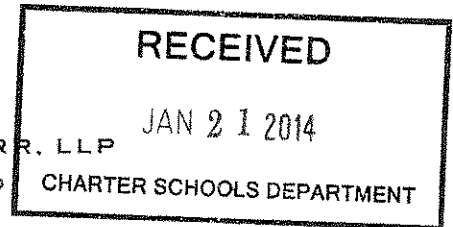




LAW OFFICES OF YOUNG, MINNEY & CORR, LLP
 SACRAMENTO * LOS ANGELES * SAN DIEGO



JANUARY 17, 2014

VIA: HAND DELIVERY

REPLY TO SACRAMENTO OFFICE

PAUL C. MINNEY
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 CHASTIN H. PIERMAN

Xavier De La Torre, Superintendent
 Santa Clara County Office of Education
 1290 Ridder Park Drive
 San Jose, CA 95131-2304

**Re: Sunrise Middle School Charter Renewal Petition
 Appeal to the Santa Clara County Board of Education**

KIMBERLY RODRIGUEZ

Dear Dr. De La Torre:

ANDREA C. SEXTON
 SARAH J. KOLLMAN
 JANELLE A. RILEY
 ANDREW G. MINNEY
 MICHELLE A. LOPEZ
 SARAH K. BANCROFT
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 KATHLEEN M. EBERT
 DREW K. RYMER
 BARBARA E. HAGBERG
 MARVIN H. STROUD

This office serves as general legal counsel for Sunrise Middle School (the "Charter School"). This letter is to inform you that the Charter School hereby appeals the denial of its charter renewal petition by the San Jose Unified School District (the "District") to the Santa Clara County Board of Education (the "County Board"), as provided for in Education Code Section 47605(j)(1) and Title 5, California Code of Regulations Section 11966.5. Title 5, California Code of Regulations Section 11966.5(a), and County Office procedures requires that a charter school whose petition has been denied and that wishes to appeal its petition to the County Board must send the following information within 30 days after the denial action:

- (1) A complete copy of the charter petition as denied by the District, including all appendices. (Attached under Binder Tab 1.)
- (2) Evidence of the District governing board's action to deny the petition (e.g. meeting minutes) and the governing board's written factual findings specific to the particular petition, when applicable, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(b). Attached under Binder Tab 2, please find:
 - a. Letter from Dane Caldwell-Holden, the District's Director of Student Services/Charter Liaison, confirming the District Board's denial of the Charter School's charter petition.
 - b. District staff report containing findings for denial of the charter renewal petition.
 - c. The Charter School's response to the District's findings for denial of the charter renewal petition, including a background of the Charter School, for introductory purposes.

OF COUNSEL

WILLIAM J. TRINKLE

Xavier De La Torre
Re: Sunrise Middle School Charter Renewal Petition
Appeal to the Santa Clara County Board of Education
January 17, 2014
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- (3) A description of any changes to the petition necessary to reflect the County Board as the chartering entity as applicable. (A revised version of the renewal charter, showing changes to reflect the County Board as the Charter School's authorizer, is attached under Binder Tab 3.)
- (4) A completed County Office Charter Review Matrix.
- (5) A flashdrive containing electronic versions of all files listed above.

At its January 14, 2014 meeting, the District Board voted to deny the Charter School's charter renewal petition. This appeal is therefore well within the 30 day limit for submission of an appeal of a charter renewal petition, as stated in Title 5, California Code of Regulations Section 11966.5(a).

According to Education Code Section 47605(b) and Title 5, California Code of Regulations Section 11966.5(d), no later than 60 days after receiving a complete petition package, the Santa Clara County Board of Education shall grant or deny the charter petition. We anticipate that the County Board will adhere to this timeline during its consideration of the charter petition.

The petitioners wish to communicate the following to the County Office of Education and the County Board members:

Sunrise Middle School has numerous documents and policies – for example, a school calendar, health and safety policies, safety drill records, etc. – which it did not attach to the renewal charter for the District, for a number of reasons. The District is very familiar with Sunrise Middle School and its operations, and its staff have made impromptu as well as formal visits to the Charter School and thoroughly examined all of its finances on a regular basis. We recognize that the County is not as familiar with our school and may want more information in order to make a well-informed decision on our charter renewal petition appeal.

Please be assured that Sunrise Middle School is more than happy to provide any information, policies, school records, board proceedings, etc., that you would like to inspect. In addition, we are happy to work with you, the staff, to ensure that our charter meets your expectations.

Additionally, when reviewing our renewal charter we realized there was an error on page 14 of the charter. The chart near the bottom of the page should have listed grades 6-8; a typographical error shows grade 7 twice, but the projected enrollment number is accurate.

Thank you for your consideration.

* * *

Xavier De La Torre

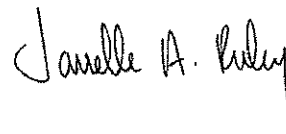
*Re: Sunrise Middle School Charter Renewal Petition
Appeal to the Santa Clara County Board of Education*

January 17, 2014

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We look forward to working with the County Board and the Santa Clara County Office of Education during consideration of the charter petition. Please feel free to contact me, or Teresa Robinson, the lead petitioner (teresa@sunrisemiddle.org; 408.206.4779) if you have any questions.

Sincerely,
**LAW OFFICES OF
YOUNG, MINNEY & CORR, LLP**

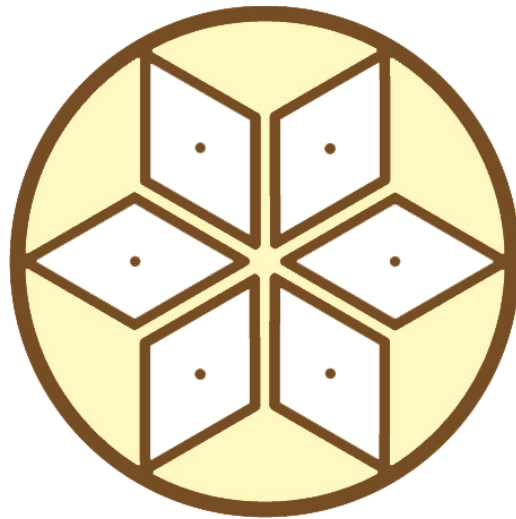


JANELLE A. RULEY
ATTORNEY AT LAW

ENCLOSURES



SUNRISE MIDDLE SCHOOL
A California Public Charter Middle School



Submitted to
The San Jose Unified School District
November 2013

For the term July 1, 2014 through June 30,
2019

For further information, please contact:
Teresa Robinson, lead petitioner
(408) 206-4779

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AFFIRMATIONS AND ASSURANCES

Sunrise Middle School (“Sunrise” or 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(c)(1)]
- 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(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(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 each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). 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(d)(2)(C). [Ref. Education Code Section 47605(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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School 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, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- 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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(1)]
- The Charter School 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).
- 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 a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- 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)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 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), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.

- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- 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 Schools 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 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 founded by 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 measurable 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 is nearing completion of its third year as a charter school in the San José 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 District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal.

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 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(b)(1))

| Year | API Score | Growth | API Target | Growth | Actual Growth | Met Target | Growth |
|------|-----------|--------|------------|--------|---------------|------------|--------|
|------|-----------|--------|------------|--------|---------------|------------|--------|

| | | | | |
|------|-----|----|-----|--------------------------|
| | | | | 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.

EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the 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(b)(5)(A)(i).

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 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(b)(5)(A)(ii).

Mission

Sunrise Middle School is a charter school for sixth through eighth grade students who are seeking a small school environment with holistic, meaningful, and stimulating education. We maintain high expectations for each of our students 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 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.

How Learning Best Occurs

We at Sunrise Middle School believe that learning best occurs:

- In a structured, consistent, and, therefore, safe environment.
- 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.
- Where 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 addition 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 |
| <p>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.</p> |
| <p><u>Local Control Accountability Plan (“LCAP”)</u></p> <p>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</p> |

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 District 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

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| 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

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| 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, <i>Inside</i> . Teachers of ELs participate in professional development to bridge the 2012 ELD standards and the existing ELD curriculum, <i>Inside</i> . |
| STATE PRIORITY #3— PARENTAL INVOLVEMENT | |
| <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i> | |
| 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 | |
| <i>Pupil achievement, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> <i>A. CA Measurement of Academic Progress and Performance statewide assessment</i> <i>B. The Academic Performance Index (API)</i> <i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> <i>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)</i> <i>E. EL reclassification rate</i> | |

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| <p><i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p><i>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</i></p> | |
| 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 | |
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| GOAL TO ACHIEVE SUBPRIORITY | N/A |
| ACTIONS TO ACHIEVE GOAL | N/A |
| STATE PRIORITY #5— STUDENT ENGAGEMENT | |
| <i>Pupil engagement, as measured by all of the following, as applicable:</i> | |
| 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. |
| 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 8 th 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 | |
| <i>School climate, as measured by all of the following, as applicable:</i> | |

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| <p>A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></p> | |
| 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 | |
| <p><i>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.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>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)</i></p> <p><i>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))</i></p> | |
| GOAL TO ACHIEVE SUBPRIORITY | Students, including all student subgroups, will have access to our academic program as outlined in the school’s charter. |

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| 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 | |
| <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i> | |
| 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 | |

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| 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. |

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| 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 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 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.

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 designed to help the student catch up in these areas.
- Academic intervention software for skill remediation.
- The modification of instructional materials and activities to accommodate the student's particular learning style.
- Tutoring – before, during, or 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. 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 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 program is particularly suited for academically high achieving students, since all students are reading at their appropriate level, as determined by frequent teacher-administered assessments.

Students working at different levels sometimes are paired so that students excelling in a particular subject can help those struggling with the material. Research demonstrates that

students deepen their understanding of subject matter through the process of teaching it to others.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the 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 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

¹ 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.

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 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 adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- 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 District 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 notified,, and will continue to notify, San Jose Unified School District 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. We recognize that it is our legal responsibility to ensure that no student with a disability shall, solely on the basis of that disability, be denied the benefits of, or otherwise be subjected to discrimination under any program at this school. Any student who has a disability, that substantially limits 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 candidate, we assemble a team to include an administrator, the parent or guardian, teachers, the student where appropriate, and any other qualified persons knowledgeable about the student. The team reviews the student's existing records, including academic, behavioral, and, if shown to 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 IDEIA and found to be ineligible, those evaluations may also be used to help determine eligibility under Section 504. The team's evaluation also considers any behaviors that interfere with regular participation in the charter school's educational program and activities.

The team's final determination as to whether the student is qualified for a 504 plan is made in writing and noticed in writing to the parent or guardian of the student in their primary language, along with procedural safeguards available to them.

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 IDEIA, the team makes a referral for assessment under the 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 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.

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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 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(b)(5)(B).

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ASSESSMENT OF MEASURABLE 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(b)(5)(C).

The Charter School affirms that its methods for measuring pupil outcomes for State Priorities, as described in this charter, shall be consistent with the way information is reported on a School Accountability Report Card, as required by Education Code Section 47605(b)(5)(C).

The Charter School’s measurable pupil outcomes, and methods for measurement of those outcomes, aligned to the State Priorities, are as follows:

| CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES |
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| <p>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.</p> <p>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.</p> |
| <p><u>STATE PRIORITY #1— BASIC SERVICES</u></p> <p><i>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))</i></p> |
| SUBPRIORITY A – TEACHERS |

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| 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. |
| 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 District will screen for safety hazards. |
| MEASURABLE OUTCOME | District 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 District’s Operations staff; annual facility inspection reports. |
| STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS | |

| <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i> | |
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| 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 6 th . |
| 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, <i>Inside</i> . Teachers of ELs participate in professional development to bridge the 2012 ELD standards and the existing ELD curriculum, <i>Inside</i> . |
| MEASURABLE OUTCOME | 20% or more of EL students will reach English language proficiency each year through the implementation of CCSS, <i>Inside</i> 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, <i>Inside</i> curriculum assessments, ELD folder and reclassification documentation |

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| STATE PRIORITY #3— PARENTAL INVOLVEMENT | |
| <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i> | |
| 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 | As demonstrated throughout our history, the calendar of school events has included events such as the Holiday Posada, parent orientation and back to |

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| MEASUREMENT | school events, report card and awards nights, movie nights, etc. |
| STATE PRIORITY #4— STUDENT ACHIEVEMENT | |
| <i>Pupil achievement, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> <i>A. CA Measurement of Academic Progress and Performance statewide assessment</i> <i>B. The Academic Performance Index (API)</i> <i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> <i>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)</i> <i>E. EL reclassification rate</i> <i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> <i>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</i> | |
| 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 | In 2013, schoolwide API target was met; API targets were met for all |

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| PERFORMANCE LEVEL | 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. |

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| 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 |
| <u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> | |
| <i>Pupil engagement, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> <i>A. School attendance rates</i> <i>B. Chronic absenteeism rates</i> <i>C. Middle school dropout rates (EC §52052.1(a)(3))</i> <i>D. High school dropout rates</i> <i>E. High school graduation rates</i> | |
| 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%. |

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| 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 8 th 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 8 th grade students. |
| BASELINE PERFORMANCE LEVEL | In 2012-13, all 8 th 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 |

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| 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 | |
| <i>School climate, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> | |
| 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. |

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| 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 | |
| <p><i>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.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>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)</i></p> | |

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| <i>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))</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 <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i> | |
| 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 6 th through 8 th 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. |

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| 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 6 th through 8 th 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 6 th through 8 th 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 8 th 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. |

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| BASELINE PERFORMANCE LEVEL | In 2013, 16% of 8 th 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 | |

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| 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 | All students will demonstrate an understanding of their actions, and how these |

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| SUBPRIORITY | 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 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. |
| 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 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 CCSS for English

1. Smarter Balanced Assessment
2. Scantron pre and post tests
3. In-class assessments
4. Authentic assessments

Meet or make substantial progress toward CCSS for Math

1. Smarter Balanced Assessment
2. Scantron pre and post tests
3. In-class assessments
4. Authentic assessments

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 progress toward fluency in English

1. California English Language Development Test
2. Inside tests and other in-class assessments
3. Scantron pre and post tests
4. Smarter Balanced Assessment
5. Teacher observations

Special Education students will meet or make substantial progress toward the goals set forth in their Individualized Education Plans (IEPs)

IEP progress and review

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 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.

| PREVIOUS YEAR CELDT OVERALL PERFORMANCE LEVEL | ANNUAL GROWTH TARGET |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning | Early Intermediate Overall |
| Early Intermediate | Intermediate Overall |
| Intermediate | Early Advanced Overall |
| Early Advanced or Advanced, but not at the English proficient level. One or more domains (reading, writing, speaking, or listening) is below Intermediate. | Achieve the English proficient level. (Overall proficiency level needs to remain at Early Advanced or Advanced level and all domains need to be at the Intermediate level or above.) |
| Early Advanced or Advanced and at the English proficient level | Maintain English proficient level |

For AMO 2, we will strive for a 20 to 30 percent increase in the number of students attaining English language proficiency by the end of each school year.

For AMO 3, we will strive for a 10 percent decrease in the number of students scoring below proficient each year.

Following is a more in-depth discussion on our school's academic performance and an 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.

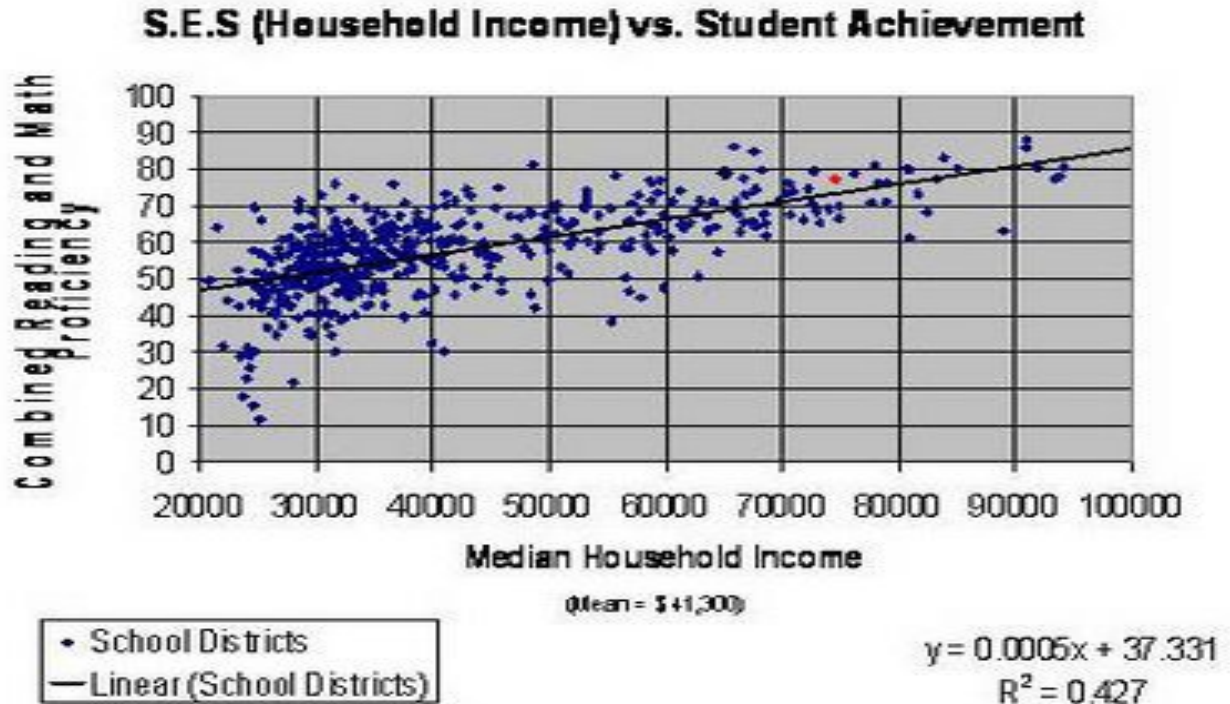
| Point Gain September to November | Average ELA Point Gain | Average November Score | Point Gain September to November | Av. Math Pt. Gain | Av. Nov. Score |
|-----------------------------------------------------|---------------------------------------|---------------------------------------|-----------------------------------------------------|----------------------------------|-----------------------|
| 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 José 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 José, 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 income 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 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 José 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 José 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 José 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 school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Legal

Sunrise Middle School is a directly funded independent public charter school operated as a duly constituted California Non-Profit Public Benefit Corporation with tax exempt IRS 501(c)3 status, and is governed in accordance with applicable California Corporations Code sections.

As a taxpayer-funded entity, 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 school is non-sectarian in its programs, admissions policies, employment practices, and all other operations. The school does not charge tuition or 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 or association with an individual who has any of the aforementioned characteristics).

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District 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 the District 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

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 the 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 Outdoor Program.

Gabriel Clark, Vice Chair, is community director for the Romero Institute and 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), the District 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 Allec, 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 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 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 non-profit.
- Experience in non-profit governance, program development, and implementation.
- Experience in teaching, counseling, and/or administration in schools that serve underachieving students.
- Expertise in school program development and implementation.
- Excellent communication, community outreach, and coalition-building skills.
- Fund raising skills to ensure the financial viability of the Charter School.
- Educational background to include a teaching, counseling, and/or administrative credential, 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:

- Reporting to the Board of Directors all relevant information regarding the operation of the Charter School.
- 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 San Jose Unified School District and the Board of Directors.
- Appointing and participating on the hiring committee.
- Supervising and evaluating school employees.
- Developing and administering the budget in accordance with generally accepted accounting principles.
- Making budget line item revisions when necessary and reporting changes regularly to the Board.
- Recruiting new students and planning and coordinating student 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 San Jose Unified School District, 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 San Jose Unified School District.
- 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, outdoor, and extracurricular programs.

Primary job qualifications for the Director of Education include:

- Experience and expertise in teaching low-achieving students and English Learners.
- Proven managerial skills.
- Clear teaching credential and, preferably, 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(1), 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 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.

HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(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).

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: "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.

The Charter School shall 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. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

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. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Prospective students, along with their parents or guardians, meet with the school's Executive Director / Principal or designee to learn about the school and determine whether it's an appropriate fit for them.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of enrolled students (exempt)
2. Children of charter school teachers and staff (up to 10% of total enrollment; exempt)
3. Residents of the District
4. All other applicants

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 form and on the charter school's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The charter school will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or 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 San Jose Unified School District's Budget Director, 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 SJUSD 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 SJUSD 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 encourages site visitations by representatives of the SJUSD 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 SJUSD 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.
Education Code Section 47605(b)(5)(J).*

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 redirection, 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 in school districts (Education Code sections 48900 et. seq.) and are in accord with the procedures described below. These rules and procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. At no time will corporal punishment be used as a disciplinary measure against any student.

Grounds for Suspension and Expulsion of Students

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.
- b. Brandishing a knife at another person.
- c. 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.
- g. Using or having possession of anything that can be defined as a weapon.
- h. Striking, menacing, or threatening any school employee.
- i. Fighting, instigating, or taking part in a fight.
- j. Making terrorist threats.
- k. Intentional destruction, defacing, or theft of school property.
- l. 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. Committing or attempting to commit robbery or 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.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal conference:

Suspension shall be preceded, if possible, by an informal conference conducted by the site administrator with the student and his/her parent/guardian. 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 site administrator or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the right to go to school for the purpose of a conference.

Notice to Parents/Guardians:

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by phone or in person. The parent/guardian shall also be notified in writing of the suspension. This notice shall state the specific offense committed by the student, and the date and time when the student may return to school.

Suspension Time Limit:

Suspensions, when not including a recommendation for expulsion, shall not exceed five 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 site administrator or designee, the student and parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The site administrator or designee will make a decision upon either of the following determinations: (1) the student's presence may be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either finding, the student may be placed in an alternative setting pending the results of the expulsion hearing.

Expulsion Procedure

Authority to Expel:

Only the Sunrise Middle School Board of Directors upon the recommendation of a Board committee may expel a student. The Board committee may recommend expulsion of any student found to have committed one of the enumerated offenses. The decision of the charter school's Board of Directors is final.

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 parent/guardian at least ten calendar days before the date of the hearing. The notice shall include: the date, time and place of the expulsion hearing; a statement of specific facts, charges and offenses; a copy of the school's disciplinary rules; the opportunity for the student and parent/guardian to appear in person and to be represented by counsel or a non-attorney advisor; the right to inspect and obtain all documents used at the hearing; the opportunity to question all witnesses testifying at the hearing; and the right to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

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 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 shall be at the sole discretion of the Sunrise Middle School site administrator, following a meeting with the student and parent/guardian or representative 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 in the school environment.

Special Procedures for Consideration of Suspension and Expulsion of Students with Disabilities:

Services During Suspension:

A Sunrise Middle School student who has been identified with disabilities pursuant to IDEIA and who is suspended for more than ten 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, and to progress toward meeting the goals set out in the student's IEP. Such a student shall receive, as appropriate, 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.

Procedural Safeguards/Manifestation Determination:

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 student with a disability because of a violation of a code of conduct.

A determination shall be made as to whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability, or if it was the direct result of the School/LEA's failure to implement the IEP.

If the IEP team makes the determination that one of these conditions exists, then the behavioral violation will be deemed a manifestation of the student's disability, and the IEP team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for the student. The student shall be returned to the placement from which he/she was removed, unless the parent and school agree to change the placement as part of the modification of the behavioral intervention plan.

If the school, parent and IEP team members determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to student without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school knew or should have known that the student was disabled before the behavior occurred.

The school shall be deemed to have that knowledge if the parent or a teacher had expressed concern about a disability and/or had requested an evaluation. The charter school shall not be deemed to have that knowledge if the parent had not allowed an evaluation or refused services, or if the student has been evaluated and determined to not be eligible.

RETIREMENT 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(b)(5)(K).

For certificated employee retirement benefits, we participate in the State Teacher's Retirement System ("STRS"). We offer a school-sponsored retirement plan and Social Security to full-time non-certificated staff.

The Executive Director / Principal is responsible for ensuring that appropriate arrangements for coverage are made.

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(b)(5)(L).

No student is required to attend Sunrise Middle School. Students who decide not to attend this school may attend other public schools within their school district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents and guardians of each student enrolled in our school are informed upon enrollment that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in Sunrise, except to the extent that such a right is granted by the San Jose Unified School District.

EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any 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(b)(5)(M).

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 the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

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. Education Code Section 47605(b)(5)(N).

Disputes Between Sunrise Middle School and the San Jose Unified School District

We realize that we cannot bind the District to a dispute resolution procedure to which it does not agree, and we do expect to have amicable relations with the District. Hence, the following is meant only as a starting point for discussion on dispute resolution procedures. We will always be willing to consider changes to this process.

Sunrise Middle School and the District 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 SJUSD does arise, the following process will be followed. Nothing in this section is intended to impair the authority or ability of the District to revoke the charter in accordance with the procedures detailed in Education Code Section 47607.

1. Sunrise Middle School and the District agree to first frame the issue in written format (dispute statement) and to refer the issue to the Superintendent of the District and the Executive Director of Sunrise. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the

- charter, Sunrise requests that this be specifically noted in the written dispute statement.
2. The charter school's Executive Director, along with any other school staff deemed appropriate, will meet with the District Superintendent and/or designee, and any District staff deemed appropriate, within ten business days after issuance of the dispute statement.
 3. If this meeting fails to resolve the dispute, then two members of the charter school's Board of Directors and two members of the District's Board of Education will meet along with the school's Executive Director / Principal and the District Superintendent within twenty business days after receipt of the dispute statement.
 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.
 5. If there still is no resolution, then either party may pursue any alternative legal options for resolution. All timelines in this procedure may be revised upon mutual agreement by the parties.

Disputes Arising from Within the Charter School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school's Board of Directors.

It is the charter school's desire that the SJUSD 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 SJUSD agree not to intervene or become involved in the dispute unless the dispute has given the District 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 District to intervene in the dispute.

Generally,

- Disputes will first be brought informally to the charter school's Executive Director / Principal for resolution.
- If the dispute is not resolved at this level, the matter will be brought before the school's Board of Directors. The director will provide a written summary of the dispute and all attempts at resolution for the school Board of Directors. All involved individuals will also be allowed to submit their own summaries. The decision of the school's Board of Directors will be final.

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: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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(b)(5)(P).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Santa Clara County Office of Education, the Charter School's SELPA, the 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 as well as the effective date 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 the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The 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 decision to close the Charter School.

The 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 they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District 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.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. 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 District 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.

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 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 District or District property will be promptly returned upon Charter School closure to the District. 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.

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 the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Term

The term of this charter renewal will commence July 1, 2014, and expire on June 30, 2019.

Budget and Financial Reporting

Governing Law: "The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Education Code Section 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 District as follows, and may provide additional fiscal reports as requested by the District:

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.
2. By July 1, an annual update required 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 District, 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 District 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 SJUSD 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 SJUSD, 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 District will be negotiated and established under an operational agreement, or memorandum of understanding.

The District 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 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 and the District work diligently to ensure that all oversight obligations are met. Further, the Charter School and SJUSD annually enter into a memorandum of understanding wherein the Charter School indemnifies the District for the actions of the Charter School under this charter.

The Charter School purchases liability, property, and errors and omissions insurance, as appropriate and necessary, to protect the Charter School's assets, staff, and board members. The District is named as an additional insured on the Charter School's general liability insurance.

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APPENDIX A: FISCAL INFORMATION

Financial Assumptions for Sunrise Charter School 5-Year Budget

REVENUE

- General Block Grant Funding rate per CDE calculation for 2013-14. Subsequent years are estimated based on this year's per ADA funding with an annual average increase of 4.25%
- The demographics of the Sunrise community remain stable during the five year planning horizon.
- Enrollment and ADA as shown in the following Table

| Item | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------------|------------------|------------------|------------------|--------------------|--------------------|
| Projected Enrollment | 149 | 147 | 144 | 144 | 144 |
| Projected Attendance | 92% | 95% | 95% | 95% | 95% |
| Projected ADA | 137 | 140 | 137 | 137 | 137 |
| % Increase | 4.25% | 4.25% | 4.25% | 4.25% | 4.25% |
| Funding per ADA | \$6,457 | \$6,731 | \$7,018 | \$7,316 | \$7,627 |
| Total Funding | \$885,126 | \$940,043 | \$959,995 | \$1,000,795 | \$1,043,329 |

EXPENSES

- 3% annual increase in expenses
- Steady-state enrollment and number of FTE staff from 2014-15
- Prop 39 Lease in effect from 2014-15

Financing and Liabilities

- \$48K Line of Credit with Wells Fargo Bank
- Revolving Loan paid off by the end of 2013-14 fiscal year

Sunrise Charter School
5 Year Budget
2013-14:2017-18

| Object Code | Description | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------------------------|-------------------------------------------------------------------------|--------------|--------------|--------------|--------------|--------------|
| REVENUES | | | | | | |
| Revenue Limit Sources | | | | | | |
| 8015 | General Purpose Entitlement Block Grant Grades 4 - 6 Grades 7 - 8 | | | | | |
| | Total, Revenue Limit Sources | \$ 885,126 | \$ 940,043 | \$ 959,995 | \$ 1,000,795 | \$ 1,043,329 |
| | State Aide Portion/EPA | \$ 213,471 | \$ 277,404 | \$ 310,879 | \$ 351,679 | \$ 394,213 |
| 8096 | Property Tax Portion of General Purpose | \$ 671,655 | \$ 662,639 | \$ 649,116 | \$ 649,116 | \$ 649,116 |
| Federal Revenues | | | | | | |
| 8290 | No Child Left Behind (Title I) (currently assumes sch) | \$ 59,000 | \$ 60,119 | \$ 58,892 | \$ 58,892 | \$ 58,892 |
| 8110 | CDE PCS Grant | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8190 | EESA/Math & Science | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8220 | Child Nutrition - Federal | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8260-8299 | Other Federal Revenues | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Total, Federal Revenues | \$ 59,000 | \$ 60,119 | \$ 58,892 | \$ 58,892 | \$ 58,892 |
| Other State Revenue | | | | | | |
| 8480 | Categorical Block Grant | | | | | |
| 8311 | New School Block Grant | \$ 17,977 | \$ 17,736 | \$ 17,736 | \$ 17,736 | \$ 17,736 |
| 8321 | Special Education | \$ 99,054 | \$ 98,629 | \$ 97,004 | \$ 97,004 | \$ 97,004 |
| 8556 | State Lottery | \$ 21,799 | \$ 21,799 | \$ 21,506 | \$ 21,506 | \$ 21,506 |
| 8536 | Class Size Reduction (Not Eligible) | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8545 | SB 740 Facility Grant (please see facilities tab for cal) | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8584 | Economic Impact Aid (EIA) | | | | | |
| 8536 | All Other State Revenues | \$ 125,000 | \$ 125,000 | \$ 125,000 | \$ 125,000 | \$ 125,000 |
| | Total, Other State Revenues | \$ 263,829 | \$ 263,163 | \$ 261,246 | \$ 261,246 | \$ 261,246 |
| Other Local Revenue | | | | | | |
| 8600 | Transfers from Sponsoring LEA | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8660 | Interest | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8699 | Fundraising | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8700 | Other Grants | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8710 | All Other Local Revenues | \$ - | \$ 14,500 | \$ 14,500 | \$ 14,500 | \$ 14,500 |
| 8979 | Loan Financing (e.g. Charter School Revolving Loan) | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Total, Local Revenues | \$ - | \$ 14,500 | \$ 14,500 | \$ 14,500 | \$ 14,500 |
| | TOTAL REVENUES | \$ 1,207,955 | \$ 1,277,826 | \$ 1,294,633 | \$ 1,335,433 | \$ 1,377,967 |
| EXPENDITURES | | | | | | |
| Certificated Salaries | | | | | | |
| 1100 | Teacher Salaries | \$ 268,550 | \$ 275,264 | \$ 282,421 | \$ 289,764 | \$ 297,297 |
| 1170 | Substitute Teacher Salaries | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,001 | \$ 2,001 |
| 1200 | Certificated Pupil Support/Teacher Aide Salaries | \$ 35,700 | \$ 36,593 | \$ 37,544 | \$ 38,520 | \$ 39,522 |
| 1300 | Certificated Supervisor and Administrator Salaries | \$ 62,000 | \$ 63,550 | \$ 65,202 | \$ 66,898 | \$ 68,637 |
| 1900 | Other Certificated Salaries | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Total, Certificated Salaries | \$ 368,250 | \$ 377,406 | \$ 387,167 | \$ 397,182 | \$ 407,457 |
| Classified (non-certificated) Salaries | | | | | | |
| 2100 | Instructional Aide Salaries | \$ 59,860 | \$ 64,888 | \$ 66,133 | \$ 67,410 | \$ 68,721 |
| 2200 | Non-certificated Support Salaries | \$ 66,870 | \$ 68,542 | \$ 70,324 | \$ 72,152 | \$ 74,028 |
| 2300 | Non-certificated Supervisor and Administrator Salaries | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2400 | Clerical and Office Salaries | \$ 51,000 | \$ 52,275 | \$ 53,634 | \$ 55,029 | \$ 56,459 |
| 2900 | Other Non-certificated Salaries (IT support, etc.) | \$ 8,000 | \$ - | \$ - | \$ - | \$ - |
| | Total, Non-certificated Salaries | \$ 185,730 | \$ 185,704 | \$ 190,091 | \$ 194,591 | \$ 199,208 |
| Employee Benefits | | | | | | |
| 3101-3202 | STRS | \$ 30,381 | \$ 31,136 | \$ 31,941 | \$ 32,768 | \$ 33,615 |
| 3301-3302 | OASDI/Medicare | \$ 19,548 | \$ 19,679 | \$ 20,156 | \$ 20,645 | \$ 21,148 |
| 3401-3402 | Health and Welfare Benefits | \$ 92,400 | \$ 92,400 | \$ 92,400 | \$ 92,400 | \$ 92,400 |
| 3501-3502 | Unemployment Insurance | \$ 3,360 | \$ 3,360 | \$ 3,360 | \$ 3,360 | \$ 3,360 |
| 3601-3602 | Workers' Compensation Insurance | \$ 12,188 | \$ 12,388 | \$ 12,700 | \$ 13,019 | \$ 13,347 |
| 3701-3702 | Other Retiree Benefits | \$ 7,429 | \$ 7,428 | \$ 7,604 | \$ 7,784 | \$ 7,968 |
| 3901-3902 | Other Employee Benefits | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Total, Employee Benefits | \$ 165,305 | \$ 166,391 | \$ 168,160 | \$ 169,976 | \$ 171,838 |
| | Total, Salaries & Benefits | \$ 719,285 | \$ 729,502 | \$ 745,418 | \$ 761,749 | \$ 778,503 |
| Books and Supplies | | | | | | |
| 4100 | Approved Textbooks and Core Curricula Materials | \$ 7,000 | \$ 7,000 | \$ 7,000 | \$ 7,210 | \$ 7,426 |
| 4200 | Books and Other Reference Materials | \$ 5,000 | \$ 5,032 | \$ 5,077 | \$ 5,229 | \$ 5,386 |
| 4300 | Materials and Supplies | \$ 16,735 | \$ 16,895 | \$ 17,143 | \$ 17,657 | \$ 18,187 |

Sunrise Charter School
5 Year Budget
2013-14:2017-18

| Object Code | Description | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------|-----------------------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| 4400 | Non-capitalized Equipment(computers, printers, serv | \$ 21,510 | \$ 21,940 | \$ 22,598 | \$ 23,276 | \$ 23,975 |
| 4700 | Food | \$ 6,000 | \$ 6,120 | \$ 6,304 | \$ 6,493 | \$ 6,687 |
| | Total, Books and Supplies | \$ 56,245 | \$ 58,987 | \$ 58,122 | \$ 59,865 | \$ 61,661 |
| | Services and Other Operating Expenditures | | | | | |
| 5200 | Travel and Conferences | \$ 255 | \$ 255 | \$ 255 | \$ 263 | \$ 271 |
| 5300 | Dues and Memberships | \$ 800 | \$ 816 | \$ 840 | \$ 866 | \$ 892 |
| 5400 | Insurance | \$ 10,447 | \$ 10,782 | \$ 11,159 | \$ 11,494 | \$ 11,839 |
| 5500 | Utilities and Housekeeping Services | \$ 25,402 | \$ 25,656 | \$ 26,044 | \$ 26,825 | \$ 27,630 |
| 5600 | Rentals, Leases, Repairs, and Noncap. Improvement | \$ 145,620 | \$ 71,213 | \$ 71,245 | \$ 73,382 | \$ 75,583 |
| 5800 | Professional/Consulting Services and Operating Expe | \$ 167,454 | \$ 173,955 | \$ 177,142 | \$ 182,456 | \$ 187,930 |
| 5900 | Communications (Phones, ISP, Internet) | \$ 3,570 | \$ 3,641 | \$ 3,751 | \$ 3,863 | \$ 3,979 |
| | Total, Services/Other Operating | \$ 353,548 | \$ 286,319 | \$ 290,436 | \$ 299,149 | \$ 308,123 |
| | Capital Outlay | | | | | |
| 6100-6170 | Land and Land Improvements | \$ - | \$ - | \$ - | | |
| 6200 | Buildings and Improvements of Buildings | \$ - | \$ - | \$ - | | |
| 6300 | Books and Media for New Libraries | \$ - | \$ - | \$ - | | |
| 6400 | Equipment (computers, servers, etc. over \$5,000) | \$ - | \$ - | \$ - | | |
| 6490 | Furniture | \$ - | \$ - | \$ - | | |
| 6500 | Equipment Replacement | \$ - | \$ - | \$ - | | |
| | Total, Capital Outlay | \$ - | \$ - | \$ - | | |
| | Other Outgo | | | | | |
| 7110-7143 | Tuition to Other Schools | \$ - | \$ - | \$ - | | |
| 7221-7223SE | Transfers of Apportionment to Other LEAs (except SF | \$ - | \$ - | \$ - | | |
| 7221 | Transfers of Apportionment to LEAs (Special Ed) | \$ - | \$ - | \$ - | | |
| 7221-7223AO | All Other Transfers of Apportionments to Other LEAs | \$ - | \$ - | \$ - | | |
| 7281 | All Other Transfers | \$ - | \$ - | \$ - | | |
| 7430 | Loan Repayment | \$ - | \$ - | \$ - | | |
| 7438 | Debt Interest | \$ - | \$ - | \$ - | | |
| | Total, Other Outgo | \$ - | \$ - | \$ - | | |
| | TOTAL EXPENDITURES | \$ 1,129,079 | \$ 1,072,808 | \$ 1,093,975 | \$ 1,120,762 | \$ 1,146,287 |
| | Excess of Revenues less Expenditures | \$ 78,876 | \$ 205,016 | \$ 200,658 | \$ 214,670 | \$ 229,680 |
| | Fund Balance | \$ 150,479 | \$ 355,497 | \$ 556,155 | \$ 770,826 | \$ 1,000,505 |

Sunrise Charter
3 Year Cash Flow
2013-14; 2015-16

Year 3 of Operations (2013-14)

| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|-----------------------------------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| BEGINNING CASH | \$ 69,598 | \$ 302,473 | \$ 259,348 | \$ 222,120 | \$ 191,511 | \$ 147,075 | \$ 109,289 | \$ 86,850 | \$ 41,868 | \$ 26,181 | \$ 26,648 | \$ (7,019) |
| INFLOWS | | | | | | | | | | | | |
| Revenue Limit Sources | | | | | | | | | | | | |
| General Purpose Entitlement Block Grant - State Aid Portion | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 7,289 | \$ 7,289 | \$ 4,957 | \$ - | \$ - |
| General Purpose Entitlement - In Lieu of Property Tax | \$ 55,971 | \$ 55,971 | \$ 55,971 | \$ 55,971 | \$ 55,971 | \$ 55,971 | \$ 55,971 | \$ 55,971 | \$ 55,971 | \$ 55,971 | \$ 55,971 | \$ 55,971 |
| EPA Portion | \$ - | \$ - | \$ - | \$ 15,558 | \$ - | \$ - | \$ 15,558 | \$ - | \$ - | \$ 36,477 | \$ - | \$ 109,431 |
| Federal Revenue | | | | | | | | | | | | |
| Child Nutrition | | | | | | | | | | | | |
| CDE PCS Grant | \$ 14,750 | \$ - | \$ 14,750 | \$ - | \$ - | \$ 14,750 | \$ - | \$ - | \$ - | \$ 14,750 | \$ - | \$ - |
| Other Federal Revenue (Title I & II) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Categorical Block Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| New School Block Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Special Education Local Plan Area (SELPA) | \$ - | \$ 975 | \$ 15,643 | \$ 2,345 | \$ 4,343 | \$ 4,343 | \$ 13,412 | \$ 4,598 | \$ 2,843 | \$ 1,353 | \$ 5,025 | \$ - |
| California Lottery (quarterly) | | | | | | | \$ 5,450 | | | | | |
| Class Size Reduction | | | | | | | | | | | | |
| SB740 Facility Grant | \$ 81,250 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 31,250 | \$ - | \$ - | \$ - |
| Economic Impact Aid | | | | | | | | | | | | |
| All Other State Revenues | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Local Revenue | | | | | | | | | | | | |
| Transfers from LEAS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Interest | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Fundraising (\$00.00 in budget) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Grants (\$00.00 in budget) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| All Other Local Revenue (\$00.00 in budget) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Inflows | | | | | | | | | | | | |
| Loan Financing (e.g. Charter School Revolving Loan) (\$00.00 in | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Prior Year Adjustments - Accrued/Deferred Revenues | \$ 135,283 | \$ 23,522 | \$ - | \$ 8,357 | \$ 8,090 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL INFLOWS | \$ 287,284 | \$ 80,468 | \$ 80,365 | \$ 82,231 | \$ 69,404 | \$ 75,065 | \$ 90,392 | \$ 67,858 | \$ 97,154 | \$ 113,508 | \$ 78,973 | \$ 185,403 |
| OUTFLOWS | | | | | | | | | | | | |
| 1000 Certificated Salaries | \$ 7,672 | \$ 32,780 | \$ 32,780 | \$ 32,780 | \$ 32,780 | \$ 32,780 | \$ 32,780 | \$ 32,780 | \$ 32,780 | \$ 32,780 | \$ 32,780 | \$ 32,780 |
| 2000 Classified Salaries | \$ 3,869 | \$ 16,533 | \$ 16,533 | \$ 16,533 | \$ 16,533 | \$ 16,533 | \$ 16,533 | \$ 16,533 | \$ 16,533 | \$ 16,533 | \$ 16,533 | \$ 16,533 |
| 3000 Employee Benefits | \$ 3,444 | \$ 14,715 | \$ 14,715 | \$ 14,715 | \$ 14,715 | \$ 14,715 | \$ 14,715 | \$ 14,715 | \$ 14,715 | \$ 14,715 | \$ 14,715 | \$ 14,715 |
| 4000 Books and Supplies | \$ 937 | \$ 5,028 | \$ 5,028 | \$ 5,028 | \$ 5,028 | \$ 5,028 | \$ 5,028 | \$ 5,028 | \$ 5,028 | \$ 5,028 | \$ 5,028 | \$ 5,028 |
| 5000 Services and Other Operating Expenditures | \$ 14,731 | \$ 30,802 | \$ 30,802 | \$ 30,802 | \$ 30,802 | \$ 30,802 | \$ 30,802 | \$ 30,802 | \$ 30,802 | \$ 30,802 | \$ 30,802 | \$ 30,802 |
| 6000 Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 7000 Other Outgo | \$ 12,984 | \$ 12,984 | \$ 12,984 | \$ 12,984 | \$ 12,984 | \$ 12,984 | \$ 12,984 | \$ 12,984 | \$ 12,984 | \$ 12,984 | \$ 12,984 | \$ 12,984 |
| Loan Financing | \$ 10,752 | \$ 10,752 | \$ 10,752 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Outflows / Prior Year Adjustments | \$ 54,389 | \$ 123,593 | \$ 123,593 | \$ 112,841 | \$ 112,841 | \$ 112,841 | \$ 112,841 | \$ 112,841 | \$ 112,841 | \$ 112,841 | \$ 112,841 | \$ 112,841 |
| TOTAL OUTFLOWS | \$ 232,874 | \$ 43,125 | \$ 37,228 | \$ 30,609 | \$ 44,436 | \$ 37,776 | \$ 22,449 | \$ 44,982 | \$ 15,687 | \$ 668 | \$ 33,867 | \$ 52,562 |
| NET INCREASE (DECREASE) | \$ 55,410 | \$ 373,348 | \$ 222,120 | \$ 191,511 | \$ 147,075 | \$ 109,289 | \$ 86,850 | \$ 41,868 | \$ 26,181 | \$ 26,848 | \$ (7,019) | \$ 45,543 |
| CASH BALANCE | \$ 69,598 | \$ 302,473 | \$ 259,348 | \$ 222,120 | \$ 191,511 | \$ 147,075 | \$ 109,289 | \$ 86,850 | \$ 41,868 | \$ 26,181 | \$ 26,848 | \$ (7,019) |

Sunrise Charter
3 Year Cash Flow
2013-14; 2015-16

Year 4 of Operations (2014-15)

| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|-------------------------------------------------------------------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|
| BEGINNING CASH | \$ 45,543 | \$ 222,361 | \$ 193,035 | \$ 197,325 | \$ 217,897 | \$ 197,272 | \$ 196,127 | \$ 225,195 | \$ 203,296 | \$ 211,100 | \$ 222,097 | \$ 203,380 |
| INFLOWS | | | | | | | | | | | | |
| Revenue Limit Sources | | | | | | | | | | | | |
| General Purpose Entitlement Block Grant - State Aid Portion | \$ 1,822 | \$ 1,822 | \$ 3,280 | \$ 3,280 | \$ 3,280 | \$ 3,280 | \$ 3,280 | \$ 13,870 | \$ 13,870 | \$ 9,432 | \$ - | \$ - |
| General Purpose Entitlement - In Lieu of Property Tax | \$ 55,220 | \$ 55,220 | \$ 55,220 | \$ 55,220 | \$ 55,220 | \$ 55,220 | \$ 55,220 | \$ 55,220 | \$ 55,220 | \$ 55,220 | \$ 55,220 | \$ 55,220 |
| EPA Portion | \$ - | \$ - | \$ - | \$ 44,256 | \$ - | \$ - | \$ 44,256 | \$ - | \$ - | \$ 24,874 | \$ - | \$ 74,622 |
| Federal Revenue | | | | | | | | | | | | |
| Child Nutrition | | | | | | | | | | | | |
| CDE PCS Grant | | | | | | | | | | | | |
| Other Federal Revenue (Title I) | \$ 15,030 | \$ 15,030 | \$ 15,030 | \$ 15,030 | \$ 15,030 | \$ 15,030 | \$ 15,030 | \$ 15,030 | \$ 15,030 | \$ 15,030 | \$ 15,030 | \$ 15,030 |
| Other State Revenue | | | | | | | | | | | | |
| Categorical Block Grant | | | | | | | | | | | | |
| New School Block Grant | | | | | | | | | | | | |
| Special Education Local Plan Area (SELPA) | | | | | | | | | | | | |
| California Lottery (quarterly) | | \$ 1,224 | \$ 17,216 | \$ 2,948 | \$ 5,455 | \$ 5,455 | \$ 15,482 | \$ 3,642 | \$ 2,094 | \$ 1,072 | \$ 4,958 | \$ - |
| Class Size Reduction | | | | | | | | | | | | |
| SB740 Facility Grant | | | | | | | | | | | | |
| Economic Impact Aid | \$ 81,250 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 31,250 | \$ - | \$ - | \$ - |
| All Other State Revenues | | | | | | | | | | | | |
| Other Local Revenue | | | | | | | | | | | | |
| Transfers from LEAS | | | | | | | | | | | | |
| Interest | | | | | | | | | | | | |
| Fundraising (\$00.00 in budget) | | | | | | | | | | | | |
| Grants (\$00.00 in budget) | | | | | | | | | | | | |
| All Other Local Revenue (\$14,500.00 in budget) | | | | | | | | | | | | |
| Other Inflows | | | | | | | | | | | | |
| Loan Financing (e.g. Charter School Revolving Loan) (\$00.00 in budget) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Prior Year Adjustments - Accrued/Deferred Revenues | \$ 55,373 | \$ 7,037 | \$ 8,175 | \$ 9,500 | \$ 10,050 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL INFLOWS | \$ 208,695 | \$ 65,304 | \$ 98,920 | \$ 115,202 | \$ 74,005 | \$ 93,485 | \$ 123,698 | \$ 72,732 | \$ 102,434 | \$ 105,627 | \$ 77,913 | \$ 129,842 |
| DISBURSEMENTS | | | | | | | | | | | | |
| 1000 Certificated Salaries | \$ 7,863 | \$ 33,595 | \$ 33,595 | \$ 33,595 | \$ 33,595 | \$ 33,595 | \$ 33,595 | \$ 33,595 | \$ 33,595 | \$ 33,595 | \$ 33,595 | \$ 33,595 |
| 2000 Classified Salaries | \$ 3,869 | \$ 16,530 | \$ 16,530 | \$ 16,530 | \$ 16,530 | \$ 16,530 | \$ 16,530 | \$ 16,530 | \$ 16,530 | \$ 16,530 | \$ 16,530 | \$ 16,530 |
| 3000 Employee Benefits | \$ 3,466 | \$ 14,811 | \$ 14,811 | \$ 14,811 | \$ 14,811 | \$ 14,811 | \$ 14,811 | \$ 14,811 | \$ 14,811 | \$ 14,811 | \$ 14,811 | \$ 14,811 |
| 4000 Books and Supplies | \$ 4,749 | \$ 4,749 | \$ 4,749 | \$ 4,749 | \$ 4,749 | \$ 4,749 | \$ 4,749 | \$ 4,749 | \$ 4,749 | \$ 4,749 | \$ 4,749 | \$ 4,749 |
| 5000 Services and Other Operating Expenditures | \$ 11,930 | \$ 24,944 | \$ 24,944 | \$ 24,944 | \$ 24,944 | \$ 24,944 | \$ 24,944 | \$ 24,944 | \$ 24,944 | \$ 24,944 | \$ 24,944 | \$ 24,944 |
| 6000 Capital Outlay | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 7000 Other Outgo | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Loan Financing | | | | | | | | | | | | |
| Other Outflows / Prior Year Adjustments | | | | | | | | | | | | |
| TOTAL OUTFLOWS | \$ 31,877 | \$ 94,630 | \$ 94,630 | \$ 94,630 | \$ 94,630 | \$ 94,630 | \$ 94,630 | \$ 94,630 | \$ 94,630 | \$ 94,630 | \$ 94,630 | \$ 94,630 |
| NET INCREASE (DECREASE) | \$ 176,818 | \$ (29,326) | \$ 4,290 | \$ 20,572 | \$ (20,625) | \$ (1,145) | \$ 29,068 | \$ (21,898) | \$ 7,803 | \$ 10,997 | \$ (16,717) | \$ 35,212 |
| CASH BALANCE | \$ 222,361 | \$ 193,035 | \$ 197,325 | \$ 217,897 | \$ 197,272 | \$ 196,127 | \$ 225,195 | \$ 203,296 | \$ 211,100 | \$ 222,097 | \$ 203,380 | \$ 240,592 |

Sunrise Charter
3 Year Cash Flow
2013-14; 2015-16

Year 5 of Operations (2015-16)

| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|-----------------------------------------------------------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|
| BEGINNING CASH | \$ 240,592 | \$ 429,449 | \$ 398,284 | \$ 403,796 | \$ 428,843 | \$ 409,779 | \$ 410,022 | \$ 443,362 | \$ 418,433 | \$ 423,251 | \$ 430,587 | \$ 410,772 |
| INFLOWS | | | | | | | | | | | | |
| Revenue Limit Sources | | | | | | | | | | | | |
| General Purpose Entitlement Block Grant - State Aid Portion | \$ 4,470 | \$ 4,470 | \$ 8,046 | \$ 8,046 | \$ 8,046 | \$ 8,046 | \$ 8,046 | \$ 13,943 | \$ 13,943 | \$ 9,481 | \$ - | \$ - |
| General Purpose Entitlement - In Lieu of Property Tax | \$ 54,093 | \$ 54,093 | \$ 54,093 | \$ 54,093 | \$ 54,093 | \$ 54,093 | \$ 54,093 | \$ 54,093 | \$ 54,093 | \$ 54,093 | \$ 54,093 | \$ 54,093 |
| EPA Portion | \$ - | \$ - | \$ - | \$ 47,002 | \$ - | \$ - | \$ 47,002 | \$ - | \$ - | \$ 24,469 | \$ - | \$ 73,496 |
| Federal Revenue | | | | | | | | | | | | |
| Child Nutrition | | | | | | | | | | | | |
| CDE PCS Grant | | | | | | | | | | | | |
| Other Federal Revenue | \$ 14,723 | | \$ 14,723 | | | \$ 14,723 | | | \$ 14,723 | | | |
| Other State Revenue | | | | | | | | | | | | |
| Categorical Block Grant | | | | | | | | | | | | |
| New School Block Grant | | | | | | | | | | | | |
| Special Education Local Plan Area (SELPA) | | | | | | | | | | | | |
| California Lottery (quarterly) | | \$ 1,208 | \$ 17,112 | \$ 2,908 | \$ 5,382 | \$ 5,382 | \$ 15,248 | \$ 3,536 | \$ 2,032 | \$ 1,041 | \$ 4,958 | \$ - |
| Class Size Reduction | | | | | | | \$ 5,450 | | | | | |
| S8740 Facility Grant | | | | | | | | | | | | |
| Economic Impact Aid | | | | | | | | | | | | |
| All Other State Revenues | \$ 81,250 | | | | | | | | \$ 31,250 | | | |
| Other Local Revenue | | | | | | | | | | | | |
| Transfers from LEAS | | | | | | | | | | | | |
| Interest | | | | | | | | | | | | |
| Fundraising (\$00.00 in budget) | | | | | | | | | | | | |
| Grants (\$00.00 in budget) | | | | | | | | | | | | |
| All Other Local Revenue (\$14,500.00 in budget) | | | | | | | | | | | | |
| Other Inflows | | | | | | | | | | | | |
| Loan Financing (e.g. Charter School Revolving Loan) (\$00.00 in | | | | | | | | | | | | |
| Prior Year Adjustments - Accrued/Deferred Revenues | \$ 66,786 | \$ 5,574 | \$ 8,028 | \$ 9,500 | \$ 9,915 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL INFLOWS | \$ 221,331 | \$ 65,345 | \$ 102,002 | \$ 121,547 | \$ 77,436 | \$ 96,744 | \$ 129,840 | \$ 71,571 | \$ 101,318 | \$ 103,836 | \$ 76,685 | \$ 177,589 |
| DISBURSEMENTS | | | | | | | | | | | | |
| 1000 Certificated Salaries | \$ 8,068 | \$ 34,464 | \$ 34,464 | \$ 34,464 | \$ 34,464 | \$ 34,464 | \$ 34,464 | \$ 34,464 | \$ 34,464 | \$ 34,464 | \$ 34,464 | \$ 34,464 |
| 2000 Classified Salaries | \$ 3,960 | \$ 16,921 | \$ 16,921 | \$ 16,921 | \$ 16,921 | \$ 16,921 | \$ 16,921 | \$ 16,921 | \$ 16,921 | \$ 16,921 | \$ 16,921 | \$ 16,921 |
| 3000 Employee Benefits | \$ 3,503 | \$ 14,969 | \$ 14,969 | \$ 14,969 | \$ 14,969 | \$ 14,969 | \$ 14,969 | \$ 14,969 | \$ 14,969 | \$ 14,969 | \$ 14,969 | \$ 14,969 |
| 4000 Books and Supplies | \$ 4,843 | \$ 4,843 | \$ 4,843 | \$ 4,843 | \$ 4,843 | \$ 4,843 | \$ 4,843 | \$ 4,843 | \$ 4,843 | \$ 4,843 | \$ 4,843 | \$ 4,843 |
| 5000 Services and Other Operating Expenditures | \$ 12,101 | \$ 25,303 | \$ 25,303 | \$ 25,303 | \$ 25,303 | \$ 25,303 | \$ 25,303 | \$ 25,303 | \$ 25,303 | \$ 25,303 | \$ 25,303 | \$ 25,303 |
| 6000 Capital Outlay | | | | | | | | | | | | |
| 7000 Other Outgo | | | | | | | | | | | | |
| Loan Financing | | | | | | | | | | | | |
| Other Outflows / Prior Year Adjustments | | | | | | | | | | | | |
| TOTAL OUTFLOWS | \$ 32,474 | \$ 96,500 | \$ 96,500 | \$ 96,500 | \$ 96,500 | \$ 96,500 | \$ 96,500 | \$ 96,500 | \$ 96,500 | \$ 96,500 | \$ 96,500 | \$ 96,500 |
| NET INCREASE (DECREASE) | \$ 188,857 | \$ (31,155) | \$ 5,502 | \$ 25,047 | \$ (19,064) | \$ 244 | \$ 33,340 | \$ (24,929) | \$ 4,818 | \$ 7,336 | \$ (19,815) | \$ 31,089 |
| CASH BALANCE | \$ 429,449 | \$ 398,284 | \$ 403,796 | \$ 428,843 | \$ 409,779 | \$ 410,022 | \$ 443,362 | \$ 418,433 | \$ 423,251 | \$ 430,587 | \$ 410,772 | \$ 441,861 |

APPENDIX B: SUPPLEMENTAL MATERIALS FOR EDUCATIONAL PLAN

PROFESSIONAL DEVELOPMENT

Sunrise Middle School Professional Development

2013-2014

SCANTRON Webinar Training

Staff Orientation and Team Building

- Teacher Evaluation
- Lesson Plans
- Classroom Management
- STEP Discipline Procedures

SPED Overview

- Accommodations vs. Modifications
- Differentiation
- IEP Meetings and Teacher Progress Reports

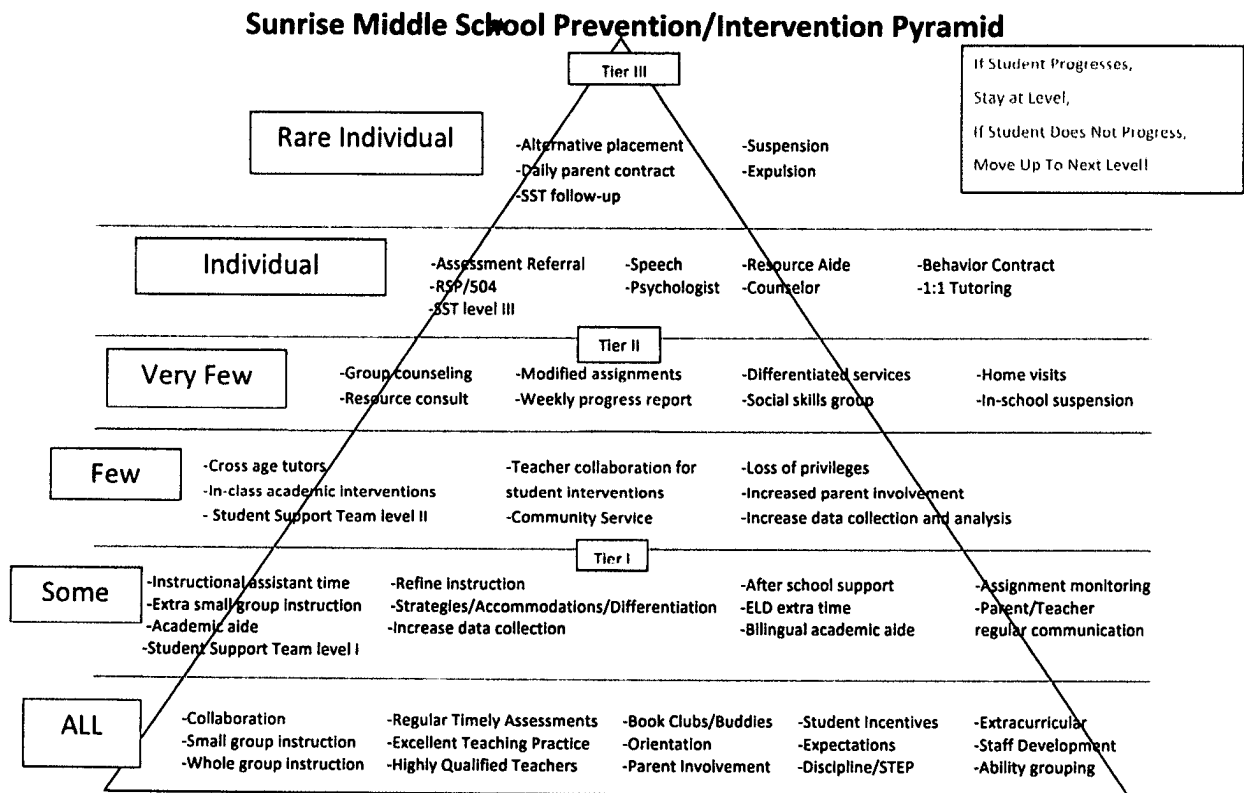
Common Core Standards Nuts and Bolts

- Overview
- Learning Objectives
- Implementation
- Assessment
- Informed Instruction

RTI Overview and Flow Chart

- Tier 1
- Tier 2
- Tier 3

Student Study Team Procedures



QUALITY AND RIGOR IN THE CLASSROOM

Sunrise is highly committed to increasing the rigor in our classrooms. Our vision creates an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels. Below are several areas Sunrise will be focusing on going forward in order to achieve the goals we have set for ourselves and our students.

A Rigorous Environment

- Implementation of the Common Core Standards
 - Increased and regular assessment through a variety of assessment tools
 - Implementation of progress roll and increased focus on honor roll
- 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, “What is your personal best?”

High Expectations

- Consistent school wide orientation for students and staff
- Clear, Consistent and Firm classroom management approach and implementation
- Revised teacher evaluation with increased accountability on student outcomes
- Re-frame questions that reflect higher level thinking and only accept higher level thinking responses
- Increase modeling, scaffolding, chunking, differentiation and peer engagement.
- Increased focus on improving content vocabulary

Student Support

- Revised STEP Procedure for discipline
- Implemented Summer Math Camp
- Re-frame Common Core Standards into a question that is visible in classroom
- Implementation of RTI Prevention and Intervention Pyramid
- ASP homework support/RTI support
- Flexible ability grouping
- Implementation of Rubrics across the curriculum
- Improve Student Council Participation
- Increased monitoring of reading detention
- Increased use of technology in the classroom
- Training and implementation of a Reading and Spelling Intervention Program
- Teachers model learning skills needed to accomplish higher level learning
- Implement parent training workshops

Students' Demonstration of Learning

- Implementation of on-line Scantron assessment
- Regular Timely Assessments
- Increased data collection and analysis
- Daily formative assessments to assist teachers with ability to immediately inform instruction

- Increased project based and problem based learning

Staff Support

- Weekly instructional coach to support teachers professional growth and student outcomes
- Weekly teacher supervision and observations for immediate feedback with lesson planning, instruction and/or classroom management.
- Developed and implemented Leadership Team meeting schedule
- Monthly professional development trainings for staff
- Bi weekly teacher meeting by discipline
- Revised Student Support Team procedures

DISCUSSION ON CONTINUOUS IMPROVEMENT

Structures to Create an Environment of Continuous Improvement

Each stakeholder group at Sunrise—administrators, teachers, students—operates within structures whose purpose is to foster continuous improvement.

Structures for Administrators: The structures that facilitate communication are the lead structures driving continuous improvement in administration because they provide the space in which voice is given to measures that could improve the school and in which those measures are discussed and approved, modified, or disapproved. There are four such structures. 1) Administrative guidance comes from the **Board of Directors**. The board meets bimonthly, publishes its agenda in advance, and invites comments from all stakeholders. The guiding document for the board is the school charter. Any contemplated action whose purpose is to improve the school is examined in light of the goals, objectives, and philosophy of education set forth in the charter. The principal reports to the board, a practice that assures board members remain current regarding aspects of the school program that are, or could be, affected by the top-level administrative decisions they make. 2) The **Principal and education director** are the administrative team at the school site. They meet weekly. The principal is the on-site representative of the board and is responsible for producing high quality education within the framework of the charter by making choices regarding staff, curriculum, school events, and by evaluating the outcomes of actions at every level of school operation. The education director, in turn, monitors the teachers in their classrooms. She meets with them singly to discuss effective teaching methods and to plan professional development. She meets weekly with the teachers in subject matter groups to help the teachers take concrete steps to improve their pedagogy in their subject area. The administrative team is situated between the board and the teachers and is structured such that it facilitates open, two-way communication between the teachers and the board. 3) The **School Site Council** is the structural mechanism by which the observations, positions, and suggestions of parents and teachers are brought into the administrative improvement (and

school improvement) effort. Members of the council are elected by their respective constituencies. In the same way that the administrative team is structured to face both the board and the teachers/students/parents, the School Site Council answers to the teachers and parents and advises the administrative team. 4) The **Student Council** functions in the same inward and outward facing manner as the School Site Council and the on-site administrative team. That is, the members of the student council are elected by and report to the students in each of the grades. In addition to arranging events for students and attending to student life, the Student Council advises the administrative team based on the views, positions, and suggestions of the students.

While open communication structures at each level of administration make continuous improvement possible, the school's **data structure** provides evidence by which the efficacy of measures meant to improve school functioning are evaluated. The data structure is focused on students and is built so as to provide evidence of efficacy with respect to the three growth areas the school seeks to affect: social, personal, and intellectual. The state's annual measures, mainly CST and CELDT, provide summative data that tell us the outcome of each year of effort to help the students grow intellectually. We need normed formative data as well. For this, we rely on Global Scholar/Scantron's EdPerformance online, computer adaptive testing package. While we can measure student performance against any state standard using the package, we are currently measuring performance against Common Core Standards because these will be the standards by which California student academic growth is measured in the future. These tests are given at the beginning of the year to establish a baseline, at the end of Semester 1 to measure progress, and at the end of the school year to measure overall progress. In addition, each administration of the test yields a list of topics each student has mastered and a list of topics the student has not mastered. These lists are accessible by teachers and tutors and serve as the guide for individualized instruction. The same testing package generates short quizzes that teachers and students can use to ascertain whether a student has mastered a given topic.

Personal and social growth are measured in part through indirect measures including days of absence, days a student is late, number of disciplinary incidents, frequency of homework submission, participation in extra-curricular activities and in after-school programs, and presence or absence of progressive academic growth. If a student is growing socially and personally, we should see rare absence, lateness and disciplinary incidents. We should see highly reliable submission of homework, enthusiastic participation in extra-curricular activities, and participation in the after-school program. And we should see progressive intellectual growth as measured by tests and the quality of hands-on projects produced by the student. We measure the emotional aspects of personal and social growth through periodic surveys.

Structures for Teachers: The structures for continuous growth on the part of teachers have been mentioned in connection with the above discussion of mechanisms for administrative improvement. To summarize, the teachers are assisted by the education director, who monitors each teacher's teaching methods and counsels each teacher with respect to professional development opportunities. The education director also meets

weekly with members of the major educational units, e.g., math, science, humanities, special education. In those meetings, the members examine significant developments during the week and plan the actions that lead to continuous improvement. Sunrise has developed comprehensive, new teacher evaluation plans and, for when needed, teacher improvement plans. The teachers elect two members of the School Site Council. Through its elected members, the teachers have formal input into development of the programs, practices and policies of the school.

Structures for students: The structure and functions of the Student Council have been described. In addition to this mechanism for continuous improvement, three other structures contribute to continuous improvement: extended day, meditation, and field trips. Continuous improvement comes in part from trying continuously to improve. By extending the school day, we provide three extra hours per day in which students may improve themselves intellectually, socially, and personally in a structured environment. Meditation serves many purposes in the school. Chief among them is the role it plays in personal growth. In each meditation period, a student has a dedicated time to examine his or her experiences and to integrate them into his or her world view. Field trips are a structure for continuous improvement because they are meant to broaden the experience of students whose experience of their environment has been severely restricted. In showing students parts of the world they had not previously encountered, we literally broaden their world. Learning should not occur in isolation from the world. We believe we improve learning by connecting it with the world in which it has its practical applications.

Leadership Motivation of Staff and Students: The school environment that is carefully designed by the leadership team is arranged to be motivational. Key elements of the environment for teachers include open communication, ready access to administrators, formal structures for participating in the school's decision-making process, a formal means (Dropbox) by which teachers can share teaching insights, projects for students and other information with fellow teachers. Also, a member of the leadership team, the education director, is charged with helping the teachers develop professionally.

Key motivational elements for students include rewards for accomplishments, public recognition of achievement, a nurturing and familial school atmosphere, teachers who are available and approachable, a varied curriculum that includes subjects like music and art that are of interest to specific students, a student government comprised of members elected by the students, frequent field trips, an active sports program, and school events designed and managed by the students themselves.

The foregoing discussion has been an outline of the mechanisms by which the school leadership fosters continuous improvement. In the remainder of this section, we will cite specific undertakings that are manifestations of our effort to improve continuously.

Site Leadership Characteristics of a Strong Charter School Manifested at Sunrise

- Created School Site Council to receive formal input from teachers and parents on all aspects of school operation
- Created Student Council to give students a voice in determining their own activities and in shaping the school
- Weekly meetings of leadership team
- Weekly meetings of teachers
- Monthly meetings with parents
- Board meetings every other month with agenda published in advance
- Expanded use of meditation from students to staff
- Expanded number of electives to promote individual and social student growth
- Obtained funding to continue field trips
- Obtained funding to increase number of tutors
- Progress reports are prepared for parents, and parents and teachers develop together goals for student improvement
- Hold active membership in California Charter Schools Association and the Charter Schools Development Center in order to stay abreast of changes in law and regulation governing charter schools and in order to receive counsel regarding how to respond to changes

Continuous Improvement Characteristics of a Strong Charter Manifested at Sunrise

- Attend not only to student intellectual growth but also to social and personal development
- Use multiple measures to closely monitor student growth including normed tests and computer adaptive testing
- Establish annual performance baselines for each student using EdPerformance computer adaptive testing
- Develop from computer adaptive testing lists of strengths and weaknesses of each student in mathematics and English language arts and use these lists to personalize instruction and tutoring
- Provide a summer mathematics program to assure continuous improvement in math
- Group students by tested ability in each grade in order to facilitate personalization of instruction
- Have sought and obtained funding to offer additional service in the school's weakest academic area, mathematics
- Hired a veteran teacher for mathematics in order to take advantage of her years of expertise built up from working with at-risk students
- Have made major purchase of computers and iPads to enable regular use of technology to aid teaching and learning

Student Achievement Characteristics of a Strong Charter Manifested at Sunrise

- Raised student STAR score school wide by average of 75 points
- Raised average score of students with learning disabilities by 99 points

- Reclassified nearly one-third of English learners
- Adopted computer adaptive testing to establish baselines and measure progress
- Hired education director who collaborates with teachers weekly in development of lesson plans, on differentiation, on classroom management, and on use of data to carry out student assessments and to personalize instruction
- Teaching is experientially oriented with teachers providing hands-on activities delivered in an environment optimized for information acquisition
- Provision of summer math, augmentation of tutoring and homework assistance, and development of individual learning goals guided by assessment of data from computer adaptive assessment
- Initiated an Algebra I support class to assist eighth grade students who need extra help to excel in Algebra I
- Learning styles are examined jointly by teacher and student resulting in implementation of techniques and strategies supportive of the student's learning style
- Participate in Beginning Teacher Support and Assessment (BTSA) as means to rapidly improve the positive impact on students of new teachers
- Provide opportunities for service learning as means to extend the concept of familial mutual support from the school environment to the students' perception of his or her role in the larger community
- Provide regular field trips as means to give students a broader set of reference points by which they can judge the utility of their classroom learning
- Use a token economy within classes and across the school to continuously recognize and reward student achievements
- Provide a mentor with expertise in organization to help students develop and operate an effective Student Council thereby schooling students in governmental processes that they can influence and that will influence them throughout life
- Provide a daily time for meditation as a means to help students grow personally through integration of their experiences into their understanding of themselves and their roles in the world
- Provide a sports program (soccer, basketball, football and cross-country) and encourage participation by all as a means to build confidence and provide for the physical fitness of students
- Provide school counselors who identify students grappling with personal challenges and help the students overcome those challenges through individual or group counseling.

TEACHER EVALUATION PLAN:

SUNRISE MIDDLE SCHOOL
1149 E. Julian St., Bldg. F
San Jose, California 95116
(408) 659-4785



Date:

Dear _____,

The following teacher evaluation is one of two to be completed this school year. The first evaluation will be completed by December 31st, and the second by March 31st. You will be evaluated based on the results of at least three (3) mini observations and at least one (1) formal observation, unscheduled, for each of the two evaluations.

If you are a long-term teacher at our school (three or more years), you may be evaluated only once during the school year.

Your performance and consideration for re-employment next year will be based on multiple criteria:

1. Your ability to engage both motivated and unmotivated students. (up to 20 points)
2. Your ability to increase student achievement, as evidenced by formative and summative assessment. (up to 30 points)
3. Your planning and preparation for your classes, and your creation of a safe learning environment. (up to 15 points)
4. Your ability to establish high academic expectations for all students. (up to 15 points)
5. Your ability to regularly assess student learning and to modify and guide instruction as needed. (up to 20 points)

Your performance totals will signify:

Exceeding expectations, 90-100 points
Meeting expectations, 80-89 points
Needing improvement, 70-79 points
Unsatisfactory, 69 points or less

You have the right to add comments to your evaluation, and your evaluator may change the evaluation based on these comments.

In addition, should you not be meeting or exceeding expectations, we will jointly write an Educator Improvement Plan to assist you in making necessary improvements in your teaching performance.

Please feel free to ask any questions you might have during this process. Thank you for your service this year, and for being an important part of the Sunrise team. We value your dedication to youth and to making a difference in their lives.

Sincerely,
Teresa Robinson, Principal

Anne Allec, Director of Education

**SUNRISE MIDDLE SCHOOL
TEACHER PERFORMANCE EVALUATION**

Teacher's Name:

Position:

Supervisor:

Evaluation Period:

Scoring

Part I: Engaging both motivated and unmotivated students

Number of points: _____ Number of points possible: 20

Part II: Increasing student achievement

Number of points: _____ Number of points possible: 30

Part III: Class preparation, safe learning environment

Number of points: _____ Number of points possible: 15

Part IV: Establishing high academic expectations for all

Number of points: _____ Number of points possible: 15

Part V: Assessing student learning and modifying instruction as needed

Number of points: _____ Number of points possible: 20

Total number of points: _____ / 100

Agreement: _____
 Teacher/Date **Supervisor/Date**

Areas of Strength:

Areas Needing Improvement:

Support Plan/Projects:

Final evaluation:

| | | | |
|----------------|-------------|-------------------|-------------|
| Teacher | Date | Supervisor | Date |
|----------------|-------------|-------------------|-------------|

Administrator Comments:

Teacher Comments:

Overall Performance:

Exceeding expectations

Meeting expectations

Needing improvement

Unsatisfactory

Teacher signature* **Date**

Administrator signature **Date**

(*Teacher signature does not necessarily mean agreement with the evaluation.)

A. Motivation/Student Engagement: The teacher

1. Assists students in developing positive attitudes about learning. Notes:
2. Continually connects learning to careers and other areas of interest to the student. Notes:
3. Develops rapport with the students and takes interest in their lives. Notes:
4. Encourages the students to do their personal best and honors their efforts, however small. Notes:
5. Demonstrates a general knowledge and understanding of student developmental characteristics and learning styles and uses them to motivate students to learn. Notes:
6. Uses materials, resources, technologies, and instructional strategies to make subject matter accessible to and understandable by all students. Notes:
7. Uses instructional strategies that promote active learning and student participation. Notes:

B. Increasing Student Achievement:

STAR overall results/improvements:

CELDT (and INSIDE) overall results/improvements:

SCANTRON overall results/improvements:

Fountas & Pinnell overall results/improvements:

Other evidence of student achievement (student portfolios, etc.):

C. Planning, Preparation, and Safe Learning Environment: The teacher

1. Demonstrates a command of subject matter, content and lifelong learning standards and endeavors to make connections to other disciplines. Notes:

2. Organizes curriculum to support student acquisition and understanding of subject matter. Notes:
3. Uses a variety of instructional strategies and resources to respond to students' diverse needs and learning styles. Notes:
4. Uses multiple sources of data to plan the teaching of subject matter. Notes:
5. Keeps classroom safe, efficient and conducive to learning. Notes:
6. Creates a climate that promotes fairness, respect and equity. Notes:
7. Establishes and maintains fair, clear and consistent standards for student behavior. Notes:

D. Establishing High Academic Expectations: The teacher

1. Establishes high academic expectations for all students. Notes:
2. Endeavors to make all students successful. Notes:
3. Ensures all students access to the academic curriculum by implementing instruction that progresses from simple knowledge to complex thinking skills. Notes:
4. Selects and uses activities that encourage students to make connections, pose questions and solve problems. Notes:
5. Frequently challenges the students to practice and improve their Reading and Writing skills, including academic literature. Notes:
6. Uses instructional time effectively. Notes:

E. Assessing Student Learning and Modifying Instruction: The teacher

1. Collects and uses multiple sources of information and data to regularly assess student learning and to modify and guide instruction as needed. Notes:
2. Provides opportunities for students to assess their own progress. Notes:
3. Checks for understanding by listening, observing and questioning during instruction and modifies instruction accordingly. Notes:

4. Assesses the effectiveness of the lesson and the extent to which the lesson reaches the instructional goal. Notes:
5. Evaluates student progress against SCANTRON, State and Common Core standards, as well as course objectives. Notes:
6. Provides ongoing feedback to students and uses data when explaining student progress to families. Notes:
7. Keeps records and reports that are up-to-date and accurate, and is punctual in submitting all material. Notes:

SUNRISE MIDDLE SCHOOL Educator Improvement Plan Form

Date of initial determination of concern:

Date of collaborative conference:

I. List area to be improved.

II. Specific objectives for improvement.

III. Plan for self-improvement (activities and timeline).

IV. Administrator's plan to assist educator to improve performance (activities and timeline).

V. Criteria for measurement of progress.

VI. Date outcome of plan is to be evaluated.

Educator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

School: _____

Educator Improvement Plan Chart

| Area to be Improved | Objectives for Improvement | Self-Improvement Plan | Administrator's Plan to Assist Educator | Improvement Measurement Criteria | Plan Evaluation Timeline |
|---------------------|----------------------------|-----------------------|-----------------------------------------|----------------------------------|--------------------------|
| | | | | | |
| | | | | | |

Educator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

School: _____

PROCESSES TO ASSURE STAKEHOLDER PARTICIPATION

The major stakeholders in Sunrise and its students are the community, the students, the parents, and the staff of the school. Mechanisms are in place to include each of these stakeholder groups in planning the future of the school.

Community: Input in planning the future of Sunrise is gained from the community through Sunrise's Board of Directors. The board meets at the school every other month. Board meetings are open to the public, and the schedule of meetings is posted on the school website as is the agenda for each meeting. Any member of the public is encouraged to speak before the board regarding any item on its agenda. The board, moreover, is comprised of members from several sectors of the community including business, education, and at-risk students. One third of the board members are Latino, as is the majority of the student population.

Students: Sunrise has an active student government. Each class has elected representatives. The student government members have appointed their officers. The student government members are mentored in government processes and procedures by an adult skilled in management. The members meet on a regular schedule, develop agendas, solicit comment on agenda items from members of the student body, make decisions that influence programs, events, and students, and advise the administrative staff of the school regarding student views on current and planned programs and activities. At this writing, the Student Council is planning a Halloween dance and haunted house and conducting bake sales to help pay for them.

Parents: Parents are invited to school-wide meetings eight times per year. They are also encouraged to volunteer at the school, participate in field trips, and attend board meetings. Teachers meet with parents of their students at the end of grading periods. Beyond these formal meeting times, parents are encouraged to meet as they feel the need to do so with school administrators and the teachers of their students. Parents and staff comprise the School Site Council, which advises the administration and Board of Directors on various issues.

Staff: Teachers and administrators meet weekly. Through these meetings, they guide the day-to-day operation of the school, reflect on experiences during the week that have relevance to the educational program or to the possible need for adjustment in programs and practices, and they recommend attention to items that may require study or long-term planning. Teachers help to design the curriculum, and bring to the staff suggestions for promising new approaches to instructing and motivating students. School staff members hold a planning retreat prior to the beginning of the school year, and may hold additional retreats as deemed necessary during the school year. They also meet informally periodically as a means to build a sense of community among staff members.

PROCESS FOR ADDRESSING NEW LAWS AND REGULATIONS

Sunrise is a member of the California Charter Schools Association (CCSA) and the Charter Schools Development Center (CSDC). An important role of both associations is to apprise members of changes in law and regulation that require a response from charter schools. CCSA and CSDC advise members on options available when new laws are made or regulations are changed. The Sunrise Board of Directors uses information from CCSA, CSDC and from any other sources it might need to determine a course of action with respect to legal and regulatory changes. In collaboration with the principal, the board determines any action that will be taken. Responsibility to take the necessary action is then delegated to a responsible party. A timeline is set for making any changes that are necessary. The board then monitors implementation of the change to assure compliance with laws and regulations.

APPENDIX C:

**ARTICLES OF INCORPORATION
CORPORATE BYLAWS
AND
CONFLICT OF INTEREST CODE**

3220984

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 9 2009

Debra Bowen

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 Tonatuh, 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 Tonatuh.

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



A MAILING NAME AND ADDRESS (OPTIONAL)

NAME Teresa Robinson

ADDRESS 24920 Loma Prieta Avenue

CITY Los Gatos STATE CA ZIP 95033



File Date: 12/14/2010
 Expires: 12/14/2015
 Fee Total: 37.35
 Clerk ID: 027

FICTITIOUS BUSINESS NAME STATEMENT
 FILED WITH THE COUNTY CLERK-RECORDER OF SANTA CLARA
 COUNTY ON THE DATE IDENTIFIED ON THE FILING LABEL

REGINA ALCOMENDRAS, County Clerk - Recorder
SANTA CLARA COUNTY CLERK - RECORDER'S OFFICE

The following person (persons) is (are) doing business as: (Use the ADDENDUM page to list additional fictitious business names.)

1. FICTITIOUS BUSINESS NAME(S)

(1) Sunrise Middle School (2)

2. STREET ADDRESS OF PRINCIPAL PLACE OF BUSINESS CITY STATE ZIP COUNTY

24920 Loma Prieta Avenue Los Gatos CA 95033 Santa Clara

If the principal place of business identified in #2 above is not in Santa Clara County, a current fictitious business name statement for the fictitious business name(s) identified in #1 above shall be on file at the above-identified County that is the principal place of business. If applicable, please complete #3 below:

3. THE PRINCIPAL PLACE OF BUSINESS IS IN _____ COUNTY AND A CURRENT FICTITIOUS BUSINESS NAME STATEMENT IS ON FILE AT THE COUNTY CLERK-RECORDER'S OFFICE OF SAID COUNTY.

This business is owned by: (An asterisk (*) item requires proof of registration with the California Secretary of State's Office)

4. AN INDIVIDUAL A GENERAL PARTNERSHIP *A LIMITED PARTNERSHIP *A LIMITED LIABILITY COMPANY
 AN UNINCORPORATED ASSOCIATION OTHER THAN A PARTNERSHIP *A CORPORATION A TRUST COPARTNERS
 HUSBAND AND WIFE JOINT VENTURE STATE OR LOCAL REGISTERED DOMESTIC PARTNERS *LIMITED LIABILITY PARTNERSHIP

The name and residence address of the owner(s) / registrant(s) is (are): (DO NOT USE P.O. BOX, PRIVATE MAIL BOX ADDRESSES)
 NOTE: General Partnerships, Copartnership, Joint Venture, Limited Liability Partnership, Unincorporated Association, and Limited Partnership - Insert name and residence address of each General Partner, Trusts - Insert the full name and residence address of each trustee; Limited Liability Company and Corporation - Insert full name and address of Limited Liability Company or Corporation as registered with the California Secretary of State's Office; State or local registered Domestic Partners - Insert full name and residence address of each Domestic Partner.
 USE THE ADDENDUM PAGE TO LIST ADDITIONAL NAMES AND ADDRESSES.

5. NAME ADDRESS CITY STATE ZIP

Escuela Xochitl Tonatiuh 24920 Loma Prieta Ave. Los Gatos CA 95033

NAME ADDRESS CITY STATE ZIP

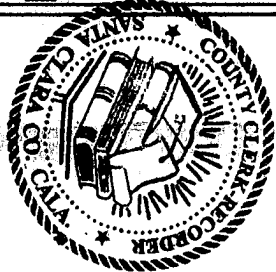
NAME ADDRESS CITY STATE ZIP

Registrant/Owner began transacting business under the fictitious business name(s) listed above on:

6. DATE: 12/13/10 NOT APPLICABLE

This filing is a:

7. First Filing (Publication Required)
 Refile of previous file # _____ (check appropriate box(es), below)
 Refiled prior to expiration or within 40 days past expiration, with NO CHANGES
 With changes (Publication Required)
 After 40 days of expiration date (Publication Required)
 Due to publication requirement not met on previous filing (Publication Required)



CLERK-RECORDER SEAL

I hereby certify that this copy is a correct copy of the original Fictitious Business Name Statement on file in my office.

Regina Alcomendras, Santa Clara County Clerk-Recorder

By Carolina Cardoso Deputy

8. I declare that all information in this statement is true and correct. (A registrant who declares as true information which he or she knows to be false is guilty of perjury.)

SIGNED X Teresa Robinson PRINTED NAME Teresa Robinson

if a CORPORATION, LIMITED LIABILITY COMPANY, LIMITED PARTNERSHIP or LIMITED LIABILITY PARTNERSHIP, the following must be completed:

ENTITY NAME Escuela Xochitl Tonatiuh, Inc. TITLE / CAPACITY OF SIGNER Executive Director / Incon

ARTICLE / REG # 3220984 (from CA Sec of State's Office) ABOVE ENTITY WAS FORMED IN THE STATE OF California

NOTICE - IN ACCORDANCE WITH SUBDIVISION (a) OF SECTION 17920, A FICTITIOUS BUSINESS NAME STATEMENT GENERALLY EXPIRES AT THE END OF FIVE YEARS FROM THE DATE ON WHICH IT WAS FILED IN THE OFFICE OF THE COUNTY CLERK, EXCEPT, AS PROVIDED IN SUBDIVISION (b) OF SECTION 17920, WHERE IT EXPIRES 40 DAYS AFTER ANY CHANGE IN THE FACTS SET FORTH IN THE STATEMENT PURSUANT TO SECTION 17913 OTHER THAN A CHANGE IN THE RESIDENCE ADDRESS OF A REGISTERED OWNER. A NEW FICTITIOUS BUSINESS NAME STATEMENT MUST BE FILED BEFORE THE EXPIRATION. THE FILING OF THIS STATEMENT DOES NOT OF ITSELF AUTHORIZE THE USE IN THIS STATE OF A FICTITIOUS BUSINESS NAME IN VIOLATION OF THE RIGHTS OF ANOTHER UNDER FEDERAL, STATE, OR COMMON LAW (SEE SECTION 14411 ET SEQ., BUSINESS AND PROFESSIONS CODE).

**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 24920 Loma Prieta Avenue, Los Gatos, California, 95033, in Santa Clara County.

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 monitor, guide, direct and promote Escuela Xochitl Tonatiah, a California public school.

SECTION 2. NONDISCRIMINATORY POLICY STATEMENT

The corporation does not discriminate on the basis of race, color, national or ethnic origin in the administration of its objectives and purposes.

**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.

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.

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

The term of office of all members of the initial board of directors shall end on June 30, 2011. At that time, the board shall initiate staggered terms for its members by assigning its membership to one-, two- or three-year terms. Following the expiration of those designated terms, the term of each director shall continue for three years. It shall therefore 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, or other relative of any such person; or
- (c) Any person holding a disqualifying financial interest as set forth in Government Code 1090 *et seq.*

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.

SECTION 8. PLACE OF MEETINGS

Meetings will be held at the school, once established. Any meeting, regular or special, may be held by conference telephone or similar communications equipment, so long as all directors participating in such meeting can speak to and hear one another. Meetings shall not be conducted via electronic mail or other media where all directors cannot simultaneously hear one another.

SECTION 9. REGULAR AND ANNUAL MEETINGS

Regular meetings of directors shall be held once every three months (March, June, September, and December) until such time as sufficient funding is obtained for the school to begin, and then every other month (in September, November, January, March, May and July) on a date and at a time to be designated by the Board.

If this corporation makes no provision for members, then, at the annual meeting of directors, to be held in May, directors shall be elected by the board of directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by secret ballot only.

Directors may be elected at any meeting of the board of directors to fill vacancies or to add to the number of directors within the limits of these bylaws.

SECTION 10. SPECIAL MEETINGS

Special meetings of the board of directors may be called by any officer or by any two (2) directors, and such meetings shall be held at the place designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

SECTION 11. NOTICE OF MEETINGS

Regular meetings of the board may be held without special notice. Special meetings of the board shall be held upon four (4) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone. If sent by mail, the notice shall be deemed to be delivered on its deposit in the mails. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 12. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day, and hour of the meeting. The purpose of any board meeting need not be specified in the notice.

SECTION 13. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 14. QUORUM FOR MEETINGS

A quorum shall consist of a simple majority of the directors.

Except as otherwise provided in these bylaws or in the articles of incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the president shall entertain at such meeting is a motion to adjourn.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the articles of incorporation or bylaws of this corporation.

SECTION 15. 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 for purposes of electing, appointing and discharging directors and key employees, appointing committees and delegating authority thereto, approving contracts or transactions in which a director has a material financial interest, or indemnifying directors. In these cases, the action of a majority of the directors then in office is required by the California Nonprofit Public Benefit Corporation Law and/or these bylaws.

SECTION 16. CONDUCT OF MEETINGS

Meetings of the board of directors shall be presided over by the chair, or, if no such person has been so designated, or, in his or her absence, by the vice chair 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 presiding officer 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.

SECTION 17. VACANCIES

Vacancies on the board of directors shall exist (1) on the death, resignation, or removal of any director, and (2) whenever the number of authorized directors is increased.

The board of directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 or the California Nonprofit Public Benefit Corporation Law.

Directors, except for the representative of the chartering agency, may be removed without cause by a majority of the directors then in office.

Any director may resign effective upon giving written notice to the chair, 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 may be filled by approval of the board. A person elected to fill a vacancy as provided by this section shall be deemed to be a new director and shall hold office until the expiration of the term for which the director was elected or a successor has been elected and qualified.

SECTION 18. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

To the extent that a person who is, or was, a director, officer, employee, or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue, or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 19. 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 or 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 president.

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 any time, and each officer shall hold office until he or she resigns, is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

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

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. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the board of directors relating to the employment of any officer of the corporation.

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 president, such vacancy may be filled temporarily by appointment by the president until such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The president 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. He or she shall preside at meetings of 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 and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, 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 membership book containing the name and address of each and any member. In the case where any membership has been terminated, the secretary shall record such fact in the membership book together with the date on which such membership ceased;

(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, the membership book, 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 for 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 president 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, 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 approval of any action which, under law or the provisions of these bylaws, requires the approval of the members or of a majority of all of the members;
- (b) The filling of vacancies on the board or on any committee that has the authority of the board;
- (c) The fixing of compensation of the directors for serving on the board or on any committee;
- (d) The amendment or repeal of bylaws or the adoption of new bylaws;
- (e) The amendment or repeal of any resolution of the board which by its express terms is not so amendable or subject to repeal;
- (f) The appointment of committees of the board or the members thereof; and
- (g) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

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.

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 president 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, committees of the board and, if this corporation has members, of all meetings of members, 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 members, if any, 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.

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 and, if this corporation has members, to any member who requests it in writing. 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 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 9 AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Except as otherwise provided by law, these bylaws, or any of them, may be altered, amended or repealed, and the new bylaws adopted by a vote of two-thirds of the directors seated in office.

ARTICLE 10 AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES

Any amendment of the Articles of Incorporation may be adopted by approval of two-thirds of the seated members of the board of directors.

ARTICLE 11

PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

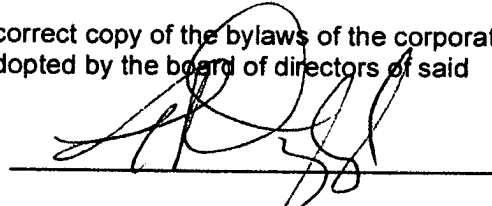
No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation. This provision shall not prevent payment to any such person of reasonable compensation 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. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, 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).

CERTIFICATE OF SECRETARY

This is to certify that the foregoing is a true and correct copy of the bylaws of the corporation named above and that such bylaws were duly adopted by the board of directors of said corporation.

Dated: September 9, 2009

A handwritten signature in black ink, appearing to read 'L. Daughenbaugh', is written over a horizontal line.

Leonard Daughenbaugh, Secretary

Amended: January 13, 2010

Amended: March 10, 2010

Amended: February 12, 2011

Amended: February 23, 2011

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/legal/regs/current/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 notice and 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: July 10, 2013

EXHIBIT A

Designated Positions

| <u>Designated Position</u> | <u>Assigned Disclosure Category</u> |
|-------------------------------|-------------------------------------|
| Member of the Governing Board | 1 |
| Director of Charter School | 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.)

EXHIBIT B

Disclosure Categories

1. Category 1

Designated positions assigned to this category must report:

- A. Interests in real property located in whole or in part either (1) within the Charter School's jurisdiction boundaries, or (2) within two miles of the Charter School's jurisdiction boundaries, or of any land owned or used by the School; and

- B. Business positions, investments in or income (including gifts, loans, and travel payments) from sources that: (1) are contractors or sub-contractors that are or have been within the previous two-year period engaged in the performance of building construction or design within the Charter School's jurisdiction; or (2) engaged in the acquisition or disposal of real property within the jurisdiction; or (3) manufacture or sell supplies, books, machinery, or equipment of the type used by the department for which the designated employee is Manager or Director; or (4) are contractors or subcontractors engaged in the performance of work or services of the type used by the department for which the designated employee is Manager or Director. For purposes of this category, the Board's department is the entire school.

2. Category 2:

Designated positions assigned to this category must report:

- A. Interests in real property located in whole or in part either (1) within the Charter School's jurisdiction boundaries, or (2) within two miles of the Charter School's jurisdiction boundaries, or of any land owned or used by the School; and

- B. Business positions, investments in or income (including gifts, loans, and travel payments) from sources that: (1) are contractors or sub-contractors that are or have been within the previous two-year period engaged in the performance of building construction or design within the Charter School's jurisdiction; or (2) engaged in the acquisition or disposal of real property within the jurisdiction.

3. Category 3:

Designated positions assigned to this category must report business positions, investments in or income (including gifts, loans, and travel payments) from sources that (1) manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director; or are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director.

4. Category 4:

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in the School's conflict of interest code, subject to the following limitation: The Director may determine in writing that a particular consultant although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such written determination shall include a description of the consultant'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.

APPENDIX D:

**EXECUTIVE SUMMARY OF REPORT ON SUNRISE MIDDLE SCHOOL
BY THE
CHARTER SCHOOLS DEVELOPMENT CENTER**

**CONDUCTED FOLLOWING FOUR-DAY INSPECTION
ON BEHALF OF THE STATE OF CALIFORNIA,
DEPARTMENT OF EDUCATION**

APRIL, 2013



**School Quality Review Report for
Sunrise Middle School
San Jose, CA**

**Submitted by
Charter Schools Development Center
April, 2013**

Executive Summary

Sunrise Middle School is located in San Jose and was authorized by the San Jose Unified School District. The school opened in the fall of 2011 and in its second year of operation (2012-13), the school enrolls about 120 students in grades six through eight. The majority of the school's students are designated as socioeconomically disadvantaged (117) and nearly half are English learners (56). On January 23 and 24 and February 12 and 13, the CSDC team visited Sunrise Middle School to evaluate the effectiveness of the school's instructional program, operations, and finances. A summary of the school's key strengths and areas of improvement follows:

Curriculum, Instruction, and Student Assessment

Strengths:

- The school has attracted a population of students that reflect what their charter envisioned—students who are in danger of falling behind academically, who have been turned off by traditional schooling, or who are in danger of moving into anti-social behaviors.
- The school is implementing a standards based curriculum for its middle school students and is preparing to implement the Common Core Standards.
- The school's staff members have participated in multiple professional development activities—many of them focused directly on the specific needs of the school and its students.
- Both the school and class size are small contributing to a much more personalized environment than traditional middle schools.
- Parents and students we interviewed expressed a great deal of satisfaction with the school citing the school's small size, its focus on supporting students, and safety.
- Students were clear on the school's "family" focus and could clearly articulate how the school was a better fit for them than their previous schools.
- The school's implementation of meditation and reflective time supports the school's academic program and creates a level of calmness in the school's atmosphere.

Areas of Improvement:

- The school's charter calls for both small class size as well as an additional support staff in each classroom. The school should continue to work towards identifying resources to provide additional support in classrooms.
- The school's students were thoughtful about what works for them at the school and had ideas for ways to improve the school. The school should consider ways to capture student voice.
- The CSDC team saw examples of good instruction in classrooms, but would suggest that the school focus on increasing the time students are actively engaged in higher order thinking.

Governance, Operations, and Finance

Strengths:

- The school's governing board appears well engaged and highly aligned with the school's mission and values.
- The school has a clear financial audit and the school's finances appear to be accurately tracked and reported.

- The school divides its budget development work, accounting and payroll, and attendance accounting among three separate contractors and appears to get competent and timely service at a reasonable cost.

Areas of Improvement:

- The school is currently in its second year and needs to work on building up its financial reserves.
- The school is relatively small and operates on a lean budget; consequently, the school is only able to afford modest salaries for its staff at the current time.
- The school is anticipating the need to hold a Random Public Drawing in future years and should revise its application process to collect only the information necessary to include students in the Random Public Drawing prior to the drawing and use its current Application/Registration forms to gather information on admitted students.

APPENDIX E: STATEMENTS OF SUPPORT

LETTERS OF SUPPORT

- 1. Parents**
- 2. Students**
- 3. Teachers**
- 4. Members of the Community**

Oct. 28, 2013

To Whom it May Concern,

My 11 year old son, Michael Aguirre, is a 6th grader at Sunrise Middle School. This school was recommended to us by Principal Paulette Zades from Grant Academy because of Michael's continuous struggles with traditional public school. Michael has several learning disabilities and behavioral/emotional issues and has historically felt very ostracized by his peers and opposed to learning.

After meeting with the Sunrise Middle School principal, hearing about their unique philosophy, and being told that Michael's learning disabilities would be well taken care of, we decided to enroll him. The results have been tremendous ever since. Michael actually gets excited about going to school. He has made friends, been actively engaged in sports on a daily basis thanks to their after school program, and has been eating much healthier thanks to their nutrition based school lunches that are healthier than any other school lunches I have ever seen. Michael also completes the majority of his homework - also at the after school program - which is a first for him.

Overall, I would highly recommend this school and feel that it makes a daily investment in its students' lives and our community. At the last field trip the children went on at Hidden Villa, I was amazed to see the kids trying fresh produce out of the organic garden and learning to care for and respect our environment, each other, and animals. These are valuable lessons that many public schools miss out on, yet I feel they are equally important as academics because they prepare our children to become unique, thoughtful, critical thinking adults ready to enrich the neighborhoods around them.

Thank you for your time and support of this wonderful school. Please feel free to contact me with any questions.

Sincerely,



Melissa Anne Strawn
408-509-2871

A mi me gusta mucho la escuela porque ofrece mucho entretenimiento y actividades a los niños. El programa de después de escuela los mantiene seguros y focalizados haciendo la tarea. Mi hijo tuvo mucho éxito cuando vino a Sunrise. Él se sintió apoyado por los maestros y sobretodo porque él no hablaba mucho inglés y acá lo ayudaron a que siguiera tomando las clases y le dieron mucho apoyo en español e inglés.

La misma experiencia la tuvo mi sobrina cuando recién llegó de México y no hablaba nada de inglés. Ella comenzó en Sunrise y encontró mucho apoyo de los maestros y compañeros que también hablan español.

Otra cosa que me gusta de esta escuela es que los maestros realmente le importan a los estudiantes. Ellos no solo les enseñan sino que también disfrutan con ellos cuando salen de paseo.

Me gustaría que eSunrise siguiera abierta así todos los otros pueden beneficiarse como mi hijo y mi sobrina.

Gracias,

Guadalupe Chavez

Lupita Chavez
Madre de Juan Carlos Vazquez, Grado 9
Y Tía de Jacqueline Chavez, Grado 6

I really like the school because it offers plenty of activities for children. The after school program keeps them safe and focused on homework. My son was very successful when he came to Sunrise. He felt supported by the teachers, especially because he did not speak much English. The teachers helped him to continue to take classes and gave much support in Spanish and English.

This also was my niece's experience when she arrived from Mexico and spoke no English. She began in Sunrise and found a lot of support from teachers and peers who also speak Spanish.

Another thing I like about this school is that teachers really care about the students. They not only teach them, but also enjoy them in the outside world.

I would like for Sunrise to remain open so all others can benefit as my son and my niece have benefited. Thank you.

October 28, 2013.

A quien corresponda:

La escuela Sunrise debería existir 5 años más por la razón de que hay muchos niños que necesitan el tipo de atención y enseñanza que provee esta escuela. En sunrise encuentro una hermandad entre los maestros, niños y padres. Todos se apoyan y disfrutan las clases, los deportes y el estar en las horas de escuela. Esta escuela la siento como un segundo hogar, porque no solo lo ayudan a superarse en lo académico sino también en lo personal.

Sunrise a ayudado a mi hijo a convertirse en un mejor estudiante. Veo que mi hijo esta mas focalizado en estudiar y hacer su tarea. Cuando el estaba en la escuela Grant en quinto grado, el no tenía las mismas ganas y deseos de aprender. El no sacaba buenas notas porque no tenia el apoyo y la atención que ha encontrado aqui en Sunrise. Noto de que el ha avanzado y le gusta estudiar. algo que encuentro aca a diferencia de otras escuelas es no solo en lo académico sino que Sunrise le ofrece una gran diversidad de paseos y también van muchas veces por año. Eso ha contribuido a que mi hijo conozca y comprenda mas sobre la naturaleza y nuestro mundo.

Es mi esperanza de que la escuela Sunrise perdure muchos años mas porque hay muchos niños que necesitan la atención, la educación y el cuidado que les brinda Sunrise middle school.


Marcelina Sanchez Hernandez

October 28, 2013

To whom it may concern:

Sunrise Middle School should exist for 5 more years since there are many children that need the kind of attention and instruction that this school provides. At Sunrise I find a union among teachers, children and parents. Everybody supports each other and enjoys the classes, the sports and the time spent in school. I feel this school is a second home, because they do not only help you succeed in academics, but also in your personal life.

Sunrise has helped my son become a better student. I see that my son is more focused in studying and doing his homework. When he was at Grant School in fifth grade, he did not have the same enthusiasm and desire to learn. He did not get good grades because he did not have the support and attention that he has found here at Sunrise. I have noticed that he has progressed and that he likes to study. Something that I find here that is different than other schools is not only in academics, but also that Sunrise offers a great variety of field trips and also that they go on field trips many times per year. That has helped my son to know and understand more about nature and our world.

It is my hope that Sunrise Middle School endures for many more years because there are many children who need the attention, education and care that Sunrise Middle School provides to them.

Marcelina Sanchez Hernandez

Octubre 28, 2013.

A quién corresponda:

La razón por la cual yo pienso que Sunrise tendría que existir por más tiempo es por la dedicación y la atención que le ofrecen a todos los estudiantes.

Desde que mi hijo a estado en esta escuela he visto que los maestros y el personal de la escuela siempre tratan de ayudarlos con cualquier problema que tengan; si andan bajos de calificaciones lo maestros los ayudan a mejorar los grados y los motivan a salir adelante.

Existe una muy buena comunicación entre alumnos , maestros y padres. Estoy muy a gusto de que practican meditación porque les ayuda a relajarse para poder comenzar bien el día. Otra cosa que me gusta de Sunrise es que lleva a los estudiantes a paseos donde ejercitan mucho su cuerpo y la mente.

He visto de que mi hijo a mejorado en sus calificaciones y en parte es porque a el le gusta mucho hacer deportes. Y para poder ser parte del equipo de soccer de Sunrise el tiene que tener buenas notas. Eso es una excelente motivación para el. Mi hijo también recibe mucho apoyo de los maestros y la principal. Esa es una de las tantas razones por la que me gustaría que Sunrise siga abierta por muchos años más.

Nora Cruz

Nora Cruz

October 28, 2013

To whom it may concern,

The reason why I think that Sunrise should exist for a longer time is for the dedication and attention they provide to all of their students. Ever since my son has been at this school I have seen that the teachers and staff in the school always try to help them with any problem they might have; if they are having bad grades, teachers help them to better their grades and motivate them to succeed.

There is very good communication among students, teachers and parents. I like the fact that they practice meditation because this helps them to relax and to start to day right. Another thing that I like from Sunrise is that they take them to field trips where they can exercise their bodies and minds.

I have seen that my son's grades have improved, and part of it is because he loves to practice sports. And in order for him to be part of Sunrise soccer team he has to have good grades. This is an excellent motivation for him. My son also receives a lot of support from his teachers and the principal. This is one of the many reasons for which I would like for Sunrise to remain open for many more years.

Nora Cruz

Octubre 28, 2013

A quién corresponda:

Yo pienso que Sunrise middle tiene que estar más tiempo aquí porque es una escuela que ofrece mucha ayuda y apoyo a los niños que están entrando a la adolescencia y también ofrece mucho apoyo en sus tareas y en su progreso.

Yo encuentro en Sunrise algo que es muy bueno: la meditación y los paseos. Esto ayuda para que los niños no piensen en cosas negativas y sigan creciendo sanos de mente.

Yo tengo dos hijos en la escuela Sunrise. Ellos han mejorado mucho en su forma de ser y de pensar. Ellos están siempre pensando en que tiene que hecharle muchas ganas para seguir adelante.

Desde que mis hijos entraron a Sunrise Middle han mejorado sus calificaciones uno de ellos ha sido siempre uno de los que se han sacado mejores grados. Y como se han mejorado mis hijos, yo creo que todos los estudiantes se pueden mejorar con el apoyo de esta escuela.

 SUSANA
Susana Espino

October 28, 2013

To whom it may concern:

I think that Sunrise Middle School has to remain here for more time because it is a school that offers a lot of help and support to children who are entering adolescence and also offers a lot of support in their homework and school progress.

I find at Sunrise something that is very good: meditation and field trips. This helps to ensure children do not think about negative things and for them to continue to grow with a healthy mind.

I have two children at Sunrise Middle School. They have improved a lot the way they are and the way they think. They are always thinking about the fact that they need to work hard so they can succeed.

Ever since my children started going to Sunrise Middle School, they have improved their grades, one of them has always been one of the students that have received the best grades. And since my children have improved, I believe that all students can improve with the support of this school.

Susana Espino

30 de octubre

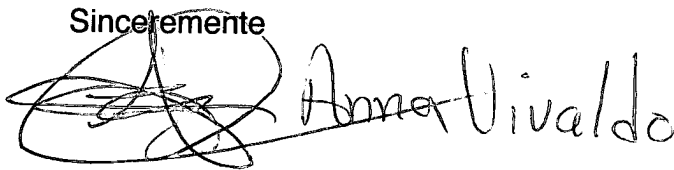
Yo pienso que la escuela ha sido una fuente muy fumentada porque le ha servido a muchos niños de esta área y espero que le sirva a más niños. Deben dar prioridad a gente que tiene más tiempo para dedicar porque esta escuela brinda mucho apoyo a los alumnos y a los padres. Tienen muchos recursos que esta a nivel avanzados. Esta escuela deja a los niños expresarse y tienen muchos paseos y deja a los niños que se diviertan.

Quisiera que nos dieran 5 más años para que los padres vean la diferencia entre esta escuela y otras escuelas. Mi hijo solo ha estado aquí dos años pero le ha dado muchas oportunidades que otras escuelas no ofrecen. A mi hijo le ha servido tanto en su educación y en su persona. La escuela lo enseñó a ser más amigable y más amable con otra gente.

Doy gracias que esta escuela abrió en esta área porque antes no había escuela cerca para que mi niño fuera. La escuela le ha dado ganas a ser una mejor persona. La escuela da muchas oportunidades para crecer entonces necesita niños que quieran aprovechar de esa oportunidad. Espero nos puedan apoyar para que esta escuela pueda seguir creciendo y funcionando en esta área.

No tengo ninguna queja de esta escuela porque mi hijo se ha podido superar tanto en su educación como en su persona. La escuela tiene grandes ayudas para cada alumno y para cada padre. Ahora mi hijo es muy conocido y se ha desarrollado en esta escuela. Ahora mi hijo va enfocado en las metas que quiere realizar y eso es algo que le debo agradecer a esta escuela. No tengo nada pero gracias y respeto a esta escuela y a sus empleados por tener los recursos y la educación que tiene. Le quiero dar muchas gracias a la escuela por todo lo que ha cumplido con mi hijo.

Sinceremente

A handwritten signature in black ink that reads "Ana Vivaldo". The signature is written in a cursive style with a large, stylized initial "A" that loops around the first part of the name.

Ana Vivaldo
Madre de Miguel Vivaldo

October 30, 2013

To whom it may concern:

I think that this school has been a well fomented source because it has helped many children in this area and I hope it helps more children. They should give priority to people who has the time to devote to help others because this school provides plenty of support to students and parents. They have many resources at advanced levels. This school lets students express themselves and they offer many field trips and they let children have fun.

I would like for you to give us 5 more years so that parents can see the difference between this school and other schools. My son has been here for only two years, but they have given him opportunities that other schools do not offer. This school has helped my son in the educational and personal level. They thought him to be friendlier and more kind to other people.

I am thankful that this school was opened in this area because before there was not a school close by where my son could go to. The school has given him the desire to be a better person. The school provides many opportunities to grow so it needs children who want to take this opportunity. I hope you can support us so that the school can continue growing and remain open in this area.

I do not have any complaints about this school because my son was able succeed in his education and at the personal level. The school provides great support to every student and to every parent. Now my son is well known at the school and he has developed at school. Now my son is focused in the goals he wants to achieve and this is something for which I need to thank the school for. I have nothing, but thanks and respect for this school and its staff for having the resources and education that they have. I would like to thank very much this school for everything it has achieved with my son.

Ana Vivaldo

Mother of Miguel Vivaldo,

Youngest to run 100 miles in less than 24 hours

Dear San Jose Unified School District,

I think that Sunrise Middle School should be allowed to stay around for another five years because they support you in every way, in studies and in life. They are helping me get into a good university.

I also like how they take you to a lot of different field trips – not just for fun, but to learn, too. For example, we went to Alcatraz to learn the history of that place and to Hidden Villa to learn about healthy eating, taking care of animals, and community service.

I went to ACE Charter Middle School before Sunrise and over there they teach you things, like in Math, for a certain amount of time and then go on to the next thing. But at Sunrise they review it with you until you know it.

My grades have improved a lot because of the expectations.

Thank you for listening to me.

Miguel Vivaldo

Miguel Vivaldo

Oct. 29, 2013

To the SJUSD Board of Education,

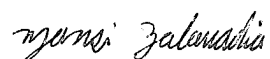
Sunrise Middle School is a wonderful school to attend. The teachers are understanding and always ready to guide you to success. In the time I was there I made many friends and I fit into the school very easily due to the friendly atmosphere. I loved how this school not only focused on academics, but also extracurricular activities such as field trips and sports. Every field trip tied into education in one way or another. For example, we went on an 8th grade snow trip at Lake Tahoe and on the way learned about the Donner Party. The school provides a wonderful learning experience that pushes you to explore new things.

Last June when I walked up the aisle to get my diploma and watched it engrave itself into my hands, I knew it was a start to a new beginning. I took everything I learned with me across the street to San Jose High School, including all of the knowledge and advice I received. Right then and there I knew it would be a smooth transition from Sunrise to San Jose High, where I now am in geometry and honors biology. This is because of all the help and support I had received.

My first steps into high school were a breeze, and I achieved my goals right away, such as being Student of the Month in the first month there and being elected Freshman class secretary. Much credit goes back to Sunrise, and I know if I ever need help the school will always be there for me.

I would love it if this school is allowed to continue on for another five years so that it can make other children like me happy and give them support to achieve great heights in their life. If the school is allowed to continue, many others will get this great experience as a part of their life, creating memories that will stay with them forever. Thank you for taking the time to read this letter. Even if it helps a little, it would mean so much to me.

Sincerely,



Mansi Zalavadia

October 28, 2013

To the District,

I really think that Sunrise should be allowed to stay around another five years because it helped me a lot – academically and mentally. The school helped me establish what's right and what's wrong and how to be a leader in that way.

I was always into academics but not into being social, talking to people and establishing conversation with people. Sunrise helped me bring out that part of me. The positive energy here helped me. I never thought I was good enough for anything. I played soccer but I never wanted to be on a team before. The school put more positive thoughts in my head. I'm pretty sure that it's because this is a small school. I think I would have gotten lost at Burnett and not found myself. Now I like to help people. The experience I had is now helping me help other kids.

I see myself as a leader in the school now. I plan on using what I learned here – that what has created the personality I now have – to be a strong leader in high school and to go on to a really good university. I used to want to be an architect, but now I'm interested in computer science, too. I feel like my English has improved a lot here, and my mathematics has really excelled. I like the challenge to pass algebra in eighth grade.

Thank you for listening to my opinions.

Sincerely,

Luis Martinez

Luis Martinez
8th Grade

October 30, 2013

Dear Member of the Board of Education,

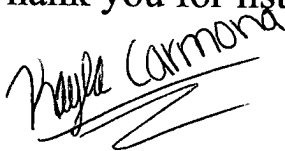
Our school should have permission to be here another five years because our students have learned a lot and improved their grades during these first 2 ½ years.

At Anne Darling my grade for math was kind of low. Here the math teacher, Rusila Racinez, is very supportive, and she helps out a lot of kids in our class. She even holds office hours.

Our staff members are very kind and support us a lot. For example, Cherish, our girls group leader, helps us with our problems and helps us get along better with each other. I'm very grateful that Teresa, our wonderful principal, started this school because my grades have improved, and I'm feeling more confident.

We also have learned a lot about what anti-bullying is. At my other school, Anne Darling, there was a lot of arguing and bullying. It's better here because not a lot of bullying goes on. We're all friends and we like being around each other.

Thank you for listening to me.

A handwritten signature in black ink that reads "Kayla Carmona". The signature is written in a cursive style with a long, sweeping underline.

Kayla Carmona
7th Grade

October 29, 2013

Dear San Jose Unified School District,

Sunrise Middle School should be open for five more years – or forever!


I used to get F's and D's, but when I came to Sunrise I got A's and B's and one C. I am doing better now, and I have a lot of fun with new friends and the field trips they let me go on.

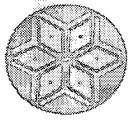
The meditation makes me feel free, and the food is good, better than at Burnett.

My favorite thing about Sunrise is that we get to have two electives.

Sincerely,

Eric Paulin
Grade 6
Student Council class representative

Eric Paulin 



Sunrise Middle School

1149 E. Julian St.
San Jose, CA 95116
(408) 659-4785
Sunrisemiddle.org

October 28th 2013

William M. Stephens
English teacher
Sunrise Middle School
1149 E. Julian St.
San Jose, CA 95116

To Whom It May Concern:

My name is William Stephens and I am writing this letter in support for the reauthorization of a charter for Sunrise Middle School. I have been an English teacher at Sunrise since its inception and truly could not be happier about my decision. I had been teaching in the Central Valley under a very strict Explicit Direct Instruction program and came to the conclusion that something better had to be out there. My students were not happy and ultimately, I was not happy. In all honesty, I was considering leaving the profession. I moved to San Jose looking for something different, something that was outside the box of the conventional EDI, testing-first methodology. I found that at Sunrise; a philosophy that kids' are not a number. They have passions, interests, and goals that need to be cultivated and exemplified in the classroom.

I absolutely love to come in to work every day. I have never made such a superfluous statement prior to working at Sunrise. I doubt many people in many professions could be so bold. A common day for me begins with a group of students meeting me at my car with a smile on their face. They are genuinely happy to see me and I am happy to see them. One of my yearbook students often returns my camera and reports on how well our sports teams did and how well the pictures came out. The thing that almost anyone will comment on after visiting Sunrise is how happy the students are; it's not a mirage and our exemplary attendance record proves it. Our students come to school every day because they want to come to school every day, which is huge. It's quite difficult to teach to an empty seat.

It hasn't been easy getting to this point. It has taken a group of exceptional, determined, like-minded people to make Sunrise Middle School what it is today. As an English teacher the first year at Sunrise, it was especially difficult because I had to create my own curriculum around the framework of Readers' Writers' Workshop. It was a daunting task, but that made me love it even more. Instead of opening a dusty textbook full of dead writers, I used my students' interests as my guide. RWW allows an unprecedented amount of freedom in the classroom, which more than motivates my students; it makes them care. They choose what they want to read and discuss and analyze it accordingly. They learn by doing, by connecting; ultimately finding relevance to their own lives. We have empowered our students to take responsibility for their own learning; that has made all the difference.

Sunrise Middle School has become a model for what hard work and dedication can accomplish. Our test scores may not be the best in the district, but I believe that one day they will be. In addition to meeting those testing goals, we will continue to have smart, thoughtful, and caring students that want to come to school. We have a program in place and a cohort of exemplary professionals that I feel guarantees future success.

Sincerely,

A handwritten signature in black ink, appearing to read 'W. Stephens', with a long horizontal flourish extending to the right.

William Stephens
English teacher-Sunrise Middle School

(559) 349-0629

October 30, 2013

Dear Members of the SJUSD Board of Education,

What attracted me to Sunrise is that it is innovative. The school gives a well-rounded education that includes academics plus life skills, mainly along the lines of interaction with self and others. It also has outdoor education and meditation programs. But more than anything, I wanted to be part of an organization that is trying to develop and fine-tune its programs, especially for math. I wanted to make a difference.

Sunrise has students who traditionally would go underserved in district schools. The school provides a good environment in which students can build their math skills, improve their critical thinking, and learn to appreciate math as well as their ability to do well in math.

In our math camp last summer we tried to build a culture with a growth mindset. In a short time it appeared that students had learned how to appreciate the way they thought about math problems, to be persistent in solving them, and to value their thinking processes. These elements are being further defined during the course of the school year. This has great impact not only on the students' math tests, but also on how they view themselves in other academic situations.


My biggest challenge has been bridging the skill gaps. We have a wide range of levels here – from students with special needs to regular students that come to us with many gaps in their math skills. These gaps go back to skills they should have acquired in second grade or more. With the help of college-age instructional aides, we are doing our best to differentiate instruction for the many different levels. I sometimes find I have as many levels as there are students in the classroom.

As lead math teacher, I intend to further refine and develop a program that is sustainable and that provides a systematic approach to skill acquisition, critical thinking, math appreciation, confidence in math, and individual growth.

This year we are teaching Common Core standards in sixth, seventh and eighth grade, while also preparing the upper half of our eighth grade class to pass algebra, despite the gaps even they still exhibit.

I have high hopes for Sunrise, its students, its families, and above all, its math program. I'm working very long days, and I go home tired at night, but I also feeling fulfilled. I haven't felt so hopeful and fulfilled about teaching math for some time!

Sincerely yours,


Rusila Racinez, Lead Math Teacher

Oct. 30, 2013

Members of the Board of Education,

I am writing this letter to express my support for reauthorization of the charter for Sunrise Middle School. I arrived at Sunrise Middle School last spring to take over as the new history teacher, and I have been enamored enough by the students and school to stay on despite my proclivity for a high school environment.

Sunrise is a refuge in a chaotic life for many students. Students know they can be more expressive and honest here than other schools where bullying is a bigger problem. Conflict resolution at this site is very good, and students who were at odds in the morning can be friends again by the afternoon, thanks to the administration and counselors at Sunrise.

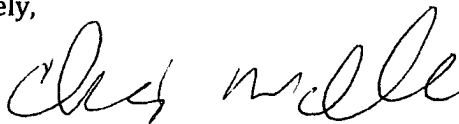
As a teacher, I have felt at ease knowing that I can turn to my principal for support when dealing with students and parents. I believe the discipline system at Sunrise to be better than many schools in that behavior often gets corrected without having to suspend students as often as might be done in traditional schools.

Another thing I like about Sunrise is that the education is not myopically dominated by Explicit Direct Instruction. EDI does have value but it is not all things, to all students, among all subject matter. I have enjoyed having the flexibility to alter my instruction as needed to ensure students are meeting the learning objectives. Should students fail to sufficiently respond to direct instruction, I know I can move to heterogeneous learning groups or other methods of instruction to achieve the desired results. I have enjoyed being able to give students learning opportunities where they can produce work they can be proud of.

Another thing that has drawn me to the school and to the students are all the extracurricular opportunities. I was a Boy Scout for several years in my youth but I still had never been backpacking until I came to Sunrise. The students here are getting opportunities they would be unlikely to get elsewhere. Furthermore, when students are given these opportunities they are pushed to reflect on what a privilege they are receiving and on how they should be appreciative of these opportunities. As a result I have become more reflective and appreciative myself. Being a part of the field trips and outings has also made for GREAT bonding with students, and I find my relationship with even my more challenging students to be improved.

Finally, as a citizen, I simply believe that people deserve to be able to choose to send their child to schools like Sunrise. Voters deserve choice in education, and both the quality of education and customer value will increase as a result. I say renew the charter and leave the matter to the parents. If Sunrise were not worth operating, the parents would take their children elsewhere.

Sincerely,

A handwritten signature in cursive script, appearing to read "Chris Webb".

Christopher Webb
Social Studies Teacher

Oct. 31, 2013

Dear Members of the Board of Education,

I am happy to be a teacher at Sunrise Middle School for several reasons.

The small classes allow me to get to know my students on a deeper level and to not only be their teacher, but also their mentor.

I also love the field trips because these give our students the chance to leave their neighborhoods and experience life outside their four-block radius. These trips also have given our students a good attitude toward their academics and have made an impact on their physical well-being as well.

Finally, I'm a believer in the calming effects of meditation for our students and enjoy making this an integral part of my physical education classes.

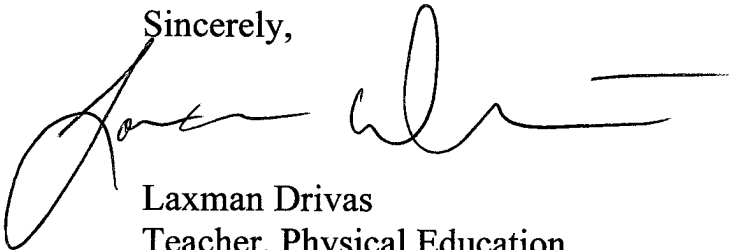
Our students are a fairly healthy group and show physical endurance, strength and aerobic capacity. Just this year, one of our students became the youngest in the world to run 100 miles in less than 24 hours. A number of our other young men and women run from five to fifteen miles at a time.

Our boys basketball team won second in the league this fall, losing only to the much larger August Boeger Middle School. Last spring our boys soccer team also won second in the league, again missing first place by only a few points and to a much larger school. Now we are shooting for first place!

For all of these reasons I feel very fortunate to be teaching at Sunrise Middle, and I sincerely hope that the school's charter is extended for another five years.

Thank you for your attention.

Sincerely,

A handwritten signature in black ink, appearing to read 'Laxman Drivas', with a long horizontal line extending to the right.

Laxman Drivas
Teacher, Physical Education



1107 9th Street, Suite 200 • Sacramento, CA 95814 • p 916-448-0995 • f 916-448-0998 • www.calcharters.org
250 East 1st Street, Suite 1000 • Los Angeles, CA 90012 • p 213-244-1446 • f 213-244-1448

October 29, 2013

Dr. Vincent Matthews
Board of Trustees
San Jose Unified School District
855 Lenzen Avenue
San Jose, CA 95126

Dear Superintendent Matthews and SJUSD Board of Trustees:

On behalf of the California Charter Schools Association, please accept this letter of support for the renewal of Sunrise Middle School (Sunrise). Sunrise offers a program focused on high expectations, responsibility, and hands-on learning for sixth through eighth graders.

CCSA is the membership and professional organization serving public charter schools in the State of California. Our mission is to increase student achievement by strengthening and expanding public charter schools throughout the state. We believe Sunrise has had an important impact in the community and in student's lives in San Jose. Despite having been in operation for only two years, Sunrise has posted 75 points of growth on API from their baseline year. In addition, the school leadership team is committed to continued growth for students and is proactively accessing many of CCSA's school support tools to ensure future success and impact.

Therefore, it is without reservation that I urge the Board of Trustees to renew Sunrise Middle School for five more years. If you have any questions, I invite you to contact me at (650) 796-2483 or hharmssen@calcharters.org.

Sincerely,

A handwritten signature in black ink, appearing to read 'Hilary Harmssen', is written over a light blue horizontal line.

Hilary Harmssen
Managing Regional Director, San Francisco Bay Area

October 29, 2013

San Jose Unified School District
Board of Education
855 Lenzen Avenue
San Jose, California

Dear Members of the Board of Education,

I am writing to endorse grant reauthorization for the Charter of Sunrise Middle School, of which I became familiar with last year working as a social worker contracted by San Jose Unified School District. I was assigned specifically to Olinder and Grant Elementary Schools. Currently, I work for EMQ Families First as a Clinician I.


During my contract with San Jose Unified School District, I referred several students who were being promoted to middle school to Sunrise because I thought they would have a far better chance of succeeding there than at a traditional 1,000-student middle school. I was most impressed with Sunrise's small class size, small student population, caring staff and individual attention toward students.

The students I referred are doing very well. The one who was most at risk is actually doing the best! Jose has challenging academic and behavioral needs that often went unmet amidst the traditional public school setting and left his parents wary of the educational system. Sunrise's special education and classroom teachers have worked hard to make the school work for this student and also to make his parents feel comfortable. Last Friday, this student's mother even participated in the sixth grade field trip to Hidden Villa Farm in Los Altos. Further, Jose received an award for most improved earlier in October. Staff has also noticed that he will now occasionally tell other students how they should behave and that fighting is not the answer.

I completely support Sunrise's Charter reauthorization, and hope that the school is given every consideration. I believe the school is comprised of dedicated and passionate individuals which will lead to the school's improvement in the coming years. It can be a great home for SJUSD students whom teachers and counselors believe need a nurturing middle school environment. Never before have I had so many students request to attend a middle school and once enrolled and in attendance report unanimously how much they enjoy going to school.

Thank you very much for your consideration. If you have questions, please feel free to contact me via phone: (646) 761-8982 or email: Lc1285@nyu.edu.

Sincerely,



Lauren Capano, ASW



Empowering Charters to Succeed

October 30, 2013

San Jose Unified School District
855 Lenzen Avenue
San Jose, California 9512

Dear Members of the Board of Education,

This letter is given in support of the charter reauthorization for Sunrise Middle School. Sunrise has been a member of the El Dorado County Charter SELPA since the school's inception in 2011.

Sunrise Middle School has been an active participant in the SELPA as measured by attendance at trainings and governance meetings. This level of engagement coupled with the 99 point API growth for students with disabilities demonstrates their ability to effectively meet the needs of their students.

We are proud to partner with Sunrise and look forward to our continued relationship.

Please feel free to contact me with any questions.

Sincerely,

David M. Toston
Executive Director
El Dorado County SELPA/Charter SELPA



HISPANIC
CHAMBER OF COMMERCE

100 E. Santa Clara St.
San Jose, CA 95113
Phone: (408) 351-3610
Fax: (408) 351-3611
Website: www.HCCSV.org
Email: info@hccsv.org

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Lionel Elizarraraz

SBDC-Hispanic Satellite

Robert Banuelos Jr.

SBDC-Hispanic Satellite

October 28, 2013

San Jose Unified School District
855 Lenzen Avenue
San Jose, California

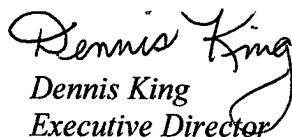
Dear Members of the Board of Education,

I strongly support renewal of the Sunrise Middle School Charter. Sunrise is meeting the educational needs of some of city's most economically deprived children. The Hispanic Chamber of Commerce Silicon Valley represents many of the small business persons who provide goods and services in the area of the city that Sunrise serves.

Through my work with Hispanic small business persons, I have come to appreciate the power of individuals having a vision of what they can achieve. I am pleased to be supporting Sunrise's charter renewal because its leaders understand the vision of their students. Children from poor families envision acquiring knowledge that will help them escape the cycle of poverty. For many, owning and operating one's own business can be, and has been, a pathway out of poverty. In response, Sunrise is going to orient its already experientially based curriculum toward preparation for careers. This orientation is consistent with the contention of education reformers that students learn best when they see the utility of their studies.

I am eager to see that philosophy in practice at Sunrise. The chamber will do whatever it can to support this endeavor including working with Sunrise to bring small business persons to Sunrise to tell the students about their businesses. I believe that we can help demystify business and commerce for the students and help them begin to see becoming business persons as one of the possibilities in their lives.

Sincerely,


Dennis King
Executive Director

*Hispanic Chamber of Commerce Silicon Valley
100 East Santa Clara St, San Jose, CA 95113*



THE NHU FOUNDATION

October 31, 2013

San Jose Unified School District
855 Lenzen Avenue
San Jose, California

Dear Members of the Board of Education,

This letter is to express my support for charter reauthorization for Sunrise Middle School. The NHU Foundation has worked closely with Sunrise, primarily as the fiscal sponsor for their summer math camp, and has been impressed with the school's interest in serving the same underserved Latino population that our charter school serves.

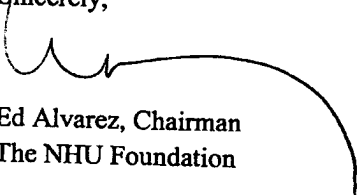
The Sunrise summer math camp was a great success. All groups advanced, but none so much as the lowest skill group. In addition, the school kept meticulous records on all, and it was a pleasure working with them.

Since then, we have been impressed with the news that the school's API growth in 2012-13 was a remarkable 75 points, and that huge gains were seen in every subgroup -- Latino, English learners, the socioeconomically disadvantaged, and for students with disabilities.

We believe the school is determined to improve the quality of life for the young people in our community who are most in need and who are going through a most vulnerable time in their life. Many of these students would not be near as successful in a large district middle school.

Thank you for your consideration.

Sincerely,



Ed Alvarez, Chairman
The NHU Foundation

October 28, 2013

San Jose Unified School District
855 Lenzen Avenue
San Jose, California

Dear Members of the Board of Education:

National Hispanic University and its Early University Program (EUP) regularly provide educational opportunity to students who are the first in their family to attend college. When no one in a student's family has gone to college, there are no easily accessible models to show a young person how to get to college. We have long understood that challenge. For that reason, we have instituted a variety of programs intended to show pre-college students the way. The EUP, within which a high school student can earn up to two years of college credit before graduating from high school, is one of those programs.

Last year, we began a partnership with Sunrise Middle School wherein outstanding mathematics students in our EUP program serve as tutors, classroom aides, and mentors for Sunrise students. The partnership provides funds for our students who can use the money for tuition or living expenses, and it gives the Sunrise students role models who are from their neighborhoods and who are solidly on the college-bound pathway.

We have found that the Sunrise students and our EUP students easily establish a rapport that makes Sunrise students open to and eager to learn from our students. Last summer when we began the partnership in the context of a summer math program at Sunrise, the benefits of the educational pipeline we are trying to create became immediately apparent. The students who attended the summer program, about half the students at Sunrise, received pre- and post-tests along with the students who did not attend the summer program. The gains of the summer students were so great that, from a statistical point of view, they would have occurred by chance less than 6 times in 10,000.

Heartened by those results, we extended the partnership into the school year and expect to continue to develop it in coming years. Sunrise is now asking the district to renew its charter. As a member of the larger educational community who has seen what is possible at Sunrise, I heartily support renewal of Sunrise's charter. The school's leaders and staff are working hard to close the achievement gap exhibited by most incoming Sunrise students and to see that its students go on to high school at grade level and understanding what they must do in the course of their pre-college education to assure their readiness for college.

Adelante!



Michael Mooney
Director, The Early University Program
The National Hispanic University
408.273.2766
mmooney@nhu.edu



**CASTELLANO
FAMILY
FOUNDATION**

CARMEN CASTELLANO
President

ALCARIO CASTELLANO
Vice President

*Dedicated to
the Cultivation and
Enrichment of
Latino Family Values
and Promoting the Arts*

September 30, 2013

Ms. Teresa Robinson
Principal
Sunrise Middle School
1149 E. Julian Street, Bldg. F
San Jose, CA 95116

Dear Ms. Robinson:

Congratulations! The Castellano Family Foundation is pleased to inform you that, at our meeting on September 3rd, the Board approved your request for a grant to hire a bilingual instructional aide to continue personalized math instruction into the school year. Enclosed is a check in the amount of \$7,500 for that purpose.

Thank you for hosting our site visit to your school on September 19th. We appreciate the time that you, the teaching staff, and students took to talk to us about how the program works. You all expressed your passion for the program and the benefits it has brought to students and teachers, alike. We came away with the sense of community that the school represents as a "home away from home" for students in need of that kind of support system. We were impressed with the small classroom size and attentive staff, as well as with the disciplinary approach you administer in a nurturing and supportive environment.

We wish you continued success in establishing your charter school as one of the premier middle schools in Santa Clara County.

Please send us a letter acknowledging this donation.

Sincerely,

Carmen Castellano

Carmen Castellano
President

cc: David Johnson, Director of Development

Enclosure: Grant check

POST OFFICE BOX 4874
SAN JOSÉ, CA 95150-4874

PHONE 408.868.1655
carmenandal@aol.com



October 30, 2013

San Jose Unified School District
855 Lenzen Avenue
San Jose, California

Dear Members of the Board of Education:

The Silicon Valley Community Foundation has been supporting summer and after school programs in an effort to assure that middle school students complete Algebra I by the end of the 8th grade to have a realistic chance of completing the high school courses in mathematics that are pre-requisites to gaining admission to college.

Sunrise Middle School, the NHU Foundation, and National Hispanic University partnered on a proposal to our foundation. They proposed to use a summer mathematics program at Sunrise as the first step in forming an educational pipeline for very low income students, most of whom are also English language learners. We awarded the partnership a grant.

The partnership recently submitted its first report on use of the grant funds. The summer program was held. It served nearly half the students at Sunrise. The partnership also reported that steps are ongoing to build the partnership and the educational pipeline. The summer program made use of advanced high school students in NHU's Early University Program to serve as classroom aides and tutors to the summer students.

The partnership has demonstrated its ability to carry out the program it envisioned in its grant proposal, and the benefit that has accrued to date to the students has been quantified and documented.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gina D. Dalma'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Gina D. Dalma
Program Officer
Silicon Valley Community Foundation



San Jose Unified
School District

Dane Caldwell-Holden
Director, Student Services

"Inspiring and Preparing for Success"

January 15, 2014

Teresa Robinson, Director
Sunrise Middle School

Dear Teresa,

The SJUSD Board of Education met last night during their regularly scheduled meeting and voted 5-0 to deny the Sunrise Middle School Renewal Petition. The Sunrise Charter with San Jose Unified School District will end at the end of its term in June of this year.

I wish you the best of luck,

Dane Caldwell-Holden,
Director of Student Services/
Charter Liaison

SAN JOSE UNIFIED SCHOOL DISTRICT

**STAFF REPORT: PETITION TO RENEW THE CHARTER OF
SUNRISE MIDDLE SCHOOL**

GOVERNING BOARD PUBLIC HEARING DATE:

December 12, 2013

GOVERNING BOARD DETERMINATION MEETING DATE:

January 14, 2014

I. INTRODUCTION

In November, 2013, the San Jose Unified School District (“District”) received a petition to renew the charter for the Sunrise Middle School for a five-year term beginning on July 1, 2014. The Board had granted Sunrise a charter for the operation of a middle school, serving grades 6-8, for a 3-year term starting July 1, 2011.

The Charter Schools Act of 1992 permits school districts, county boards, and the State Board of Education (“SBE”) to grant charters for the operation of charter schools. (Ed. Code § 47600, *et seq.*) Charter schools “are part of the public school system,” but “operate independently from the existing school district structure.” (Ed. Code §§ 47615(a)(1), 47601.) Charter schools are established through submission of a petition by proponents of the charter school to the governing board of a school district, county board or to the SBE. The governing board must grant a charter “if it is satisfied that granting the charter is consistent with sound educational practice.” (Ed. Code §47605(b).) Nevertheless, a governing board may deny a petition for the establishment of a charter school if it finds that the particular petition fails to meet enumerated statutory criteria and adopts written findings in support of its decision to deny the charter. (*Ibid.*) Once a governing board grants a charter petition, the charter school becomes a separate legal entity.

Under Ed. Code §47607(a)(2), a school district evaluates a Renewal Petition under the same standards and criteria used to evaluate an initial petition to establish a charter school. If the Board grants a renewal petition, “[e]ach renewal shall be for a period of five years.” (Education Code § 47607(a)(1).)

II. PROCEDURAL STATUS

Ed. Code §§47605(b) and 45607 require the District’s Board of Education (“Board”), within 30 days of receiving a renewal petition, to “hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents. Ed. Code §47605(b) requires the board to “either grant or deny the charter within 60 days of receipt of the petition.” The Board held the public hearing on December 12, 2013, and received input on the renewal petition from students and parents of the charter school.

The District asked the Petitioners to agree to an extension of the deadline in which to grant or deny the renewal, by 30 days, due to the intervening winter recess following submission of the Petition. The Petitioner agreed to the extension, and agreed that the Board could act on whether to grant or deny the Petition during its January 14, 2014 meeting and meet the deadline for Board action set forth in the statute and applicable regulations. (*See. e.g., 5 C.C.R. 11966.4(c).*)

The following members of the Charter Review Team conducted a full review of the Petition:

| Staff Member | Area of Review |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Vincent Matthews , Superintendent Jason Willis , Assistant Superintendent, Community Engagement, Accountability Nancy Albarran , Assistant Superintendent, Curriculum & Instruction | Educational Program |
| Jackie Zeller , Director, Curriculum, Instruction, EL Services, Secondary Education Jodi Lax , Director, Curriculum, Instruction, EL Services, Secondary Education | Educational Program ELL and ELD Program(s) |
| Lori Chamberlund , Director, Educational Equity | Educational Program ELL and ELD Program(s) Voluntary Integration Plan |
| Martina Sholiton , Director, Special Education | Special Education |
| Chris Canelake , Asst. Superintendent, Human Resources | Employee Issues |
| Dane Caldwell-Holden , Director, Student Services | Student Discipline |
| Emalie McGinnis , Director, DRA | Data, Student Admissions, and Measurable Pupil Outcomes |
| Stephen McMahon , Chief Business Officer Steven Adamo , Director, Facilities Florence Eng , Director, Internal Audit | Budget, Fiscal, and Facilities |
| John Yeh , Attorney, Burke, Williams & Sorensen | Legal Criteria for Petition/Governance |

III. REVIEW OF THE RENEWAL PETITION

Education Code §47605(b) sets forth the following guidelines for governing boards to consider in reviewing charter Renewal Petitions:

- The chartering authority shall be guided by the intent of the Legislature that charter schools are, and should become, an integral part of the California educational system and that establishment of charter schools should be encouraged.
- A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.
- The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:
 - (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
 - (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
 - (3) The petition does not contain the number of signatures required by statute (not applicable to renewal petitions).
 - (4) The petition does not contain an affirmation of each of the conditions required by statute.
 - (5) The petition does not contain reasonably comprehensive descriptions of the required elements of a charter petition.

Education Code § 47607(a) contains specific requirements applicable to renewal petitions:

(a)(1) A charter may be granted pursuant to Sections 47605, 47605.5, and 47606 for a period not to exceed five years. A charter granted by a school district governing board, a county board of education, or the state board may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years...

... (2) Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(3)(A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter

school as the most important factor in determining whether to grant a charter renewal.

(B) For purposes of this section, “all groups of pupils served by the charter school” means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

See. e.g., 5 C.C.R. 11966.4(b) also contains the following requirements:

(b)(1) When considering a petition for renewal, the district governing board shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.

(2) The district governing board may deny a petition for renewal of a charter school only if the district governing board makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code section 47605(b) or facts to support a failure to meet one of the criteria set forth in Education Code section 47607(b).

Eligibility for Renewal

Under Ed. Code § 47607(b), a charter school must meet *one* of the following four performance criteria on the Academic Performance Index (API) test in order to be eligible for or consideration for renewal:

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

(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)(A) 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.

As will be shown below, because the charter school met its API growth target in 2012-2013, it meets the criteria to be eligible for consideration for renewal. (Ed. Code § 47607(b)(1).) However, this criteria provides only a minimum threshold to be eligible for consideration for renewal. To actually obtain renewal, a charter school must also meet all of the other legal requirements for renewal, including the additional performance goals set forth in its original charter and other provisions of law.

The Charter Review Team was also guided in its analysis by the SBE regulations for the evaluation of charter petitions and renewal petitions (hereinafter “regulations”). Where relevant, the content of the Education Code and regulations are stated or paraphrased with respect to each required element of the Petition in italics.

IV. CHARTER REVIEW TEAM RECOMMENDATION

The Charter Review Team recommends that the Board deny the Renewal Petition and adopt the recommendations in this Report as its findings.

V. FINDINGS OF CHARTER REVIEW TEAM

The Charter Review Team’s specific findings with respect to each element are described in numbered paragraphs below with reference to the applicable statutory and regulatory requirements. The following will constitute the written findings in support of denial.

1. THRESHOLD LEGAL REQUIREMENTS OF EDUCATION CODE §47605(A)

The Education Code requires that charter petitions identify a single charter school that will operate within the geographic boundaries of the District, unless certain conditions are met.

Analysis:

The Renewal Petition proposes to continue operation of the charter school at its current location 1149 East Julian St., San Jose, CA 95116, which falls within District boundaries.

2. EDUCATIONAL PROGRAM [EDUCATION CODE §47605(B)(1)]

Education Code §47605(b)(1) permits a school board to deny a petition to establish a charter school that presents an “unsound educational program.” The SBE regulations clarify an unsound educational program to be one that involves activities that would present the likelihood of physical, educational, or psychological harm to the students,

and/or would not likely be of educational benefit to students. (Cal. Code Regs., tit. 5, § 11967.5.1(b)(1), (2))

Analysis:

An analysis of the charter school's education program begins on p. 7 of this Report.

3. SIXTEEN REQUIRED CHARTER ELEMENTS SET FORTH IN EDUCATION CODE §47605(B)(5)

Following is the Charter Review Team's analysis of each of the 16 elements required by Education Code §47605(b)(5).

A. Element One: A Description of the Educational Program [Ed. Code, §47605, subd. (b)(5)(A)]

The Education Code requires a description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. (Ed. Code, §47605(b)(5)(A)(i).)

The regulations require the educational program description to include a framework for instructional design that is aligned with the needs of the target student population, as well as descriptions of the following: the basic learning environment, and the instructional approach, including the curriculum and teaching methods that will enable the school's students to master the content standards for the core curriculum areas and to achieve objectives specified in the charter. (Cal. Code Regs., tit. 5, §11967.5.1(f)(1).) The regulations further require an explanation of how the charter school will identify and respond to the needs of students who are not achieving at or above expected grade levels, how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above, or below grade level expectations, and other special populations, and the charter school's special education plan. (Ibid.)

1. Target Student Population:

Analysis:

A description of the charter school's targeted student population appears on pp. 16-17. The Renewal Petition targets low-income students in the neighborhood where the charter school is located, and within the San Jose High School attendance area. The charter school self-reports that 80% of its student population falls below the federal poverty level, and all but 6 students are eligible for the Free and Reduced lunch program. One half of the school's students are English learners (primarily Latino, but also including Vietnamese and East Indian.) The Renewal Petition states that the charter school targets students who are performing below grade level and who have not been successful in fifth grade.

Geographically, according to Sunrise's Request for Facilities for 2014-2015 under Proposition 39, all but one of its in-District students projected for 2014-2015 resides in the Burnett Middle School attendance area, with 1 student residing in the Hoover Middle School attendance area.

The Renewal Petition notes that "[w]e initially had anticipated that the majority of our students would be referred by the San Jose Unified School District," and "that this has not been the case to date." (Renewal Petition, p. 16.) However, under California charter school law, charter schools are responsible for their own recruiting and admissions procedures, not the District. The charter school has also met its enrollment targets. Therefore, the basis for the charter school's statement is not apparent.

The charter school's description of its targeted student population meets minimal legal requirements that the description be "reasonably comprehensive."

2. Proposed Curriculum/Framework for Instructional Design:

Analysis:

The Renewal Petition contains its curriculum and framework for instructional design beginning on p. 18. The Renewal Petition acknowledges that the charter school has utilized a number of programs for math instruction, including Connected Math, enVisionMATH Common Core (sixth grade) and ALEKS and Mathematics Assessment Project (seventh and eighth grades.) Connected Math, as the charter school acknowledges, may be difficult for students who are below grade level. ALEKS is an online program that, as a standalone program, would not be appropriate for students below grade level. Though the Renewal Petition states that ALEKS is used "as a support for algebra and algebra readiness," it lacks a reasonably comprehensive description of how the charter school integrates ALEKS with its other math programs, and the District is unable to determine whether the charter school is making effective use and integration of its various math programs. (See discussion on the charter school's performance in Math, starting on p. 11 of this Report.)

While the original petition contemplated offering Spanish as an elective (2011 Petition, p. 23), the Renewal Petition notes that the charter school did not offer Spanish due to a lack of interest. (Renewal Petition, p. 23.)

The instructional design contains elements of project-based learning (Renewal Petition, pp. 19, 21). However, there is no indication that teaching staff received or was offered professional development in Project-Based Learning techniques.

3. Special Education Program and § 504 Compliance:

Analysis:

Sunrise elected, for special education purposes, to join the El Dorado SELPA as a Local Educational Agency under Ed. Code § 47641(a). Since Sunrise did not elect to be a “school of the district” for special education purposes under Ed. Code § 47646(a), the District has no role in the delivery of special education services to Sunrise students, other than ensuring, as part of its oversight responsibilities, that the charter school complies with all applicable legal requirements.

Because Sunrise does not have access to the District’s or County’s special education infrastructure in the delivery of special education services, special attention must be paid to the charter school’s staffing and training of its special education personnel. The Renewal Petition does not reference any training or professional development in the area of providing special education services in a manner consistent with applicable law. The Renewal Petition lacks a reasonably comprehensive description of the numerous legal obligations that the charter school must meet in the process of providing special education services, including but not limited to child find, identification and assessment, interim and initial placements, the conduct of Individualized Educational Plan (IEP) meetings, non-public school placements and due process hearings. As a member of a SELPA, the charter school would have independent responsibility for performing these functions, and the Renewal Petition contains no indication that the charter school has developed the sufficient infrastructure or knowledge base to function as an LEA for the purposes of special education. The charter school’s budget for staffing also does not appear to be structured to accommodate students requiring more extensive and expensive special education services.

4. English Learner Instruction

Analysis:

The Renewal Petition’s description of its program for English Learners contains the fundamental steps of the process, including CELDT testing, reclassification procedures, strategies for instruction and intervention and monitoring and evaluation of program effectiveness. (Renewal Petition, p. 34-38.) However, the Renewal Petition discusses assessment of progress in English Language Development as a function of increases in mean scale scores across grades between 2011-2012 and 2012-2013 (Renewal Petition, p. 60.), which is not an appropriate measure of progress. Moreover, the Renewal Petition lacks a reasonably comprehensive description of the school’s reclassification procedure in that the reclassification criteria are not sufficiently spelled out, but only described in a general manner.

5. Other Education Code Requirements:

Analysis:

The Renewal Petition addresses the following elements in a manner that meets minimal legal requirements: What it means to be a 21st Century Educated Person (p. 17); how learning best occurs (p. 18); plan for low-achieving students (p. 32-33), plan for high-achieving students (p. 33-34) and the District's Voluntary Integration Plan (pp. 37-38).

6. Integration of Common Core and LCFF-Required Standards

Analysis:

The Renewal Petition states that the charter school is in the process of integrating Common Core standards into its curriculum. (Renewal Petition, p. 18.) It also contains a template, beginning on p. 24, for the creation of its Local Control Accountability Plan ("LCAP"), as required under Education Code § 47605(b)(5)(A)(ii), and which is aligned with the State's priorities as set forth in the Local Control Funding Formula legislation.

B. Elements Two and Three: Measurable Student Outcomes and Measuring Student Progress [Ed. Code, §47605, subd. (b)(5)(B), (C)]

Regarding the descriptions of Measurable Pupil Outcomes and Measuring Pupil Progress, the Petition must meet the legal requirements of Education Code §47605, subdivisions (b)(5)(B), (C) and California Code of Regulations, title 5, §11967.5.1, subdivisions (f)(2), (3) regarding the identification of outcomes and assessment tools and plans. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 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.

The SBE regulations provide that a petition should set out measurable student outcomes to be used by the charter school. (Cal. Code Regs., tit. 5, § 11967.5.1(f)(2)) The student outcomes should, at a minimum:

(a) specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress;

(i) the frequency of the objective means of measuring student outcomes should vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources; and

(ii) objective means of measuring student outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and groups of students.

(b) include the school’s API growth target, if applicable. (Ibid.)

Analysis:

Ed. Code § 47607(a)(3)(A) provides that “[t]he authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

1. Preliminary Note on Student Demographics:

The Renewal Petition states on several occasions that the charter school is serving a high-poverty student demographic, a factor that the charter school states should be taken into account in evaluating the school’s academic performance. (Renewal Petition, p. 65.) The Renewal Petition also states that “there is no school in San Jose Unified with demographics comparable to Sunrise.” (Renewal Petition, p. 62.) However, this statement does not withstand objective scrutiny. Sunrise’s Request for Facilities under Proposition 39 for the 2014-2015 school year indicates that nearly all of the charter school’s projected in-District enrollment for that school year resides in the Burnett Middle School attendance area, with one student residing in the Hoover Middle School attendance area.

While serving socioeconomically disadvantaged students is a laudable objective, it does not exempt the charter school from evaluation of its academic performance against the standards set forth in the original charter petition, the performance of demographically similar District schools, and the objective measures set forth in legislation such as the California Charter Schools Act and the No Child Left Behind Act.

2. Demographically Comparable District Schools:

To determine a group of demographically comparable schools, the District selected the two middle schools whose attendance areas from whom the charter school draws its in-District student population:

| <u>Groups</u> | <u>Peter Burnett Middle</u> | <u>Herbert Hoover Middle</u> | <u>Sunrise Middle School</u> |
|------------------|-----------------------------|------------------------------|------------------------------|
| Latino | 83.4% | 77.1% | 79.0% |
| African American | 0.9% | 3.8% | 0.0% |
| SED ¹ | 89.1% (729/818) | 79.7% (811/1,017) | 98.0% (101/103) |
| English Learners | 27.7% | 23.7% | 40.3% |

(For 2012-2013; Source: <http://www.ed-data.k12.ca.us>.)

¹ Based on percentage of students included in 2013 Growth API scores. (<http://www.ed-data.k12.ca.us>)

3. Measurable Pupil Outcomes Set Forth in Original Charter:

The charter petition approved by the Board in 2011 contained the following measurable pupil outcome goals for the charter school's API Growth score:

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|------------------------|-----------|-----------|-----------|-----------|
| CST Participation Rate | 95% | 95% | 95% | 95% |
| API Growth | 690 | 730 | 770 | 810 |

(2011 Sunrise Petition, p. 29.)

In addition, the original charter states that “[o]ur goal is that our students who are not scoring proficient in math and/or English advance an average of one band (e.g., from below basic to basic) each year.” (2011 Sunrise Petition, p. 28.)

a. Evaluation of Charter School Academic Performance:

The District considered increases in pupil performances for all groups of Sunrise students in a number of different contexts:

i. Sunrise's Self-Reported Change in Performance:

The following chart depicts the increase reported by Sunrise in its renewal application.

| Increase in Mean Scale Scores | | |
|-------------------------------|-----------------------|--------------------|
| Subject Matter | English/Language Arts | Mathematics |
| Increase | <i>16 points</i> | <i>4.35 points</i> |

(Source: Renewal Petition, p. 16.)

For English/Language Arts, Sunrise took the mean scaled score for each grade level (6-8) in 2011-2012 and 2012-2013 and created a mean of the mean. It then took the difference between the 2012-2013 mean of the mean and the 2011-2012 mean of the mean. This is not an appropriate method if the number of students varies between school years.² In order to apply this method properly, the number of students would need to be equal across the grade levels for both years, or the Charter School would need to use a weighted mean to account for the difference in sample sizes between school years. The Charter School's analysis did neither.

The number of students Sunrise tested in E/LA in 2011-2012 was 70; in 2012-2013 it was 113. It is not possible to attribute, based on available information, the growth noted in the Renewal Petition to the educational program at Sunrise. For example, the Charter School's claimed growth could be a result of incoming/new students arriving at a higher level of readiness, as opposed to an actual growth in performance by the same

² Because the methodology was not specified in the Renewal Petition, the District assumes that Sunrise used the same methodology to evaluate student performance in Mathematics as well.

returning cohort of students. However, Sunrise has not provided sufficient information to support the conclusion that significant growth occurred among the same cohort of students as a direct result of Sunrise’s academic program. (See, Section 3(a)(ii), below.)

Moreover, while the Charter School, under its own methodology, claims an increase in E/LA and Mathematics from 2011-2012 to 2012-2013, these increases are minimal and not significant (*i.e.*, they are equivalent to a student answering 1-2 additional questions correctly on the CST). The growth was not sufficient to move this cohort of students to the next highest performance band -- which was an express outcome goal contained in the original charter -- as, in both subjects, the mean performance level for students stayed in the Basic performance level. Given the small nature of Sunrise’s program and its focus on students behind grade level, it is expected that the growth in this cohort would have been greater.

ii. Changes in Performance from Fifth to Sixth Grades Based upon Data Available to the District:

The Charter School did not use a comparison of 5th to 6th grade scores for students enrolled in 6th grade at Sunrise. To provide a meaningful context in which to assess the increases in pupil academic achievement for all groups of pupils served by Sunrise, the District examined the performance of the cohort of students moving from 5th grade from a District school, to 6th grade at Sunrise. Specifically, the District evaluated the mean scaled scores in English/Language Arts and Mathematics for this cohort, since mean scaled scores provide a meaningful comparison for matched cohorts of students between performances in consecutive years.

In order to make this comparison meaningful, the District used available scores from a limited cohort of students (6th graders in 2011-2012) and looked at their 5th and 6th grade CST scores. This approach produced a limited cohort of 25 students, as it was not possible to access Sunrise scores for 2012-2013 from CalPads.³ For this limited cohort of students, the District found a decline in CST performance from 5th to 6th grade:

| Change in CST scores for 6 th Graders Entering Sunrise in 2011-2012 | | |
|--------------------------------------------------------------------------------|----------------------------|-------------------------------|
| Subject Matter | English/Language Arts | Mathematics |
| Decrease | 336 to 312.5 (24.1 points) | 364 to 289 (74.6 points) |
| Performance Level | Basic (no change) | Below Basic (from Proficient) |

Evaluating pupil performance in this particular manner provides the only meaningful comparison of pupil progress between District schools and Sunrise for a matched cohort

³ The District also notes that the Renewal Petition did not sufficiently disaggregate its pupil performance data among all subgroups of pupils. However, because nearly all of the Charter School’s pupil population is classified as Socioeconomically Disadvantaged, a correlation can be drawn between the Charter School’s overall performance and that for students falling into that subgroup.

of students. This evaluation shows that Sunrise students performed no better than District students moving from 5th to 6th grade. However, for a smaller program targeted specifically to serve students in a low socioeconomic demographic, the District expects the growth in pupil performance at Sunrise to significantly exceed that occurring in District schools. This growth did not occur.

iii. Sunrise’s Academic Performance

Because of its initial 3-year term, Sunrise only has one year of performance data (relative to a baseline year) to assess growth in student performance. Sunrise reports that it achieved significant growth in all subgroups of students in 2012-2013:

| <u>Groups</u> | <u>2012 Base API</u> | <u>2013 API</u> | <u>API Growth</u> |
|-------------------------|----------------------|-----------------|-------------------|
| Schoolwide | 573 | 648 | 75 |
| Latino | 570 | 629 | 59 |
| SED | 573 | 648 | 75 |
| English Learners | 524 | 621 | 97 |
| Students w/Disabilities | 404 | 503 | 99 |

(Source: Renewal Petition, p. 64.)

Although the charter school demonstrated a one-year growth in its API scores, it did not reach the performance targets set forth in its original charter, which projected an API Growth score of 730 for 2012-2013, as contrasted with Sunrise’s actual score of 648.

Moreover, API will increase at a faster rate when students are moved from Far Below Basic/Below Basic to Basic and above. For E/LA, Sunrise did see an increase of 12% in terms of the percentage of students scoring Proficient/Advanced from 2011-2012 to 2012-2013. However, it is not possible to attribute this increase exclusively to success of the academic program (returning, continuously enrolled Sunrise students) or to newly enrolled students (grades 6-8) arriving at a higher level of academic readiness. Based on the information available publically and provided by Sunrise, it is not possible to attribute the growth in E/LA exclusively to Sunrise’s academic program.

Also, despite the one-year growth, Sunrise’s performance lags behind that of other District middle schools, including those with the demographic profile most closely approximating that of Sunrise:

| <u>School</u> | <u>2012 Base API</u> | <u>2013 API</u> | <u>12-13 API Growth</u> |
|-----------------------|----------------------|-----------------|-------------------------|
| Peter Burnett Middle | 734 | 740 | 6 |
| Herbert Hoover Middle | 698 | 704 | 6 |
| Sunrise Middle School | 573 | 648 | 75 |

(Source: <http://www.ed-data.k12.ca.us>.)

In fact, based on API scores, Sunrise was the lowest-scoring middle school in the District in 2012-2013.

Broken down by student subgroups, students at the District's demographically similar middle schools outperform those at Sunrise by a significant margin, with the sole exception of students with disabilities and English Learners at Hoover (2013):

| Groups | Burnett 2012 Base API | Hoover 2012 Base API | Sunrise 2012 Base API |
|-------------------------|--------------------------|-------------------------|--------------------------|
| Schoolwide | 734 | 698 | 573 |
| Latino | 714 | 673 | 570 |
| SED | 720 | 661 | 573 |
| English Learners | 687 | 627 | 524 |
| Students w/Disabilities | 546 | 485 | 404 |

| Groups | Burnett 2013 API | Hoover 2013 API | Sunrise 2013 API |
|-------------------------|---------------------|--------------------|---------------------|
| Schoolwide | 740 | 704 | 648 |
| Latino | 720 | 679 | 629 |
| SED | 726 | 669 | 648 |
| English Learners | 654 | 606 | 621 |
| Students w/Disabilities | 552 | 471 | 503 |

(Source: <http://www.ed-data.k12.ca.us>.)

Sunrise students still lag behind demographically comparable District middle schools, by a significant margin, in the percentage of students scoring proficient or above on the CSTs (with the exception of English Learners):

| Groups | Burnett E/LA | Hoover E/LA | Sunrise E/LA (change) |
|-------------------------|--------------|----------------|--------------------------|
| Schoolwide | 41.2 | 40.8 | 31.1 (+ 12.0) |
| Latino | 37.2 | 34.5 | 26.7 (+7.7) |
| SED | 37.9 | 33.8 | 31.7 (+12.6) |
| English Learners | 18.1 | 18.9 | 25.7 |
| Students w/Disabilities | N/A | 14.0 | N/A |

| Groups | Burnett Math | Hoover Math | Sunrise Math (change) |
|-------------------------|-----------------|----------------|--------------------------|
| Schoolwide | 32.2 | 29.8 | 13.6 (-1.1) |
| Latino | 27.6 | 24.0 | 11.6 (-2.7) |
| SED | 29.5 | 23.5 | 13.9 (-.8) |
| English Learners | 20.0 | 15.3 | 15.7 |
| Students w/Disabilities | N/A | 13.3 | N/A |

(For 2012-2013; Source: <http://www.ed-data.k12.ca.us>.)

The Charter Review Team also considered the following factors:

- Sunrise did not meet Adequate Yearly Progress goals in 2012-2013;
- While the percentage of students scoring proficient in English/Language arts grew from 19.1% to 31.1% from 2011-2012 to 2012-2013, the percentage in Mathematics fell from 14.7% to 13.6%. (Source: Sunrise Renewal Petition, pp. 64-65.) Therefore, Sunrise failed to meet the goal in its original charter that “students who are not scoring proficient in math and/or English advance an average of one band ... each year.”) (2011 Charter, p. 28.)

Assessment Measures:

The Charter Review Team also found the following deficiencies in the charter Renewal Petition’s measurable pupil outcomes section:

- The Renewal Petition and supplement place inappropriate emphasis on growth in mean scaled scores on the CST, as well as the CELDT (Renewal Petition, p. 60). Increases in mean scaled scores, by themselves, are not a meaningful assessment of student growth. It is more appropriate to assess movement of students from one performance band to another, or, if using mean scaled scores, these should be used to compare growth for a matched cohort of students.
- 95% of Sunrise students scored Basic or Below on the 2012-2013 Algebra 1 CST.
- The Renewal Petition states that “[a]t 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 ...” (Renewal Petition, p. 73.) Measuring growth by the metric of 1.5 grade levels is not an appropriate target, and the Renewal Petition fails to provide a reasonably comprehensive description of the methodology behind how the school would measure progress in an increment of 1.5 grade levels.
- The Renewal Petition fails to contain a reasonably comprehensive description of measurable pupil outcome goals in the form of specific grade-level growth.
- The Renewal Petition’s description of its measurable pupil outcome goals was not reasonably comprehensive in that it fails to identify a baseline for its outcome goals, fails to identify performance goals that are capable of measurement, and fails to sufficiently incorporate the projected mobility rate into its outcome goals.

Education Code §47605, subdivision (b)(5)(C), requires a petitioner to identify “[p]upil outcomes [including] outcomes that address increases in pupil academic achievement

both schoolwide and for all groups of pupils served by the charter school.” While the Renewal Petition contains pupil outcome goals for economically disadvantaged students (Renewal Petition, p. 72-73), it does not contain such outcome goals for other subgroups of students. Nonetheless, the conclusions reached above by the District with respect to the lack of student growth among matched cohorts of students, and the methodology used by Sunrise to measure pupil progress between 2011-2012 and 2012-2013, apply to the performance of all Sunrise students during that period.

C. Element Four: Governance Structure, Including Parental Involvement [Ed. Code, § 47605, subd. (b)(5)(D)]

Education Code §47605(b)(5)(D) requires the Petition to describe the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. The regulations consider whether the proposed governance structure evidences that the charter school will become and remain a viable enterprise through organizational and technical designs, whether there will be active and effective representation of interested parties, including, but not limited to parents and guardians, and whether the educational program will be successful and parental involvement encouraged in a variety of ways at all levels of the program. (Cal. Code Regs., tit. 5, § 11967.5(f)(4).)

Analysis:

The charter school is governed by a nonprofit public benefit corporation. (Renewal Petition, p. 83.) The Renewal Petition includes Articles of Incorporation and Bylaws for the Board. The Board’s agendas for its bi-monthly meetings are posted on the school’s website. The school maintains a School Site Council to facilitate parental involvement. This section of the Renewal Petition meets minimal legal requirements.

D. Element Five: Employee Qualifications [Ed. Code, § 47605, subd. (b)(5)(E)]

The regulations governing charter school petitions consider whether general qualifications for the various categories of employees (e.g., administrative, instructional, instructional support, non-instructional support) are identified, whether the qualifications ensure the health and safety of the school’s faculty, staff, and students, and the academic success of the students; whether positions that the charter school regards as key in each category are identified and specify the additional qualifications expected of individuals assigned to those positions; and whether all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary. (Cal. Code Regs., tit. 5, § 11967.5(f)(5))

Analysis:

This section of the Renewal Petition contains a description of the charter school’s key positions and their qualifications (Renewal Petition, p. 88). However, the Renewal Petition lacks a reasonably comprehensive description of how the qualifications ensure

the health and safety of the school's faculty, staff and students. It also lacks a reasonably comprehensive description of the terms and conditions of employment for the charter school's employees, such as salary scale, benefits, employee leave rights, and whether the terms of employment are determined by contract or statute.

E. Element Six: Procedures to Ensure Health and Safety of Students and Staff [Ed. Code, §47605(b)(5)(F)]

Education Code §47605(b)(5)(F) requires the Petition to describe the procedures that the school will follow to ensure the health and safety of pupils and staff, including the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237. Among other items, the regulations consider whether health and safety procedures require criminal record summaries from employees, tuberculosis examinations of employees, student immunizations, and vision, hearing and scoliosis screening for students. (Cal. Code Regs., tit. 5, § 11967.5(f)(6).)

Analysis:

The Renewal Petition references, but does not attach, policies in a number of areas impacting health and safety, including disaster training, criminal record summary, first aid response, child abuse reporting, and administration of medication and immunization. Because the Renewal Petition only references, but does not describe or attach, the policies in these areas, it fails to contain a reasonably comprehensive description of the policies it has implement to ensure the health and safety of students. Also, while the Renewal Petition references procedures for vision and hearing, it does not reference screening for scoliosis, as required by the regulations.

F. Element Seven: Racial and Ethnic Balance [Ed. Code, §47605(b)(5)(F)]

The Petition must contain a description of 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 school district. (Cal. Code Regs., tit. 5, § 11967.5(f)(7).)

Analysis:

This section of the Renewal Petition contains a description of the general outreach measures that the school takes to represent the District's racial and ethnic balance. Given the school's commitment to and track record of admitting and serving socioeconomically disadvantaged students (see p. 11 of this Report), this section meets legal requirements.

G. Element Eight: Admissions Requirements
[Ed. Code, §47605(b)(5)(F)]

The Petition must contain a reasonably comprehensive description of admissions requirements in compliance with the requirements of law. (Cal. Code Regs., tit. 5, § 11967.5(f)(8).)

Analysis:

This section of the Renewal Petition describes the documentation to be submitted with the enrollment application, and the preferences to be applied in a random public drawing in the event that the number of applicants exceeds available seats. This section of the Renewal Petition meets minimum legal requirements.

H. Element Nine: Audit of Financial and Programmatic Operations [Ed. Code, § 47605, subd. (b)(5)(I)]

Education Code §47605(b)(5)(I) requires the Petition to describe 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. The regulations consider whether audits will employ generally accepted accounting principles, and whether the Petition specifies who is responsible for contracting and overseeing the independent audit; whether the auditor will have experience in education finance; whether the process of providing audit reports to the chartering district, or other agency as the district may direct, is addressed, including timelines and procedures for addressing findings and/or resolving any audit exceptions. (Cal. Code Regs., tit. 5, §11967.5(f)(9).)

Analysis:

This section of the Renewal Petition meets minimum legal requirements.

I. Element Ten: Student Suspension/Expulsion Procedures [Ed. Code, § 47605, subd. (b)(5)(J)]

Education Code §47605(b)(5)(J) requires the Petition to describe the procedures by which pupils can be suspended or expelled. The regulations consider numerous factors related to this charter petition element. Procedures must minimally identify a preliminary list of offenses for which students may (or must, where discipline is non-discretionary) be suspended or expelled; identify the procedures by which students can be suspended or expelled; identify the procedures by which parents, guardians, and students will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion; provide evidence that the petitioners reviewed the lists of offenses and discipline procedures and believe their lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's students and their parents/guardians; and provide due process for all students

and demonstrate an understanding of the rights of students with disabilities in regard to suspension and expulsion; and outline how detailed policies and procedures will be developed and periodically reviewed and modified, as necessary. (Cal. Code Regs., tit. 5, § 11967.5(f)(10).)

- (a) identify a preliminary list of offenses for which students may (or must, where discipline is non-discretionary) be suspended or expelled, and how these grounds are consistent with federal law;*

Analysis:

The Renewal Petition contains a single, undifferentiated list of the mandatory and permissive grounds for suspension and expulsion on pp. 98-99. While this section of the Renewal Petition states that the grounds align with those listed in the Education Code, it is not sufficiently explicit whether the charter school intends that the entire suspension/expulsion process is intended to comply with all of the requirements -- procedural and substantive -- of the Education Code.

- (b) identify the procedures by which students can be suspended or expelled;*

Analysis:

The general suspension and expulsion procedure is outlined on pp. 99-101 of the Petition.

- (c) identify the procedures by which parents, guardians, and students will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion;*

Analysis:

Parental notification procedures are included on pp. 99-100 of the Petition.

- (d) provide evidence that the petitioners reviewed the lists of offenses and discipline procedures and believe their lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's students and their parents/guardians;*

Analysis:

The Renewal Petition does not contain any indication that the charter school reviewed the lists of offenses and procedures to determine whether they provide adequate safety, and serve the best interest, of students and parents.

- (e) provide due process for all students and demonstrate an understanding of the rights of students with disabilities in regard to suspension and expulsion; and*

Analysis:

The Renewal Petition addresses the discipline of students with disabilities, including the Manifestation Determination procedure, on p. 102-103.

- (f) *outline how detailed policies and procedures will be developed and periodically reviewed and modified, as necessary.*

Analysis:

This requirement has not been addressed.

J. Element Eleven: Manner in Which Staff Will Be Covered by STRS, PERS, or Federal Social Security [Ed. Code, § 47605, subd. (b)(5)(K)]

Education Code §47605(b)(5)(K) requires the Petition to describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. This requires, at a minimum, that the charter specify the positions to be covered under each system and identify the staff who will be responsible for arranging coverage.

Analysis:

This section meets minimal legal requirements.

K. Element Twelve: Student Attendance Alternatives [Ed. Code, § 47605, subd. (b)(5)(L)]

The Petition shall address the public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. (Cal. Code Regs., tit. 5, § 11967.5(f)(12).)

Analysis:

This section meets minimal legal requirements.

L. Element Thirteen: Employee Rights [Ed. Code, § 47605, subd. (b)(5)(M)]

The Petition shall contain a description of the rights of any employees 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. (Cal. Code Regs., tit. 5, § 11967.5(f)(13).)

Analysis:

The Renewal Petition provides that no District employee shall be required to work at the charter school, and that former District employees working at the charter school have no automatic rights of return to the District, unless specifically granted by the District. This section meets minimal legal requirements.

M. Element Fourteen: Dispute Resolution [Ed. Code, § 47605, subd. (b)(5)(N)]

The Petition must contain the procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. (Subd. (b)(5)(N)) The procedures shall, at a minimum:

- (a) describe how the costs of the dispute resolution process, if needed, would be funded; and*
- (b) recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, the matter will be addressed at the chartering district's discretion in accordance with that provision of law and any regulations pertaining thereto. (5 C.C.R. § 11967.5.1(f)(14).)*

Analysis:

The Renewal Petition contains a dispute resolution procedure involving an initial meeting between the charter school's Executive Director and the District's Superintendent or designee; and, if necessary, a meeting between two members of the charter school and District Boards, respectively; and, further, if necessary, referral to an independent mediator. It also contains a procedure to address disputes that are internal to the charter school. This section meets minimal legal requirements.

N. Element Fifteen: Exclusive Public School Employer [Ed. Code, § 47605, subd. (b)(5)(O)]

The Petition must also contain a "declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Rodda Act." (5 C.C.R. § 11967.5.1(f)(15).)

Analysis:

The charter school is the exclusive employer of the charter school's employees for the purposes of the Rodda Act, meaning that, should the charter school's employees elect to organize and certify a union, they would collectively bargain with the charter school as employer. This section meets minimal legal requirements.

O. **Element Sixteen: Closure Protocol [Ed. Code, § 47605, subd. (b)(5)(P)]**

The Petition must include a description of closure procedures, including a plan for disposing of any net assets and for the maintenance and transfer of student records.

Analysis: This section meets legal requirements.

IV. **THE PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM DESCRIBED IN THE PETITION [EDUCATION CODE §47605 (B)(2)]**

The regulations require consideration of whether a charter petition has presented a realistic financial and operational plan in determining whether petitioners are likely to be successful in implementing the charter program, including the areas of administrative services, financial administration, insurance and facilities. (Cal. Code Regs., tit. 5, § 11967.5(c))

All of the findings set forth above are incorporated into this section of the Report. In addition, the Charter Review Team makes the following additional findings.

A. **Administrative Services**

Analysis:

The Renewal Petition addresses this requirement on p. 109. The charter school obtains its administrative services independent of the District.

B. **Unrealistic Financial/Operational Plan**

The Education Code requires a petition to contain cash flow and financial projections for the first three years of operation. (Education Code §47605(g))

Analysis:

The Renewal Petition contains the necessary budget and financial plan. However, it does not contain the information required in Education Code section 47606.5, which states as follows:

“Charter schools, on or before July 1, 2015, must update the goals and annual actions to achieve those goals identified in its charter, including the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

- *Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Emphasis Provided.)*

The Renewal Petition's budget for fiscal year 15-16 does not contain the expenditures necessary to implement the specific actions required under the LCFF legislation.

C. Insurance

Analysis:

The Renewal Petition contains reference to the charter school's insurance coverage (Renewal Petition, p. 110), though it lacks a reasonably comprehensive description of policy limits, as well as endorsements adding the District as an additional insured.

D. Facilities

Analysis:

The charter school anticipates occupying its current District-owned facility at 1149 East Julian St., San Jose, for 2014-2015 under Proposition 39, but only in the event that it successfully obtains renewal.

E. District Impact Statement

Education Code §47605(g) requires that a charter petition "provide information regarding the proposed operation and potential effects of the school ... upon the school district."

Analysis:

The Renewal Petition addresses this element on p. 110.

V. CONCLUSION

Ed. Code §47607(a)(3)(A) provides that "[t]he authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."

Although the Charter School failed to meet the requirement of Education Code §47605, subdivisions (b)(5)(C), to identify "[p]upil outcomes [including] outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school," the District has nonetheless considered increases in pupil

academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to renew the charter.

Based on its one year of growth data, Sunrise saw a 75-point increase in its Growth API score in 2012-2013, along with increases in all subgroups of pupils. However, the District has balanced this one-year increase against other data regarding the charter school's academic performance, including the following:

- Comparing performance at District schools to that at the Charter School within the cohort of sixth graders entering Sunrise from District elementary schools in 2011-2012 demonstrates a decrease in performance. (Report, p. 10-16.) That is, Charter School students enrolling in the 6th Grade at Sunrise from District schools fared no better than those moving from 5th to 6th grades at District schools.
- The charter school failed to meet Adequate Yearly Progress Goals in the last two years.
- While the charter school demonstrated an increase in the percentage of students scoring proficient in English/Language Arts (19.1% to 31.1%) on the CSTs, it saw a decrease in that percentage in Math (14.7% to 13.6%). While the charter school saw growth in E/LA, it is not possible to determine if this growth was due to improved year-over-year student performance or due to new students enrolling at Sunrise in grades 6-8 with a higher level of academic preparation.
- Even with its one-year growth, the charter school's API Growth score in 2012-2013 is 56 points lower than the next lowest District middle school.
- The Charter School's alleged growth in mean scaled scores (Renewal Petition, p. 60) is based on an inappropriate methodology since it is not based on an identical pupil population size or upon weighted means. (Report, p. 12.)

Based on the above conclusions, the Charter Review Team finds as follows:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain reasonably comprehensive descriptions of the required elements of a charter petition, including but not limited to the Education Program, Measurable Pupil Outcomes, Method of Measuring Measurable Pupil Outcomes, Employee Qualifications, Health and Safety of Students and Student Discipline.

The Charter Review Team recommends that the Board deny the petition to renew the charter of Sunrise Middle School, and adopt as its findings the conclusions set forth in this report.

Respectfully Submitted,

San Jose Unified School District
Charter Review Team

SUNRISE MIDDLE SCHOOL RESPONSE TO THE DISTRICT'S STAFF REPORT

This document contains Sunrise Middle School's ("Sunrise" or the "Charter School") response to the San Jose Unified School District ("SJUSD" or the "District") Staff Report and findings for denial of Sunrise's renewal charter. This response follows the order of the District's Staff Report and includes references to specific findings. This response also identifies how the District's findings for denial of Sunrise's renewal charter were all unlawful.

I. INTRODUCTION AND BACKGROUND

Sunrise Middle School applied for a charter in the fall of 2010, to open for the 2011-12 school year. Former SJUSD Assistant Superintendent Bill Erlendson was a major proponent of the Charter School's plan, which was to enroll academically or behaviorally at-risk students referred by the District, work with them intensively for the three middle years, and then return them to the District, much better prepared for success in high school and beyond. Students recruited by the Charter School directly would fill any remaining openings. Through a negotiation process, the charter was modified to win staff approval. Eventually, all issues were resolved, and Sunrise became only the second charter school in ten years to win SJUSD support. There was just one hitch: Mr. Erlendson was not able to convince key staff to grant a five-year charter, so Sunrise was granted a charter for only three years. Mr. Erlendson quietly resigned as assistant superintendent three months later, and District schools ended up referring only a few students to Sunrise. The Charter School quickly recruited more students during the summer months, and Sunrise was nearly at capacity by late August of 2011. Sunrise recruited students from the impoverished neighborhoods surrounding the Charter School in an effort to stay true to its mission of serving an underserved population.

During this time, the state also changed its policy on facilities rent reimbursement, and, in June 2012, near the end of the first academic year, said that it would not reimburse Sunrise for its rent since we were renting from the District. As late as January 2012, the state had told us in writing that we would be reimbursed for rent. This change in policy meant a loss of about \$250,000 to our small school in the first three years of operation – a loss that we could barely afford to withstand. We asked the District to be released from our three-year market rate lease, since by this time we qualified for a Proposition 39 facility. The District denied our request, but did eventually advance us our in lieu of property tax payments so that we would have cash flow to pay the rent. Still, in the second year we needed to eliminate one of two full-time math positions in order to handle our huge cut in funding. There wasn't any place in the budget to cut fat, only meat, and our math teacher said she would take on the entire job. Halfway through the year, she started running out of steam and got sick. We made a big push in math right before the

CSTs, and tried to get the kids to do the best they could. They were already doing quite well in English.

By the time a District team visited the Charter School in late spring of 2013, the team noted that Sunrise had scored low on the CSTs the previous spring, but at the same time continually remarked on how much the Charter School seemed to have improved over the past year. The District review team came up with a short list of items for Sunrise to provide it, such as the professional development schedule for the following school year.

In August of 2013, Sunrise's API results for 2012-13 were released, and they showed we had jumped 75 points to 648 and met 14 of our 17 AYP growth targets. A few weeks later the District's new Assistant Superintendent asked to meet with us about the charter renewal process for the coming year. The meeting was brief and pleasant; the District didn't offer any hint that our charter renewal was in danger. The California Charter Schools Association said they would support our renewal because of our outstanding API results. We had a stronger teaching team than ever, and finally had enough money to hire a second math teacher and part-time teacher's aides for both math and ELD. In November, our early Scantron testing showed significant leaps in both English and Math. The District asked for an extra month to consider our charter renewal, and we agreed, in the spirit of cooperation. Over the holidays, the 2013 CELDT scores were released, and we learned we would be able to reclassify 44 percent of our seventh and eighth grader continuing students as English proficient.

We were excited. It had been a struggle, but the results were finally starting to show.

Meanwhile, we kept checking in with the District to see if they had any questions about our renewal petition or wanted any additional information. We were continually, with a smile, told "no," that the District team had all the information they needed. We asked what the decision would be, or in what way they were leaning, but all we were told was, "Oh, you know I can't tell you that."

When we received the email announcing that the January 14, 2014 SJUSD Board of Education meeting agenda was available, we checked it and, to our surprise, the District staff had recommended against charter renewal.

What shocked us even more was the tone with which the staff report was written. There was barely a mention of our notable accomplishments. The Data, Research and Assessment Director, who had come on board with the District only months before, following the sudden resignation of the former data director, portrayed the academic data from the Charter School in the most disparaging light possible, leaving out several important achievements and calling others "exceptions" or noting them in parentheses.

The Board of Education members, at their January 14th regular meeting, after only a brief discussion announced they would trust their staff's recommendation and they voted, 5-0, for non-renewal of the Sunrise charter.

II. PROCEDURAL STATUS (District Staff Report, Page 2)

Sunrise Middle School granted the District an extra 30 days to review the renewal petition. It was partly for this reason that the Charter School believed that the District would be more collaborative with its findings and at least discuss them with the Charter School before announcing its recommendation to deny renewal. Instead, the District withheld important information to support some of its claims, and refused to discuss its recommendation for non-renewal with the Charter School until after the recommendation was already announced publicly.

III. REVIEW OF THE RENEWAL PETITION (District Staff Report, Page 3)

It is absolutely clear, as the District agrees, that Sunrise Middle School is eligible for renewal because it meets one of the four academic threshold requirements, as well as other performance goals and legal requirements.

The chief academic threshold criterion met is:

Sunrise “attained its Academic Performance Index growth target in the prior year ... both school-wide and for all groups of pupils served by the charter school.”

In addition, Sunrise also demonstrated superiority over the neighboring District schools in several key areas, including the academic achievement of pupil subgroups, though not school-wide.

Further, by law, the District must consider academic increases by the Charter School’s students as the most important factor for renewal. Sunrise has clearly demonstrated increases in pupil academic achievement.

IV. CHARTER REVIEW TEAM RECOMMENDATION (District Staff Report, Page 6)

Despite its laudable record after only its second full year of operation – and despite this performance in the midst of severe financial crisis – District staff recommended, and the Board of Education agreed, that Sunrise Middle School should be shut down.

V. FINDINGS OF THE CHARTER REVIEW TEAM (District Staff Report, Page 6)

1. The District concluded that the Charter School is operating within the geographic boundaries of the District.
2. Educational Program (see later in Response).
3. Sixteen Required Charter Elements

A. Element One – Educational Program (District Staff Report, Page 7)

1. The District concluded that Sunrise’s description of its targeted student population is “reasonably comprehensive.”
2. Curriculum. (District Staff Report, Page 8)

Our math program is changing as we are moving from the California State Standards to Common Core State Standards (“CCSS”), just like every charter school and school district in California. We are complete in sixth grade, with enVisionMATH Common Core texts, and are utilizing a variety of resources for seventh and eighth grade mathematics, with a final decision on our new texts to be made by next summer. ALEKS is used for Algebra support, and not as a stand-alone program. We are constantly guiding our instruction with the use of our Common Core aligned Scantron testing.

Staff received training in Project-Based Learning techniques in the 2012-13 school year. This year, the professional development focus has needed to shift to the implementation of CCSS.

The District’s Staff Report here simply made observations about Sunrise’s curriculum. It did not include any specific findings for denial of the charter renewal petition. Accordingly, this is an impermissible basis for denial of the charter renewal petition.

3. Special Education Program and 504 Compliance (District Staff Report, Page 9)

The District’s former Special Education director strongly discouraged Sunrise from becoming a “school of the district” for special education purposes. So instead, we turned to the El Dorado Special Education Local Plan Area (“SELPA”) and now are held in high regard by that SELPA. Our special education director is a veteran in the field, and frequently provides training to our resource specialist, who has three years experience with SJUSD as a resource specialist. Sunrise’s special education director participates in monthly meetings of the SELPA to ensure our compliance and to review our policies and procedures. The El Dorado SELPA monitors our performance on legal requirements. While we did attach a 2012-13 schoolwide professional development training outline to our charter, it would be unusual to detail our special education staff individual trainings in a charter. The Charter School’s principal is a licensed academic counselor with many years of experience in child find and identification. In fact, we have identified two students with obvious learning disabilities who went to District schools for years without ever being assessed and given the specialized help they needed. Our staff works hard to accommodate all our students with the hours and services required in their IEPs. We are happy to demonstrate this to either SJUSD or to the Santa Clara County Office of Education. If nothing else, the fact that our API for Students with Disabilities went up 99 points in 2012-13 should indicate that we are taking our responsibilities in this area seriously. Parents of students with disabilities seek out Sunrise, and these students now

comprise 17 percent of our student population. Our students with disabilities subgroup had a base API of 503 in 2012-13, higher than the 471 API at Hoover Middle School, yet lower than the 552 API at Burnett Middle School, the two District middle schools with which we are often compared.

There is no legal requirement to detail training for special education staff in a charter petition. Accordingly, this finding is an impermissible basis for denial of the charter renewal petition.

4. English Learner Instruction (District Staff Report, Page 9)

The SJUSD Charter Renewal Team's analysis of our ELD instruction is exceedingly shallow and appears to be an obvious effort to mask the effectiveness of our ELD instruction when compared with that of Hoover and Burnett. The Staff Report focuses only on one discussion of our CELDT data and glosses over other data furnished by the charter school, that demonstrate major success in this area.

Sunrise has made a major effort to excel in English Learner ("EL") instruction, because, on average, half of our students are EL, and another third are recently reclassified, compared with Burnett and Hoover, where only about a quarter of the students are English Learners. We have taken an approach that allows ELs access to grade-level English Language Arts curriculum, while also giving them the specialized ELD instruction that they need. The results were evident already in 2012-13, when we were able to reclassify one third of the English Learner students who continued on with us from the previous year. This 33% reclassification rate was twice that at Burnett or Hoover. The results of this year's CELDT test released in early January, after our renewal petition was written, are even more outstanding. We will be reclassifying 44 percent of our ELs who continued with us from last year. A total of 94 percent of our continuing ELs (including those to be reclassified) increased at least one bandwidth in CELDT, e.g., from Intermediate to Early Advanced, or from Early Advanced to Advanced. This is even more than the 85 percent we set as a five-year goal in our original charter.

The District Staff Report doesn't acknowledge our 2012-13 CELDT growth, claiming that the renewal petition lacked a "reasonably comprehensive" description of the school's reclassification criteria. Again, it would be unusual to insert this much detail in a charter petition. Nonetheless, had the District staff asked us our reclassification criteria just one of the numerous times we inquired if they wanted more information, they would have learned that our criteria were purposely set to be nearly identical to those of the District, and in line with applicable legal requirements. While we don't require a formal writing rubric, we do consider the writing scores in the CELDT test and in the student's English class. We also require scores of Early Advanced or Advanced in all categories (with only rare exceptions), while the District allows scores as low as Intermediate.

Accordingly, this finding lacks a factual basis and is an impermissible basis for denial of the charter renewal petition.

5. Other Education Code Requirements. (District Staff Report, Page 10)
The District Staff Report concluded that Sunrise met minimum legal requirement.
 6. The District Staff Report concluded that Sunrise addressed integration of CCSS and LCFF-Required Standards, and that the charter in this area met legal requirements.
- B. Elements Two and Three: Measurable Student Outcomes and Measuring Student Progress (District Staff Report, Page 10)

The District Staff report cites Education Code as saying that “the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school *as the most important factor* in determining (emphasis added) whether to grant a charter renewal.”

If the District renewal team had truly believed in and followed the Education Code on this point, it would have recommended renewal of our charter. The state’s school level 2012-13 API report for Sunrise shows the following increases for all of the numerically significant subgroups (other subgroups were not numerically significant).

| | |
|---------------------------------|-------------|
| School-wide | + 75 points |
| Latino | + 59 points |
| Socioeconomically Disadvantaged | + 75 points |
| English Learners | + 97 points |
| Students with Disabilities | + 99 points |

1. Preliminary Note on Student Demographics (District Staff Report, Page 11)

The renewal team’s report notes that we contend it is difficult to compare our school to other District schools because we have so many more students – 80 percent – who live below the federal poverty level. The Charter School has obtained this high percentage of high-poverty students by purposefully recruiting in low-income apartment complexes, at food-giveaways, etc. The District Staff Report states, “[w]hile serving socioeconomically disadvantaged students is a laudable objective, it does not exempt the charter school from evaluation of its academic performance against the standards set forth.” No, it does not. However, we question, would the District think it fair if we compared Hoover or Burnett to the District’s most affluent schools and said the scores at those two schools are significantly lower so they should be shut down? Clearly, the significantly more impoverished status of Sunrise’s students should be considered when comparing the Charter School to the neighboring District schools.

This finding does not contain facts comprising a permissible basis for denial of the charter renewal petition.

2. Demographically Comparable District Schools (District Staff Report, Page 11)

The District Staff Report, at the bottom of Page 11, maintains that Sunrise is “demographically comparable” to Hoover and Burnett. It says our Latino population is even smaller than that of Burnett Middle School, when in fact nearly all of our students are Latino, and the figures are skewed because a rather high percentage of our parents “declined to state” race. The graph on Page 11 also states that we have just about 10% more socioeconomically disadvantaged (“SED”) students than the other two schools, totally ignoring our argument made on Page 66 of the renewal charter that Free and Reduced Meal Program data do not give the whole picture. Poverty data are far more telling.

Families living below the federal poverty line have about half the income of a free or reduced price meal (“FRMP”) family (\$23,550 for a family of four, vs. \$43,568, in 2014). We have 80 percent of our families living below poverty level, far more than any other charter school in San Jose, according to the Santa Clara County Office of Education. Downtown College Prep has about 44 percent, and ACE Charter Middle, 55 percent. We showed the District exactly how we obtained our data – from the FRMP applications – and asked whether they could do the same to determine poverty rates at Burnett and Hoover to see if they actually were comparable schools for Sunrise. The District either chose not to do this, or did check the data and decided not to release it. Finally, the graph at the bottom of Page 11 notes that Sunrise had 40.3 percent English Learners in 2012-13. This is correct, but the average has been 50 percent; it was 61 percent the first year, and is again 50 percent this year. Burnett and Hoover’s English Learner populations also fluctuate, but stay close to 25 percent.

This finding contains no facts upon which the charter renewal petition could be denied.

3. Measureable Pupil Outcomes Set Forth in Original Charter (District Staff Report, Page 12)

It is accurate that we did not meet the API scores that we set out to meet in our original charter. In hindsight, we were too optimistic. Our original goals were intended for a five-year charter, not a three-year charter, as we were granted. Also, we did not expect that the students coming to us from SJUSD schools would be from one to four years behind in English and Math, and the effort it would take just to reverse this trend and bring them up a grade level. Nonetheless, the *growth* that we set forth in our original charter has been achieved. We surpassed it and nearly doubled our anticipated growth. We originally expected we would have a baseline API of 690 in 2011-12 and increase 40 points to 730 in 2012-13. In fact, we started with a baseline of 573 and increased 75 points to 648. We also were too optimistic in thinking that the majority of our students might increase a bandwidth each year on the CSTs. The Charter School’s founders were more experienced with high school and saw Sunrise as an opportunity to provide a nurturing environment for students as they go through those vulnerable middle school years so that they wouldn’t fail academically, or get into drugs, gangs or other socially unacceptable

behaviors before getting to high school. We did not know, as the District’s Assistant Superintendent acknowledged at the January 14th Board of Education meeting, that sixth graders generally take a dive in standardized test scores when they enter middle school – most likely due to the increased rigor of middle school, as well as to the hormonal changes.

This finding contains no facts upon which the charter renewal petition could be denied.

a. Evaluation of Charter School Academic Performance (District Staff Report, Page 12)

i. Sunrise’s Self-Reported Change in Performance

Sunrise students made substantial gains in CST scores between 2011-2012 and 2012-2013. District staff, however, doubted that the rise was due to the Sunrise academic program. Rather, they speculated that the increase was due to an influx of bright students in 2012-2013 who bumped scores up artificially. We tested their speculation by taking all the CST ELA scores for our continuing students and comparing them with the CST ELA scores for our new students and found that the average scores for the two groups differed by only four points —318 for the returning students and 322 for the new students. That is not enough of a difference to account for the gains. (Statistically speaking, this translates to a P value of 0.5616 on a t Test, which tests whether two means are significantly different from each other. The P value would have needed to be <0.05 in order to be able to say the new students were artificially inflating the 2013 scores.)

Our contention that CST scores were not artificially bumped up by an influx of new students is supported by the corresponding CELDT data for our English Learners, who comprise half of our student population. As mentioned earlier, we were able to reclassify 33 percent of our continuing English Learners last year, and 45 percent rose one bandwidth on the CELDT test. The reclassification rate was twice that of Burnett or Hoover.

This trend in highly positive English scores continues this year, with a 44 percent reclassification rate and with 94 percent of our continuing ELs increasing one bandwidth on CELDT. Also this year, we’ve started administering the Scantron Performance Series tests, and already in the first 12 weeks of the year, our student showed an average 92-point gain in ELA.

This finding contains no facts upon which the charter renewal petition could be denied.

ii. Changes in Performance from Fifth to Sixth (District Staff Report, Page 13)

The District states that it compared the CST scores of Sunrise students entering sixth grade and found that they were on the average lower than the students’ fifth grade scores. However, the District acknowledged that the scores of District students also dropped

when they moved from fifth grade to middle school. The District seemed concerned that our students “fared no better” than theirs. We believe that our sixth graders this year and last did do better than the sixth graders in our somewhat rocky first year. But we cannot demonstrate that because many District schools have still not sent us the students’ cumulative files and because the latest STAR test scores are missing from many of the files we do have. The District would not release their data to us, and certain District specific data were not available to us in CALPADS.

This finding contains no facts upon which the charter renewal petition could be denied.

iii. Sunrise’s Academic Performance (District Staff Report, Page 14)

Pages 14, 15, and the top of 16 of the District’s Staff Report include some of the most biased interpretation of data in the entire staff report.

The bottom half of Page 15 of the Staff Report states: “Sunrise students still *lag* behind demographically comparable District middle schools by a significant margin, in the percentage of students scoring proficient or above on the CSTs,” and then, in *parenthesis*, “with the exception of English Learners.” English Learners, however, comprise on average, *half* of our student population, compared to *only a quarter* of the students at Burnett or Hoover. So at the Charter School, English Learners are no small exception. Put another way, one could say that half of our students did significantly better in English on the CSTs than their counterparts at Burnett or Hoover, and that the same half also did a little better in math than their counterparts at Hoover.

Also, on the top of Page 15, the Staff Report, this time comparing subgroup APIs, states: “[s]tudents at the District’s demographically similar middle schools outperform those at Sunrise by a significant margin” – and then again, “with the *exception* of students with disabilities and English Learners at Hoover.”

Students with disabilities, however, represent *17 percent* of Sunrise’s student population, so, again, that’s no small exception. Combined with the 50 percent of our students who are English learners, we would turn this sentence around and say, “Nearly two thirds of Sunrise students *outperform* their counterparts at Hoover, who *lag* behind by a *significant* 15-point difference in API for English Learners and an even more significant 32-point difference in API for students with disabilities.” To us, that seems like a more honest way to frame the numbers.

And so what about Burnett Middle School? Why does Burnett have a schoolwide API of 740, while Hoover has an API of “only” 704 and Sunrise, 648? District middle school staff has suggested in private conversations that perhaps it’s because Burnett’s API made a significant leap the year Sunrise opened and took nearly 80 of their lowest skilled, most socioeconomically disadvantaged students. The year we opened, 2011-12, Burnett’s API jumped way more than it ever had – it went up 42 points to 734. The next year, it rose only 6 points, to 740.

The District Staff Report not only did not acknowledge the possible link between the Burnett increase and the opening of Sunrise, it also refused to acknowledge any merit at all in Sunrise's 75-point increase in API this past year. Rather, the Staff Report downplays the increase in student academic achievement, saying that maybe we just got a lot more smart kids coming in last year. In our second year of operation we did get a few bright students coming into our school. But we also got some very low-achieving students. As previously mentioned, we compared the CST scores of our new students to those of our continuing students, and the two groups' average scores were only a few points apart, or statistically, virtually the same. So, having a few more smart kids was *not* the reason for our jump in API. Rather, we got better at what we were doing, we started an awesome after school program, and we spent nearly a month prepping our students for the STAR test – something we didn't do the first year, because we don't believe in teaching to the test. We welcome CCSS and the state's new standardized test, the California Assessment of Student Performance and Progress ("CAASPP"). Rather than just recalling facts, students will likely need to demonstrate that they can use academic information in practical contexts to solve real problems—a process much closer to our academic program.

The District Staff Report mentions three times that the Sunrise CST math proficiency rate decreased the second year, when in fact the decrease was by only 1 percent, which at our small school means 1 student. Effectively, math scores remained the same. We note here that the reason our math instruction suffered in 2012-13 was largely for financial reasons – and that the District could have assisted us more in this area by granting us the Proposition 39 facility for which we by this time had qualified.

The District Staff Report also states, "Sunrise did not meet Adequate Yearly Progress goals in 2012-13." Sunrise met 14 of our 17 AYP criteria. As for the schools to which we're compared, Hoover met 15 of 25, and Burnett, 9 of 17.

This finding contains no specific facts upon which the charter could be denied.

Assessment Measures (District Staff Report, Page 16)

In evaluating the Charter School's assessment measures, the District claims deficiencies, but seems to largely ignore our Local Control Accountability Plan ("LCAP"), at the beginning of Charter Element 2: Measurable Pupil Outcomes – Charter School Outcomes that Align with State Priorities, as set forth in the new Local Control Funding Formula legislation. This plan is now required to be the primary descriptor for a charter school's measurable outcomes, to be updated annually. It is difficult to set assessment measures when we don't even know yet what the new state standardized test is going to look like. Nonetheless, we attempted to set some kind of a goal by essentially stating that our percentage of students scoring proficient and above on the state's new standardized test, now called CAASPP, would be greater or equal to those of other SED students at other District schools (see Renewal Charter, Pages 72-73). The reason we compared our students to only the SED subgroup at other schools is because all but a very few of our students are SED. We have only five students who do not qualify for the Free and

Reduced Meal Program. Additionally, these results will be significantly more challenging for us to obtain, since our students are of a much lower SED level, i.e., below federal poverty rate, than students at other District and charter schools. The Staff Report also claims our charter doesn't address how we'll measure grade level growth. However, our Fountas & Pinnell ELA testing measures grade level growth, as does the CCSS-aligned Scantron Performance Series testing. The District has used Scantron, so staff there should understand that test and our test results. (See Renewal Charter, pages 19, 46, 52, 53, 57, 58, 61, 65 and 68 for more on Fountas & Pinnell or Scantron.)

In this finding, the District simply listed concerns with the actual performance of the Charter School (i.e., not concerns about the charter language), or the objections are impermissible bases for denial of the charter renewal petition (there is no legal requirement to address baseline performance data); accordingly, this finding is an impermissible basis for denial of the charter renewal petition.

C. Governance Structure (District Staff Report, Page 17)

The District concluded this section meets legal requirements.

D. Employee Qualifications (District Staff Report, Page 17)

The District Staff Report maintains that we failed to provide a reasonable description of how our qualifications ensure health and safety at the school, and also fails to provide a comprehensive description of terms and conditions for employment, salary scale, benefits, etc. The latter are all items that change with time and should not be put in a charter, but rather in a "living" document, such as our employee handbook, which is available for review. Further, there is no legal requirement to include them in the charter. The description of our lead employees' qualifications is very similar to that in the original charter, which satisfied District staff. The link between our established qualifications and school safety is transparent. For example, the principal will be responsible for "providing a safe environment for staff, students and all other individuals involved with the charter school." The qualifications, which meet or exceed applicable legal requirements, were set so as to ensure the health and safety of the staff and students at Sunrise.

Accordingly, this finding lacks a factual basis and is an impermissible basis for denial of the charter petition.

E. Procedures to Ensure Health and Safety of Students and Staff (District Staff Report, Page 18)

The staff alleges we do not meet the requirements of this section because we did not attach all our policies on health and safety, disaster training, criminal record summary, immunization, child abuse reporting, etc. The charter plainly states that a comprehensive set of policies is maintained at the school site. However, we are happy to provide any policies requested. No law requires that these policies be attached to the charter. Many of these areas are already being inspected by the District or other external reviewers – for

example, our auditors annually check for immunization records, child abuse reporting requirements, and criminal record summaries. Our annual, independent financial audits have never resulted in any negative findings. A four-day inspection conducted on behalf of the State of California, as part of our charter school start-up grant requirement, also gave us a clean slate in this area. The District was provided a summary of that report last year, and the Santa Clara County Office of Education (“SCCOE”) is welcome to have the full report, if it would like.

The Staff Report then goes on to state that the renewal petition references procedures for vision and hearing screening, but “it does not reference screening for scoliosis, as required by the regulations.” This is a particularly interesting assertion, being that no area school, including any in San Jose Unified, has done scoliosis screening for three years now, as the program is no longer funded. Even still, we recognize the importance of scoliosis screening and will be happy to make that part of our health and safety program, if SCCOE would like.

This finding is therefore an impermissible basis for denial of the charter renewal petition.

F. Racial and Ethnic Balance (District Staff Report, Page 18)

The District Staff Report concluded that this section meets legal requirements.

G. Admissions Requirements (District Staff Report, Page 19)

This section meets minimum legal requirements. Agreed.

H. Financial and Programmatic Audit (District Staff Report, Page 19)

This section meets minimum legal requirements. Agreed.

I. Student Suspension/Expulsion (District Staff Report, Page 19)

In our renewal charter, we listed the offenses for which we are required to, or may, suspend or expel a student. However, we make it clear that while we can suspend or expel for these reasons, we do not necessarily intend to do so in all cases. As stated in our charter, our goal is to help middle school students through this vulnerable time in their lives, and to help shape them so that they withstand the peer pressure to engage in negative social behavior in high school. A number of District staff members are well aware of this Sunrise philosophy. While the District will likely expel a student for bringing a knife to school, depending on the particular circumstances, we most likely will not, at least not on the first offense. We will counsel the student and work with the student, but also periodically check in on him or her to ensure the safety of the other students. We contend that a middle school student has plenty of room to change. This opportunity for change can occur at the same time that a safe zone is created for the other students. This is far easier to do in a small school such as ours, than in a larger, 1,000-student District middle school. Safety is one of the aspects of school life for which Sunrise prides itself. Many parents bring their students to our school because they believe

it is much safer than District middle schools.

Similarly, the allegation that we may not provide due process to students with disabilities in regard to suspension and expulsion, bottom of Page 20, is totally false. The fact that we promise to comply with all laws concerning students with disabilities is proof enough that we need to periodically review our procedures on this. We are assisted in this systematic review process by our Director of Special Education, who is a veteran in the field and a vigorous defender of the rights of students with disabilities. Top District administrators have met our special education director and are well aware of her priorities. The special attention and consideration we give our IEP and 504 students is the reason that special education students now account for 17 percent of our total student population.

This finding is therefore an impermissible basis for denial of the charter renewal petition.

- J. The District Staff Report concluded that Elements 11-16 all meet minimum legal requirements. (District Staff Report, Pages 21-23)

IV. THE PETITIONERS ARE UNLIKELY TO SUCCESSFULLY IMPLEMENT THEIR PROGRAM (District Staff Report, Page 23)

Financial / LCFF

The Staff Report alleges that Sunrise fails in this area because it has not set aside the expenditures necessary to implement changes required under LCFF legislation in 2015-16. Nobody knows yet what those changes and expenses will be. Some do not cost; others do. Naturally, we will make budget adjustments or take from our reserve, which by then will be healthy, to ensure the LCFF changes are made.

Accordingly, this finding is an impermissible basis upon which to deny the charter renewal petition.

Insurance (District Staff Report, Page 24)

The charter team said we didn't include a comprehensive description of insurance policy limits and endorsements adding the District on as an additional insured. The reason for this is that, as the charter notes, insurance details also may change from year to year and therefore, are to be included in the annual Memorandum of Understanding between the Charter School and the District. In the charter, Page 110, we do promise to hold liability, property and errors and omissions insurance, and to hold the District as an additional insured, which we have always done. We have this proof on file at the school site, and have provided it promptly to the District whenever asked.

Accordingly, this finding is an impermissible basis upon which to deny the charter renewal petition.

Facilities and District Impact – The District Staff Report concluded that these requirements were addressed (District Staff Report, Page 24)

V. CONCLUSION (District Staff Report, Pages 24-26)

The District Staff Report, in its conclusion, restates the main reasons why the District review team believed the Sunrise charter should not be renewed.

- The District states Sunrise did not show increases in pupil achievement for all groups of students served by the school.
 - Yet Sunrise did show increases in pupil academic achievement, in every numerically significant category. Schoolwide API went up 75 points, and the API for Latinos increased by 59 points; for SED by 75 points; for ELs by 97 points; and for students with disabilities by 99 points.
- Using figures it refused to release to us, the District says that fifth graders coming to Sunrise as sixth graders in 2011-12 “fared no better than those moving from 5th to 6th at District schools.”
 - This is not a legal reason to deny Charter renewal. Charter schools are not required to be better than District schools.
- The District says we failed to meet AYP goals. However, we met 11 of our 14 goals in 2012-13, which is considerably better than the number of goals other District schools met.
 - The fact that Sunrise did so well after only two years suggests that had we been given the five-year charter term we requested in our original charter, we most likely would have reached all of our goals.
- The District acknowledges our ELA growth on the CSTs, but says the number of students scoring proficient in Math declined by 1 percent.
 - One percent at Sunrise is equal to one student, so math scores effectively remained the same.
- The District states we should be shut down because our schoolwide API is still 56 points lower than the next lowest District middle school.
 - What the District declines to mention – and what it refused to try to determine – is that we have a far higher poverty rate at our school than at any other charter or District school in San Jose. If the District wants to argue this way, then we would contend that Burnett and Hoover Middle Schools should be shut down because their API is far below that of the District’s more affluent Bret Harte or Castillero Middle Schools.
- The District report doesn’t like our “alleged growth” in mean scaled scores because they might not account for students new to the school.
 - Earlier in this response we proved that the new students’ CST scores were no better than the continuing students’ CST scores. Also, we question why the District did not acknowledge our CELDT and Scantron scores, which we did group by same student population and which also showed significant growth.

Based on the above flimsy arguments, on distortions and on omissions, the District

charter review team concludes that Sunrise has an “unsound educational program” and is “demonstrably unlikely to successfully implement the program set forth in the petition.” The District’s argument is based almost entirely on the results from the CSTs, an old outdated test that the State of California no longer considers a good measure of student achievement. And, it is based on criteria designed to judge the performance of a school that has been in existence for at least four years, not two.

In just two years, Sunrise not only has produced strong, and in some cases, amazing, growth on its standards-based tests – CSTs, CELDT, and Scantron – but the Charter School also has won the respect of its community. This respect is not only for its academic program, but also for other reasons that the SJUSD charter review team failed to acknowledge. *Sunrise is beloved for its “second home” close-knit community, its caring staff, small size, individualized attention, anti-bullying efforts, strong counseling program, hands-on learning, after school program, and outdoor education opportunities.*

At the public hearing on the charter renewal petition, dozens of Sunrise parents and students filled the hearing room to full capacity. The Board of Education heard compelling testimony from the parent of a student who, due to severe emotional and social issues, felt ostracized at every school until Sunrise, from an Advanced/Proficient student who had felt put down at his elementary school because he was so far behind, from a parent whose child was finally diagnosed with a learning disability stemming from lack of oxygen at birth and who can now get the extra academic help that he deserves, from the parent whose child now is class secretary and getting straight A’s in honors courses at San Jose High, and from the student whom Sunrise introduced to long-distance running and who now is believed to be the youngest person in the world to run 100 miles in less than 24 hours.

At best, SJUSD administration is recommending closure of Sunrise because of a lack of understanding of the school’s program; at worst, it is a deliberate effort to shut down a school just as it was beginning to demonstrate that it would fulfill its promise for hundreds and thousands of underserved youth to come. We urge the Santa Clara County Board of Education to honor the deep commitment for educating underserved youth that stands behind the founding of Sunrise, and to honor all the early successes of the Charter School’s academic program. We ask that Sunrise may now become a charter school authorized by the County Board of Education so that its teachers and staff may continue to educate the underserved students we have targeted in our mission statement, and so that together, the school and the County may work to build the inspirational model in middle school education that Sunrise is making strides toward becoming.