

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

Introduction:

LEA: SUNRISE MIDDLE SCHOOL **Contact (Name, Title, Email, Phone Number):** Teresa Robinson, Director 408.659-4785 teresa@sunrisemiddle.org

LCAP Year: 2015-16

Sunrise Middle School (“Sunrise” or “SMS”) is a public charter school designed to serve students who are behind grade level in English Language Arts and mathematics or who for other reasons believe they will find greater success in a small school environment than a traditional middle school. The majority of our students come to our school between one and four years behind in ELA and math; our goal is to catch them up to 8th grade level by the time they are promoted to high school. Our students are, on the average, 50 percent longtime English learners, 30 percent recently reclassified to English proficient, 0% foster youth, 98% Free and Reduced Meal Program, and 75% below federal poverty level. While we have reversed a trend of falling behind – the majority of our students advanced two grade levels for every year they are in school here – many of our students still score below average on state standardized tests and do not pass Algebra by the end of 8th grade. In this plan we outline various ways in which we believe we will be able to close that achievement gap over the next three years.

Local Control and Accountability Plan and Annual Update Template

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

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

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

their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Sunrise administrators held meetings with all stakeholder groups prior to formulating a Local Control and Accountability Plan (“LCAP”) for the 2015-16 school year. We held meetings in the fall and winter and then again in the spring in order to catch any sentiments that might have changed over the course of the year. Our parents, teachers and students overwhelmingly favored the continuation of extra spending on math and ELA/ELD classroom aides, higher teacher salaries, and additional math and ELA curriculum and intervention. As such, we plan to continue the emphasis in these areas begun with the 2014-15 LCAP process.</p> <p>These were the stakeholder group meetings that were held:</p> <p>Schoolwide parent meeting:</p> <p>12/18/14 4/9/15</p> <p>School Site Council:</p> <p>11/16/14 1/12/15 3/9/15 4/6/15</p> <p>ELAC:</p> <p>10/15/14</p>	<p>Schoolwide parent meetings</p> <p>12/18/14 Schoolwide parent meeting. Recommendations were made for a summer math camp. We have provided our students with a 28-day summer math camp at San Jose City College, as well as a 5-day science camp.</p> <p>12/18/14 Schoolwide parent meeting. Recommendations were made for more campus supervision. Due to budget constraints, this has not been possible. However, more parents are volunteering to supervise during brunch and lunch.</p> <p>4/9/15 Schoolwide parent meeting:</p> <ul style="list-style-type: none"> • Recommendations were made to spend more money on technology. We are planning to spend supplemental funds on digital math programs and are seeking donations for more laptops to replace current ones that may break. • Recommendations were made to continue the use of math aides in the classroom. We will continue the use of these aides during all intervention periods, which will be three times a week. However, due to budgetary constraints – mainly, our rent being doubled – we no longer will have as many aides in the classroom. • Recommendations were made to continue the use of aides in the English classrooms. We

4/6/15

Teachers:

9/17/14

12/3/14

4/8/15

Student Council:

11/18/14

4/22/15

These were the formal surveys that were done:

1. Parents were given a formal survey at the April 9, 2015 schoolwide meeting. We informed parents of the meeting in Spanish and English numerous times – through letters, phone calls, “one call”, and notes sent home with their students. About 40 percent of our parents came to the meeting. We also mailed home surveys to those parents who didn’t attend the meeting. The surveys listed nine ways in which additional funding could be spent next year – ways in which parents have wanted to spend the money in previous years, and also some new ways that had been recommended by parents, students and teachers. Parents were asked to rank their priorities and also were given space to list additional areas they considered priorities for spending. We discussed the survey as a schoolwide group.
2. Teachers were given the same survey at their April 8, 2015 staff meeting. The teachers also were invited to list additional items they saw as spending priorities, and several did. We also discussed the survey and additional spending priorities.

3. The student council made their own survey for their April 22, 2015

will continue to utilize aides in the Read 180 classrooms, as it is difficult for the teacher to run small groups while also supervising students on the online program and in silent reading.

- Parents agreed with a proposal to plan overnight stays for students at college dormitories, in an effort to increase motivation for college. We plan to go along with this request, as it is favored by all parties.

School Site Council meetings

School Site Council 11/16/14 meeting. Student achievement data was reviewed, and recommendations were made to continue heavy emphasis on English and math instruction. These recommendations are being followed.

School Site Council 1/12/15 meeting. Recommendations were made for more “fun” schoolwide activities to boost parent involvement in the school. Administrators agreed this is a good idea, and worked with parents to create a very successful and enjoyable Valentine Day gathering. The school will continue to allocate funding toward such activities in 2015-16.

School Site Council 3/9/15 meeting. Mid-year school data was reviewed.

meeting. They wanted to list some items that were not on the official survey, like food service, air fresheners in the classrooms, etc.

School Site Council 4/6/15 meeting. Recommendations were made for continued expenditures for math and English aides and technology. We will continue to have some math and English aides, but not to the extent as in the current year, due to the previously mentioned budgetary constraints. We also will continue to spend on technology – but next year will increase our use of digital curriculum and spend on more laptops only as needed. (We prefer laptops to Chromebooks, as the latter cannot run our Java-intensive programs.)

ELAC meetings

10/15/14 ELAC meeting. Review of last year's data and improvements this year. Presentation of the new Read 180 and System 44 programs.

4/6/15 ELAC meeting. Recommendations were made to continue the Read 180 and System 44 programs, as well as the ELD pullout groups, as all are showing positive results. These recommendations are being followed.

Teacher meetings

9/17/14 Staff meeting. Review of early results from new math and reading programs. Results were positive.

12/3/14 Staff meeting. Further review of midyear

results from new math and reading programs. Teachers recommended retaining the programs for next year and began discussion on other spending priorities for next year.

4/8/15 Staff meeting. Teachers responded to a survey stating that their highest priorities for spending were for teacher training and professional development, English and math classroom aides, and more campus supervision. Teachers also specifically requested more Special Education training, digital math curriculum, continued and expanded math intervention, computer instruction, and improved elective courses.

We plan to implement all of these requests, although we need to reduce the teacher aides' hours due to our rent being doubled next school year. Computer instruction and higher quality elective courses may also be impacted by budgetary restraints.

Student Council meetings

11/18/14 Student Council meeting. Student representatives commented on the various programs they found helpful at the school.

4/22/15 Student Council meeting. Student representatives made various recommendations for next school year:

	<ul style="list-style-type: none">- Retain the teacher aides but not at the same level as this year, as they didn't think this was necessary.- Plan overnight stays for students at college dormitories so that students may experience university life. (This was a most enthusiastic recommendation.)- Change food service to San Jose Unified's.- Build the classroom libraries with more novels for the students to read.- Obtain more digital math programs. <hr/> <p>We agree that all of these recommendations are thoughtful, appropriate and beneficial, and plan to institute them.</p> <hr/>
<p>Annual Update: Many of our fall and winter meetings involved data review. Parents were pleased to learn at the December schoolwide meeting that new programs instituted this year – for example, SuccessMaker online math and Read 180 intervention – were having a positive impact on student scores, and indicated they wanted these programs to continue. School Site Council and ELAC members reiterated these comments at their fall and winter meetings, and also encouraged the continued use of teacher aides. Teachers examined the data and also concluded that the above-mentioned programs were having a positive impact on student growth.</p> <hr/>	<p>Annual Update: When we reviewed the LCAP we needed to also consider budgetary restraints for 2015-16, as our rent is being more than doubled, and this has a huge impact on our budget. Considering the concerns and priorities of all the stakeholder groups, we concluded it would be best to continue the programs that have had most positive impact on student growth, limit a couple of these programs, and introduce a few more.</p> <p>We decided to continue the use of SuccessMaker online math and Read 180/System 44 for reading intervention. However, we decided to reduce the use of teachers aides, still retaining them for reading</p>

	<p>and math intervention periods.</p> <p>In addition, we plan to purchase another digital math program and to buy more books for our classroom libraries, as this will likely stir more interest in math and reading. We plan to begin college nights, or overnight stays at university dormitories. in an effort to help our underserved students see themselves attending a university one day. We also intend to find a new school food provider, as the students really want this, and we don't believe this will add much, if any, cost.</p> <p>A review of the goals and metrics also demonstrated that some goals could be consolidated to streamline the plan and activities.</p> <hr/>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	Sunrise will provide its students teachers who hold valid California Teaching Credentials, and who use Common Core-aligned instructional materials in a safe and clean school facility.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Nearly all Sunrise Middle students come to the school between one and four years behind grade level in math and English. About half are English learners, and another 30% are recently reclassified as English proficient. These students also are among the most underserved youth in San Jose. They are most likely to succeed with highly qualified, credentialed teachers who are holding appropriate English Learner authorizations and who are using CCSS-aligned materials and teaching in a clean, safe environment.			
Goal Applies to:	Schools:	Sunrise		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	100% of teachers will hold a CTC credential with appropriate EL authorization. The school will use Common Core aligned text and digital curriculum. The facility will be clean and safe.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Sunrise will hire teachers with CTC credentials and appropriate EL authorization and will ensure that they are given appropriate teaching assignments. In addition, teachers will continue to receive the 13%, 8% and 8% pay raises they were promised over three years (2014-17) in order to bring Sunrise salaries to a more competitive rate. Sunrise teacher salaries were far below standards rates prior to 2014-15, and this made it extremely difficult to hire competent teachers.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$27,000	
Sunrise will continue to use its CCSS-aligned		<input checked="" type="checkbox"/> ALL	\$32,000	

<p>Read 180 and System 44 reading intervention materials and its SuccessMaker online math program, which also is aligned to Common Core. In addition, Sunrise plans to purchase another CCSS-aligned digital math curriculum. A part-time aide will assist in the math classrooms to ensure effectiveness of this curriculum.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>The school will work with San Jose Unified School District to come up with the best possible Prop. 39 rental agreement for facilities near where the school is now located. The school will move back to its former location, which is smaller, so that it can afford to pay the higher rent being imposed. Sunrise will use the multipurpose room as its 7th classroom when needed.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$101,000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers will hold a CTC credential with appropriate EL authorization. The school will use Common Core aligned text and digital curriculum. The facility will be clean and safe.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Sunrise will hire teachers with CTC credentials and appropriate EL authorization and will ensure that they are given appropriate teaching assignments. Teachers also will receive the third of three scheduled pay raises (8%) in order to have competitive salaries.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29,000</p>
<p>Sunrise will continue to use its CCSS-aligned digital reading intervention and math curriculum, and will also purchase NGSS-aligned science curriculum and keyboarding curriculum. A part-time aide will assist in the math classrooms.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$40,000</p>

<p>The school will work with San Jose Unified School District to come up with the best possible Prop. 39 rental agreement for facilities near where the school is now located. The school will vigorously oppose any effort to move Sunrise to South San Jose, as its families do not have transportation to take the students there.</p>		<input checked="" type="checkbox"/> _x_ALL	<p>\$110,000</p>
		<p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers will hold a CTC credential with appropriate EL authorization. The school will use Common Core aligned text and digital curriculum. The facility will be clean and safe.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Sunrise will hire teachers with CTC credentials and appropriate EL authorization and will ensure that they are given appropriate teaching assignments. Teachers will continue to receive step and cost-of-living increases.</p>		<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	<p>\$16,800</p>
<p>Sunrise will continue to use CCSS-aligned text and digital curriculum for all core subject areas, as well as NGSS-aligned materials for science. A part-time aide will assist in the math classrooms.</p>		<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	<p>\$30,000</p>
<p>The school will work with San Jose Unified School District to come up with the best possible Prop. 39 rental agreement for facilities near where the school is now located.</p>		<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	<p>\$115,000</p>

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

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

1__ 2_x 3__ 4_x 5__ 6__ 7_x
8_x
COE only: 9__ 10__
Local : Specify _____

Identified Need : Sunrise has a large percentage of English Learners – usually about 50% each year. We would like for them to be reclassified as English proficient by the time they are promoted to high school so that they can take college preparatory English classes throughout high school.

Goal Applies to: Schools: Sunrise
Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: English Learners will advance one level per the CELDT/ELPAC each year they are at Sunrise. They will gain academic content knowledge through CCSS. In addition, 23% of continuing ELs will be reclassified to English proficient each year, and 33% of 8th graders will score 4 or 5 on the school's CCSS-aligned writing rubric.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will continue to receive training in Common Core, the new ELD standards, and NGSS. The English teachers, ELD aid, and administrators will partake in most of the training and then pass on their knowledge to all teachers.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000
All core teachers will continue to align their curriculum to the Read 180 curriculum and the new ELD standards.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000
School will continue to conduct small pullout		<input type="checkbox"/> ALL	\$32,500

groups for students in the lowest EL levels. Both the English teachers and the ELD instructor will continue to receive training in the new ELD standards. There will continue to be English teacher collaboration to analyze ELD data to inform instruction.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: English Learners will advance one level per the CELDT/ELPAC each year they are at Sunrise. They will gain academic content knowledge through CCSS. In addition, 25% of continuing ELs, will be reclassified to English proficient each year, and 36% of 8th graders will score 4 or 5 on the school's CCSS-aligned writing rubric.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of teachers will continue to be trained in the latest best practices for teaching longtime English Learners. Lead English teacher will oversee the training and refine collaboration.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000
All core teachers will continue to align their curriculum to the Read 180 curriculum and the new ELD standards.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000
School will continue to conduct small pullout groups for students in the lowest EL levels. There will continue to be English teacher collaboration to analyze ELD data to inform instruction.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$32,500

LCAP Year 3: 2017=18

Expected Annual Measurable Outcomes: English Learners will advance one level per the CELDT/ELPAC each year they are at Sunrise. They will gain academic content knowledge through CCSS. In addition, 27% of continuing ELs will be reclassified to English proficient each year, and 38% of 8th graders will score 4 or 5 on the school's CCSS-aligned writing rubric.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of teachers will continue to be trained in the latest best practices for teaching longtime English Learners. Lead English teacher will oversee the training and refine collaboration.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11,000
All core teachers will continue to align their curriculum to the Read 180 curriculum and the new ELD standards.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,000
School will continue to conduct small pullout groups for students in the lowest EL levels. There will continue to be English teacher collaboration to analyze ELD data to inform instruction.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$32,500

GOAL:	School will meet API growth targets or equivalent, as mandated by the State of California.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____
Identified Need :	The school is required to meet API growth targets.	
Goal Applies to:	Schools: Sunrise	

Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	School will continue to meet all API growth targets, for all student subgroups.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will take SBAC interim tests, and teachers will analyze this data and use to inform instruction.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000
School will switch to NWEA MAP testing for its pre to post assessments, as these are more aligned to SBAC. This will happen several times during the year to give students test practice and to help familiarize them with the SBAC questions.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000
Students who are not meeting the mark on practice tests will be pulled out in special test prep groups.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	School will meet API growth targets or equivalent, as mandated by the State of California.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will take SBAC interim tests, and		<input checked="" type="checkbox"/> ALL	\$5,000

<p>teachers will analyze this data and use to inform instruction. Expert assistance will be sought to ensure even higher student growth than in previous year.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>School will use NWEA MAP testing for its pre to post assessments, as these are more aligned to SBAC. This will happen several times during the year to give students test practice and to help familiarize them with the SBAC questions.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,000</p>
<p>Students who are not meeting the mark on practice tests will be pulled out in special test prep groups. School administrators and lead teachers will meet regularly to assess best ways to improve growth among the most at risk students.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>School will meet API growth targets or equivalent, as mandated by the State of California.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Students will take SBAC interim tests, and teachers will analyze this data and use to inform instruction. Expert assistance will be sought to ensure even higher student growth than in previous year.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p>
<p>School will use NWEA MAP testing for its pre to post assessments, as these are more aligned to SBAC. This will happen several times during the year to give students test practice and to help familiarize them with the SBAC questions</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,000</p>
<p>Students who are not meeting the mark on</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>\$2,000</p>

practice tests will be pulled out in special test prep groups. School administrators and lead teachers will meet regularly to assess best ways to improve growth among the most at risk students.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

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

GOAL:	Sunrise will have a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Student success is directly related to school culture and climate and parent involvement.	
Goal Applies to:	Schools: Sunrise	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Students will maintain an average daily attendance rate of 95% or greater. Families will be highly satisfied with the school, as reported in annual surveys. Students will show strong interest in attending college and will participate in overnight stays at college dorms and career fairs. Sunrise will have a low suspension rate of no more than 10% - considered low for this student population.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
The sixth grade class will spend the night in a UC Santa Cruz dormitory, while the eighth grade class will spend the night at a Santa Clara University dorm. This will serve as an introduction to college life. Students will actually "see" themselves as university students and will learn which high school paths can help them get to their goal. Sunrise will put on a career fair for its students so that they may learn about interesting careers and be ready for college and career.		_x_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Sunrise will continue its pattern of involving		x_ALL
		Budgeted Expenditures
		\$7,000
		\$500

<p>parents in school life through its regular schoolwide parent meetings, ELAC and School Site Council meetings, parent conferences and family events. The school also is asking at least one, most likely two parents, to join the School Board.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Sunrise will continue its tradition of providing a nurturing “second home” feel through small class size, conflict resolution, daily meditation, frequent student assemblies, outdoor trips, etc.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will maintain an average daily attendance rate of 95% or greater. Families will be highly satisfied with the school, as reported in annual surveys. Students will show strong interest in attending college and will participate in overnight stays at college dorms and career fairs. Sunrise will have a low suspension rate of no more than 10%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The sixth grade class will spend the night in a UC Santa Cruz dormitory, while the eighth grade class will spend the night at a Santa Clara University dorm. This will serve as an introduction to college life. Students will actually “see” themselves as university students and will learn which high school paths can help them get to their goal. Sunrise will put on a career fair for its students so that they may learn about interesting careers and be ready for college and career.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,000</p>
<p>Sunrise will continue its pattern of involving</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>\$500</p>

<p>parents in school life through its regular schoolwide parent meetings, ELAC and School Site Council meetings, School Board membership, parent conferences and family events.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Sunrise will continue its tradition of providing a nurturing “second home” feel through small class size, conflict resolution, daily meditation, frequent student assemblies, outdoor trips, etc.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will maintain an average daily attendance rate of 95% or greater. Families will be highly satisfied with the school, as reported in annual surveys. Students will show strong interest in attending college and will participate in overnight stays at college dorms and career fairs. Sunrise will have a low suspension rate of no more than 10%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The sixth grade class will spend the night in a UC Santa Cruz dormitory, while the eighth grade class will spend the night at a Santa Clara University dorm. This will serve as an introduction to college life. Students will actually “see” themselves as university students and will learn which high school paths can help them get to their goal. Sunrise will put on a career fair for its students so that they may learn about interesting careers and be ready for college and career.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,000</p>
<p>Sunrise will continue its pattern of involving parents in school life through its regular schoolwide parent meetings, ELAC and School Site Council meetings, School Board membership, parent conferences and family events.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500</p>
<p>Sunrise will continue its tradition of providing a</p>		<p><input checked="" type="checkbox"/> ALL</p>	<p>\$10,000</p>

nurturing “second home” feel through small class size, conflict resolution, daily meditation, frequent student assemblies, outdoor trips, etc.

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

Annual Update

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

Guiding Questions:

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

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

The main changes or additional ideas presented included the following:

1. *It was generally acknowledged that the school has sufficient computers and iPads, due to the donation of two classroom sets this year, and no more are needed. However, some might need to be replaced after normal wear and tear, and it would be great if we could get another set donated.*
2. *The online reading and math programs instituted this year (Read 180 and SuccessMaker math) have been popular, and additional digital programs are desired for math curriculum and intervention.*
3. *Parents, teachers and students favor the expenditure of funds on overnight stays at university dorms to build interest and motivation for college and career.*
4. *Classroom aides in math and ELA are desirable – though perhaps not needed to the extent they were used this year. Classroom aides should be used for math and English intervention periods.*

We reviewed student data from last year and discussed spending priorities with the following stakeholder groups in the fall and then followed up with more specific questions and surveys in the spring.

Original GOAL from prior year LCAP:	100% of teachers will hold valid California Teaching Credential with an appropriate English Learning authorization, and are appropriately assigned.			Related State and/or Local Priorities: 1__x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Sunrise		
	Applicable Pupil Subgroups:	all		
Expected Annual Measurable Outcomes:	100% of teachers will have valid CTC credentials and an appropriate English Learning authorization, and will be appropriately assigned.	Actual Annual Measurable Outcomes:	100% of teachers do have valid CTC credentials and an appropriate English Learning authorization, and are appropriately assigned.	
LCAP Year: 2014-15				

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>All core teachers will hold valid CTC credentials with EL authorization. In addition, teacher salaries will be increased 13, 8 and 8% over the next 3 years. Half-time math instructional assistant will be hired to oversee blended learning and to coordinate with teachers.</p>		<p>\$39,000 in salary increases; \$14,000 for half-time math aid.</p>	<p>All core teachers do hold valid CTC credentials with EL authorization. Teacher salaries were increased 13% for 2014-15. An aid was added to our staff to work half time in math classes and half time in the office. She is assisted by our after school program instructors. Our lead math teacher oversees the blended learning program.</p>	<p>\$39,000 in salary increases; \$22,000 for half-time math aid.</p>
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:	Special education teacher will be brought to fulltime status.	Scope of service:	Special education teacher was brought to 9.5 FTE as she wanted some time off. She is assisted by a special ed director who spends .2 FTE on special ed and the rest of her time on instructional consulting.	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ learning disabled_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ learning disabled_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue with our plan to increase certificated salaries 8% in 2015-16 and with our plan to have a half-time math aid. We have hired a new fulltime special education teacher, as our current teacher is retiring. Our special education director will continue as a contract employee, spending about .2 FTE on special education. This old Goal 1 will be combined with other basic services Goals 2 and 3 for staffing, curriculum and facilities into a new Goal 1 for 2015-16.
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Original GOAL from prior year LCAP:	100% of students will have access to standards-aligned materials.	Related State and/or Local Priorities: 1__ x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Sunrise Applicable Pupil Subgroups: all		
Expected Annual Measurable Outcomes:	School will obtain CCSS-aligned math curriculum for 7 th and 8 th grades in 2014-15 and NGSS-aligned science curriculum in 2015-16 or as soon as it is available. School will obtain SuccessMaker online math program for all students for 2 nd hour of math instruction.	Actual Annual Measurable Outcomes:	School did obtain CCSS-aligned (Big Ideas) math curriculum for 7 th and 8 th grades. School did obtain SuccessMaker online math program for all students. NGSS-aligned science curriculum will be purchased as it becomes available.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Purchase CCSS-aligned 7th and 8th grade math curriculum and, when available, NGSS-aligned science curriculum. Purchase stand-alone online math program for grades 6-8 such as SuccessMaker. (Sixth graders already had CCSS aligned curriculum.)</p>	<p>\$15,000 for Success Maker and \$5,000 for texts</p>	<p>School did purchase Big Ideas as its CCSS-aligned 7th and 8th grade math curriculum. School also purchased SuccessMaker for its Grades 6-8 online math program. School is waiting to purchase NGSS-aligned curriculum until available.</p>	<p>\$22,000</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Purchase Read 180 and System 44 reading intervention programs and buy more books for classroom libraries.</p>	<p>\$35,000</p>	<p>School did purchase Read 180 and System 44 reading intervention programs and more books for classroom libraries.</p>	<p>\$34,000</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This Goal 2 will continue and be combined with other basic services Goals 1 and 3 for staffing, curriculum and facilities into a new Goal 1 for 2015-16.</p>		

Original GOAL from prior year LCAP:	Sunrise will maintain a clean and safe school facility in partnership with our lessor, the San Jose Unified School District.		Related State and/or Local Priorities: 1__x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Sunrise		
Expected Annual Measurable Outcomes:	The school facilities will be in good repair.	Actual Annual Measurable Outcomes:	Our school facilities are In good condition.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
School will work with San Jose Unified through its Prop. 39 agreement to provide safe and clean facilities for its students.	\$47,000	School did obtain a Prop. 39 agreement with SJUSD for clean and safe facilities for its students.	\$47,700	
Scope of service:		Scope of service:		
__x__ ALL		__x__ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
The facilities are expected to include additional PE facilities, including seasonal use of the high school pool, a second playing field, basketball courts and a handball court.		The school's facilities include an adjacent playing field, use of the high school pool for three weeks, basketball courts, tennis courts and a handball court.		

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This old Goal 3 will be continued and combined with other basic services Goals 1 and 2 for staffing, curriculum and facilities into a new Goal 1 for 2015-16.
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Original GOAL from prior year LCAP:	100% of teachers will participate in professional development on the implementation of CCSS and the new ELD standards.	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Sunrise
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	All teachers will receive additional training in the Common Core. English teachers and instructional aids will receive training in the new ELD standards. ELs will receive English language proficiency each year through the implementation of CCSS and the new ELD standards. At least 30% of 8 th graders will score 4 or 5 on school's CCSS-aligned writing rubric.	Actual Annual Measurable Outcomes:	All teachers did receive additional training in the Common Core. English teachers and ELD instructional aid received three days of training in the new ELD standards. In 2014-15, according to state data, 19.2% of students were designated as English proficient. More than 64% of 8 th graders scored 4 or 5 on school's CCSS-aligned writing rubric.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Two administrators were to attend the June 23-27 SCCOE Curriculum Leadership Council. Three English teachers/aids were to take the SCCOE's ELD Standards trainings in the fall. All information was to be communicated to staff at teacher training days.</p>	<p>\$10,200</p>	<p>Two administrators did attend the June 23-27 SCCOE Curriculum Leadership Council. Our two English teachers and our ELD instructor participated in the SCCOE's ELD Standards trainings in the fall and then trained the entire teaching staff on these new standards at the January teacher professional development day.</p>	<p>\$9,842</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>School will establish a CCSS-aligned writing rubric and coach teachers on how to implement and use it.</p>		<p>School did establish a CCSS-aligned writing rubric and coached teachers on how to implement and use it.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>School will continue to participate in professional development for CCSS and the new ELD standards. Greater attention will be paid to the writing rubric earlier in the school year; this year that was not addressed until second semester. This old Goal 4 will be combined with former Goals 5 and 7 into a new Goal 2 that focuses on the 80% of our students that are either English Learners or recently reclassified as English proficient.</p>		

Original GOAL from prior year LCAP:	100% of English Learners will gain academic content knowledge through the implementation of CCSS.		Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Sunrise		
Expected Annual Measurable Outcomes:	All students, including English Learners, will gain academic content knowledge through the implementation of CCSS in English and Mathematics.		Actual Annual Measurable Outcomes:	All students, including English Learners, are gaining academic content knowledge through the implementation of CCSS in English and Mathematics.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
All core teachers will align Read 180 curriculum to CCSS and the new ELD standards. Teacher coaching will be linked to professional development on best practices for ELs.		\$20,000 for technology. Professional development included in PD budget above.	All core teachers have participated in Project READ and are aligning their curriculum to CCSS and the new ELD standards. Teacher coaching has been linked to professional development on best practices for ELs. \$37,000 for technology (including a \$15,000 donation). Professional development included in PD budget above.	
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

<p>School will expand access to technology as a learning tool for EL students</p>	<p>\$20,000</p>	<p>School did purchase one classroom set of computers and received two more donated sets of classroom computers. These were used for Read 180 and System 44 intervention, for SuccessMaker online math, and for research, writing and other classroom assignments. This increased use of technology – five devices for every six students - has helped our ELs as well as all of our students.</p>	<p>\$37,000</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p>		<p>OR:</p>	
<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	
<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	
<p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>School will continue to align the school's blended learning (currently including Read 180 intervention and SuccessMaker online math) to CCSS and the new ELD standards. Due to the donation of two classroom sets of computers this year, the school will not need to purchase more sets of computers next year, but will continue to replace computers as needed. Old Goal 5 will be included with former Goals 4 and 7 into a new Goal 2, which focuses on improved academics for our English Learners.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>School will meet API Growth Targets, or equivalent, as mandated by the California State Board of Education.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: Sunrise Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>School will continue to meet all API growth targets, for all student subgroups. (Please note that the majority of our students come to our school significantly behind grade level in math and ELA.)</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>There will be no API for the 2014-15 school year. However, according to our internal testing, 69% of our students surpassed their nationally normed annual growth target in reading by year's end, and another 24% were almost there. Sixty-four percent of students surpassed their annual growth target in math by year's end, and another 34% were almost there.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>Students will take Smarter Balanced interim tests and Scantron pre to post tests. Teachers will analyze this data and use it to inform instruction.</p>	<p>\$8,000</p>	<p>Students did take the SBAC interim tests; however, we could not obtain as much information from these tests as we would have liked to inform our instruction, as three quarters of our students were "lost" in the system due to a state CDE error. Teachers have utilized data from the local Scantron pre to post testing to evaluate individual student progress.</p>	<p>\$5,240</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Students will be given questions from test prep sources on a frequent basis throughout the year to familiarize themselves with standardized testing, and to lessen test anxiety and boost self-confidence. Students who aren't meeting the mark on practice tests will be pulled out in special test prep groups. School will begin teaching Cornell Notes to assist students in note taking and studying for tests.</p>		<p>Teachers did familiarize students with SBAC type questions throughout the year in an effort to evaluate their progress and also help them become better prepared for the summative tests in May. Sunrise had its own pre-interim SBAC tests and then administered the interim SBAC. Due to the state error, we obtained more information from our own pre-interim tests. We also identified, based on our internal Scantron testing, which students were in most need of individualized assistance due to their slow growth. We began teaching Cornell Notes, but did not fully implement this note-taking system due to our focus on Common Core instruction and essay writing.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Next year we intend to implement NWEA MAP testing in place of the Scantron Performance Series as our local pre to post test, as NWEA is more closely aligned to Common Core and the SBAC.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>English Learners will advance one performance level per the CELDT (or ELPAC) each academic year.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: Sunrise</p>	<p>Applicable Pupil Subgroups: English Learners</p>

Expected Annual Measurable Outcomes:	ELs will advance at least one performance level per the CELDT/ELPAC each year.	Actual Annual Measurable Outcomes:	58% of our ELs rose one or more performance levels per the CELDT in 2014-15.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School will conduct small pullout groups for students with lowest EL levels.	\$17,510 for ELD instructor.	School did form small pullout groups for students with lowest EL levels. These groups met several times a week.	\$27,000 for ELD instructor at 0.65 FTE
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
English teachers and ELD instructor will be trained in the new ELD standards. Lead English teacher will mentor and coach other English teacher and ELD instructor in best practices for longtime ELs. There will be teacher collaboration for analyzing EL data and planning ELD instruction. ESL classes will be held for parents.	Included in above PD budget; \$2,160 for ESL classes	English teachers and ELD instructor were trained in the new ELD standards. The English Department, along with Project READ coaches, worked collaboratively to utilize best practices for longtime ELs and to analyze EL data and plan ELD instruction. Not enough parents were interested in ESL instruction to warrant classes this year.	Included in above PD budget; no ESL classes
Scope of service:		Scope of service:	
__ALL		__ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>School will continue pullout groups for students in lowest EL levels, in addition to the two hours of daily English Language Arts instruction. English Department will continue to spend about one hour a week in collaboration activities. School will make more of a concerted effort to get parents to register for our ESL classes for adults (offered through the after school program).</p>		

Original GOAL from prior year LCAP:	Sunrise will sponsor several family events each year.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Sunrise	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	School will host six parent nights each school year. These will include English/Spanish translation. The school also will host several family events.	Actual Annual Measurable Outcomes:	The school hosted more than six parent nights in 2014-15. All were held in English and Spanish. The school also hosted several family events.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School will host six parent nights each school year. These will include English/Spanish translation. The school also will host several family events.	\$1,000	The school hosted more than six parent nights in 2014-15. All were held in English and Spanish. The school hosted these events – a Halloween Haunted House, a Holiday Posada, a Valentine’s Day (Dia de Amor) party, back to school nights, awards nights, business meetings, high school information nights, etc.	\$1,000
Scope of service:		Scope of service:	
<u> </u> x ALL		<u> </u> x ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Parents will be more involved in the planning of family events, and will be regularly informed of the school's academic progress. Parents and students will be encouraged to take leadership roles and identify needs and areas for growth in school climate. Parents will take a more active role in the school's outdoor program through an outdoor family event.</p>	<p>\$500</p>	<p>Parents were regularly notified of the school's academic progress – at school wide meetings, School Site Council meetings, and ELAC meetings. Parents and students – through the SSC and Student Council – helped organize some of the schoolwide events, including the Halloween Haunted House, Valentine Day party, and Holiday Posada. We did not host a family outdoor event due to budgetary constraints. We also held individual parent conferences for the first time, in fall and spring.</p>	<p>\$100</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This Goal 8 will be combined with Goal 9 to form a new Goal 4, focusing on building positive school climate. Sunrise will build on its positive school climate by focusing on high academic expectations and a college-bound culture within its nurturing “second home” atmosphere. The school’s SCOPE character-building program (Self Control, Curiosity, Optimism, Perseverance and Effort) will continue to assist Sunrise’s underserved student population in a schoolwide focus on closing the achievement gap. The school also plans to hold two overnight stays at college dormitories (University of California, Santa Cruz, and Santa Clara University) in an effort to help students see themselves as college-bound students. The school will encourage student and parent leadership in developing these events.</p>		

<p>Original GOAL from prior year</p>	<p>Sunrise will maintain an ADA rate of 95% or greater.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__</p>
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LCAP:		Local : Specify _____	
Goal Applies to:		Schools: Sunrise	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Annual average daily attendance will be at least 95%.	Actual Annual Measurable Outcomes:	P2 attendance (August – March) was 96%. The school reported 15 suspensions this year, down from 42 in 2014-15. Like last year, most of the suspensions this year resulted from use of force or violence.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Habitually absent students were to be identified early in the year. Meetings were to be held with families who continually called their students in as “sick.”	Costs absorbed in administrative budget	The school did quickly send letters and hold meetings with families with chronically sick, tardy or truant students.	Costs absorbed in administrative budget
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Students who were frequently tardy or truant will receive counseling or be connected with mental health and other health professionals.	In-kind services from Alum Rock Counseling Center	Many students who were frequently tardy, truant or “sick” were referred for counseling and did receive this counseling. A few are still on a waiting list, even though we now have three counselors from ARCC who visit our school.	In-kind services from Alum Rock Counseling Center

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school will attempt to develop a stronger relationship with the District Attorney's Office in order to get more assistance on truancy cases. This former Goal 9 will be combined with former Goal 8 into a new Goal 4, which will focus on a positive college-bound, nurturing school climate.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$111,090</u>
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B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

6.92	%	Sunrise will not receive concentration funds. Our supplemental funds will result in a 6.92% increase in state funding, according to the most recent FCMAT calculator. The additional funds will result in a significant increase in the quality or quantity of offerings for unduplicated students in that students will have greater access to quality teachers, CCSS digital and text curriculum, English Learner support, and improved school climate. Specifically, all of our teachers will be at industry salary levels in two years, and this will allow us to attract higher quality teachers. Our students will have greater access to technology and will be immersed in reading intervention and digital math curriculum. The blended learning and extensive teacher training, coaching and collaboration will provide a rich classroom atmosphere for all students, including ELs and other underserved populations. Our students will see themselves in college and career settings. They will be better prepared for state standardized testing, and will experience renewed self-confidence. We expect that these measures will result in closing their achievement gap and allowing them opportunities for a rich and diversified university education.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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