer math camp joined with their near peers to adopt a motto for the school, "Be calm and enjoy math."~~
- ~~Encouraged and empowered students to speak out against bullying. One student ran for student council and won solely on her anti-bullying campaign.~~
- ~~Adopted a conflict resolution that is led by adults, but that includes the assistance of peers.~~
- ~~Provided for twenty, or 13 percent, of our students to be seen by an Alum Rock Counseling Center therapist or a counseling intern on a regular basis.~~
- ~~Held at least 30 meetings with parents and their students the first six weeks of this year in an effort to better serve these families.~~
- ~~Instituted an RTI program to address academic and behavioral issues.~~
- ~~Provided homework help through the after school program.~~

- Strengthened its discipline policy this year by offering more positive incentives, and also by refining the STEP or referral process. This has resulted in a need for even fewer "steps."
- Instituted a new, healthful nutrition program from Revolution Foods.
- Encouraged students to take risks in the natural world, e.g., at a high ropes course or on a Sierra backpacking trip. These trips have helped students build their self-esteem.

A quality charter school productively engages parental and community involvement as a part of the school's support system, shares its vision with the school community, and involves all stakeholders in its accountability for student learning and program evaluation.
Sunrise has:

- Conducted school-wide meetings with parents every six weeks to discuss the state of the school, student achievement, report cards, etc.
- Created a School Site Council comprised of three parents and two teachers elected by their peers to advise the school leadership on major issues concerning staffing, budget matters, etc.
- Surveyed students and their parents twice a year on ways to improve the school.
- Created a student council comprised of four students from each grade level. It meets weekly and is assisted by an outside near peer to develop activities for the student body and to advise the staff on issues such as discipline, free dress, etc.
- Partnered with the NHU Foundation to bring more resources to the school and is also working jointly in developing a music program here.
- Obtained support from the Silicon Valley Community Foundation, the Castellano Family Foundation, and the Foundation for Youth Investment, and is seeking support from other groups as well.

Goals and Initiatives for the Next Five Years

GOALS

Our service goal in creating Sunrise Middle School remains to provide a middle school for students from extremely low-income households and to provide a school dedicated to educating English learners. Our school location means that we are geographically close to the students it is our purpose to serve and expect that we will continue to attract students from extremely low income households and English learners. We reached the projected capacity of the charter school this year and expect to continue operating at capacity into the foreseeable future.

Our development goal: Sunrise will strive to become the model for effective middle school education of students from impoverished homes and for English learners. The charter school has demonstrated during its first two years of operation that it can contribute positively to the education of such students. Successes to date suggest that the plan outlined in our original charter is sound. That plan was built on the idea that we

would educate the whole child. We will continue, therefore, to refine and improve our holistic approach to education. That is, we will continue to find ways to help students grow intellectually, socially, and personally.

In designing our goals and initiatives in these three areas for the coming five years, we take note of the developmental needs of students of middle school age: a need to balance growth toward independence with the need to be a secure member of peer groups; a need to see personal meaning in educational topics, initiate learning activities, to learn experientially, to be part of small learning communities, and a need to be able to think about learning; a need to engage in the arts as a means of self-expression; a need to have teachers and near peers who can be viewed as mentors, role models, and as worthy of trust; a need to be recognized for contributions that are unique and that help define each student's individuality; a need to express idealism through participation in socially meaningful activities; a need to take part in decision making; and a need to be in an environment that is safe.

Intellectual Growth Goal 1: The school will use computer adaptive testing to develop individual profiles of student strengths and weaknesses measured against Common Core State Standards ("CCSS") and will use these profiles to personalize instruction. Sunrise has been active in seeking funding from foundations to provide tutors and mentors for Sunrise students. We are working to reach a student to teacher/tutor/mentor to student ratio of about 7 to 1. With such a ratio, we can divide students into small, intellectually homogeneous, groups for after-school assistance and in-school attention from teacher aides. We believe that structuring instruction around the particular needs of students will accelerate their learning and boost their motivation to learn.

Intellectual Growth Goal 2: The charter school will equal or exceed the academic achievement record of the San Jose Unified School District for socioeconomically disadvantaged students in each subject area tested. If the student rating system of the new assessment follows that of STAR, we expect to produce these results, which are equal to the district's 2013 results for economically disadvantaged students for academic areas, and, in the case of CELDT, reflect an assumption that students will remain in the school from 6th through 8th grade and will improve their CELDT score annually:

SJUSD English-Language Arts for Economically Disadvantaged			
% at each level	Grade 6	Grade 7	Grade 8
At least % advanced	14%	10%	12%
At least % proficient	28%	31%	27%
At least % basic	34%	37%	37%
< % below basic	16%	15%	16%
< % far below basic	8%	8%	8%
SJUSD Mathematics for Economically Disadvantaged			
% at each level	Grade 6	Grade 7	Grade 8

At least % advanced	9%	6%	1%
At least % proficient	24%	24%	13%
At least % basic	30%	35%	28%
< % below basic	29%	26%	39%
< % far below basic	8%	9%	19%
SJUSD Algebra I for Economically Disadvantaged			
% at each level	Grade 6	Grade 7	Grade 8
At least % advanced			4%
At least % proficient			17%
At least % basic			27%
< % below basic			36%
< % far below basic			16%
SJUSD History/Social Science for Economically Disadvantaged			
% at each level	Grade 6	Grade 7	Grade 8
At least % advanced			13%
At least % proficient			20%
At least % basic			30%
< % below basic			13%
< % far below basic			23%
SJUSD Science for Economically Disadvantaged			
% at each level	Grade 6	Grade 7	Grade 8
At least % advanced			23%
At least % proficient			26%
At least % basic			21%
< % below basic			14%
< % far below basic			16%
SJUSD CELDT			
% at each level	Grade 6	Grade 7	Grade 8
Advanced	0%	5%	5%
Early advanced	10%	35%	60%
Intermediate	40%	30%	20%
Early intermediate	30%	20%	10%
Beginning	20%	10%	5%

Intellectual Growth Goal 3: At least 80 percent of students who enter Sunrise from one to four years below grade level will grow by at least 1.5 grade levels each year he or she

is at Sunrise, thereby not only reversing the trend of falling behind, but also reaching grade level performance over time. Each student who enters Sunrise at grade level will maintain or exceed grade level performance each year he or she is at Sunrise.

Social Development Goal 1: Sunrise will provide programs, and teachers will use instructional techniques, that give students opportunities to identify and begin to develop their talents and interests while also giving the students choices about peer group affiliations that are reflective of the talents and interests they share with some of their schoolmates. In encouraging students to make choices about those things that motivate them while assuring that there is an interest group within the charter school that the student can be part of, we hope to nurture growth in independence and also provide structures within which those independent choices can lead to positive social growth. Here are two examples. There are students who want to develop their musical talents. We have initiated a music program for these students. There are students who enjoy examining current issues and forming their own stances with respect to those issues. For them, we provide a debate group. Students make the choice to affiliate based on their interests. We support them in their choices and develop their talents by providing interest groups that fit their developmental inclinations.

Social Development Goal 2: Sunrise will use experiential, hands-on, problem-based instructional methods as regularly as possible. We recognize that students learn in different ways and believe that if we are to help all children learn, we must provide a variety of learning modalities. Through the experiential instructional approach, we will create the circumstances under which each child can engage in activities that are compatible with his or her learning style while also involving students routinely in small learning communities thereby helping teach them how to work productively with peers.

Personal Development Goal 1: Sunrise will give students dedicated time each day to engage in introspection. This time will come in the form of a brief meditation period. New students are likely to be unaccustomed to meditating. Our experience is that students who have done it for a time find it to be of great value and miss it on days when space is unavailable for meditation. Meditation time allows students to integrate their experiences into their developing understanding of themselves and the world in which they function. There is rarely another dedicated time in their lives when they can stop interacting with the people and things around them and turn their thoughts inward.

Personal Development Goal 2: The charter school will provide counselors to help students address obstacles to their healthy social and personal growth and intellectual development. Students of middle school age are transitioning from childhood to adolescence. In addition to the physical changes happening to them, they are coming to a new school, leaving friends from grade school, adjusting to a different kind of scheduling, and dealing with the normal problems that occur in low-income households and in a neighborhood where there is gang activity. Currently, a licensed counselor is provided to us by Alum Rock Counseling Center, and we serve as a site for San Jose University Students studying to become counselors to undertake their internships. Our plan is that counselors will work closely with teachers and school administrators to see

that students are able to address the challenges that face them in a healthy manner that contributes to their personal growth.

Personal Development Goal 3: Sunrise will use positive incentives to recognize and reward individual student accomplishments. A variety of incentives are used: public recognition of student accomplishments at events where parents participate; public recognition of student accomplishments at student events; opportunities to go on additional field trips for reaching milestones; and a token economy wherein teachers place "Sunrise Dollars" in student checkbooks. Students maintain their checkbooks and may withdraw money to buy items at the student store.

Personal Development Goal 4: Teachers and administrators will create a safe, family-like atmosphere at the school in order to make clear to students that adults at the school are approachable, supportive, and worthy of trust. Research on factors that affect the academic performance of Hispanic students indicates that they are most motivated and perform at their best when they feel their teachers know them, care for them, and have their interests at heart.

MEASURES OF PROGRESS TOWARD MEETING GOALS

Goal: Provide a middle school for students from extremely low-income households and provide a school dedicated to educating English learners.

Measures:

- Percentage of students from families at or below the poverty level will remain at approximately 75 to 80% over the term of the charter.
- Percentage of students eligible for Free and Reduced Price Lunch Program will remain at approximately 95%.
- Percentage of English learners will remain at approximately 50%.
- Percentage of combined English learners and EL's reclassified as Fluent English Proficient will remain at approximately 75 to 80%.
- Percentage of English language learners reclassified as Fluent English Proficient each year will be approximately 20 to 30%.

Note: Sunrise will not turn away students who are not low-income or are not English learners. We expect, however, that because of our location, the great majority of students seeking admission to the charter school will be from low-income families and will be English learners.

Goal: Sunrise will strive to become the model for effective middle school education of students from impoverished homes and for English learners.

Measures:

- Each major school improvement initiative will rise from research the results of which suggest that the actions taken under the initiative will improve academic performance, social development, or personal development for our target students.
- As a general practice, Sunrise will establish a performance baseline relevant to a development parameter it wishes to affect through a research-based intervention and will then post-test students to determine the impact of the intervention.
- Within five years, Sunrise will accept sixth grade students who test below grade level and will send at least 80 percent of these students to high school at grade level or above.

Goal: The school will use computer adaptive testing to develop individual profiles of student strengths and weaknesses measured against Common Core State Standards and will use these profiles to personalize instruction.

Measures:

- The charter school will use computer adaptive testing at the beginning of each school year to establish a baseline performance level for each student. It will test the students again at the end of the first semester to determine gains. It will test the students at the end of the school year to determine overall gains.
- The pattern of mastered and un-mastered skills presented by each student taking the computer adaptive test will be given to the students' teachers and tutors so that they can focus instructional units on the particular needs of each student.
- After teaching a concept that a student had previously not mastered, teachers or tutors will use short concept tests generated from the computer adaptive testing utility to determine whether the student has mastered the concept.
- Each student's performance on computer adaptive tests will be tracked over time to determine the student's growth over time.
- The change in summary score levels over the coming five years will be tracked to measure the school's growth in ability to bring below grade level students to grade level and in its ability to help students at grade level grow beyond grade level.

Goal: The charter school will equal or exceed the academic achievement record of the San Jose Unified School District for low-income students in each subject area tested.

Measures:

- The charter school will examine the achievement examination that replaces STAR to determine its performance relative to that of the district overall.
- The school will also compare its achievement to middle schools in the district whose demographics have some similarity to that of Sunrise realizing that Sunrise is unique in the district with respect to the percentage of students who are below the poverty line and that research studies have shown a linear relationship between family income and educational attainment. Our aim is to become an exception to the normal pattern in the nation.
- The charter school will also look at the demographics of other middle schools in the state with the purpose of identifying schools that most closely fit the

demographic characteristics of Sunrise and will compare its performance with these schools to determine the relative efficacy of its educational program.

Goal: At least 80 percent of students who enter Sunrise from one to four years below grade level will grow by at least 1.5 grade levels each year he or she is at Sunrise, thereby not only reversing the trend of falling behind, but also reaching grade level performance. Each student who enters Sunrise at grade level will maintain or exceed grade level performance each year he or she is at Sunrise.

Measures:

- Using computer adaptive testing, each student entering Sunrise will be tested. The student's scores will be taken as the student's entering baseline.
- Each student's progress will be measured against his or her beginning baseline using the same computer adaptive testing instrument as was used to administer the original baseline test.
- Students with a baseline score that is less than the student's grade level will by the end of each academic year achieve a grade level score at least 1.5 times higher than his or her baseline score. That is, a student who is below grade level should gain 1.5 years for each year he or she is at Sunrise.
- Students with a baseline score that is at grade level will, by the end of each academic year advance by at least one grade level as measured by computer adaptive testing.

Goal: Sunrise will provide programs, and teachers will use instructional techniques, that give students opportunities to identify and begin to develop their talents and interests while also giving the students choices about peer group affiliations that are reflective of the talents and interests they share with some of their schoolmates.

Measures:

- In interest surveys, a majority of students will be able to identify the personal, social, and intellectual qualities they wish to develop.
- In follow-up surveys, students will be able to list the activities they engage in to develop themselves personally, socially, and intellectually.
- At least 80 percent of students will engage in school-sponsored activities each year that are outside normal class time.
- School staff will schedule time at regular intervals through the school year to discuss with students activities the students would like to see offered at the school and will document the occasions they were able to implement activities suggested by students as well as list the students who participated in the activity.

Goal: Sunrise will use experiential, hands-on, problem-based instructional methods as regularly as possible.

Measures:

- Sunrise will develop and implement a plan for using the concept of career-oriented instruction as an organizing rubric for the use of experiential, hands-on, and problem-based techniques in all the charter school's classes.

- Teachers, tutors, and mentors will be made aware of professional development opportunities wherein they can gain or strengthen skills in hands-on and problem-based instructional techniques.
- The school will make a record of the professional development activities engaged in by each member of the staff and will provide opportunities for staff members to share what they have learned with other staff members.
- The school will encourage teachers to use the school's online document sharing utility, currently Dropbox, to store and share their hands-on, problem-based and experiential instructional projects with other school staff and thereby create a school repository for such projects.

Goal: Sunrise will give students dedicated time each day to engage in introspection. This time will come in the form of a brief meditation period.

Measures:

- The charter school's annual schedule will document the times set aside for meditation for each class in a way that permits an estimate of total introspection time made available to the students. Each student will be able to meditate about fifteen minutes daily. This time is not included in the school's instructional minute calendar.
- The school will track the frequency of disciplinary incidents over the course of the academic year to determine whether cumulative introspection time co-varies with frequency of disciplinary incidents.

Goal: The school will provide counselors to help students address obstacles to their healthy social and personal growth and intellectual development.

Measures:

- Counselors will log sessions with students and examine indicators such as absentee and tardy rates, changes in school performance, disciplinary incidents, participation in school activities and students' own views about the helpfulness of counseling to determine the effects of counseling.
- Sunrise will continue to work with Alum Rock Counseling Center and San José State University to provide several counselors and counselor interns for the students.

Goal: The charter school will use positive incentives to recognize and reward individual student accomplishments.

Measures:

- Teachers, tutors, and mentors will agree on a token economy and will use it throughout the school to recognize and reward student accomplishments.
- Teachers will continue to use other rewards as well, such as free dress days, raffles, verbal praise and any other appropriate rewards.
- The school will assess the reward system by looking longitudinally at the relationship between tangible rewards for accomplishment and changes in the frequency with which students attain reward-worthy milestones.

Goal: Teachers and administrators will create a safe, family-like atmosphere at Sunrise in order to make clear to students that adults at the school are approachable, supportive, and worthy of trust.

Measures:

- Student and parent surveys will be used to rate satisfaction with the charter school, teachers, and administrators.
- Professional development and team building sessions will also include an emphasis on healthy and supportive teacher-student relationships.

INITIATIVES

Rationale for Initiatives: The initiatives we have begun and that we plan to undertake over the coming five years are designed to address the particular needs of students with the characteristics described earlier in this document. The three characteristics of greatest significance are extremely low incom learner, and Hispanic origin. An abundance of research indicates a series of correlations associated with each characteristic.

Most low-income students have had very limited experience of the world beyond their families and neighborhoods. Such students need to experience enough of a broader world to be able to see the value of their academic work and to integrate that work into a vision of their possible future. At the same time that low-income students have little experience of the range of careers that are potentially open to them, they have experienced material deprivation and have a high interest in understanding how their studies can free them and their families from that material deprivation. Low-income students sometimes lack basic tools for learning such as a computer, school supplies, and up-to-date textbooks. Research across the country and over time has also shown that poor students are far more likely than students from higher income families to test below grade level.

English language learners commonly engage in fewer detailed conversations with adults than do native English speakers, particularly native English speakers whose parents hold professional positions. Equally commonly, English language learners have parents who have not attended college and, often, have not completed high school. This means that parents are not well prepared to assist their students with homework and may not be able to provide their students with a place in the home conducive to study.

For Hispanic students, the relationships they form with their teachers, tutors, and fellow students are significant determinants of their educational attainment. Research indicates that such students are most motivated, work their hardest, and achieve the most when they believe that the significant adults in their lives believe in them, care about them, are open to them, and are willing to help them. They have in common with other adolescents that their peer groups are also of great importance, and the nature of the peer group can have a significant influence on how assiduously the student applies himself or herself to learning, and how rapidly the student develops socially and personally.

It is this understanding of our students that guides the initiatives we undertake on their behalf.

Initiative 1: Expand the world of the students. We undertake frequent field trips with the students and, thanks to grant funding, have been able to offer the field trips year-round. We vary the venues as much as possible from visits to points of geographical and ecological interest, to museums, to high schools and colleges, to local companies. We supplement the field trips with visits to the school from professionals from many walks of life. Among these professionals are high school and college counselors and recruiters who help the students and their parents understand the value of going to college and the steps they must take to be college-ready. Our visitors from colleges and high schools are invited with enough frequency that students and parents become familiar with them and realize these individuals will assist them at critical transition points. As part of the same initiative, we have formed a partnership with National Hispanic University (NHU). One aspect of the partnership is that we make use of outstanding students from the university's Early University Program to tutor and mentor our students. These young people come from the same neighborhoods as our students and have been successful in mastering the knowledge our students must eventually master. These near peers serve as role models showing our students in a very concrete way that they can succeed academically.

Initiative 2: A career-centered curriculum. This is likely to be the most important initiative we develop over the next five years. We wish to take advantage of the students' high interest in making enough money to provide well for themselves and their families. Our general plan is to make explicit the association between specific items of academic knowledge and the application of that knowledge in specific work settings.

We have taken the first steps in this direction by building much of the mathematics and science curricula around project and problem-based learning. We are beginning to take a problem-based approach in history and social science attempting to show students the real-world implications of historical events, and having students reflect on those implications for themselves in their writing. Similarly, in English language arts, our choice of readings and the writing assignments we give will help to enlighten students about the use of writing, reading, and critical thinking in different occupations. Their investigative reading will help acquaint them with the knowledge and skill requirements of different occupations.

This initiative is in its first stage and will be developed through a process of examination of how such a program is executed in other schools, trying a number of approaches, gauging their efficacy, and deciding refinements through sharing of information among teachers, tutors, mentors, and administrators. We believe the result of this initiative can be sustained high levels of motivation, increased effort on the part of students to master academic content, improvements in academic performance, and an increased ability on the part of the students to express the personal value and utility of their learning.

~~**Initiative 3: Learning tools initiative.** Technology is playing an ever greater role in learning and instruction, but many of our students do not have the technology that is used commonly. We have made the first round of purchases of Apple laptop computers and a set of iPads. Currently, they are wheeled on a cart from classroom to classroom, and there is one laptop or iPad available to every three students. We hope to increase the number of computers and iPads available to decrease scheduling problems, but we are using the computers regularly in most of the classrooms, including a tech lab elective. Each teacher has a digital projector and computer in his or her classroom for his or her use.~~

~~Along with the computers and iPads, we have purchased a subscription to Global Scholar/Scantron's web-based computer adaptive testing utility, EdPerformance. The students take the computer adaptive tests at the beginning, middle, and end of the school year. From the tests, we receive detailed lists of Common Core State Standards that each student has mastered or not mastered, and we are using the results to personalize instruction. The tests also tell us several times per year how our students compare with students throughout the country. In some subject areas, we can pair the EdPerformance results with online tutoring utilities. For example, we use ALEKS (Assessment and Learning in Knowledge Spaces), an Internet based tutoring and assessment program, to help students work on specific topics in mathematics that they have not yet mastered. We also provide tutors with the lists of mastered and un-mastered items for each of the students with whom they work so that they can focus their tutoring on each student's particular needs.~~

~~Through access to Pearson's web-based Student Information System tool PowerSchool, we also give teachers, administrators, parents, and students access to essential performance, attendance, and other relevant information. This tool helps all those connected with a student's education, including the student, access information they need to work together on behalf of the student.~~

~~Teachers~~ This ongoing cycle of assessment, analysis, intervention, and monitoring has contributed to continuous improvement in student outcomes. Despite serving a student population with high rates of economic disadvantage and English Learner status, Sunrise has demonstrated strong academic growth, including significant gains in English Language Arts and Mathematics, improved English Learner progress, and rising achievement in Science. The Charter School remains committed to using data thoughtfully and systematically to ensure that all students are supported in achieving high levels of academic success.

ELEMENT 4 – ~~also use Dropbox to share such things as hands-on projects, lesson plans, and to build a repository of plans and projects that can be used over time. Over the next five years, we will continue to purchase new technology and software, train personnel in their use, and generally employ technology to enhance teaching, learning, assessment, and information sharing. We look on strategic use of technology as one of the keys to closing the achievement gap for our students.~~

~~**Initiative 4: Extended day and summer program.** The amount of time students devote to academic topics, the manner in which they devote that time, and the opportunity to interact with adults around academic topics are all crucial elements of efficient learning and retention of academic information. Sunrise is attempting to create the circumstances under which students can devote adequate time to study, can examine academic topics in ways that increase the likelihood they will be understood, retained, and integrated, and under which the students have multiple opportunities to interact with adults around academic topics. These circumstances are being developed in three ways: through a summer program (for which we hope to obtain continued funding), through an extended day program, and through extensive use of tutors and mentors.~~

~~The summer program and the extended day provide the opportunity for students to spend more time engaged in learning than would be the case if they were simply to go home at the end of the school day or were not to engage in school-related learning during the summer. We received a grant from the Silicon Valley Community Foundation to conduct the first summer program, an intensive, project and problem-based five-week program in mathematics and have applied for additional funds to continue the program.~~

~~During the school year, we are offering students several elective classes. They are held after the regular school day from 3 P.M. to 6 P.M. The extended day is also being used to work with students who need extra help in mathematics, or English Language Arts. For example, we have a group of eighth graders who are struggling with Algebra I. In addition to participating in the Algebra I class during the regular school day, they are also taking part in an extra Algebra I Support class after the end of the regular school day. The extended day program provides a study environment that is conducive to learning and that may not be available in the homes of some of the students.~~

~~An important aspect of both the summer program and the extended day program is that we are utilizing advanced high school students and college students as tutors and mentors. This group of mentors/tutors will eventually include some of our own graduates, who now attend San Josè High School across the street. Students respond positively and enthusiastically to individuals who come from backgrounds similar to their own, who are a bit older than they are, and who will give each student personal attention including engaging the student in conversation about the relation of subjects learned in middle school to success in high school, college, and careers. The combination of more time devoted to academics and the presence of attentive near peers is expected to result in students who are behind reaching grade level more rapidly than would be the case were they to have no more than the regular school day and one teacher in each classroom to help them advance.~~

~~**Initiative 5: Development.** Sunrise has been actively involved in seeking additional funds for its programs beyond those available from the normal funding sources for public schools. The school's mission to help the most at-risk students in the San Josè Unified School District is unlikely to be fully satisfied without increasing the school's resources. To date, grant funding has helped fund the field trip program, the summer math program, and the hiring of tutors and mentors. The school will continue to look for foundation funding to provide professional development for teachers and tutors, to offer even more electives, to provide field trips, to purchase technology, to provide a summer program, and for other undertakings that seem likely to enhance student academic performance, heighten their motivation, and help to develop them socially and individually.~~

~~**Initiative 6: Partnership.** Sunrise has begun to develop strategic partnerships. Currently it partners with National Hispanic University to obtain tutors and mentors, to obtain advising from college counselors so that students will have a vision of what lies ahead for them academically, and to develop joint programs, such as a music program. We have also begun a partnership with Alum Rock Counseling Center and San Josè State University to obtain school counselors. As grantees of the Silicon Valley Community Foundation, we are part of a partnership comprised of foundation grantees who use after school and summer programs to improve student performance. The partners come together at regular intervals to share programs and insights and to help build a catalog of interventions that work. The foundation wishes this partnership to become the wellspring for improvement of practices in after school and summer program education throughout the region. We will continue to seek partners willing to invest human resources to help Sunrise students succeed.~~

GOVERNANCE STRUCTURE~~ AND CHARTER LEADERSHIP~~

Governing Law: "The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (~~—~~Education Code Section 47605(~~c~~b)(5)(D).)~~

Governance Philosophy

Sunrise Middle School maintains a governance structure that emphasizes transparency, accountability, community voice, and a clear separation between governance and day-to-day school operations.

Legal Structure

Sunrise Middle School is a directly funded independent public charter school operated by~~as~~ a duly constituted California Nonprofit~~Non-Profit~~ Public Benefit Corporation with tax-~~-~~exempt IRS 501(c)~~(~~)3) status~~,~~ and is governed in accordance with applicable California Corporations Code provisions. The school's corporate name is *Escuela Xochitl Tonatiuh, Inc.*~~sections.~~

As a taxpayer-funded public entity, the Charter School ~~we further confirm that our school~~ and its leadership operate in compliance with ~~Government Code Section 1090,~~ the Political Reform Act, the California Public Records Act, and the Brown Act ~~(, or~~ open meetings law~~).~~.

The Charter School~~school~~ is nonsectarian~~non-sectarian~~ in its programs, admission~~admissions~~ policies, employment practices, and all other operations. Sunrise Middle School ~~The school~~ does not charge tuition and does not~~or~~ discriminate on the basis of any characteristic ~~the characteristics~~ listed in Education Code Section 220, including actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or association with an individual who has any of the aforementioned characteristics.

The Charter School operates autonomously from the Santa Clara County Board of Education, except for the supervisory oversight required by statute and other contracted services as negotiated. Pursuant to Education Code Section 47604(d), the Santa Clara County Board of Education is not liable for the debts or obligations of the Charter School, operated as a California nonprofit public benefit corporation, or for claims arising from acts, errors, or omissions of the Charter School, provided SCCBE has complied with all oversight responsibilities required by law.

Sunrise Middle School Organizational Structure

Governing Board		
Director / Principal		
Assistant Principal (Instruction, Culture, MTSS)	Operations & Administration	Expanded Learning Programs
Instructional Leadership (Dept Leads: Math, ELA, Science, ELD, SPED)	Family & Community Engagement	After-School & Enrichment Programs
Teachers (Grades 5–8 Core Instruction)		
Intervention & Specialized Supports (Intervention, Special Education, Paraprofessionals)		
Student Support & Wellness (MTSS, Counseling, Restorative Practices, Mentorship)		

This organizational structure reflects clear lines of responsibility and accountability aligned to instructional leadership, operational management, and student support systems, consistent with SCCOE charter petition expectations.

Board of Directors

Sunrise Middle School is governed by a corporate Board of Directors that holds ultimate legal and fiduciary responsibility for the academic program, financial integrity, and operational viability of the Charter School. The Board acts as the policy-making body and provides strategic oversight, while delegating day-to-day operations to the school's administration. This clear delineation of roles ensures effective governance consistent with sound charter school practices.

The Board shall consist of no fewer than five and no more than eleven directors. Members are selected based on their expertise, commitment to the Charter School's mission, and ability to contribute to effective governance. New members are appointed by majority vote of the sitting Board, with the exception of any representation selected by SCCBOE.

The procedures governing Board member selection (with the exception of any representation selected by SCCBOE), terms of service, officer roles, removal, and vacancy replacement are set forth in the school's adopted Bylaws. These procedures are designed to promote continuity, stability, and accountability in governance, and to ensure the Board maintains the capacity and expertise necessary to fulfill its oversight responsibilities.

Board members are selected through a formal process designed to ensure a diverse range of professional expertise and a strong commitment to the mission of Sunrise Middle School. When a vacancy arises or additional expertise is needed, the Board may solicit

and identify qualified candidates through recommendations from current Board members, school leadership, and community stakeholders.

Prospective candidates are reviewed based on their professional experience, alignment with the school's mission and values, and ability to contribute to effective governance. Final selection is made through a majority vote of the Board at a publicly noticed meeting.

Board member terms, removal procedures, and replacement processes are governed by the Charter School's Bylaws. In general, members serve staggered terms to ensure continuity of governance. Board members may be removed in accordance with the provisions outlined in the Bylaws, and vacancies are filled using the same selection process described above.

The Board operates in full compliance with the Brown Act, Education Code Section 47604.1(c), and all other applicable state and federal laws. Meetings are publicly noticed and conducted in an open and transparent manner, and agendas, minutes, and supporting materials are maintained and made available in accordance with legal requirements.

Board members adhere to established conflict of interest policies in accordance with the Political Reform Act and Section 1090. The Charter School maintains a Conflict of Interest Code, and Board members annually file required disclosures (Form 700).

To support effective oversight, the Board may establish committees, including but not limited to finance, audit, and governance committees. These committees provide focused review and recommendations while maintaining the full Board's authority and accountability.

All Board members receive initial onboarding and ongoing governance training, including Brown Act compliance, ethics (AB 2158), conflicts of interest, public school finance (AB 640), fiduciary responsibilities, and charter school oversight, to ensure effective and informed governance.

Through these structures and practices, Sunrise ensures that its governance framework meets high standards of accountability, transparency, and effectiveness, consistent with SCCOE's expectations for Element 4.

Current Board Members

Kermit Cuff – Chair
Kermit Cuff recently retired as a transit planning supervisor for the Valley Transportation Authority (VTA). He is also an ultramarathon runner and a team captain for the 500 Mile American Indian Spiritual Marathon team. Many Sunrise students have participated in team training runs, and he is deeply passionate about helping young people believe in themselves and strive for greatness. His greatest satisfaction comes from mentoring youth.

Eddie Rocha – Vice Chair
Eddie Rocha has served as a vice president in the technology industry for nearly 20 years. Having found success through alternative education pathways, he brings a strong commitment to ensuring students who struggle in traditional settings receive the support and opportunities they need to thrive. His professional background and lived experience inform his dedication to diverse educational approaches and equitable student outcomes.

Sandy Camacho – Board Member, Parent Representative
Sandy Camacho was born and raised in San José and is the proud mother of Alisa, a student at Sunrise. She has worked for the County of Santa Clara for over 12 years as an Eligibility Worker, supporting families in navigating essential services. She is deeply committed to community service and values her role in strengthening family engagement at the school.

Jorge Sosa – Treasurer
Jorge Sosa is a former Sunrise student who later graduated from Bellarmine College Preparatory and currently is studying Kinesiology at San Jose State University. , preparing to transfer to a four-year university to study Kinesiology. He is an avid athlete and team captain with a strong passion for motivating Sunrise students to achieve their personal best.

Rosa Maritza Ontiveros – Board Member
Rosa Maritza Ontiveros is an accomplished nonprofit leader with over 15 years of experience advancing equity-driven initiatives and strengthening organizational effectiveness. She currently serves as Chief of Staff at the Center for Employment Training. Her background includes extensive experience in compliance, strategic planning, trauma-informed practices, early childhood mental health, and restorative justice. She is bilingual and recognized for her collaborative leadership style and commitment to community impact.

Rusila Racinez, Board member
Rusila Racinez has worked in education in Eastside San Jose since 2004 and is a former assistant principal at Sunrise. She currently is an adjunct math professor at Menlo College. She is an equity-driven math teacher, instructional coach, and leadership team member with extensive experience across middle school, high school, and postsecondary settings, skilled in supporting teachers and implementing equitable, accessible instructional practices in both in-person and distance learning environments. She specializes in designing equitable, accessible, and ELD-integrated math curriculum grounded in growth mindset principles. Whatever her role, she strives to cultivate spaces where students feel empowered to explore, question, and persist.

In accordance with Education Code Section 47604(c), the Santa Clara County Board of Education may appoint a representative to serve on the Board of Directors. Currently there is not an individual on the Board of Directors that was appointed by the Santa Clara County Board of Education.

Roles and Responsibilities

The Board of Directors oversees the Charter School's overall operations, evaluates the Director, provides strategic guidance, and ensures fidelity to the Charter School's mission and charter.

Day-to-day school operations are the responsibility of the Charter School's administrative leadership team, which includes the Director, an Assistant to the Director, an Assistant Principal, Director of Special Education, and Director of Human Resources and Operations.

Parents are encouraged, but not required, to visit the Charter School, observe classrooms, volunteer, and participate in advisory committees. Sunrise currently offers several family-oriented events, multiple parent-teacher-student conference afternoons each year, and weekly parenting classes and support groups in both Spanish and English. More than a dozen parents regularly attend monthly English Learner Advisory Committee (ELAC) and School Site Council meetings.

Board Authority

The Board of Directors is responsible for the following duties, including but not limited to:

1. Upholding the mission, vision, and values of the school
2. Overseeing implementation of the charter and ensuring legal and fiscal compliance
3. Approving and monitoring the annual budget, fiscal audit, and financial performance
4. Reviewing and annually approving the Local Control Accountability Plan; monitoring student outcomes
5. Establishing and approving schoolwide policies and major contracts
6. Hiring, supervising, evaluating, and, when necessary, terminating the Director
7. Approving personnel policies
8. Making final decisions on student expulsion matters in accordance with due process
9. Participating in dispute resolution and complaint procedures as required
10. Carrying out all other duties necessary for proper operation under applicable law

The Board retains ultimate responsibility for all delegated duties. Any delegation must be in writing, approved by a majority vote, specify scope and duration, and comply with all legal requirements. Budget approval, fiscal audits, performance reports, and Board policy adoption may not be delegated.

Board Meetings

The Board typically meets monthly, with additional meetings held as needed. All meetings comply with the Brown Act and are open to the public. Agendas are posted at least 72 hours in advance for regular meetings and 24 hours in advance for special meetings, both at the school site and on the Charter School's website.

A majority of directors constitutes a quorum. Teleconferencing is permitted in compliance with the Brown Act, including, minimally, public access and roll-call voting.

Accurate minutes and meeting materials are maintained at the Charter School office.

Board Committees and Advisory Councils

Sunrise Middle School's leadership structure includes several interconnected bodies that support effective governance, stakeholder engagement, and continuous improvement. While the Board of Directors retains ultimate decision-making authority, these groups provide essential input, oversight support, and stakeholder voice in alignment with state and federal requirements.

Board of Directors (Governing Body)

The Board of Directors serves as the Charter School's governing authority, holding fiduciary responsibility and final decision-making power over policy, budget, and strategic direction. The Board reviews input from advisory bodies and committees to inform its actions, ensuring decisions are responsive to student needs and aligned with the Charter School's mission and LCAP priorities.

Board Committees

The Board may establish standing or ad hoc committees (e.g., finance, audit) to support its oversight responsibilities. These committees analyze information in greater depth and provide recommendations to the full Board but do not have independent decision-making authority. All final actions are taken by the Board in compliance with the Brown Act.

***Administrative** Leadership Team*

The administrative team, led by the Director, is responsible for implementing Board-adopted policies and managing the day-to-day operations of the Charter School. This team brings forward recommendations, data, and reports to the Board and its committees, ensuring alignment between governance decisions and operational practice.

Teachers and Instructional Staff

Teachers are responsible for delivering the academic program and play a key role in continuous improvement through data analysis, curriculum development, and instructional collaboration. Teacher input is elevated through the administrative team and informs both advisory groups and Board-level decision-making.

Parent Advisory Councils

Sunrise maintains two formal parent advisory bodies that provide structured input to both school leadership and the Board:

- School Site Council (SSC)**:** The SSC advises on the development, implementation, and evaluation of the Charter School's LCAP and related expenditures. The SSC includes parent, staff, and student representation and ensures that school goals and resources reflect community priorities.
- English Learner Advisory Committee**:** The ELAC provides input specifically on programs and services for English Learners, including language acquisition, reclassification, and family engagement. The ELAC advises the Charter School on how to best support English Learner achievement and ensures compliance with applicable requirements.

Input and recommendations from both SSC and ELAC are formally considered by the administration and shared with the Board to inform decision-making.

Student Council

The Student Council provides a structured avenue for student voice and leadership. Students contribute ideas related to school culture, activities, and climate, and their feedback is shared with school leadership to inform decision-making and improve the student experience.

Parent Involvement

Through these multiple formal and informal structures, Sunrise ensures that parent voice meaningfully informs decision-making while respecting the realities of families' work and home responsibilities.

Sunrise Middle School actively engages families as partners in education through multiple formal and informal structures, while recognizing the realities of parents' work and family responsibilities. Parents serve on the Board of Directors, School Site Council, and ELAC, all of which meet monthly.

All parents are welcome to visit the Charter School at any time and are encouraged to participate in parent nights, conferences, special events, and student performances, all offered in English and Spanish. Families receive regular progress reports and frequent communication via ParentSquare, phone calls, texts, emails, and written notices.

The Charter School also offers parenting classes, parent support groups, high school information nights, and free family counseling services, either directly or through referrals to the adjacent School Health Clinic. Parental involvement is encouraged but is not required for admission or continued enrollment.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

Governing Law: "The qualifications to be met by individuals to be employed by the charter school."
(Education Code Section47605(c)(5)(E))

General Qualifications

Sunrise Middle School recruits and retains well qualified, mission-driven personnel who are committed to serving a diverse student community with excellence, empathy, and equity. All employees believe deeply in the potential of every child to thrive academically, socially, and emotionally. Staff members demonstrate professionalism, compassion, and resilience, and they uphold the Charter School's vision of developing conscious, powerful leaders for our community and world.

All employees:

- Hold the skills, credentials, and experience required for their respective roles.
- Model growth mindset and high expectations for all students.
- Create a safe, inclusive, and culturally responsive environment.
- Demonstrate collaboration, professionalism, and reflective practice.

~~(~~

- Engage in ongoing professional learning aligned with Charter School priorities.

Sunrise Middle School is nonsectarian in its employment and operational practices and does not discriminate against any individual on the basis of characteristics listed in Education Code Section220, including actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, age, marital status, pregnancy, veteran status,~~or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code~~ or association with a person~~an individual~~ who possesses~~has~~ any such~~of the aforementioned~~ characteristics.~~).~~

All ~~The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(c), SCCBE shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as SCCBE has complied with all oversight responsibilities required by law.~~

~~Attached, as Appendix C, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.~~

~~**Board of Directors**~~new employees must complete fingerprinting, background checks, TB screening, and proof of authorization to work in the U.S., as required by law. All employees are evaluated annually or semi-annually, depending on role and tenure, to support professional growth and continuous improvement.

~~The charter school is governed by a corporate Board of Directors, whose members have a legal fiduciary responsibility for the well being of the organization.~~

~~The method of board member election, terms, replacement, etc., is addressed in detail in~~ **Key Administrative Personnel**

Director

The Director maintains overall leadership of the Charter School, ensuring the realization of~~Board bylaws, included in Appendix C.~~

~~At this writing, our Board of Directors still includes six of the original seven members:~~

~~Leonard Daughenbaugh, Chair, opened seven programs for at-risk youth during his 25-year teaching career and was a probation officer for six years. He remains an active leader in the Inyo County Sheriff's Search and Rescue Team and supports the~~ Sunrise Middle's mission, operational excellence,~~Middle Outdoor Program.~~

~~Gabriel Clark, Vice Chair, is community director for the Romero Institute~~ and compliance~~the Lakota People's Law Project, and also directs the Santa Madre Center in Santa Cruz, which sponsors youth camping and organic farming.~~

~~Michael Mrache, Treasurer, is a longtime leader~~ with ~~the University of California, Santa Cruz Extension, where he now is International Programs Manager.~~

~~Marilyn Pimentel, Secretary, is an energy healer, massage therapist and artist, and also volunteers as a part-time art instructor at Sunrise.~~

~~Jose Sanchez, Member, is the owner of Cisco Floors, a small flooring company in San Bruno.~~

~~Lex Lauron, Member, makes his living in construction but finds his passion in art and music. He is often seen teaching Sunrise students new skating tricks and how to skimboard.~~

~~In accordance with Education Code Section 47604(b), SCCBE may appoint a representative to sit on the charter school's Board of Directors.~~

~~The Sunrise Board of Directors oversees the school's operations, evaluates the school's administrators, offers advice on an array of topics and, above~~ all~~, continually watches to ensure that the school stays true to its mission. It is up to the school's leadership team to run the school. This team currently includes Teresa Robinson, Founder and Executive Director/Principal; Miriam Peirano, Assistant to the Director; Anne Allee, Director of Education; and David Johnson, Director of Development. The teachers are also an important part of the school leadership team. We meet weekly, and teachers take an~~

active role in developing curriculum and benchmarks, setting discipline policy, organizing school activities, etc. Parents are encouraged to visit, observe their child, volunteer, etc., but this is not required. We currently hold two parent meetings near the beginning of the year, and then every six weeks. We also have family oriented events, such as occasional movie night, a Christmas Posada, etc. Three parents and two teachers comprise our School Site Council.

Specifically, the Board of Directors is responsible for:

1. Upholding the mission and vision of the school.
2. Overseeing the implementation of the charter.
3. Approving the general policies of the school.
4. Evaluating school and student performance.
5. Approving and monitoring the school's annual budget.
6. Approving all major contracts.
7. Receipt of funds for operation of the school in accordance with charter school laws.
8. Solicitation and receipt of grants and donations consistent with the mission of the school.
9. Hiring, supervision, evaluation and, if necessary, termination of the school's Executive Director.
10. Making final decisions on student expulsion matters.
11. Approving the school's personnel policies and monitoring the implementation of these policies.
12. Hiring and dismissal of all employees upon recommendation of the Executive Director.
13. Participation in the dispute resolution procedure and complaint procedures when necessary.
14. Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, bylaws or this charter that are necessary to ensure the proper operation of the school.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix C. As required, the Conflict of Interest Code is submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit

and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Nature of Charter Leadership Team and Support for Student Achievement

The leadership team is comprised of 5 entities: The Board of Directors, the principal and education director, teachers, the School Site Council, and the Student Council. Each entity has its set of roles with respect to supporting the academic achievement of all students.

Board of Directors: It was the members of the board who saw the need for a school dedicated to the education of low-income students and English learners in the Julian Street area between San Jose's downtown and the East Side. In writing the charter, the board members set forth the manner in which Sunrise would serve the students. That is, they defined the holistic approach of the school wherein the intellectual, social, and personal growth of each student is nurtured consciously. They determined that there would be a focus on experiential learning. They have maintained the vision that first defined the school and, in their bimonthly meetings, they examine current work at the school as well as potential initiatives in light of the charter and the defined purposes of the school.

Principal and Education Director: The principal and the education director form the on-site administrative team. The principal reports to the board and is responsible for advising the board regarding the day-to-day functioning of the school as well as for implementing the provisions of the charter. The principal serves as the link between the board, which sets policy and oversees implementation of the charter, and the teaching, tutoring, mentoring, and counseling staff, all of whom are charged with supporting the academic advancement of all the students. The education director is a veteran teacher who was brought on during the summer of 2013 to work with the teachers singly and collectively. Her role is to continuously improve teaching and to foster teacher professional development.

Teachers: The teachers work as a team to see that all students achieve. Teachers meet weekly to assess events and activities of the week, to discuss issues that may arise with

~~respect to individual students, to compare experiences, views and ideas, and to plan. In addition, all staff members hold periodic retreats to provide time for in-depth discussion and mid- to long-term planning. A key to continuous improvement is continuous, open, supportive communication. Sunrise fosters such communication through the family atmosphere it maintains and by providing a number of formal venues for the teachers to work together on behalf of their students.~~

~~**School Site Council:** The council is currently comprised of three parents and two teachers. The council's role is to advise the principal and, ultimately, the board on all matters pertaining to the education of the students at Sunrise. It is through the council that school leaders formally obtain the views of parents and teachers. The members of the council are elected by those they represent. They, thus, also gather information from and report to their constituents. Thanks to the council, there is a means within the school governance structure for parents and teachers to have a voice in policy making, program development, and accountability for the quality of education at Sunrise.~~

~~**Student** state and federal**Council:** Students share in the responsibility to make Sunrise a good school. The Student Council is the organizational device by which they exercise that responsibility within the governance structure of the school. The council's first role is to attend to the student experience at Sunrise. The council plans school events, leads fundraisers, and represents student interests and priorities in interchanges with the principal, teachers, and the board. In the effort to build a well-functioning learning community, everyone in the school plays a role. Because the school exists for the benefit of the students, it is fitting that there is a formal mechanism by which students can influence policies, events, programs, and practices at Sunrise.~~

~~Parent Involvement~~

~~Sunrise Middle School seeks the support and participation of its students' families, and engages in ongoing dialogue with these individuals to ensure the charter school remains an open, welcoming environment where their student feels safe and supported. Currently, three parents and two teachers serve on our School Site Council, which meets every other month and provides valuable advice to the school on such issues as program improvement, student support and budget priorities.~~

~~All parents are encouraged to visit the program whenever they are able. Parents are urged to participate in parent nights, parent teacher conferences, special events, and student productions – all of which are held in Spanish and English. Parents receive reports in English and Spanish – at least six times a year – on their student's progress at Sunrise. Key personnel ensure that staff members make regular contact with parents and guardians via telephone, conferences, and mail to inform them of new programming and procedures, as well as any concerns or other feedback regarding their students and school programs.~~

~~All parents are asked to volunteer at the school. However, parent participation is not mandatory.~~

~~The school also provides occasional training to parents on how to help students achieve academically, socially and behaviorally. Trainings, held in Spanish and English, include topics on academic programs, health and behavior, discipline issues, and understanding the educational process and~~ requirements~~. for graduation from high school and entrance into college.~~

~~The school makes a special effort to involve parents who do not come to regular school events by calling them in for special parent teacher conferences, which are attended by an administrator as well.~~

~~We recognize that healthy families play the most crucial role in nurturing healthy youth and a vital community. To this end, the school also offers family counseling and other support services to its interested families, either through its own staff or through referrals to outside agencies.~~

~~EMPLOYEE QUALIFICATIONS~~

~~Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).~~

~~General Qualifications~~

~~Sunrise Middle School recruits personnel who are well qualified for their positions. They understand and care deeply about the youth who will be attending our school and their families. They also set high expectations, have the ability to maintain safety and discipline among our students, possess team-building skills, have high moral and ethical standards, and are resilient and flexible.~~

~~The Charter School requires fingerprint and background checks on all employee candidates and volunteers. Volunteers who have not yet been fully processed must work within the visual surveillance and supervision of fully qualified school employees. Employees also provide proof of a clear tuberculosis test.~~

~~Key~~ Minimum Qualifications:

Demonstrated ability to **~~School Administrators~~**

~~Key school personnel include the Charter School's Executive Director and Principal, who will be responsible for maintaining the overall vision and operation of the Charter School, and will report directly to the Board, and the Charter School's Director of Education, who will be responsible for the Charter School's academic program, and will report directly to the Executive Director.~~

~~Primary job~~ qualifications ~~for the Executive Director / Principal include:~~

- ~~Ability to effectively~~ lead an educational nonprofit organization~~non-profit~~.

- Experience in ~~non-profit~~ governance, instructional leadership, and program development~~, and implementation~~.

- Expertise~~Experience~~ in teaching, counseling, and/or administration serving diverse or underserved student populations~~in schools that serve underachieving students~~.

- ~~Strong Expertise in school program development and implementation.~~
- ~~Excellent~~ communication, fiscal management, and community partnership~~outreach, and coalition-building~~ skills.

- Commitment to equity, whole-child development, and trauma-informed leadership.

- ~~Bachelor's degree required; advanced degree,~~ ~~Fund raising skills to ensure the financial viability of the Charter School.~~
- ~~Educational background to include a teaching, counseling, and/or~~ administrative credential and administrative experience preferred~~, along with a Masters of Arts degree in education or a related field~~.

- ~~Ability to inspire underachieving youth and their teachers.~~
- ~~Commitment to helping underachieving and disenfranchised youth.~~

~~The Executive Director / Principal will oversee the operation of the Charter School.~~
Responsibilities ~~will~~ include, but are not limited to:

- Overseeing daily operations and reporting~~Reporting~~ to the Board of Directors ~~all relevant information regarding the operation of the Charter School~~.

- Leading instructional vision, LCAP development, and continuous improvement cycles.

- ~~Developing the Board of Director's meeting agenda and supporting materials in conjunction with the Board secretary and the Brown Act.~~
- ~~Establishing procedures designed to carry out Board of Directors policies.~~
- ~~Acting as a liaison between the County and the Board of Directors.~~
- ~~Appointing and participating on the hiring committee.~~
- Supervising and evaluating staff~~school employees~~.

- Ensuring fiscal integrity~~Developing~~ and compliance~~administering the budget in accordance~~ with all charter, county,~~generally accepted accounting principles.~~
- ~~Making budget line item revisions when necessary~~ and state requirements~~reporting changes regularly to the Board~~.

- Managing facilities, health~~Recruiting new students~~ and safety,~~planning~~ and compliance systems.

- Coordinating~~coordinating~~ student recruitment, enrollment, and discipline procedures~~orientation~~.

- ~~Creating and implementing student disciplinary policies and procedures, along with enforcing and overseeing discipline.~~
- ~~Providing a safe environment for staff, students and all other individuals involved with the Charter School.~~
- ~~Facilitating communication and positive relationships among all the individuals and groups within the Charter School, the County, and the community.~~
- ~~Communicating with school legal counsel.~~
- Overseeing ~~the~~ special education~~, program and attending IEP meetings when necessary.~~
- ~~Preparing and updating the master schedule, the Student Handbook and the Employee Handbook each academic year.~~
- ~~Staying abreast of school laws and legislation.~~
- ~~Developing the Charter School's annual performance audit and presenting it to the Board of Directors and the County.~~
- ~~Overseeing the dispute resolution procedure and the complaint procedure when necessary.~~
- ~~Securing grants and, in other ways, seeking operating funds from outside contributors.~~
- ~~Planning professional development, with the assistance of the academic coordinator.~~
- ~~Establishing and implementing enrollment procedures.~~
- ~~Overseeing the~~ counseling, and support services~~outdoor, and extracurricular programs~~.

- Building community partnerships and securing grants.

Assistant to~~Primary job qualifications for~~ the Director **(Compliance and Operations)**~~of Education include:~~

The Assistant to the Director oversees schoolwide compliance and operational systems to ensure adherence to local, state, and federal regulations.

Minimum Qualifications:

- Knowledge of CDE, CALPADS, Title I/III, LCAP, and SELPA requirements.

- Strong organizational, analytical, and communication~~Experience and expertise in teaching low-achieving students and English Learners.~~
- ~~Proven managerial~~ skills.

- Experience with compliance monitoring, data reporting, and interagency collaboration.
- Bachelor's degree required; administrative credential, administrative experience and/or advanced degree preferred.

Responsibilities include:

- Managing compliance reports and submissions (CALPADS, LCAP, CalSAAS, etc.).
- Supporting the Director in fiscal and policy oversight.
- Coordinating audits, site reviews, and compliance documentation.
- Assisting with human resources onboarding and credential verification.
- Maintaining accurate records and supporting schoolwide accountability systems.

Assistant Principal

The Assistant Principal supports instructional quality, discipline, and professional learning.

Minimum Qualifications:

- Valid California ~~Clear~~ teaching credential and, preferably, an administrative credential~~Masters of Arts degree in education or a related field~~.
- ~~Several years teaching experience.~~
- ~~Proven ability to motivate and inspire underachieving youth.~~
- ~~Proven enthusiasm for experiential instruction.~~

~~The Director of Education reports to the Executive Director. This individual will oversee the academic program, in addition to teaching responsibilities. Responsibilities will include but are not limited to:~~

- ~~Approving the curriculum.~~
- ~~Assisting the Director on the hiring committee.~~
- ~~Mentoring the teaching staff.~~
- ~~Providing assistance to the certificated staff in the development of curriculum, English Learner and Special Needs instruction, classroom management, and content area as well as interdisciplinary instruction.~~
- ~~Coordinating the administration of standardized testing.~~

- Assisting the Director in setting up yearly staff development programs.
- Assisting the Director in providing a safe environment for staff, students and other individuals involved with the Charter School.

Teacher Qualifications

Sunrise strives to hire a diverse faculty comprising highly qualified, fully credentialed teachers in our core subject areas. At the minimum, all teachers and staff meet the legal requirements for employment, including credential requirements in Education Code Section 47605(l), which states: "Teachers in charter schools shall be required to hold a Commission on Teaching Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."

Core and college prep teachers at all levels also meet or exceed all "highly qualified requirements" under the No Child Left Behind (NCLB). Accordingly, a teacher of core academic subjects must have:

- A bachelor's degree.
- A state credential or have an intern certificate/credential for no more than three years while actively working toward completion of their state credential.
- Demonstrated core academic subject matter competence.

In addition to academic expertise, Sunrise Middle School also seeks teachers with:

- A BCLAD or CLAD credential.
- Knowledge and experience with active learning.
- Outstanding classroom management skills.
- A belief that all of our students will succeed.
- A willingness to work as part of a team for the improvement of our school.
- A willingness to work extra with students and their parents to ensure student success.
- Enthusiasm for teaching.
- The desire and ability to engage in continuing education and professional development.

Our goal is that half of our staff, if not half of our teaching staff, are bilingual in Spanish and English.

Business Personnel

The Charter School's business operations currently are divided between three entities and overseen by the Executive Director. While our business set-up could change in the future,

~~it will always support a well-managed charter school that uses its public funds carefully and wisely.~~

~~Edtec, a back-office support company for charters, handles all of our attendance accounting and federal reporting.~~

~~AccuCom Business Services~~

- Demonstrated success teaching and leading diverse learners, including English Learners and students with disabilities.

- Strong skills in coaching, data analysis, and culturally responsive pedagogy.

Responsibilities include:

- Coaching and mentoring teachers through observation and feedback.

- Supporting schoolwide MTSS, PBIS, and restorative practices.

- Coordinating curriculum development, assessment, and RTI systems.

- Overseeing safety, behavior systems, and positive school culture.

At least one of the above three administrators will have an administrative credential.

Teacher Qualifications

Sunrise Middle School strives to employ a diverse and highly skilled teaching faculty. All teachers will hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

All core teachers meet credentialing requirements under Education Code Section47605(l) and ESSA, as applicable to charter schools. Core teachers will teach only within the restrictions of their credentials. Teachers must have:

- A bachelor's degree from an accredited institution.

- The CTC certificate, permit, or other document required for the teacher's certificated assignment.

- EL Authorization as required for the assignment.

In addition, Sunrise seeks teachers who:

- Hold CLAD, BCLAD or other CTC recognized EL authorization required for their assignment.

- Use active, project-based, and culturally relevant pedagogy.
- Maintain strong classroom management grounded in relationships and restorative practices.
- Commit to collaborative, data-driven instruction.
- Show enthusiasm, creativity, and flexibility.
- Engage in ongoing reflection and professional growth.

Sunrise prioritizes hiring bilingual and bicultural educators to reflect the community it serves and to serve as positive role models for students.

Credential Monitoring and Assignment Compliance

Sunrise Middle School is committed to ensuring that all teachers, administrators, and instructional staff hold the appropriate credentials, permits, authorizations, and assignments required by applicable law. The Charter School maintains a comprehensive credential monitoring system designed to verify staff qualifications, prevent misassignments, and ensure ongoing compliance with all credentialing requirements established by the California Commission on Teacher Credentialing.

A designated member of the administrative team is responsible for credential oversight and assignment monitoring. This individual conducts annual credential verification for all certificated employees prior to the start of each school year and reviews credential status throughout the year as needed. Verification includes reviewing credential documents, expiration dates, authorizations, permits, and assignment eligibility through the California Commission on Teacher Credentialing's online credential database. The Charter School maintains credential records and monitoring calendars to ensure timely renewal of credentials and permits.

To prevent misassignments, Sunrise reviews all teaching and service assignments annually and whenever staffing changes occur. Administrative staff compare course assignments, grade-level placements, and service responsibilities against each employee's credential authorizations to ensure legal compliance. Any potential assignment concerns are addressed prior to the beginning of the school year or immediately upon identification. The Charter School works proactively with employees to secure appropriate permits, authorizations, or assignments when needed.

In addition, Sunrise continuously monitors credential status through the CTC systems and complies with all reporting requirements related to educator assignments. Through annual credential audits, assignment reviews, and ongoing monitoring, the Charter School ensures that students are served by appropriately credentialed educators and that all staffing practices remain fully compliant with state and federal requirements.

Support Personnel

Sunrise Middle School employs paraprofessionals and instructional aides to support student learning, provide targeted academic assistance, and reinforce classroom instruction under the supervision of certificated staff. These personnel play a critical role in implementing intervention supports, assisting students with diverse learning needs, and supporting the school's Multi-Tiered System of Supports.

All paraprofessionals and instructional aides meet applicable state and federal qualification requirements under the Every Student Succeeds Act. At a minimum, paraprofessionals must possess either: (1) completion of at least two years of postsecondary education (48 semester units); or (2) successful passage of a state-approved paraprofessional competency assessment.

Sunrise ensures that all support personnel are appropriately assigned, trained, and supervised to fulfill their roles effectively. Paraprofessionals work under the direct guidance of certificated teachers and may provide instructional support in whole-group, small-group, and individualized settings, including support for English Learners, students with disabilities, and students requiring additional academic intervention.

Through these practices, Sunrise ensures compliance with legal requirements while maximizing the effectiveness of support staff in promoting student achievement and equitable access to instruction.

All employees are subject to state and federal employment laws.

Staff Selection Process

~~handles our financial accounting and monthly financial reports.~~

~~Edpro Consulting helps formulate our budget, our interim reports, and our cash flow analyses, and advises us on our long-term financial plans.~~

Sunrise Middle School recruits and hires highly qualified employees through a fair and competitive selection process designed to identify candidates who possess the knowledge, skills, experience, and commitment necessary to support the school's educational mission. Vacant positions are advertised, applications are screened based on established qualifications, and selected candidates participate in interviews with school leadership and, when appropriate, other staff members. References are verified, required background checks and credential verification are completed, and final hiring decisions are based on the candidate's qualifications, experience, and demonstrated ability to support the academic and social-emotional success of Sunrise students.

Salaries and Benefits

Sunrise Middle School offers competitive salaries and benefits designed to recruit and retain high-quality employees. Compensation is established by the governing board and considers the school's financial resources, market conditions, employee responsibilities, and experience. Eligible employees receive a comprehensive benefits package that includes health insurance, participation in the appropriate state retirement system (CalSTRS if applicable), legally required benefits, paid leave, and other benefits approved by the Board.

Employee Performance Assessment

Employee performance is evaluated on a regular basis using written evaluation procedures appropriate to each position. Teachers are evaluated on instructional effectiveness, classroom management, student engagement, professionalism, collaboration, and fulfillment of assigned responsibilities. Administrators and classified staff are evaluated according to the duties and expectations of their respective positions. Evaluations are intended to promote continuous improvement by recognizing strengths, identifying areas for growth, and informing professional development opportunities.

Curriculum Training and Professional Development

Teachers receive ongoing support to ensure effective implementation of Sunrise Middle School's curriculum and instructional programs. New teachers participate in orientation and receive guidance from school leadership and experienced colleagues regarding curriculum, instructional practices, assessment systems, and school procedures. Throughout the year, teachers participate in regular professional development, collaborative planning, data analysis, and instructional coaching focused on curriculum implementation, state standards, assessment practices, and the academic and social-emotional needs of students. Professional learning is aligned with school goals and is designed to promote continuous improvement in teaching and student achievement.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. -These procedures shall require all~~include the requirement that each employee~~ of the following:~~school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).~~
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3."
(Education Code Section 47605(c)(5)(F))

~~General Procedures~~

~~Sunrise Middle School has adopted a comprehensive set of policies to ensure that the health and safety of students and staff are protected by following all federal and state safety laws as they pertain to educational programs and facilities. A comprehensive set of health and safety policies is maintained at the school site. A summary of these provisions is as follows:~~

- ~~School-wide training regarding natural disasters and other emergencies.~~
- ~~Employees and applicable contractors furnish the charter school with a criminal record summary.~~
- ~~School facilities are in compliance with the state building code. The school district regularly test sprinkler systems, fire extinguishers, and fire alarms to ensure that they are maintained in proper working condition.~~
- ~~The charter school is a drug, alcohol, and tobacco free zone.~~
- ~~Staff supervising students are trained in emergency and first aid response.~~
- ~~A safety and disaster plan is kept at the site and ready for inspection.~~
- ~~All classified and certificated staff are mandated child abuse reporters.~~
- ~~The charter school adheres to the California State Education Code regarding administration of medication in school.~~
- ~~Staff and students follow prescribed procedures if exposed to blood or other bodily fluids through injury or accident.~~
- ~~The charter school adheres to all laws related to legally required immunizations for entering students, including the Tdap booster for rising 7th grade students.~~
- ~~The school is committed to providing an atmosphere that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, sex, sexual orientation, or disability.~~
- ~~The school provides vision and hearing screenings, and a diabetes information sheet for rising 7th graders, in accordance with California State Education Code.~~

~~Special~~ Considerations

Sunrise Middle School intends to make its premises a safe place of learning for students and staff, despite the fact that some of our students may have had exposure to violence. To this end we will:

- Build a positive relationship with neighborhood police to ensure a quick response to any situation at the school, which could threaten the safety of students or staff.
- Hire staff members who have experience working in challenging situations.
- Invite qualified volunteers to help at the school, thereby increasing the adult presence.
- Encourage veteran students to act as role models for the newer students.
- Have zero tolerance for serious violence or threats of serious violence.
- Provide outreach to support families to become free of substance abuse and domestic violence.
- Have on-site counseling, including sessions from Alum Rock Counseling Center, that empower students to protect themselves from physical, emotional and sexual abuse.

In addition, we firmly believe that our plan for daily meditation in school will have a favorable impact on the incidence of violence at our school. This is indicated by the data from schools that have instituted daily meditation time into their bell schedule, as well as by our personal experience.

MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

General Procedures

Sunrise Middle School is committed to representing the racial and ethnic balance of the San Jose Unified School District.

The school holds bilingual informational sessions for prospective students. We also will distribute bilingual informational brochures and application materials at various locations within the SJUSD.

A priority has always been to serve those students whom the SJUSD's Child Welfare and Attendance (CWA) counselors and other counselors believe would be better served in a small school environment. We also recruit at, where allowed, schools, social service agencies, family resource centers, youth agencies, libraries, churches, and medical clinics.

~~**ENROLLMENT REQUIREMENTS**~~

~~*Governing Law*: "~~Sunrise Middle School maintains comprehensive policies and procedures that ensure the health, safety, and welfare of students, staff, and visitors. These policies comply with all applicable local, state, and federal laws, including those of the CDE, California Department of Public Health, California Occupational Safety and Health Administration, and the Santa Clara County Office of Education. All procedures are reviewed annually and updated to reflect new legislation, health guidance, or best practices. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.
~~*Admission requirements, if applicable." Education Code Section 47605(b)(5)(H).*~~

~~The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.~~

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol

inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Medical Response

All staff receive First Aid, CPR, and AED training every two years, and emergency contact protocols are reviewed at the start of each semester.

Vision and Hearing

Students will be screened for vision and hearing. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of its students of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The~~admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the~~ Charter School shall provide and maintain at least one all-gender restroom for voluntary student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present.~~.~~ The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

As required by law, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a~~will comply with all laws establishing minimum and~~ maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's

recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a. child abuse reporting procedures

b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a schoolbus serving the Charter School
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the Charter School confirms the presence of immigration enforcement on the school site
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Superintendent and, if there is merit to the concern, the Superintendent shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Health Screenings

Vision, hearing, and scoliosis screenings are conducted at required grade levels per Education Code Section 49450 et seq.

Environmental and Facility Safety
~~age for~~

- **Facilities** comply with the Field Act or applicable California Building Standards Code and meet ADA accessibility standards.
- Sunrise performs regular safety inspections, including:
    - Fire extinguishers, alarms, and sprinklers (Education Code Section 32001).
    - Annual lead-in-water testing (Health & Safety Code Section 116277).
    - Indoor-air-quality and HVAC filter maintenance (per Cal/OSHA § 5142).
    - Pest-management practices compliant with the Healthy Schools Act.
- The Charter School maintains a drug-, alcohol-, and smoke-free campus.

Emergency Preparedness and Crisis Response

Sunrise maintains an Emergency Preparedness Plan, reviewed and adopted annually by the Board and shared with the Santa Clara County Office of Education. The plan addresses:

- Earthquake preparedness, fire, natural disaster and evacuation drills (monthly/quarterly as applicable).
- Lockdown, shelter-in-place, and active-threat response using ALICE/Run-Hide-Fight protocols.

- Medical emergencies and hazardous-materials incidents.
- Communication procedures with first responders and parents.
- Compliance with SB 906 (2022)—firearm-related threat reporting and safety response procedures.
- Coordination with local law enforcement and emergency services for joint drills and safety plan reviews.

All staff receive emergency-response training at the start of each year, with refresher drills throughout the semester.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and scholars from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and scholars shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills monthly as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status,

denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the sexual harassment policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Continuous Improvement

Health and safety policies are reviewed annually by the Director, Assistant to the Director (Compliance), and the Board of Directors. Updates are communicated to staff, families, and stakeholders. All documentation is retained in compliance with Education Code Section 47610 and local agency requirements.

Sunrise Middle School's unwavering commitment is to maintain a safe, healthy, and inclusive learning environment where every student and staff member can thrive.

ELEMENT 7 – STUDENT POPULATION BALANCE

Governing Law: "The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Education Code Section 47605(c)(5)(G))

Sunrise Middle School complies with all applicable federal and state laws related to nondiscrimination, including, but not limited to, Education Code sections 200 and 220, Title VI of the Civil Rights Act of 1964, and the Equal Protection Clause of the Fourteenth Amendment.

Sunrise Middle School is committed to enrolling a racial and ethnic, special education, and English learner student population that is reflective of the general population residing within the territorial jurisdiction of the San José Unified School District. However, due to the transitory nature of the region and the fact that census data is slow to reflect the community, Sunrise Middle has provided a comparison of itself to the population of the San Jose Unified School District to ensure its working to reflect the racial, ethnic, special education, and EL student balance in the District.

2025 Demographic Comparison – Sunrise Middle in comparison to San Jose Unified School District

Demographic Group	Sunrise Middle	San Jose Unified School District
Hispanic/Latino	88.7%	53.5%
Asian	2.7%	14.3%
American Indian	.3%	.2%
Two or More Races	.3%	7.2%
Filipino	.3%	1.9%
White	3.7%	20.5%
English Learners	42.2%	22.1%
Students with Disabilities	14.3%	13.7%
Socioeconomically Disadvantaged	89.7%	43.6%
Homeless	15%	1%
Foster Youth	.7%	.1%

To support broad, inclusive access to the school, Sunrise implements recruitment, outreach, and enrollment practices designed to reach families throughout the surrounding community, including historically underserved populations.

Recruitment and Outreach Practices

Sunrise Middle School implements a comprehensive and inclusive recruitment strategy designed to ensure broad access and participation reflective of the community it serves, while actively reducing barriers to enrollment for historically underserved student groups.

Recruitment efforts include, but are not limited to, the following:

- A transparent, user-friendly enrollment process and timeline accessible to all interested families
- Distribution of informational and promotional materials that accurately describe the school's educational program and are designed to reach families across the diverse communities served by the District
- Availability of enrollment materials and school information in English and Spanish, and in additional languages as needed to ensure meaningful access for families with limited English proficiency
- Bilingual informational meetings for prospective students and families
- Outreach through community-based organizations, public schools, family resource centers, youth-serving agencies, and medical and social service providers, as permitted by law

Consistent with Element 7 expectations, Sunrise conducts intentional, community-based outreach to populations that have been historically underserved and may otherwise face barriers to access. The Charter School is located in a neighborhood with a high concentration of low-income, predominantly Hispanic/Latino families, and recruitment efforts are designed to ensure these families are fully informed of and able to access the program. These efforts include:

- Door-to-door outreach in nearby apartment complexes and neighborhoods
- Engagement with families at local businesses and community gathering spaces (e.g., neighborhood markets, panaderías, and taquerías)
- Distribution of flyers and materials in high-traffic community locations
- Ongoing recruitment and relationship-building with nearby elementary schools, including Rocketship Public Schools campuses and San Jose Unified School District feeder schools

As a result of this geographically focused and equity-driven outreach, Sunrise enrolls a student population that is disproportionately Hispanic/Latino relative to district and county averages. This enrollment pattern is reasonably reflective of the immediate community in which the Charter School is located and is further supported by the school's demonstrated effectiveness in serving English Learners and socioeconomically disadvantaged students. This outcome reflects community demographics, family demand, and programmatic alignment, not any discriminatory or exclusionary practice.

Sunrise Middle School does not limit recruitment to any specific demographic group. Enrollment remains open to all students residing within the District and beyond, and, consistent with applicable charter school law, admission is determined through a public random lottery when applications exceed available space.

Monitoring and Continuous Review

On an annual basis, Sunrise Middle School reviews post-enrollment demographic data, including the racial and ethnic, special education, and EL composition of its student body, and compares it to publicly available District demographic data. This review is used to assess the effectiveness of outreach and recruitment practices and to determine whether adjustments are needed in future enrollment cycles.

The Charter School maintains accurate records documenting its enrollment demographics and recruitment efforts in accordance with its charter and applicable law. These ongoing reviews provide accountability while allowing the Charter School to make timely, appropriate adjustments to outreach strategies to promote broad access and inclusion.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

~~school attendance in charter schools.~~

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." (Education Code Section 47605(c)(5)(H).)

General Admission **Policy**

Sunrise Middle School is nonsectarian in its programs, admission policies, employment practices, and all other operations. The Charter School does not charge tuition and does not discriminate against any student on the basis of any characteristic listed in Education Code Section 220.

Sunrise Middle School admits all students who wish to attend the school, subject only to capacity. No test, interview, assessment, or other evaluative measure is administered to students prior to acceptance or enrollment. The Charter School complies with all applicable laws governing minimum and maximum age requirements for public school attendance.

Admission, except as provided through~~, except in the case of~~ a public random drawing, is~~shall~~ not ~~be~~ determined by the place of residence of the pupil or the pupil's parent or legal guardian within the State of California. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), Sunrise does not require mandatory parental volunteer hours as a condition of admission or continued enrollment. While family involvement is encouraged, it is not a requirement for acceptance to or continued enrollment at the school. None of our written material requires that parents are required to put in volunteer hours; additionally, we inform parents of this when they enroll from another school. During recruitment events, enrollment, registration, and throughout the school year, parents are reminded that volunteerism is not required for a student's acceptance or continued enrollment at the charter school~~his or her parent or legal guardian within the state~~.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Sunrise Middle School adheres to the requirements of the McKinney-Vento Homeless Assistance Act and ensures that children and youth experiencing homelessness have equal access to the same free, appropriate public education provided to other students.

Application and Enrollment Process

Students seeking admission to Sunrise Middle School are required to complete a simple, one-page application during the open enrollment period. Following acceptance, families complete an enrollment packet that includes:
~~The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:~~

~~1.~~2. Student enrollment form
~~2.~~3. Proof of immunization~~Immunization~~
~~3. 1. Home Language Survey~~
1. Home Language Survey
4. ~~Completion of~~ Emergency medical information form~~Medical Information Form~~
5. Proof of ~~minimum~~ age ~~requirements, e.g. birth certificate~~
6. Authorization for release~~Release~~ of records[3]

Prospective students and~~, along with~~ their parents or guardians are encouraged, but not required, to~~,~~ meet with the ~~school's Executive~~ Director, the Registrar~~/ Principal~~ or the Office Manager~~designee~~ to learn more about the Charter School ~~school~~ and determine whether Sunrise is~~it's~~ an appropriate educational fit ~~for them~~.

All admission and enrollment materials are provided in English and Spanish and are made available in additional languages upon request.

Public Random Drawing (Lottery)

Applications are~~will be~~ accepted during a publicly advertised open enrollment period each year for enrollment in the subsequent~~following~~ school year. At ~~Following~~ the close of the~~open~~ enrollment period ~~each year~~, applications are reviewed~~shall be counted~~ to determine whether demand exceeds capacity at any grade level. If the number of applicants exceeds available spaces, ~~has received more applications than availability. In the event that this happens, the Charter School will hold~~ a public random drawing

[3] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

(lottery) is conducted in December ~~to determine admission~~ for the impacted grade level(s).

Currently enrolled~~, with the exception of existing~~ students~~, who~~ are guaranteed admission in the following school year and are not subject to the lottery.

Admission Preferences

~~.~~Admission preferences, as permitted by Education Code Section 47605(e)(2)(B), are applied only in the event ~~in the case~~ of a public random drawing and were established at the time the charter was originally approved. The current order of preferences is as follows~~shall be given to the following students in the following order~~:

1. Siblings of ~~enrolled~~ students admitted to or attending the Charter School~~(exempt)~~
2. Children of Charter School employees (not to exceed ~~charter school teachers and staff (up to~~ 10% of total enrollment~~; exempt~~)
1. Students residing within the District. (A drawing will be held for District residents before holding a drawing for students outside the District.
~~3. Residents of the District~~
~~4.~~3. All other applicants

Any future modification to admission preferences shall be approved by the chartering authority at a public hearing and shall comply with all applicable federal and state laws, including but not limited to the California Constitution and Education Code Section 200. Preferences cannot be changed without a material revision. Preferences shall not result in limiting access for students with disabilities, English learners, academically low-achieving students, neglected or delinquent pupils, students experiencing homelessness, foster youth, economically disadvantaged students, foster youth, or students based on nationality, race, ethnicity, gender identity, sexual orientation, or any other protected characteristic. Preferences shall not require mandatory parental volunteer hours as a condition of admission or continued enrollment.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue

until all spaces are filled and preference categories are exhausted in the order provided above.

Wait List Procedures

Following the public random drawing, applicants who are not offered admission due to capacity limitations are placed on a wait list in the order drawn. The wait list remains active only for the applicable school year and does not carry over from year to year. Students are offered admission from the wait list as openings occur.

Notice and Transparency

The rules, timelines, and procedures governing admissions and public random drawings are clearly ~~At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.~~

~~Public random drawing rules, deadlines, dates and times will be~~ communicated in the application materials~~form~~ and posted on the ~~charter~~ school's website in English and Spanish.~~.~~ Public notice ~~for the date and time~~ of the lottery date, time, and location is provided after the close of ~~public random drawing will also be posted once~~ the application period. Families~~deadline has passed. The charter school will also inform parents of all applicants and all interested parties~~ of all applicants are notified of lottery procedures~~the rules to be followed during the public random drawing process~~ via mail or electronic communication~~email~~ at least two weeks prior to the lottery date.

~~The charter school will conduct the lottery in the spring for enrollment in fall of that year.~~

FINANCIAL AND PROGRAMMATIC AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

Fiscal Audit

An annual independent financial audit of the books and records of the Sunrise Middle School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The charter school will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is forwarded to the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15th of each year.

The Charter School's director, along with an audit committee, review any audit exceptions or deficiencies and report them to the Charter School's Board of Directors with recommendations on how to resolve them. The Board of Directors then submits a report to the County describing how the exceptions and deficiencies have been or will be resolved. Any exceptions or deficiencies resulting from such audits are resolved to the satisfaction of the Charter School and the County in a timely fashion. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

To date, there have not been any negative or questionable findings in the Charter School's annual audits.

~~**Performance Report**~~

~~Sunrise Middle School~~ The lottery is conducted annually, typically in the first week of December, for enrollment beginning the following school year. We notify families of acceptance within three days of the lottery. Families then have two weeks to turn in the remainder of their enrollment documents.

Student Records and Transfers

If a student is expelled or otherwise leaves Sunrise Middle School before completing the school year, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days. Upon request, Sunrise shall provide the district of residence with a copy of the student's cumulative record, including academic and health records, in accordance with applicable law.

ELEMENT 9 ~~– encourages site visitations by representatives of the County for the purpose of gathering information needed to confirm the school's performance and compliance with the terms of this charter. We believe in having an open-door policy and a close working relationship with our chartering agency.~~

~~Additionally, the school will compile and provide to the County an annual performance report, which will include, but not be limited to, the following information:~~

- ~~Summary data showing student progress toward the goals and outcomes specified in this charter.~~
- ~~A summary and analysis of the school's performance on state-mandated assessments.~~
- ~~A summary of any major decisions and policies established by the school's Board of Directors during that year.~~
- ~~Data regarding the number of staff working at the school and their qualifications.~~
- ~~Data on the ethnic balance of the student population.~~
- ~~Data regarding the number of students enrolled, on the waiting list, and expelled or suspended.~~
- ~~A list of any major changes to school policies made during that year.~~

~~PUPIL~~ SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following: ~~Education Code Section 47605(b)(5)(J).~~

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other ~~Sunrise Middle School views suspension and expulsion as the last resorts for inappropriate student behavior, and expects to keep such administrative actions to a minimum through the implementation of Positive Behavior Interventions and Supports, counseling where needed, and daily meditation. This is based on our belief that inappropriate student behavior is usually caused by: 1) insufficient training of students in the appropriate manner in which to behave, or insufficient encouragement and acknowledgement of positive behaviors; 2) student' reaction to trauma, stress, and other troublesome issues in their personal lives; or 3) insufficient time for quiet reflection.~~

~~Students and their parents are explained the basic school rules in person when they come to apply at our school. In addition, they are given a student handbook, which includes a~~

student behavior plan, or code of conduct, for our school. This is a list of expectations for our students, which is used on a school-wide basis to teach them positive behavior and to establish clear, consistent and enforceable guidelines for student conduct. Each student and their parent or guardian sign a form indicating they have reviewed and understand the policies prior to enrollment. Elements of the code of conduct are then reviewed on a regular basis in school-wide meetings, individual student conferences, etc., and students are acknowledged on a consistent basis for adhering to the code. Student input is sought when establishing more formal rewards for positive behavior.

Administrators and teachers have developed an agreement regarding which behaviors are to be handled within the classroom (minor problem behaviors that may require verbal re-direction, teacher consequence, and reminders about expected behavior), and which behaviors are to be handled by the office (major problem behaviors). All major problem behaviors are recorded and tracked in the school's student data information system in an effort to track major behavior referrals. Staff meet regularly to discuss this behavior data and to move forward with interventions where necessary. Parents are also involved in the process. They are notified of our behavioral expectations, and are informed both when they are being met by their student and when they are not. They also are asked for input on how to resolve their student's issues. Finally, they are asked to volunteer at the school and/or observe what is taking place.

Our Behavior Plan attempts to help our students engage in positive behaviors, and recognize, understand, and eliminate inappropriate ones. We recognize that teaching about responsible decision making will be fruitless unless students are permitted to make better decisions by first experiencing and understanding both the positive and negative consequences of those they're already making.

The positive behaviors that we teach and uphold include:

- Showing up at school every day on time
- Dressing and speaking appropriately
- Completing schoolwork
- Telling the truth
- Respecting others and their property
- Staying clean and sober
- Living with courage
- Caring
- Learning from every experience
- Making a difference

We at Sunrise Middle School also maintain that the school can do much to reduce the occurrence of inappropriate behavior by providing students with group and/or individual sessions to release feelings about anger or grief resulting from trauma in their personal lives. We recognize that many of our students have emotional needs that may distract them at school and keep them from behaving appropriately and performing at their regular ability level. For this reason, we offer one-on-one and group counseling to these

~~students, when needed. This charter's lead petitioner, who will be the site administrator, is a certified educational counselor, and oversees the student counseling program, which also draws on community resources.~~

~~Finally, we believe that giving students time each day for silence and reflection – something that often is not possible at their homes – greatly reduces their likelihood to fight, be disruptive in class, or act out in other negative ways.~~

~~Nevertheless, there are still times when students need to realize significant consequences for serious violations of our code of conduct. Students earn in-house suspension or after-school time as consequences for this behavior wherever possible, since home suspension often results in students having more time away from supervision and guidance. Parents are notified and consulted – in person, if at all possible – after each of these violations.~~

~~Sunrise Middle School has established a comprehensive set of discipline, suspension and expulsion policies. These policies are informed by applicable federal constitutional, statutory, and case law and by laws governing suspensions and~~ expulsions *for disciplinary reasons, both of the following:*

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate ~~in school districts (Education Code sections 48900 et. seq.) and are in accord with~~ the procedures *specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the*~~described below. These rules and~~ procedures *specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school*

issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code Section 47605(c)(5)(I).

General Provisions and Philosophy

Sunrise Middle School is committed to maintaining a safe, supportive learning environment that promotes positive behavior, accountability, and student growth. The Charter School implements a multi-tiered system of supports, including Positive Behavioral Interventions and Supports, counseling services, restorative practices, and social-emotional learning, in order to minimize the need for exclusionary discipline.

Suspension and expulsion are used only as measures of last resort, after other interventions have been attempted when appropriate, and in accordance with applicable law and due process requirements~~are~~.

Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled, and the procedures governing those suspensions and expulsions, in order to establish its list of offenses for suspensions and expulsions. The provisions that follow are largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School will periodically review its policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures associated therewith, so long as not materially different from the charter petition.

Similarly, the procedures for student suspension, expulsion, and involuntary removal, and may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will~~and~~ clearly describe discipline expectations.

Corporal~~At no time will corporal~~ punishment shall not be used under~~as a disciplinary measure against~~ any circumstances.

The Charter School Administration shall ensure that students and their parents/guardians[4] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Director may, whenever possible and practicable, provide alternatives to suspension or expulsion. These

[4] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Director or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Director or designee shall:

1) Document the actions taken and save the document to the student's record
Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Grounds for Suspension and Expulsion ~~of Students~~

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or recommended for expulsion when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the pupil's own prescription products by a pupil. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive

educational environment. This section shall apply to pupils in any of grades 5 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 5 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 5 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.~~Sunrise Middle School notes that there are certain behaviors which, under State Education Code, require that a student be immediately suspended and recommended for expulsion. These include:~~

~~a. Possessing a firearm.~~

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any

serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

~~b.~~a. Brandishing a knife at another person.

~~c.~~ Unlawfully selling a ~~Selling controlled substances.~~

~~d. Sexual assault or battery.~~

~~e. Possessing explosives.~~

~~Other behaviors that require immediate suspension and consideration for expulsion, under State Education Code, include:~~

~~f. Exchanging, giving away, having possession of, or being under the influence of any~~ controlled substance listed~~.~~

~~g. Using or having possession of anything that can be defined as a weapon.~~

~~h. Striking, menacing, or threatening any school employee.~~

~~i.~~b. ~~Fighting, instigating, or taking part~~ in Health and Safety Code Section 11053, *et seq*~~a fight~~.

~~j. Making terrorist threats.~~

~~k. Intentional destruction, defacing, or theft of school property.~~

~~1. Sexual harassment.~~

~~Other behaviors for which a Sunrise Middle School student may be suspended or considered for expulsion include:~~

~~1. Causing, attempting to cause, threatening to cause, or participating in an act of hate violence.~~

~~2.~~1. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code,~~robbery~~ or committed a sexual battery as defined in Penal Code Section 243.4~~extortion~~.

~~3. Possessing or using tobacco or any product containing tobacco or nicotine products.~~

~~4. Committing an obscene act or engaging in habitual profanity or vulgarity.~~

~~5. Unlawfully possessing or negotiating to sell any drug paraphernalia.~~

~~6. Habitually disrupting school activities.~~

~~7. Knowingly receiving stolen school property or private property.~~

~~8. Possessing an imitation firearm that is substantially similar to an existing firearm.~~

~~9. Harassing, threatening, or intimidating a student who is a witness in a school disciplinary hearing in an effort to prevent witnessing or to retaliate.~~

~~A student may be suspended or expelled for the prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.~~

~~The Sunrise Middle School Board of Directors makes final decisions regarding suspensions and expulsions, subject to normal notification, hearing, and appeals process procedures. In general, the Board attempts to balance the rights of the offending student, bearing in mind that he/she is still very young, along with the rights of any victim and the need to protect the safety of the entire student population.~~

~~Sunrise Middle School follows Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.~~

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. This term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

A student may be suspended by the Charter School Director or designee. Suspensions shall be initiated according to the following procedures:

1. Conference

~~Informal conference:~~
Suspension shall be preceded, if possible, by a~~an informal~~ conference conducted by the Director or designee ~~site administrator~~ with the student and his or ~~/~~her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee. ~~. The student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.~~

The conference may be omitted if the Director~~site administrator~~ or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and ~~the~~ student shall be notified of the student’s right to return~~go~~ to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for

failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians~~:~~

At the time of the suspension, an administrator or designee~~a school employee~~ shall make a reasonable effort to contact the parent/guardian by telephone, by email,~~phone~~ or in person. Whenever a student is suspended, the~~The~~ parent/guardian shall ~~also~~ be notified in writing of the suspension and the date of return following suspension.~~.~~ This notice shall state the specific offense(s) committed by the student as well as~~, and~~ the date ~~and time when~~ the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.~~.~~

Suspension Time Limits/Recommendation for Expulsion~~Limit:~~

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. ~~If a suspension is extended, the student may be suspended pending an expulsion hearing.~~

Upon a recommendation of expulsion by the Director~~site administrator~~ or Director's designee, the pupil~~student~~ and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil~~student~~ should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents/guardians, unless the pupil and the pupil's parents/guardians fail to attend the conference.

This determination will be made by the Director~~The site administrator~~ or designee ~~will make a decision~~ upon either of the following: ~~determinations: (~~1) the pupil's~~student's~~ presence will~~may~~ be disruptive to the education process; or ~~(~~2) the pupil~~student~~ poses a threat or danger to others. Upon either determination~~finding~~, the pupil's suspension will~~student may~~ be extended~~placed in an alternative setting~~ pending the results of an~~the~~ expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 5 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Expulsion Procedure

Authority to Expel~~:~~

A student may be recommended for expulsion by~~Only~~ the Charter School Director or designee. The Charter School may expel a student following a hearing adjudicated by an Administrative Panel selected by the Director to determine whether the student shall be expelled. The procedures herein provide for such hearing and notice.

If an Administrative Panel conducts the hearing, it shall consist of at least three members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter~~Sunrise Middle~~ School Board of Directors. The Administrative Panel shall be presided over by a member of the Administrative Panel, whom the Administrative Panel designates as the chairperson. The Administrative Panel shall make the determination regarding the ~~upon the recommendation of a Board committee may expel a student. The Board committee may recommend~~ expulsion of any student found to have committed an expellable offense, subject to appeal and review by the~~one of the enumerated offenses. The decision of the charter school's~~ Board of Directors. ~~is final.~~

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA).

~~Procedure:~~
~~Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty school days after the site administrator or designee determines that the student has committed an expellable offense.~~

~~The hearing will be presided over by the charter school site administrator, who will make a recommendation to the Board committee.~~

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

1. The ~~the~~ date~~, time~~ and place of the expulsion hearing.
2. A~~; a~~ statement of the specific facts, charges and offenses upon which the proposed expulsion is based.

3. A~~; a~~ copy of the Charter School's~~school's~~ disciplinary rules which relate to the alleged violation.

Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.~~;~~

An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or~~and~~ to employ and be represented by counsel or a non-attorney advisor.~~;~~

An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.~~;~~

4. An explanation of the opportunity to confront and question all witnesses who testify~~testifying~~ at the hearing.

An explanation of~~; and~~ the opportunity~~right~~ to question all evidence presented and to present oral and documentary evidence on the student's behalf~~,~~ including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

~~The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the scheduled hearing date.~~

Record of Hearing~~:~~

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record~~written transcription~~ of the proceedings can be made.

~~Presentation of Evidence:~~
~~While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Board committee to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.~~

~~Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.~~

~~The decision of the Board committee shall be in the form of a recommendation to the charter school Board of Directors, which will make the final determination regarding the expulsion.~~

~~Written Notice to Expel:~~
~~A decision to expel shall be made within ten school days following the conclusion of the hearing unless all parties agree to a longer time.~~

~~Following a decision of the Board to expel, the site administrator shall send written notice of the decision, including the Board's findings of fact, to the student and parent/guardian. The student will be obligated to inform any new district in which he/she seeks to enroll of his/her status with Sunrise.~~

~~If a student is expelled or leaves the charter school without completing the school year for any reason, the charter school shall notify the superintendent of the district of the student's last known address within thirty days and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information. Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.~~

~~If the expulsion panel decides not to recommend expulsion, the student shall immediately be returned to school.~~

~~Rehabilitation and Readmission:~~
~~Students who are transferred or expelled from Sunrise Middle School shall be given a rehabilitation plan that shall allow for periodic review for readmission.~~

~~The decision to readmit a student~~ **Expulsion Decision**

The determination of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written determination for expulsion, which will be reviewed by the Board of Directors as an appeal if requested by the parent/guardian within ten (10) calendar days of issuance of the notice of expulsion.

If the Hearing Officer or Administrative Panel decides not to expel, or the Board of Directors ultimately decides on review/appeal not to expel, the student shall immediately be returned to their previous educational program.
~~shall be at the sole discretion of the Sunrise Middle School site administrator, following a meeting with the student and parent/guardian or representative~~
Written Notice to Expel

The Director or designee, following the expulsion determination, shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The parent/guardian shall have ten (10) calendar days to appeal by requesting review by the Board of Directors. If no appeal/review is requested, the expulsion becomes final on the eleventh (11th) day after notice was issued.

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence, upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Charter School shall also send a copy of the student's cumulative record, including transcripts of grades and health records to the student's district of residence.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Appeal and Board Review

If an appeal is requested, the Board of Directors, or a committee thereof, shall review the expulsion within ten (10) school days following the conclusion of the hearing, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. The Board review/appeal is not a second hearing. Rather, the Board appeal is a review for procedural error, and whether the evidence supports the expulsion.

The Board of Directors' decision to expel shall be final—there is no further appeal.

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with student and/or student's parent/guardian as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Director at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Director's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.~~in the school environment.~~

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities~~:~~

1. Notification of SELPA
The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension ~~:~~
Students ~~A Sunrise Middle School student who has been identified with disabilities pursuant to IDEIA and who is~~ suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change)~~,~~ and to progress toward meeting the goals set out in the child's IEP/504 Plan; and~~student's IEP. Such a student shall~~ receive, as appropriate, a functional behavioral assessment ~~or functional analysis,~~ and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination ~~:~~
Within ten (10)~~The school, the parent, and relevant members of the IEP team shall review all relevant information in the student's file within ten~~ school days of a recommendation for expulsion or any decision to change the placement of a child~~student~~ with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian ~~.~~

~~A determination shall be made as~~ to determine:

a. If~~whether~~ the conduct in question was caused by, or had a direct and substantial relationship to, the child's~~student's~~ disability~~;~~ or

If the conduct in question ~~if it~~ was the direct result of the local educational agency's~~School/LEA's~~ failure to implement the IEP/504 Plan.

If the Charter School,~~IEP team makes~~ the parent/guardian and relevant members~~determination that one~~ of ~~these conditions exists, then the behavioral violation will be deemed a manifestation of the student's disability, and~~ the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team~~ team~~ shall:

a. Conduct~~ conduct~~ a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

Return the child~~the student. The student shall be returned~~ to the placement from which the child~~he/she~~ was removed, unless the parent/guardian and the Charter School~~school~~ agree to a change of~~the~~ placement as part of the modification of the behavioral intervention plan.

If the Charter School, the~~school,~~ parent/guardian, and relevant~~IEP team~~ members of the IEP/504 Team determine that the behavior was ~~not a manifestation of the student's disability and that the conduct in question was~~ not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School~~school~~ may apply the relevant disciplinary procedures to children with disabilities~~the student~~ in the same manner and for the same duration as the procedures would be applied to students~~student~~ without disabilities.

4. Due Process Appeals
The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

5. Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7.
Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA~~IDEIA~~ and who has violated the Charter School's~~school's~~ disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge~~school knew or should have known~~ that the student was disabled before the behavior occurred.

The Charter School~~school~~ shall be deemed to have ~~that~~ knowledge that~~if~~ the student had a disability if one of the following conditions exists:

a. The parent/guardian has ~~or a teacher had~~ expressed concern in writing, or orally if the parent/guardian does not know how to write or has a ~~about a~~ disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has ~~and/or had~~ requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior

demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School~~. The charter school~~ shall not be deemed to have ~~that~~ knowledge that the student had a disability if the parent/guardian has ~~had~~ not allowed an evaluation~~, or~~ refused services, or if the student has been evaluated and determined to not be eligible.

District and County Office Involvement

Student disciplinary matters are the responsibility of the Charter School and shall be handled in accordance with the Charter School's adopted discipline policies and applicable law. SCCOE shall exercise its oversight responsibilities through review of required reports, records, and other information as required by law, but shall not be involved in individual disciplinary decisions. In the event of an expulsion, the Charter School shall provide all required notifications to the student's district of residence, SCCOE, and any other agencies or entities as required by applicable law.

ELEMENT 10 – RETIREMENT SYSTEMS, BENEFITS~~SYSTEM~~

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -Education Code Section 47605(c~~b~~)(5)(J~~K~~).

For eligible certificated employee retirement benefits, Sunrise Middle School participates~~we participate~~ in the State Teachers'~~Teacher's~~ Retirement System and works directly with the Santa Clara County Office of Education to provide required payroll and reporting information.

For non-certificated employees, Sunrise provides coverage under Social Security and offers~~("STRS"). We offer~~ a school-sponsored retirement plan. Currently, this is a 403(b) tax-sheltered annuity plan administered by Employee Benefits Services and Advisors, a California-based third-party retirement plan administrator.~~ and Social Security to full-time non-certificated staff.~~

The ~~Executive~~ Director or designee~~/ Principal~~ is responsible for ensuring that appropriate arrangements for retirement and benefits coverage are made. All compensation, benefits, and other terms and conditions of employment are determined and implemented in accordance with Sunrise policies, approved by the Board of Directors, and updated as needed.

Sunrise also provides all mandatory employer benefits, including workers' compensation insurance, unemployment insurance, Medicare, and Social Security.

Medical, dental, and vision insurance are provided to all qualifying employees. Sick leave and vacation leave do not transfer from another school or to another school, unless otherwise permitted by the receiving employer.

The school's administrative leadership team oversees staff recruitment, selection, and termination. The Board of Directors retains final authority over hiring and termination decisions.

The Director of Human Resources monitors employee credentialing, as applicable, and provides all employees with an Employee Handbook that outlines rights, responsibilities, and employment policies.

For purposes of the Educational Employment Relations Act (EERA), Escuela Xochitl Tonatiuh, Inc. is the exclusive public school employer of its employees. Accordingly, collective bargaining agreements of local school districts or the County do not apply to Sunrise employees. Sunrise recognizes employees' rights to organize for collective bargaining purposes in accordance with applicable law.

Labor Procedures, Employee Complaints, and Due Process

Sunrise Middle School maintains written personnel policies and procedures governing employment practices, working conditions, employee rights and responsibilities, evaluation, discipline, and separation from employment. These policies are contained in the Charter School's Employee Handbook and are administered in accordance with applicable federal and California law.

Employees may raise concerns or file complaints through established grievance procedures set forth in the Employee Handbook. Complaints are reviewed promptly and fairly, with opportunities for informal resolution when appropriate and formal review when necessary. Employees subject to disciplinary action are afforded appropriate notice, an opportunity to respond, and any due process rights required by applicable law and Charter School policy.

The Charter School is committed to administering all employment matters in a fair, consistent, and legally compliant manner while respecting the rights of all employees.

ELEMENT 11 ~~PUBLIC SCHOOL~~ ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. ~~-~~Education Code Section 47605(c~~b~~)(5)(K~~L~~).

No student is required to attend Sunrise Middle School. Students who choose~~decide~~ not to attend Sunrise~~this school~~ may enroll in~~attend~~ other public schools within their ~~school~~ district of residence or pursue ~~an~~ intra- or inter-district transfer options in accordance with the~~existing enrollment and transfer~~ policies of their district or county of residence.

Parents and guardians of students~~each student~~ enrolled at Sunrise ~~in our school~~ are informed upon enrollment that attendance at Sunrise does not guarantee a ~~the student has no~~ right to admission or attendance to any ~~in a~~ particular school of a~~any~~ local educational~~education~~ agency (District or County) or program~~as a consequence of enrollment in Sunrise~~, except as otherwise provided by law~~to the extent that such a right is granted by the County~~.

ELEMENT 12 –
~~EMPLOYEE~~ RETURN RIGHTS OF EMPLOYEES

Governing Law: The ~~A description of the~~ rights of an~~y~~ employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c~~b~~)(5)(L~~M~~).

No employee of the San José Unified School District or the Santa Clara County Office of Education is required to work at Sunrise Middle School.

~~No public school district employee shall be required to work at the charter school. All Sunrise Middle School staff are employees only of the charter school and have no right of return, employment, or gain of seniority at any school district unless the employee requests and is granted a leave of absence by the Board of Trustees of the affected school district prior to coming to our school. This must be pursuant to an applicable collective bargaining agreement, district policy, and law.~~

Employees of a school district or county office of education ~~the County~~ who accept~~choose to leave the~~ employment ~~of the County~~ to work at Sunrise Middle~~the Charter~~ School shall~~will~~ have no automatic right~~rights~~ of return to their former position~~the County after employment by the Charter School~~ unless such~~specifically granted by the County through~~ a right is expressly granted by the employing district or county office of education. Such employees shall not accrue service credit, tenure,~~leave of absence~~ or other employment rights ~~agreement. Charter School employees shall have any right upon leaving the County to work~~ in their former district or county during employment at Sunrise unless explicitly authorized by ~~the Charter School~~ that entity. Accumulated sick leave, vacation leave, and other leave balances from ~~the County may specify, any rights of return to employment in~~ a school district or county office of education shall not be transferred to or from the Charter School except as required by applicable law

Compensation, Employment Status, Benefits, and Employee Rights

Employees of Sunrise Middle School shall be compensated on either a salary basis or an hourly basis, depending on the position and duties assigned. Positions will be classified as exempt or non-exempt in accordance with applicable federal and California wage and hour laws.

Eligible employees will receive employee benefits~~after employment~~ in accordance with~~the~~ Charter School personnel policies and applicable~~that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any~~ law. Benefits may include health, dental, and vision insurance, retirement benefits, paid sick leave, paid holidays, and other benefits established by the Charter School's Board of Directors.

Benefit eligibility and employer contributions may vary based on position and employment status (e.g., full-time or part-time).

Prospective employees will be informed of the terms and conditions of employment, including position classification (exempt or non-exempt), compensation, benefits, and employee rights, through job announcements, employment applications, interviews, offer letters, the employee handbook, and applicable personnel policies. Employees will also receive notice of their rights under applicable federal and state employment laws upon hire.

ELEMENT 13 –
DISPUTE RESOLUTION ~~PROCEDURES~~

"~~Governing Law:~~ The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. ~~Education~~ Code ~~§Section~~ 47605(b)(5)(M).)~~N).~~

Disputes Between Sunrise Middle School and the County Office of Education

Sunrise Middle School recognizes~~We realize~~ that it~~we~~ cannot bind the County to a dispute resolution process~~procedure~~ to which it has~~does~~ not agreed. Accordingly, the procedures outlined below are intended~~agree, and we do expect to have amicable relations with the County. Hence, the following is meant only~~ as a framework~~starting point~~ for collaborative ~~discussion on dispute~~ resolution and may be modified by mutual agreement through a memorandum of understanding.

Sunrise Middle School and the County Office of Education~~procedures. We~~ will make every effort to resolve disputes informally and cooperatively prior to initiating formal procedures. Nothing in this section is intended to limit or impair the County's authority to revoke the charter pursuant to Education Code section 47607.~~always be willing to consider changes to this process.~~

~~Sunrise Middle School and the County thus far have not had any disputes, and will be encouraged to attempt to resolve any future disputes amicably and reasonably without resorting to formal procedures.~~

~~In the event that a dispute between the charter school and the County does arise, the following process will be followed. Nothing in this section is intended to impair the authority or ability of the County to revoke the charter in accordance with the procedures detailed in Education Code Section 47607.~~

~~Sunrise Middle School~~ In the event of a dispute between Sunrise Middle School and the Santa Clara County Office of Education regarding the Charter, applicable law, or the County Office's oversight responsibilities, the parties shall first attempt to resolve the matter informally. The party raising the dispute shall provide written notice describing the issue, and representatives of the Charter School and SCCOE shall meet and confer in good faith to seek a mutually acceptable resolution. Where appropriate, the parties may agree upon a reasonable corrective action plan and timeline to resolve the matter. If the dispute cannot be resolved through these informal efforts, either party may pursue any remedies available under applicable law, including the procedures set forth in the Charter Schools Act.

More specifically, if a dispute arises, the following process shall be used:

1. The issue shall be reduced to writing and submitted to the County ~~and the County agree to first frame the issue in written format (dispute statement) and to refer the~~

~~issue to the~~ Superintendent ~~of the County~~ (or designee) and the ~~Executive~~ Director of Sunrise. If~~In the event that~~ the County believes ~~that~~ the ~~dispute relates to an~~ issue ~~that~~ could lead to revocation, ~~of the charter, Sunrise requests that~~ this shall be ~~specifically~~ noted in the written dispute statement.

2. The ~~charter school's Executive~~ Director and appropriate ~~, along with any other~~ school staff shall~~deemed appropriate, will~~ meet with the County Superintendent ~~and/~~or designee~~, and any County staff deemed appropriate,~~ within ten (10) business days of~~after~~ issuance of the dispute statement.
3. If unresolved,~~If this meeting fails to resolve the dispute, then~~ two members of the Sunrise~~charter school's~~ Board of Directors and two members of the County~~County's~~ Board of Education shall~~will~~ meet ~~along~~ with the ~~school's Executive~~ Director ~~/ Principal~~ and ~~the~~ County Superintendent within twenty (20) business days. ~~after receipt of the dispute statement.~~

1. If the dispute remains unresolved, the parties may agree to mediation through an independent mediator. Costs shall be shared equally.

~~4. If there still is no resolution, then the matter will be brought before an independent mediator, in a manner that is agreeable to both parties. This will happen within sixty business days of receipt of the dispute statement. Each party shall bear its own costs of dispute resolution, with the cost of the mediator being split equally amongst the parties.~~

2. If mediation is unsuccessful,~~there still is no resolution, then~~ either party may pursue other~~any alternative~~ legal remedies available under law such as binding arbitration.

~~5.~~4. Timelines~~options for resolution. All timelines in this procedure~~ may be modified by~~revised upon~~ mutual agreement. ~~by the parties.~~

Disputes Arising ~~from~~ Within the Charter School

Disputes arising ~~from~~ within the Charter School community ~~school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school,~~ shall be resolved in accordance with ~~pursuant to~~ policies adopted~~and processes developed~~ by the ~~school's~~ Board of Directors.

~~It is the charter school's desire that the County agree to promptly inform the school, in writing, if it is contacted regarding a conflict at the school, and to inform the involved parties of the school's community complaint procedures.~~

~~It is the charter school's desire that the County agree not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the school's Board of Directors has requested the County to intervene in the dispute.~~

Generally:~~,~~

- Disputes shallwill first be brought informally to the charter school's Executive Director/ Principal for resolution.
- If unresolvedthe dispute is not resolved at this level, the matter shallwill be presented tobrought before the school's Board of Directors. The Board's decision shall be final.

- The Charter School shall also maintaindirector will provide a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copywritten summary of the Charter School's policies and internal dispute and all attempts at resolution process. The County shall promptly refer all disputes not related to a possible violation of for the charter or law toschool Board of Directors. All involved individuals will also be allowed to submit their own summaries. The decision of the Charter Schoolschool's Board of Directors will be final.

ELEMENT 14 –
~~PUBLIC~~ SCHOOL ~~EMPLOYER~~

~~*Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*~~

~~Sunrise Middle School is the exclusive public school employer of the school's employees for the purposes of the Education Employment Relations Act ("EERA"). Sunrise Middle School will comply with the EERA.~~

CLOSURE PROCEDURES

Governing Law: The~~A description of the~~ procedures to be used if the charter school closes. ~~-~~The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(~~c~~b)(5)(~~N~~P).

In~~Closure of~~ the event of closure, Sunrise Middle School shall follow the procedures outlined below, regardless of the reason for closure. The Charter School shall work cooperatively with the Santa Clara County Office of Education to ensure an orderly and efficient closure process.

Closure shall~~will~~ be documented by official action of the Board of Directors, which shall~~. The action will~~ identify the reason for closure and designate the individual(s)~~. The official action will also identify an entity and person or persons~~ responsible for closure-related activities.

The Charter School shall~~Board of Directors will~~ promptly notify parents and students of the Charter School, the Santa Clara County Office of Education, the school's~~Charter School's~~ SELPA, the landlord (San José Unified School District), applicable retirement systems~~, in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security),~~ and the California Department of Education of the closure and ~~as well as the~~ effective date. Notices shall ~~of the closure. This notice will also~~ include ~~the name(s) of and contact~~ information ~~for the person(s) to whom reasonable inquiries may be made~~ regarding student records (including ~~the closure; the pupils' school districts of residence; and~~ the manner in which parents/guardians may obtain copies of pupil records), alternative educational placements, and points of contact~~, including specific information on completed courses and credits that meet graduation requirements~~.

The Charter School~~Board~~ will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in

locating suitable alternative programs. This notice will be provided promptly following the Board's~~Board's~~ decision to close the Charter School.

The Charter School~~Board~~ will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it~~they~~ will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. Student~~All transfers of student~~ records shall~~will~~ be securely transferred~~made~~ in compliance with ~~the Family Educational Rights and Privacy Act ("~~FERPA. Original~~") 20 U.S.C. § 1232g. The Charter School will ask the County to store original~~ records ~~of Charter School students. All student records of the Charter School~~ shall be transferred to the County or another agreed-upon entity if the County is unable to store them~~Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage~~.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

A~~As soon as reasonably practical, the Charter School will prepare~~ final ~~financial records. The Charter School will also have an~~ independent financial audit shall be completed within six months of~~after~~ closure and submitted to the County. All liabilities shall remain the responsibility of the Charter School. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section~~section~~ 47604.33, including but not limited to CALPADS reporting.

All assets of the Charter School shall remain the property of the Charter School, subject to applicable law, and shall be distributed in accordance with the Articles of Incorporation upon dissolution.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School,

remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.~~Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.~~

Any County-owned property shall be returned. Restricted funds shall be disposed of in accordance with applicable grant or statutory requirements.

The~~On closure, the~~ Charter School shall ~~remain solely responsible for all liabilities arising from the operation of the Charter School.~~

~~As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.~~

~~As specified by the Budget in Appendix A, the Charter School will~~ utilize its~~the~~ reserve fund, as outlined in **Appendix I,** to cover closure-related costs~~undertake any expenses associated with the closure procedures identified above~~.

MISCELLANEOUS PROVISIONS

Term

The term of this charter renewal shall~~will~~ commence July 1, 2027~~2014~~, and expire ~~on~~ June 30, 2032~~2019~~.

District Impact Statement

Sunrise Middle School recognizes that students who enroll in the Charter School may otherwise have attended San José Unified School District or other neighboring school districts, and that student enrollment may have a corresponding fiscal impact on those districts through the transfer of Average Daily Attendance (ADA) funding.

From July 1, 2027 onward, we plan to continue to enroll the following **numbers of students**:

- About 25 in grade 5
- About 90 in grade 6
- About 90 in grade 7
- About 90 in grade 8
- And about 30 additional students in a "bubble" class each year (for whichever grade level has extra students).

In total, the Charter School expects to enroll approximately 325 students. Sunrise serves a relatively small student population and draws enrollment from multiple school districts throughout Santa Clara County. The Charter School provides families with an additional public school option offering a distinctive educational program emphasizing academic excellence, environmental science, leadership, restorative practices, outdoor education, and social-emotional development. Sunrise believes its educational program complements the educational opportunities available within local school districts by serving families seeking this unique instructional model.

Sunrise is committed to maintaining a positive and collaborative relationship with San José Unified School District, neighboring school districts, and the Santa Clara County Office of Education. The Charter School will comply with all applicable legal, fiscal, reporting, and operational requirements and will work cooperatively with local educational agencies to support orderly student transitions and the accurate exchange of student records when students transfer between schools. Regarding its use of District-owned facilities, the Charter School plans to pursue a Proposition 39 facility agreement or an alternative long-term lease pertaining to its current location at 1149 East Julian Street, San José.

Budget and Financial Reporting

Pursuant to Education Code section 47605(h), Sunrise has prepared multi-year financial projections and budgets. These are included in **Appendix I** and reflect the best available information at the time of submission.

Sunrise shall submit all ~~*Governing Law: "The petitioner or petitioners shall also be*~~ *required* fiscal reports to the County in accordance with applicable law and oversight requirements. The Charter School will ~~*to*~~ *provide* the County with a copy of its annual financial report in a format prescribed by the State Superintendent of Public Instruction.

Facilities

Sunrise Middle School intends to remain at its current location at 1149 East Julian Street, San José, and will pursue a Proposition 39 facility agreement or an alternative long-term lease.

Insurance

The Charter School shall maintain insurance coverage throughout the term of the Charter in amounts and forms reasonably required by the Santa Clara County Office of Education and applicable law~~*financial statements that include a proposed first year operational budget*~~*, including*, at a minimum, Commercial General Liability, Workers' Compensation, Employer's Liability, Automobile Liability, Professional Liability (Errors and Omissions), and property insurance as appropriate. The Charter School shall name the Santa Clara County Office of Education as an additional insured where required, provide certificates of insurance upon request, and maintain all required coverage throughout the term of the Charter and any Memorandum of Understanding with SCCOE. The current requirement for coverage is $15 million.

Administrative Services

Sunrise independently provides or procures most day-to day administrative services and coordinates with the County for required reporting. Any services purchased from the County shall be governed by a written agreement. The County may charge the maximum supervisorial oversight fee allowed under ~~*startup costs, and cash flow and financial projections for the first three years of operation."*~~ *Education Code Section* 47613 for oversight.~~*47605(g).*~~

~~Attached, as Appendix A, please find the following documents:~~

- ~~A projected budget including cash flow~~
- ~~Budget assumptions~~
- ~~Financial projections for three years of operation~~

~~These documents are based upon the best data available to the Petitioners at this time.~~

~~Sunrise Middle~~ ~~School shall provide reports to the County as follows, and may provide additional fiscal reports as requested by the County:~~

~~1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.~~

~~By July 1, an annual update required pursuant~~

Business and Operations Vendors

Business and financial operations are overseen by the Director and supported by qualified vendors. Current partnerships include:

EdTec for attendance and compliance reporting.

- AccuCom Business Services for accounting and payroll.
- ExEd for budgeting, interim reporting, and financial analysis.

All operations are managed in accordance with GAAP and state charter school financial standards.

Civil Liability

~~2.~~ Pursuant to Education Code ~~Section 47606.5.~~

~~3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.~~

~~4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.~~

~~5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.~~

~~Sunrise also:~~

- ~~Utilizes an attendance recording and accounting system that complies with state law and the County requirements.~~
- ~~Is a directly funded charter school and deposits its funds in a non-speculative and federally insured bank account for use by the school.~~

- Provides the following reports required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance (ADA) reports, and the School Accountability Report Card (SARC).

Facilities

Governing Law: "The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate." Education Code Section 47605(g).

Sunrise Middle School would like to remain at its current location at 1149 East Julian Street, San Jose, and has applied for a facility use agreement under Proposition 39.

Administrative Services

Governing Law: "The manner in which administrative services of the school are to be provided." Education Code Section 47605(g).

We provide or procure nearly all of our administrative services independent of the County, and coordinate with the County Office of Education to report pertinent STRS payroll data. Any services that the Charter School would like to purchase from the County will be negotiated and established under an operational agreement, or memorandum of understanding.

The County provides oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

Civil section 47604(d), the County **Liability Impact**

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law.

Sunrise Middle School. Sunrise indemnifies the County through an annual and the County work diligently to ensure that all oversight obligations are met. Further, the Charter School and the County annually enter into a memorandum of understanding wherein the Charter School indemnifies the County for the actions of the Charter School under this charter.

~~The Charter School~~and maintains appropriate insurance coverage naming the County~~purchases liability, property, and errors and omissions insurance, as appropriate and necessary, to protect the Charter School's assets, staff, and board members. The County is named~~ as an additional insured~~. on the Charter School's general liability insurance.~~

Other

Employees are not required to engage in collective bargaining, but they have the right if they choose to do so.

CONCLUSION

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By approving the renewal of the charter for Sunrise Middle School, the Santa Clara County Office of Education will further the intent of the Charter Schools Act of 1992 by supporting student learning, educational innovation, and family choice within public education.

Sunrise Middle School looks forward to continuing to operate independently yet cooperatively with the County and to serving as a model middle school for San José youth.

4923-9451-6925, v. 2

Santa Clara County Office of Education

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Initial Charter Petition	☐
Charter Material Revision	☐
Charter Renewal	☒
On Appeal	☐

Education Code §§ 47605 47607, 47607.2

CHARTER REVIEW MATRIX – DISTRICT APPEAL

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Sunrise Middle School	Name: Teresa Robinson	**Petition Received:**	
Location of Proposed School(s): 1149 E. Julian St. San Jose	Title: Director/Principal	**Public Hearing:** (60 days from receipt)	
Grade Level: 5-8	Phone/Cell: 408-659-4785	**Board Decision:** (90 days from receipt)	
District of Proposed Charter School: SCCOE	Email: teresa@sunrisemiddle.org	☐ **30 day extension granted** (90 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Denial by District	
Evidence of district denial	Yes ☐ No ☐
District's written factual findings	Yes ☐ No ☐ Not Available ☐
Date of district denial:	N/A
Received by County Board within 30 days	Yes ☐ No ☐
Copy of the charter as denied, including signatures	Yes ☐ No ☐
Description of any changes necessary to reflect the County Board as the authorizer	Yes ☐ No ☐
Signed certification stating petitioner(s) will comply with all applicable law	Yes ☐ No ☐

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your **comments** are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:

Required to be included in every charter petition and/or Memorandum of Understanding.

Applies to Petition Renewals Only

Applies to Material Revisions and Renewals Only

	REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(8)	Yes	No	N/A	Page
☐	The charter school presents a sound educational program?	☒	☐	☐	25
☐	The petitioners are demonstrably unlikely to successfully implement the program?	☐	☒	☐	
☐	The petition contains the required signatures? (not required for renewals)	☐	☐	☒	
☐	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	☒	☐	☐	4
☐	The initial review finds that the petition has included all of the required elements (A-O)?	☒	☐	☐	2
☐	The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	☒	☐	☐	4
☐	The charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate, considering fiscal impact of the school? (new charters only)	☐	☐	☒	
☐	The school district is positioned to absorb the fiscal impact of the district (new charters only)	☐	☐	☒	

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)	Yes	No	N/A	Page
• 50% of the permanent status teachers currently employed at the public school to be converted.			X	

REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)	Yes	No	N/A	Page
• 50% of parents/guardians of number of students expected to attend in year 1	☐	☐	☒	
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	☐	☐	☒	

NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)	Yes	No	N/A	Page
❒ The petition acknowledges that, should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: • The California Department of Education • State Board of Education	☒	☐	☐	

REQUIRED AFFIRMATIONS: Education Code § 47605(d)	Yes	No	N/A	Page
❒ Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	☒	☐	☐	4

	CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4	Yes	No	Page
❒	Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☒	☐	Appendix
❒	Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☒	☐	4
❒	Academic performance data reports showing increases in pupil academic achievement for all student groups; dashboard, CAASPP, LCAP and annual updates	☐	☐	13
❒	Annual visits and annual reports, including correcting any deficiencies identified curing annual reviews and visits.	☒	☐	
❒	Inspections or observations of any part of the charter school at any time	☒	☐	
❒	Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	☒	☐	13
❒	Past performance of academics and operations and future plans for improvement establish likelihood of success.	☒	☐	
❒	Includes updates to comply with all laws that have gone into effect since previous approval or renewal	☒	☐	

Strengths:

Areas of Concerns:

Conclusions

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-O)				
A	Educational Program	Evidence	Addressed in Petition	Page
❒	**1. Targeted School Populations**		☒	21
	Age, grade levels and number of students	☒		23
	• Number of students per classroom	☒		22
	• Maximum enrollment predicted for school	☒		22
	Type of desired student populations	☒		21
❒	**2. Attendance**		☒	23
	• Describes whether multiple sites will be included	☒		159
	• Indicates proposed opening date(s)	☒		23
❒	Attendance requirements		☒	23
	• Includes length of school day and year	☒		23
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted.	☒		23
	• For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance.	☒		23
❒	**3. What it Means to be an Educated Person in the 21st Century**		☒	24
❒	Objective of enabling pupils to become self-motivated, competent, lifelong learners		☒	25
	Clear list of general academic skills and qualities important for an educated person	☒		24
❒	**4. Description of How Learning Best Occurs**		☒	26
	Persuasive instructional design	☒		25
	• Broad outline (not entire scope and sequence) of the curriculum content	☒		26
	• Description of instructional approaches and strategies	☒		29
	• Description of learning environment (e.g. traditional, independent study)	☒		31
	Proposed program strongly aligned to school's mission	☒		24
	Affirmation or description of curriculum aligned to student performance standards	☒		25
	Outline of plan or strategy to support students not meeting pupil outcomes	☒		36
	Instructional design or strategies based upon successful practice or research	☒		29
	Instructional strategies for special education, English learners, etc.	☒		37
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☒		26
	Educational Program describes professional development for teachers	☒		35
	Minimal instructional time (instructional minute calculations)	☒		Appendix A
	Includes school calendar	☒		Appendix A
❒	**5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)**		☐	n/a
❒	**6. English Learner Services**		☒	53
❒	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		☒	53
❒	Staff members providing English Learner Services are appropriately credentialed.		☒	107
❒	A description of the manner in which students are identified as requiring English Learner Services		☒	53
❒	A description of the process for reclassification of English Leaners		☒	55

❒	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		☒	53
❒	References to curriculum and materials that will be utilized in the instruction of English Learners		☒	52
❒	Petition explains how English Learners will be reclassified and how English Learners and reclassified English Learners will be monitored		☒	56
Strengths:				
Areas of Concerns:				
Conclusions:				
❒	**7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052**		☒	73
❒	Charter includes language that assures compliance with LCFF/LCAP		☒	75
❒	Describes **annual goals for all pupils and for each subgroup of pupils identified** in EC 52052 to be achieved in each of the **8 state priorities**, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		☒	77
	❒ A. Conditions of Learning	☒		84
	(Priority 1) Basic Needs	☒		84
	(Priority 2) Implementation of State Standards	☒		76
	(Priority 7) Course Access	☒		85
	❒ B. Pupil Outcomes	☒		76
	(Priority 4) Pupil Achievement (College and Career)	☒		76
	(Priority 8) Other Pupil Outcomes	☒		76
	❒ C. Engagement	☒		79
	(Priority 3) Parental Involvement	☒		79
	(Priority 5) Pupil Engagement	☒		79
	(Priority 6) School Climate	☒		79
	Provides specific annual actions to achieve these goals for each of the student groups listed below:	☒		77
	❒ Racial/Ethnic groups	☒		77
	❒ Low-income students, including homeless students	☒		77
	❒ English Learners	☒		77
	❒ Students with disabilities	☒		77
	❒ Foster youth	☒		76
❒	**8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)**		☐	n/a
	If serving high school students, describes how district/charter school informs parents of:	☐		
	❒ Transferability of courses to other public high schools; and	☐		
	❒ Eligibility of courses to meet college entrance requirements	☐		
	❒ Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	☐		
Strengths:				

Areas of Concern: As Foster Youth only make up .7% of our enrollment, we did not provide annual actions to achieve goals for this individual subgroup. However, we maintain that our goals applicable to all students include specific annual actions that impact and support our Foster Youth population.

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
❒	Identifies whether or not is an independent LEA for special education purposes (with verifiable written assurances)		☒	60
❒	Consulted with the Santa Clara County SELPA Director		☒	67
	• Discussed special education responsibilities of charter	☒		60
	• Discussed application of SELPA policies	☒		60
❒	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		☒	60
	• Includes fiscal allocation plan	☒		66
❒	If charter not an independent LEA (School of SCCOE for Special Ed):		☐	n/a
	• Clarifies in charter the responsibilities of each party for service delivery	☐		
	❒ Referral	☐		
	❒ Assessment	☐		
	❒ Instruction	☐		
	❒ Due Process	☐		
	❒ Agreements describing allocation of actual and excess costs	☐		
	❒ Charter fiscally responsible for fair share of any encroachment on general funds	☐		
❒	If charter is own LEA		☐	
	• Notified SELPA Director of intent prior to February 1st of the preceding school year	☒		60
	• Located within SELPA geographical boundaries	☒		159
	• Provides current operating budget in accordance with Ed Code **§** 42130 and **§** 42131	☒		Appendix
	• Provides assurances that all will be instructed in safe environment	☒		60
	• Provides copy of original charter petition and any amendments to SELPA	☒		67
	• Responsible for any legal fees relating to application and assurances process	☒		66
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A)	☒		67
	• Meets the terms of all SELPA policies and procedures	☒		60
	• Charter fiscally responsible for fair share of any encroachment on general funds	☒		66
❒	Petition includes the following assurances:		☒	62
	• The charter will comply with all provisions of IDEA and plan for how it will comply	☒		62
	• No student will be denied admission based on disability or lack of available services	☒		60

	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	☒		59
❒	Staff members providing special education services are appropriately credentialed		☒	63
❒	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		☒	60
❒	The charter school will assume full responsibility for appropriate accommodations to address the needs of any student		☒	60
❒	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		☒	61
❒	Specialized instruction and services available at the school		☒	60
❒	The provision of Designated Instruction and Services (DIS)		☒	60
❒	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☒	60
❒	The procedures for ensuring that students are referred, assessed and served in a timely manner		☒	63
❒	A description of the school's "Search and Service" procedures		☒	63
❒	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		☒	154
❒	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		☒	65
❒	Overview of how special education funding and services will be provided by:		☒	
	• Charter School	☒		66
	• Charter Granting Agency	☒		66
	• SELPA			60
❒	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☒	65
ii	**Implementation of Section 504 of the Rehabilitation Act**	**Evidence**	**Addressed in Petition**	**Page**
❒	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	☒		61
❒	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	☒		61
❒	All staff members providing services to the student are familiar with the identified needs of the student	☒		61
❒	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☒		60
❒	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	☒		61
❒	Includes plan and appropriate staffing for 504 compliance	☒		61
iii	**Implementation of Americans with Disabilities Act (ADA)**	**Evidence**	**Addressed in Petition**	**Page**
❒	Affirms charter's obligations to comply with ADA		☒	60
❒	Any facility used by charter will be ADA compliant		☒	60

Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
❒	**Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.**		☒	**75**
	How pupil outcomes will address state content and performance standards in core academics.	☐		76
	Exit outcomes include acquisition of academic and non-academic skills.	☒		76
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☒		76
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☒		76
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☒		76
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A–G" requirements.	☐		n/a
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	☒		
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☒		75
	If high school, graduation requirements defined.	☐		n/a
	If high school, WASC accreditation standards addressed.	☐		n/a
❒	**LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified student groups will meet performance goals that are stated in the charter**		☐	
❒	Statement that pupil achievement measurements will include the elements listed below:		☒	75
❒	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☒	75
❒	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		☒	76
❒	(B) The Dashboard indicators, as described in Section 52052/alternative academic performance data		☒	77
❒	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,		☐	n/a
❒	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Proficiency Assessment of California or any subsequent assessment of English proficiency, as certified by the state board.		☒	78
❒	(E) The English learner reclassification rate.		☒	78
❒	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.		☐	n/a

☐	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program.		☐	n/a
For Charter Renewal, EC 47607 and 47607.2 holds that <u>increases</u> in pupil academic achievement for <u>all groups</u> of students served by the charter school is defined as one year of growth for each year in school.				
☐	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant student subgroups		☒	13
☐	Evidence that the charter school served all students who wished to attend the school should there be sufficient space		☒	13
The High Achieving threshold for renewal per EC 47607(c)(2)(A):				
☐	1. The charter school has received the highest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or		☐	
☐	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or higher than the state average.		☐	
The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:				
☐	1. The charter school has received the lowest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or		☐	
☐	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or lower than the state average.		☐	
☐	A charter may be renewed <u>only</u> if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance <u>and</u> there is clear and convincing evidence that the school is making progress established by one year's growth for each year in school or strong post-secondary outcomes.		☐	
The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):				
☐	Review of dashboard state and local indicators, greater weight will be given to academic indicators		☒	16
☐	Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes		☒	18
Strengths:				
Areas of Concern:				
Conclusions:				

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	☒		88

	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☒		88
	Chosen assessments are appropriate for standards and skills they seek to measure	☒		88
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☒		88
	Describes minimal required performance level necessary to attain each standard	☒		91
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☒		90
	Method of measuring outcomes aligns with SARC		☒	87
❒	**LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes**		☒	**87**
❒	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		☒	87
❒	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		☒	87
❒	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☒	93
❒	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☒	93
❒	(E) Committed plan to share performance information with students, families and public agencies		☒	94

Strengths:

Areas of Concern:

Conclusions

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
❒	Describes what role parents have in the governance of the school		☒	102
❒	Describes key features of governing structure (usually a board of directors) such as:		☒	96
	• Size/composition of board	☒		96
	• Board committees or advisory councils	☒		101
	• Board's scope of authority/responsibility/conflict of interest	☒		97
❒	Status as a non-profit corporation		☒	95
❒	Tax exempt status	☒		95
❒	If non-profit, provisions for liability for debts		☒	95
❒	Has set of bylaws, policies or similar documents	☒		96
❒	Initial governing board members identified by name or the process used to select them and future board members	☒		98
❒	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	☒		99
❒	Demonstrates compliance with Brown Act		☒	100
❒	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☒	100
❒	Detailed description of any relationship with for profits, including CMO/EMO		☒	95
❒	Compliance with transparency and public accountability		☒	6
	• Public Records Act	☒		6
	• Political Reform Act of 1974	☒		97

	• Government Code 1090 et seq.	☒		97
	• Brown Act	☒		97

Strengths:

Areas of Concern:

Conclusions

E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☒		104
	Process for staff selection	☒		109
	Procedure for adequate background checks	☒		104
	Salaries and benefits for all employees	☒		110
	Measures of assessment of performance	☒		110
❒	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☒		104
❒	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Confirms that these teachers will teach only within the restrictions of their credentials		☒	107
❒	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes	☒		107
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☒		105
	Statement of acknowledgment that all employees are subject to state and federal employment laws	☒		109
	Explains how teachers will learn the curricula	☒		110

Strengths:

Areas of Concern:

Conclusions

F	Health and Safety Procedures	Evidence	Addressed in Petition	Page

❒	Affirms that each employee will furnish the school with a criminal record summary		☒	111
❒	Outlines specific health and safety practices addressing such key areas as:	☒		116
	• Seismic safety (structural integrity and earthquake preparedness)	☒		118
	• Natural disasters and emergencies	☒		118
	• Immunizations, health screenings, administration of medications, employee TB testing	☒		112
	• Tolerance for use of drugs and/or tobacco	☒		119
	• Staff training on emergency and first aid response	☒		118
	• Description of the charter school's safety plan and disaster preparedness plan	☒		116
	References/accompanied by more detailed set of health and safety related policies/procedures	☒		117
❒	Method for conducting criminal background checks for potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony, including ongoing updates		☒	111

Strengths:

Areas of Concern:

Conclusions:

G	Means to Achieve a Reflective Racial and Ethnic, Special Education, and English Learner Balance	Evidence	Addressed in Petition	Page
❒	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic, special education, and English Learner groups	☒		123
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic, special education, and English Learner balance which is reflected of the district/COE's general student population	☒		123
❒	Renewal: Includes racial and ethnic, special education, and English Learner make-up data and identifies means charter will use to address any underrepresented populations	☒		122

Strengths:

Areas of Concern:

Conclusions:

H	Admissions Policies and Procedures Consistent with 47605(d)	Evidence	Addressed in Petition	Page
❒	Mandatory assurances regarding non-discriminatory admission procedures		☒	125
❒	Clearly describes admissions procedures, including any preferences • Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference • Preferences will be approved at a public hearing and cannot be changed without a material revision • Preferences consistent with federal, state law Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent		☒	

	pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation			
	Includes a copy of an annual parent/student contract and/or handbook, if available	☐		127
❒	Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		☒	127
	Provides application and admission timelines	☒		126
❒	Specifies all information to be requested on any application		☒	126
❒	Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		☒	125

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
❒	Procedure to select and retain independent auditor	☒	**ALL IN**	8-9
❒	Qualifications of independent auditor	☒	**APPENDIX I**	8-9
❒	Audit will employ generally accepted accounting procedures	☒	**FISCAL**	8-9
❒	Describe specific scope of audit	☒		8-9
❒	Timing of audit and to whom it will be sent	☒		8-9
❒	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	☒		8-9
❒	Describes manner in which the audit will be made public	☒		8-9
❒	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year		☒	8-9
❒	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		☒	8-9
❒	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	☐		n/a

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion Procedures	Evidence	Addressed in Petition	Page
❒	Includes new legal language in header and throughout the section	☒		129

❒	Student code of conduct and process by which this information is given to students and parents/guardians	☒		131
❒	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☒		102
❒	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		☒	
❒	Describes disciplinary steps to be taken prior to suspension or expulsion	☒		132
❒	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	☒		133
❒	Identifies the detailed procedures by which pupils can be suspended or expelled.		☒	139
❒	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		☒	139
❒	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		☒	146
❒	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	☒		130
❒	What educational alternative, if any, will be provided to students who were suspended or expelled	☒		145
❒	Describes who or what body will be responsible for final suspension/expulsion decisions	☒		141
❒	Describes appeal procedures	☒		144
❒	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district		☒	144
❒	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☒		146
❒	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☒		147
❒	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 2. For suspensions of more than 10 days and all expulsions: a. Timely written notice of the charges and the pupil's rights. b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate. c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason.		☒	139
❒	Explains how resident school district or COE will be involved in disciplinary matters	☒		149
Strengths:				

Areas of Concern:

Conclusions

K	Staff Retirement System	Evidence	Addressed in Petition	Page
❒	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☒	150
❒	Specifies which retirement system for each position		☒	150
❒	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		☒	150
	Relationship between teachers and district/county bargaining unit	☒		150
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☒		150
	Labor procedures which will be applied to employees	☒		151
	Process for resolving complaints/grievances	☒		151
	Process for ensuring due process	☒		151
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☒		150
	Process for staff recruitment, selection, evaluation and termination	☒		150
	Procedure for processing and monitoring credentials if required	☒		150
❒	Establish compliance with Ed Code 47611		☒	150

Strengths:

Areas of Concern:

Conclusions

L	Attendance Alternatives	Evidence	Addressed in Petition	Page
❒	States that students may attend other district schools or pursue an inter-district or intradistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		☒	152
❒	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		☒	152

Strengths:

Areas of Concern:

Conclusions

M	Description of Employee Rights	Evidence	Addressed in Petition	Page
❒	Description of employee rights upon leaving school district or SCCOE		☒	153
	• Acknowledgment whether collective bargaining contract in district/SCCOE will be controlling	☐		150
	• Whether and how charter school staff may resume employment within the district/SCCOE	☒		153
	Sick/vacation leave (ability to carry it over to and from charter school)	☒		153
	• Whether charter school staff will continue to earn service credit (tenure) in district/SCCOE while at charter school	☒		153
	• How employees will be paid (e.g. salaried, hourly, etc.)	☒		153
	• Describes employee benefits	☒		153

	• Identifies intended employment status of charter school employees (exempt/non-exempt)	☒		153
	• Describes how rights will be communicated to prospective employees	☒		153

Strengths:

Areas of Concern:

Conclusions

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
❒	Outlines a simple process for charter and granting agency to settle disputes	☒		154
	Process indicates whether it is binding on school or granting agency/fair process	☒		155
	Step by step process for identifying/framing dispute points	☒		154
	• Whether internal charter disputes may be brought to granting agency	☒		155
	• Identifies specific parties to be involved at each step	☒		155
	• Basic rules at each step	☒		155
	• Which results are binding	☒		155
❒	Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process)	☒		155

Strengths:

Areas of Concern:

Conclusions

O	Closure of Charter School	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes		☒	156
❒	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records and pupil records (per code)		☒	157
❒	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	☒		156

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
❒	Describes how charter administrative services will be acquired or provided		☒	159
❒	Describes how the day-to-day administrative operations will be handled	☒		159

Strengths:

Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
❒	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter		☒	160

	school operates or proposes to operate and upon the county board of education and SCCOE?			
❒	Appropriate insurance coverage in conformance with SCCOE risk management standards		☒	159
❒	Indemnification/defense/hold harmless of SCCOE		☒	160
Strengths:				
Areas of Concern:				
Conclusions				

iii	Financial Plan	Evidence	Addressed in Petition	Page
❒	First year operational budget includes:		☐	N/A
❒	• Start-up costs		☐	N/A
❒	Cash flow for first three years		☐	N/A
❒	Financial projections for first three years		☐	N/A
Strengths:				
Areas of Concern:				
Conclusions				

iv	Labor Relations	Evidence	Addressed in Petition	Page
❒	Specifies whether charter or local school district will be employer for EERA purposes		☒	4
❒	Specifies whether it is the charter school or the corporation that will be the employer	☒		4
❒	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	☒		160
Strengths:				
Areas of Concern:				
Conclusions				

v	Planning Assumptions	Evidence	Addressed in Petition	Page
❒	• Number/types of students	☒	**Appendix I**	1
❒	• Number of staff	☒	**Appendix I**	5
❒	• Teacher/student ratio	☒	**Appendix I**	5
❒	• Facilities needs	☒	**Appendix I**	6
❒	• Whether the charter school will participate in the National School Lunch Program	☒	**Appendix I**	3
❒	• Costs of all major items are identified and within reasonable market ranges	☒	**Appendix I**	6
❒	• Revenue assumptions in line with state and federal funding guidelines	☒	**Appendix I**	1-3
❒	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☐	**N/A**	
❒	• Timeline allows window for grant applications to be submitted and funded	☐	**Soft money not included**	
Strengths:				
Areas of Concern:				

Conclusions

vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
❒	• Clearly identifies most major start-up costs	☐	**N/A**	
❒	• Staffing	☐		
❒	• Facilities	☐		
❒	• Equipment and Supplies	☐		
❒	• Professional Services	☐		
❒	• Assumptions in line with overall school design plan	☐		
❒	• Identifies potential funding source that could or would fund these costs	☐		
❒	• Timeline allows for grant and fundraising	☐		

Strengths:

Areas of Concern:

Conclusions

vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
❒	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☒	**Appendix I Budget**	
❒	• Revenue assumptions closely related to applicable state and federal funding formulas	☒	**Appendix I Budget and**	1-3
❒	• Expenditure assumptions reflect school design plan	☒	**Appendix I**	1-7
❒	• Expenditure assumptions reflect prevailing or market costs	☒	**Appendix I**	5-6
❒	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☒	**Not included in budget**	
❒	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☒	**Appendix I Budget – cash flow**	
❒	• If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	☐	**n/a**	
❒	• Budget clearly indicates restricted versus general operating/flexible funds.	☒	**Appendix I**	4
❒	• Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	☒	**Facilities & Insurance Section**	
❒	• Expenditure sufficient for reasonably expected legal services	☒	**Appendix I Budget**	
❒	• Expenditure for Special Education excess costs consistent with current experience in county	☒	**Appendix I Budget**	
❒	• Description of all insurance the charter school will purchase, complete with annual cost	☒	**Appendix I Budget & Facilities and Insurance Section**	
❒	• First year budget premised on realistic year 1 ADA	☒	**Budget Narrative**	1

Strengths:

Areas of Concern:

Conclusions

viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
❒	• Monthly projection of revenue receipts in line with state/federal funding disbursements	☒	**Budget & Narrative**	1-3
❒	• Expenditures projected by month and correspond with typical/reasonable schedules	☒	**Budget & Narrative**	1-3
❒	• Show positive fund balance each month and/or identify sources of working capital	☒	**Budget Narrative**	7
Strengths:				
Areas of Concern:				
Conclusions				

ix	Long-term Plan	Evidence	Addressed in Petition	Page
❒	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☒	**Budget & Cash flow & Narrative**	1-7
❒	• Revenue assumptions based on reasonable potential growth in state and federal revenues	☒	**Budget Narrative**	1-3
❒	• Revenue assumptions based on reasonable student growth projections	☒	**Population remains steady**	
❒	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☒	**Budget Narrative**	6
❒	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☒	**6-year Budget**	
Strengths:				
Areas of Concern:				
Conclusions				

x	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	☒		158
	• Provides estimated numbers of students anticipated to enroll	☒		158
	• Identify whether or not will request district-owned facilities	☒		158
Strengths:				
Areas of Concern:				
Conclusions				

xi	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district?	☒		159
	○ If not, does the Petition demonstrate any basis for an exception	☐		
	• Does the Petition identify where the school will operate?	☒		159
	• Does the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district?	☒		23
Strengths:				
Areas of Concern:				
Conclusions				

xii	Annual Financial Report	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction?	☒		159
Strengths:				
Areas of Concern:				
Conclusions				

xiii	Facilities / Transportation	Evidence	Addressed in Petition	Page
❒	• Specify where school intends to be located and describes facilities to be used by the charter school.	☒		159
❒	• Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision).	☐	**See SJUSD's Facilities Use Agreement in Facilities and Insurance Section – SJUSD won't sign new 5-year lease until charter is approved**	
❒	• Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities.	☒		159
❒	• Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.)	☒		60
Strengths:				
Areas of Concern:				
Conclusions				

xiv	Insurance Coverage	Evidence	Addressed in Petition	Page
❒	Describes minimum insurance coverage consistent with SCCOE risk management requirements	☒		159
❒	• Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.	☒		159
❒	• Liability of district/county to handle payments if charter school defaults: • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language	☒		160
❒	Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	☒		160
Strengths:				
Areas of Concern:				
Conclusions				