

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunrise Middle School

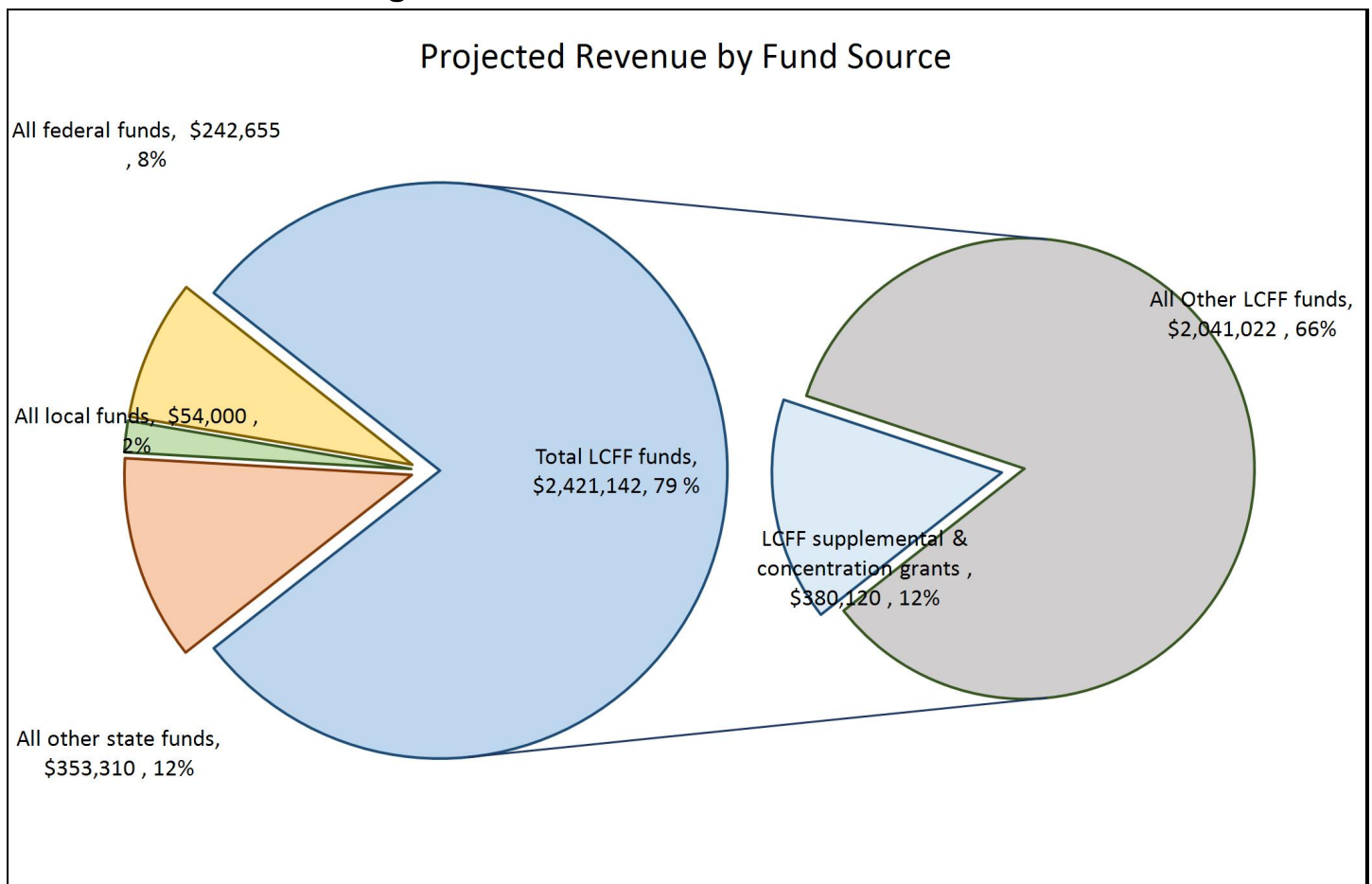
CDS Code: 43-10439-0124065

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Teresa Robinson, Director

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

Budget Overview for the 2019-20 LCAP Year

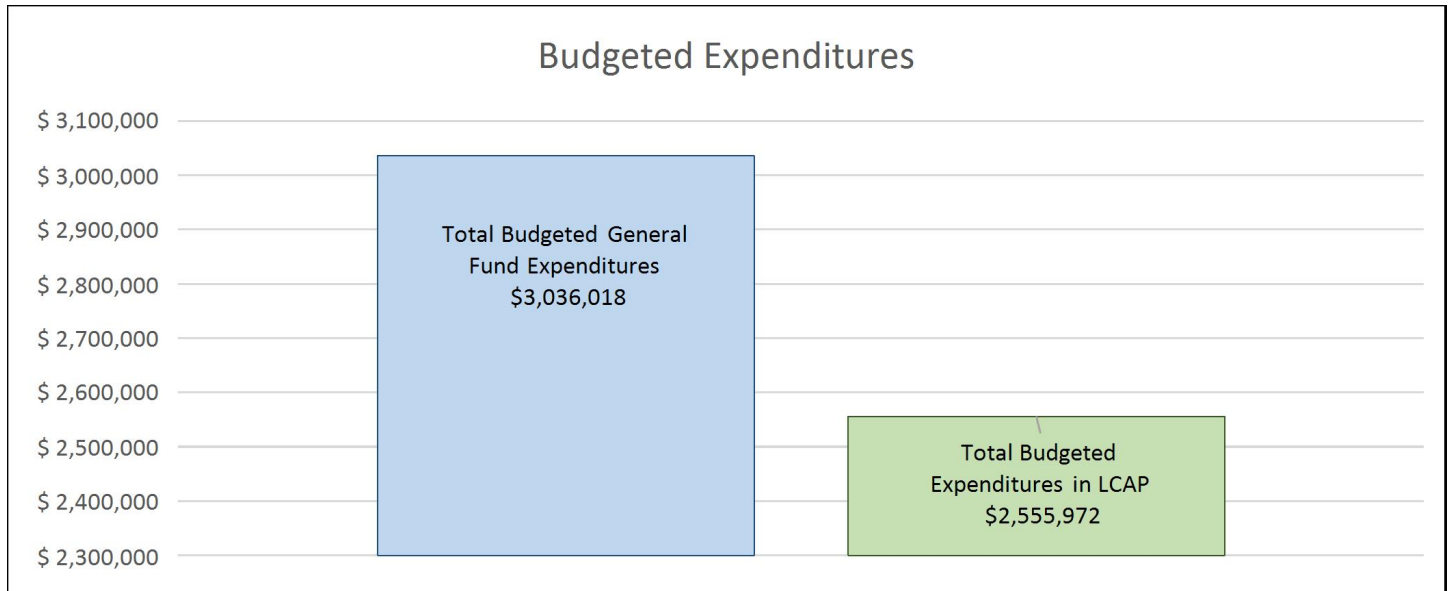


This chart shows the total general purpose revenue Sunrise Middle School expects to receive in the coming year from all sources.

The total revenue projected for Sunrise Middle School is \$3,071,107, of which \$2,421,142 is Local Control Funding Formula (LCFF), \$353,310 is other state funds, \$54,000 is local funds, and \$242,655 is federal funds. Of the \$2,421,142 in LCFF Funds, \$380,120 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sunrise Middle School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sunrise Middle School plans to spend \$3,036,018 for the 2019-20 school year. Of that amount, \$2,555,972 is tied to actions/services in the LCAP and \$480,046 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The following general fund budget expenditures were not included in the LCAP for 2019-20:

1. \$21,521 for district oversight
2. \$63,721 for business/financial and auditor expenses
3. \$139,471 for the student food program
4. \$198,207 for school facility lease
5. \$11,170 for phone and communications
6. \$15,956 for materials and supplies - office and classroom
7. \$30,000 for insurance

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Sunrise Middle School is projecting it will receive \$380,120 based on the enrollment of foster youth, English learner, and low-income students. Sunrise Middle School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sunrise Middle School plans to spend \$2,555,972 on actions to meet this requirement.

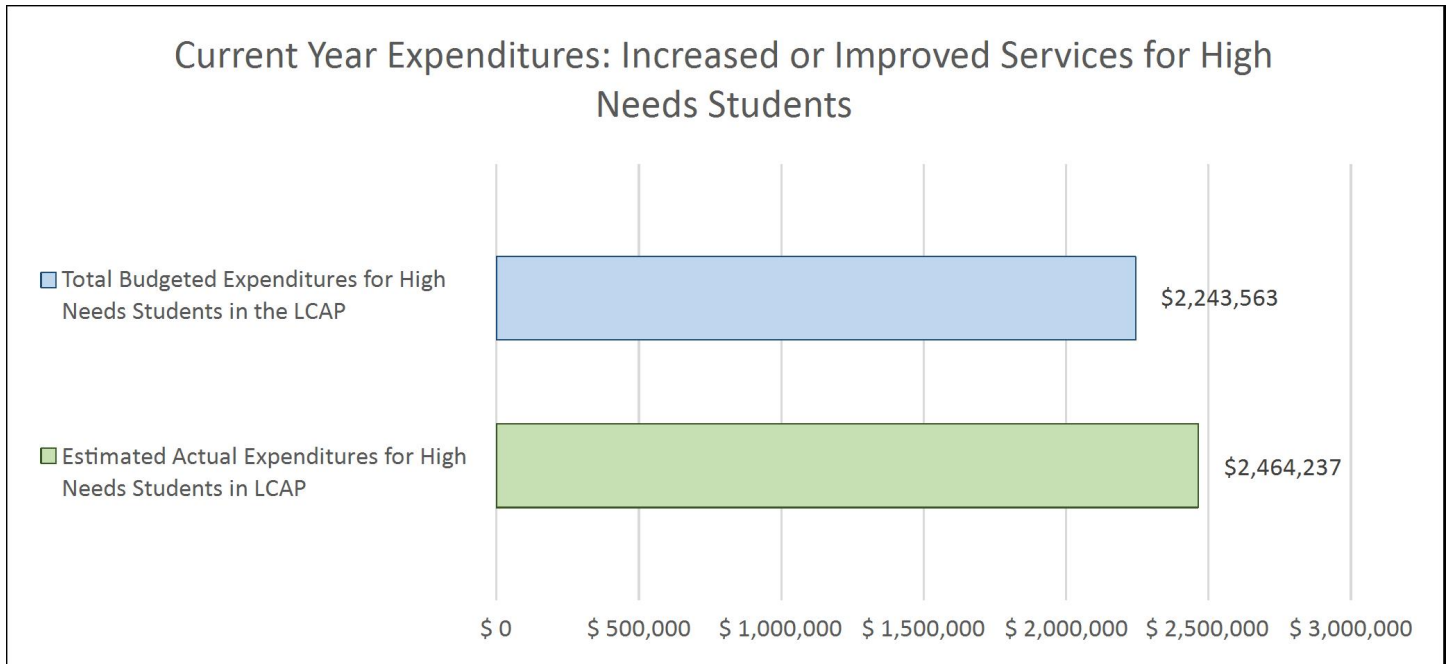
The additional improved services described in the LCAP include the following:

1. We will increase salaries to keep them close to current district levels and will also hire higher more qualified and experienced teachers - thereby increasing our total budget for certificated salaries - in an effort to recruit and retain high quality teachers. (Goal 1, Action 1.1)
2. We will continue to improve upon our professional development plan in an effort to retain our teachers and improve their capacity to teach both challenged and high-achieving students, most all of whom face the challenges of children living in poverty. (Goal 1, Action 1.2)
3. We will continue to provide personal/professional growth opportunities for our staff so that they may be better prepared to meet the demands of their jobs and better able to connect on a more personal level with their students. (Goal 1, Action 1.3)
4. Our ELD instructor/coordinator position will continue at .85 FTE, assisting the Beginning to Intermediate Level English Learners in accessing the curriculum. (Goal 2, Action 2.1)
5. Our Designated ELD Block for Beginning to Intermediate ELs will continue to utilize six-week units for Performance Based Assessments, or PBA's, to dictate the language supports needed in each content area. (Goal 2, Action 2.2)
6. Our ELD teacher and all core teachers will continue their training to intentionally incorporate ELD strategies into their curriculum. (Goal 2, Action 2.3)
7. We will continue to improve our teacher coaching by allowing time on a weekly basis for group coaching, having teachers receiving assistance through BTSA, and writing Professional Development plans. (Goal 3, Action 3.1)
8. We will greatly strengthen our Project Based Learning by hiring an experienced PBL coordinator/teacher who will engage our students in projects that will educate, inspire and empower. (Goal 3, Action 3.2)
9. We will continue to equip our students with 21st Century skills. We will secure more technology, employ two full-time paraprofessionals, continue with our small group instruction, and add to our varied math and English programs. (Goal 3, Action 3.3)
10. We will continue to improve upon our Positive Behavioral Interventions and Supports system, which was begun last year, and will again have a full-time youth mentor on staff for the Tier 2 and Tier 3 students. (Goal 3, Action 3.4)
11. We also will consolidate and refine our many student services through full implementation of our Multi-Tiered System of Supports. (Goal 3, Action 3.5)
12. We will continue our college preparation and career exposure through a four-week program to prevent the "summer slide," an academically sound after school program, university overnight trips, Career Day, Science Fair, STEM Club, and mini-AVID program. (Goal 4, Action 4.1)
13. We will continue our efforts to engage parents through parent education/support classes, twice yearly parent conferences, frequent mailings, parent advisory committee participation, School Board membership, volunteer efforts and almost weekly calls and texts home. Extra emphasis will be placed on the parents who don't participate regularly. (Goal 4, Action 4.2)
14. We will continue improvements to our Whole Child education by continuing our 21-day Kindness, Gratitude and Living Fearlessly challenges, our 8th grade Challenge Day, daily meditation, conflict

resolution, modified restorative justice, SCOPE character building, group and individual counseling, sports, outdoor education, etc. (Goal 4, Action 4.3)

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Sunrise Middle School's LCAP budgeted \$2,243,563 for planned actions to increase or improve services for high needs students. Sunrise Middle School estimates that it will actually spend \$2,464,237 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$220,674 had the following impact on Sunrise Middle School's ability to increase or improve services for high needs students:
We hired more experienced teachers and also hired a full-time youth mentor for our tier 1 and tier 2 students. We also spent twice as much on engaging curriculum as we had planned to spend, and bought twice as many new computers for the students than we had planned to buy.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Sunrise Middle School continues to improve each year, thereby employing the same growth mindset that the school encourages for its students.

Sunrise:

- * Has, thanks to the Santa Clara County Board of Education, won another five-year charter renewal.
- * Ranks No. 1 in English and No. 3 in Math of the nine district and charter middle schools in the downtown/central San Jose area for the second year in a row.
- * Is now in its second full year of PBIS implementation and has sharply reduced the number of students being sent to the office with referrals.
- * Started a new High School Decision Day tradition, whereby we honor our 8th graders for their excellent high school choices.
- * Has a full coding and robotics department funded by two grants.
- * Has a full-time Youth Mentor trained by Peacemakers Inc. to work with our Tier 2 and Tier 3 students.
- * Has joined with the Hispanic Foundation of Silicon Valley to offer a 10-week college readiness program to our parents.

A main goal for the school now is to ensure that our students attend high schools where they will not only be given a strong education, but also social and emotional support and, importantly, assistance with getting into four-year universities on full scholarship. Sunrise is pleased that this year two prestigious private schools accepted eight of our students on full scholarship - Bellarmine College Prep, three, and Eastside College Prep, five. Approximately 50 students were accepted into Cristo Rey Jesuit High School or Luis Valdez Leadership Academy.

This past year Sunrise received more state money that was initially anticipated after the 2018 LCAP was already written and approved. We looked to see where the "holes" in our program were and then decided to use these funds to go above and beyond our LCAP by:

1. Hiring a full-time youth mentor to serve our Tier 2 and Tier 3 students, and
2. Doubling our curriculum budget so that we could purchase text and online curriculum we might not have funding for in the future.

Looking forward, Sunrise has hired more highly experienced teachers for next school year than ever before. All of our classrooms will now be equipped with teachers who have strong classroom management skills in addition to proven skill in teaching English Learners - something that was lacking before. Additionally, three of our new teacher hires are bilingual in Spanish and English.

Sunrise in 2019-2020 also is adding a fifth grade class in an effort to work with its students at an earlier age and thereby have them better prepared for high school by the time they leave our school in 8th grade. Our new fifth grade teacher is bilingual and fully experienced in teaching English Learners. She will receive additional coaching from our English, Math/Science and Social Studies chairs.

All of our staff for next year are especially excited to be working with an underserved student population. This is crucial since many of our students continue to come in from one to four years behind in English and Math. Nearly 90 percent of our students qualify for free lunch, about 50 percent are living below the federal poverty level, 45 percent are English Learners, another 40 percent have been recently reclassified to English proficient, and about 60 percent are from parents who have only an elementary school education in a foreign country.

We continue to support our students' education with a small class size (average 27:1), teacher assistants, daily meditation, after school tutoring, a 20-day summer program, and group and individual counseling.

LCAP Highlights

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

Sunrise Middle has worked closely with its parents, teachers, student leaders and other stakeholders and, once again, is accepting nearly all of their recommendations for continued school-wide improvement. Four goals have been identified for focus in our 2019-20 LCAP:

- GOAL 1 – High-quality staff: Believing that the success of a school lies within the classroom, Sunrise will continue to attract, support and retain a highly effective and diverse certificated teacher, clerical and administrative workforce. The 2019-20 school year will see a rather significant jump in average teacher salary, due to the recruitment of more experienced and highly qualified teachers who have more experience and skill in teaching English Learners. (\$1,887,500)
- GOAL 2 – Integrated ELD: Sunrise will continue to build its comprehensive educational plan for our English Learners and recently reclassified students, who comprise the majority of our student body. Three of our new teacher hires are bilingual in Spanish and English. (\$65,000)

- GOAL 3 – Academic accountability: Sunrise will provide a high quality and comprehensive instructional program that empowers students to not only perform well on the state standardized tests, but to also be college and career ready, creative and critical thinkers, technologically savvy, and skilled in leadership, collaboration and conflict resolution. This plan includes a comprehensive Multi-Tiered System of Supports (MTSS), which melds our newly established PBIS with RTI and our other student intervention and engagement programs. We have a new full-time position for Youth Mentor for our Tier 2 and Tier 3 students. We are also adding a fifth grade class so that we can begin working with our students at a younger age and help them become better prepared for high school by the time they leave 8th grade. (\$342,820)
- GOAL 4 – Whole Child Education: Sunrise creates a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation. We are adding more college readiness classes for our parents in addition to our current parenting classes. (\$258,370)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

We won charter renewal for another five years, and also signed a new five-year lease for our facility.

For the second year in a row, Sunrise had the highest ELA scores on the state SBAC of all nine district and charter middle schools in the downtown/central San Jose area, and was third in math.

Nearly 38 percent of our students went up a level in ELA on the SBAC - about the same as the previous year - and 32 percent of our students went up a level in Math, compared to 27 percent the previous year.

About 46 percent of our students were at or above proficient in ELA - not bad, considering that nearly half of our students are English Learners.

Sunrise earned a "yellow" rating in both ELA and Math on the state Dashboard. Students' scores in math increased 20 points - from 75 to 55 below the state standard.

We were able to reclassify a quarter of our English Learners, continuing a trend of high reclassification rates.

Nearly all of our families again reported that they feel highly positive about the school.

We hired a full-time Youth Mentor trained by Peacemakers Inc. to work with our Tier 3 students.

The school continued a robust assortment of Whole Child activities, including daily meditation, 8th grade Challenge Day, outdoor education, group and individual counseling, and a 21-day Kindness Challenge.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although increasing in both math and English for the percentage at proficient/advanced on the state standardized test, Sunrise students are still categorized as “low” compared to students statewide, particularly in math. Our students are still 55 points below state standard in math and a few points below in English. We are currently implementing in-house professional developments to make our math classes more student centered and relevant for our students.

Our English Learners are still not at the level we would like them to be. While scoring similarly to ELs across the state, we want them to do better and therefore, need to do a better job of integrating ELD instruction throughout the curriculum. Only 17.5 percent of our ELs scored at proficient or above in English, and only 12.3 percent at or above in math.

Sunrise still needs to do a better job at educating its parents about college readiness and motivating our families to try harder at school and to aim for higher goals in high school and college. Toward this end we have partnered with the Hispanic Foundation of Silicon Valley late in the year to offer a series of ten classes on college readiness to our parents. These classes will then be modified for our students. We also plan to increase our education on high school options next fall.

Sunrise is in critical need of new funding sources. We chose not to add more than one fifth grade class over the next three years in an effort to garner public support for charter renewal. However, this lack of growth in student numbers is hurting us, as STRS, health care, and insurance costs continue to rise. We currently are applying for two major multi-year grants - one from the city of San Jose and one from the state.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There were no state indicators for which performance for any student group was two or more performance levels below the "all students" performance.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

High-quality staff: Believing that the success of a school lies within the classroom, Sunrise will continue to attract, support and retain a highly effective and diverse certificated teacher, clerical and administrative workforce. (\$1,795,043)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

SARC / School Salary Schedule

18-19

Teacher salaries will start at \$55,000

Baseline

Beginning teacher salary at \$48,000, or \$7,000 lower than most area districts

The base teacher salary for 2018-19 was \$55,000. However, the lowest teacher salary was \$60,000. The average teacher salary was \$69,000.

Metric/Indicator

Teacher Turn-over

18-19

No teachers will want to leave the school

Baseline

One teacher left the school at the end of 2015-16 but is returning in 2017-18. One teacher might leave at the end of this school year.

One teacher will be leaving the school at the end of 2018-19 for a higher salary at another charter school. Two teachers are moving out of the area. One is leaving the profession.

Metric/Indicator

Teacher Reflection Tool

Staff rating of school professional development support for teachers averaged 4.5 (near full implementation and sustainability).

Expected

18-19

Staff rating of school professional development support for teachers: 4.5 to 5 (near full implementation and sustainability)

Additionally, that all teachers feel the administrative team listens to their concerns and supports their needs, as was felt in 17-18.

Baseline

Staff rating of school professional development support for teachers: 3-4 (Initial to full implementation)

Actual

In a survey conducted in November, all but one teacher felt that the administrative team listens to their concerns and supports their needs.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase the salaries of all Sunrise Middle School staff by 3% and \$3,000 in an attempt to bring to district level within two years, thereby averting the departure of highly qualified teachers in the midst of the current teacher shortage. All teachers are and will continue to be appropriately assigned and hold EL authorization.</p> <p>Increase total certificated salaries to \$1,025,303.</p> <p>Increase total non-certificated salaries to \$517,439.</p> <p>Increase total employee benefits to \$378,093.</p>	<p>Salaries of all teachers were increased by 3% and \$3,000 and brought in closer alignment to San Jose Unified School District levels. All but one teacher was appropriately assigned and held EL authorization. This teacher was hired mid-year after another teacher left for more pay at a local district.</p> <p>Total certificated salaries were increased to \$1,051,365.</p> <p>Total non-certificated salaries were increased to \$591,674.</p> <p>And, total employee benefits were increased to \$389,676.</p>	<p>LCFF Base, Title I, II, ASES</p> <p>1100-1900 Certificated Personnel Salaries</p> <p>2100-2900 Classified Personnel Salaries</p> <p>3101-3902 Employee Benefits</p> <p>1,795,043</p>	<p>LCFF Base, Title I, II, ASES</p> <p>1100-1900 Certificated Personnel Salaries</p> <p>2100-2900 Classified Personnel Salaries</p> <p>3101-3902 Employee Benefits</p> <p>Not Applicable 1,810,115</p>

(NOTE: Some salaries and benefits, e.g., for one paraprofessional, 0.5 FTE special education, and 0.85 FTE ELD teacher were noted separately, under other goals, so total below is listed at \$1,795,043)

Therefore, all areas were increased more than planned.

(NOTE: Some salaries and benefits were listed separately under other goals so total under estimated actual expenditures is listed as less.)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued quality professional development and collaboration opportunities for teaching staff.	We continued quality professional development and collaboration opportunities for our teaching staff.	Consulting and training from Kagan 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,583	Consulting and training from Kagan \$8,552
1. Math professional development - continuation of collaborative efforts with area high schools to which our students matriculate.	All planned PD was held, although we were not able to conduct as much math collaboration with the area high schools as we had planned, due to changes in staff at the schools involved. We were able to retain access to the new resource library from Solution Tree.	Not Applicable Not Applicable	Lucy Calkins Summer Reading Institute, New York - for one additional teacher \$ 2,600
a. This will include two PDs which we and the high schools could not fit into our schedule this year.	Wednesday afternoons continued to be devoted to teacher collaboration time. Specific meetings were held for the ELA, math and social studies departments. In addition, we started holding grade level meetings.		Trauma-Informed Practices - Dr. Darlene Hall (cost included in Goal 4)
Topics: Real world mathematical application and teaching for social justice in the math classroom.	Two of our teachers were trained in the Lucy Calkins Summer Reading Institute, and these practices were enjoyed by our		
b. One full-day workshop will take place in the summer with follow-up coaching during the new academic year.			
c. We also will develop an observation tool and analyze the observation data and provide a summative report for each teacher.			
d. Under a new contract with Solution Tree, paid for in 2017-18, we also will have access to a new resource library.			

2. Continued collaboration time on Wednesday afternoons. Aside from whole staff meeting time, redefine specific collaborative time for PBL, department and grade level meetings, etc.

3. Cooperative Learning Workshop from Kagan Professional Development - Classroom Management and Student Engagement. All teachers will benefit, especially our newer teachers and our math teachers since that is the area that needs more growth in terms of improving test scores.

4. Continued focus on teacher mentoring

5. Continued training on socio-emotional learning

students throughout the school year.

The Cooperative Learning Workshop from Kagan Professional Development - Classroom Management and Student Engagement - was purchased and held in the Fall. The 2nd half, scheduled for January, was postponed to this coming August due to other staff team-building and training needs. On a positive note, our new teachers hired on for the coming year will be able to partake in this Kagan training as well.

We also provided the trainings promised in our charter renewal petition including:

- * Lucy Calkins Teachers College Writing Summer Institute for one more teacher (one trained the previous year)
- * Blueprints for Effective Leadership and Instruction for our English Learners' Future (BELIEF) Institute
- * ELPAC Academy Year 2
- * SCCOE Five-day Practicum on Integrated PBL and STEAM Activities
- * Various El Dorado SELPA trainings
- * Growth Mindset from Stanford Center for Professional Development
- * SuccessMaker and Imagine Math trainings
- * CAASPP Post-test training

* UC Davis Mathematics Project - Equitable Assessment for English Learners Series

There was a continued focus on teacher mentoring and socio-emotional learning in our in-house trainings.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued in-house training for whole child education, meditation, inspiring students in poverty	English Dept. Chair Jessica De Anda and Asst. Principal Jesus Meraz continued their administrative credential training with LEAP.	SDE National Conference in July 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,000	SDE National Conference in July \$2,000
Staff Development for Educators (SDE) National Conference in July - joyful learning, student engagement, SEL	The math teacher collaborative did not go as planned due to discontinued funding and staff turnover at the involved schools. However, we have pledged to resume that in 2019-20.	Admin credential program Year One for English Dept. Chair DeAnda and Year Two for Asst. Principal Meraz 5800: Professional/Consulting Services And Operating Expenditures Base \$8,000	Admin credential program Year One for English Dept. Chair De Anda and Year Two for Asst. Principal Meraz \$10,250
Continued math teacher collaborative with area high schools to which our students matriculate.	Our math teacher did attend the Staff Development for Educators (SDE) National Conference in July - re. joyful learning, student engagement and SEL. However, she then quit unexpectedly at the end of October.		
Year One administrative credential with LEAP for English Dept. Chair Jessica DeAnda	We continued our training for teachers on whole child education in house and also participated in a Trauma Informed Practices		
Year Two administrative credential with LEAP for Asst. Principal Jesus Meraz			

workshop by Dr. Darlene Hall.
(Cost included in Goal 4)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Sunrise Middle School increased salaries even more than budgeted - and also provided nearly all of the professional development promised in last year's LCAP and in its petition for five-year charter renewal. Despite this, some teachers are still leaving - either to move out of the area or for significantly higher pay. Nonetheless, we have already been able to replace all of the ones leaving next year with teachers whom we know to be highly skilled and also who have more experience.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While the higher salaries were not sufficient to retain all of our teachers, they are sufficient to attract new quality teachers for 2019-20, so we are not alarmed. In fact, we are excited that Sunrise is becoming a most desired place to teach. Prospective teachers are intrigued by our program and have heard about us from a multitude of sources. One new teacher is accepting a \$40,000 pay cut to work at our school, on the promise that we will restore half of that if we are able to get a major grant for which we are applying.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While we needed to postpone half of our Kagan training for student engagement, we were able to offer many other trainings and all of the trainings that our teachers and their supervisors requested. We also were able to pay for the administrative credential training for two of our most qualified staff members.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

ANALYSIS: Despite our efforts to have a highly qualified teaching team, our students still missed the proficiency standard in math on the state exams by an average of 55 points.

CHANGE: We now have a highly qualified math teaching team in place and expect to see far better results for next year. We will continue to train our teachers in student engagement and relevancy.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Integrated ELD: Sunrise will continue to build its comprehensive educational plan for our English Learners and recently reclassified students, who comprise the majority of our student body. (\$65,775)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
 CELDT/ELPAC

18-19

This will be the first year that students can show progress on the ELPAC, but we may not receive results until after the year has ended.

Reclassification: 50% of our continuing English Learners (7th and 8th graders) will be reclassified in 2018-19.

We will reclassify 40% in 2017-18, and not the 53% anticipated, due to the absence of the CELDT test in the fall, and the ELPAC not being administered until spring, with results not in as of this writing.

Baseline

80% of ELs advanced one or more levels on the CELDT test.
 Reclassification: 50% of our continuing English Learners (7th and 8th graders) will be reclassified in 2016-17.

We will reclassify 31 percent of our continuing ELs this year (7th and 8th graders) and 20 percent of all our ELs.

Metric/Indicator

SBAC Results for 2018-19

Expected

SBAC

18-19

Our goal is that 17% of our ELs will be proficient or above in English and 10% in Math.

This would be up from 15% and 8% respectively, in 2017-18.

We did not meet our goals for 2017-18, but our ELs still far outperformed their counterparts at our two nearby district schools. We believe the 2016-17 SBAC results might have been unusual and dependent on the students we had that year.

Baseline

English – 20% of our ELs are proficient or above. Math – 15% of our ELs are proficient or above.

Metric/Indicator

Internal Writing Rubric

18-19

Our internal writing rubric will show that 88 percent of our 8th grade English Learners are scoring at proficient or above in writing (3 or 4 on scale of 4).

In 2017-18, 86.7% of our 8th grade English Learners scored at proficient or above in writing.

Baseline

In-house writing rubric indicates that 69 percent of our 8th grade English Learners are scoring at proficient or above in writing.

Actual

As hoped, 17.5 percent of our ELs were proficient or above in English and even more than anticipated - 12.4 percent - were proficient or above in Math.

This was up from 15 percent and 8 percent, respectively, in 2017-18.

Again, our ELs far outperformed their counterparts at our two nearby district schools.

Internal Writing Rubric for 2018-19

Our internal writing rubric shows that 60 percent of our 8th grade English Learners are scoring at proficient or above in writing.

We had expected that 88 percent would, compared to 86.7 percent in 2017-18.

However, the 8th grade teacher did score to higher standards this year than last year's 8th grade teacher.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

ELD Teacher will continue to serve Beginning to Intermediate level ELs in the designated block and during class time. She will help them access the curriculum through weekly collaboration sessions with the other teachers. Her position will be at 0.85 FTE, as she is not able to come in all Fridays due to an ailing parent.

Our ELD teacher continued to serve the beginning to intermediate level ELs in the designated block and during their English class. She helped them access the curriculum through weekly collaboration sessions with the other teaching staff. Her position was at 0.85 FTE, as planned.

2100 Instructional Aide Salaries
3101-3902 - Employee Benefits
Supplemental \$60,775

2100 Instructional Aide Salaries
3101-3902 Employee Benefits
\$60,000

Action 2

Planned Actions/Services

Our Designated ELD block for Beginning to Intermediate ELs will continue to support success in content areas by strengthening language skills. Sunrise will continue to utilize six-week units for Performance Based Assessments, or PBA's, to dictate the language supports needed in each content area. These units will span the grade levels and have different levels of supports for each proficiency level.

Actual Actions/Services

Our designated ELD block for Beginning to Intermediate ELs continued to support success in content areas by strengthening language skills. We utilized six-week units for Performance Based Assessments, or PBA's, to dictate the language supports needed.

Budgeted Expenditures

Admin. Salaries \$4,000 (already included in total) 1000-1999:
Certificated Personnel Salaries
Supplemental

Estimated Actual Expenditures

\$4,000 for Admin. Salary Time
(already included in total)

Action 3

Planned Actions/Services

All of our teachers will continue to participate in focused ELD training, as it is offered through the SCCOE.

English teachers will be trained in classroom management and student engagement from Kagan

Actual Actions/Services

All of our teachers participated in focused ELD training, offered in house by our math and ELA chairs.

All of our teachers were trained in classroom management and student engagement through

Budgeted Expenditures

English - Kagan training - already noted in Action 1.2 - \$8,583 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental

Estimated Actual Expenditures

English - Kagan training - already noted in Action 1.2 - \$8,552

Professional Development. While this is not geared toward ELs specifically, we expect that it will do much to engage our more challenged learners.

Math/Science will continue to be part of a collaborative working with The Foundation for Hispanic Education (TFHE) on how best to teach math to ELs - whether or not we receive continued funding from the SVCF.

Our ELD teacher will be trained in Systematic ELD from EI Achieve. We have come to appreciate the benefits of this very structured program.

Kagan Professional Development. The English Department had requested this training, but we extended it to all of our teachers since, while it is not geared to ELs specifically, it does much to engage our more challenged learners.

It was difficult for math/science to continue to be part of a collaborative with The Foundation for Hispanic Education (TFHE) after the end of our grant period. The goal was for our teachers to continue to learn how best to teach math to ELs. However, the SVCF did not provide any more grant funding, and all the schools involved suffered from staff turnover. Our Asst. Principal for Math/Science, Rusila Racinez, needed to sub for several month due to the absence of two math teachers at different times. One quit unexpectedly, and the other needed to be terminated. While our students continued to receive strong education from an overqualified sub, the professional development for the math team suffered. Then after new math teachers were hired, Ms. Racinez needed to spend the majority of the PD and collaboration time on other more needed topics - student assessment, classroom management, school policies, and other transitional issues. Fortunately, we do not expect this problem next year.

Systematic ELD from EI Achieve 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000

Did not use. Instead conducted in-house training on GLAD strategies, as our English chair was already trained in those methods. \$0 - cost

Finally, our ELD teacher was not trained in Systematic ELD from EL Achieve due to the higher than expected expense. Rather, she and all our ELA/ELD staff were trained in house in GLAD strategies. We also focused on learning more about the new ELPAC test and on coaching our students for the exam.

Jessica De Anda, English Department Chair, implemented training opportunities around the Guided Language Acquisition Design (GLAD) instructional model to help ELL students develop academic English skills. Teachers were introduced to foundational strategies such as a graphic organizer input chart, pictorial input chart, or cooperative strip paragraph. Several teachers employed these strategies in their classrooms, which benefitted not only ELL students, but all learners.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continued a strong focus on our English Learner population, since it comprises nearly half of our students. We had perhaps our most robust professional development program ever so that all teaching staff would be trained in the strategies that best serve our ELs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We again expect to reclassify about half of our continuing ELs, and about a quarter of our ELs schoolwide. As hoped, 17.5 percent of our ELs were proficient or above in English and even more than anticipated - 12.4 percent - were proficient or above in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were able to save \$5,000 by teaching and employing GLAD strategies rather than using Systematic ELD from EI Achieve.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

ANALYSIS: Our English Learners are progressing, as evidenced by their SBAC scores and reclassification rate.

CHANGES: Next year we intend to again integrate more ELD into Math.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Academic accountability: Sunrise will provide a high quality and comprehensive instructional program that empowers students to not only perform well on the state standardized tests, but to also be college and career ready, creative and critical thinkers, technologically savvy, and skilled in leadership, collaboration and conflict resolution. This plan includes a comprehensive Multi-Tiered System of Supports (MTSS), which melds our newly established PBIS with RTI and our other student intervention and engagement programs. (\$166,000)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

SBAC

18-19

43% at Proficient or Above in ELA (we were at 41% in 2017-18)

27% at Proficient or Above in Math (we were at 25% in 2017-18)

Baseline

38% at Proficient or Above in ELA

21% at Proficient or Above in Math

SBAC Results for 2018-19

46% at Proficient or Above in ELA (compared to 41% in 2017-18). California Dashboard remained in yellow.

26% at Proficient or Above in Math (compared to 25% in 2017-18). Dashboard moved from orange up to yellow.

Metric/Indicator

NWEA local tests

18-19

NWEA local tests, as of May 2019:

84.2 percent of our students made their growth target in reading.

Expected

78% of our students meet or surpass their growth target in math.

78% of our students meet or surpass their growth target in reading.

48% of our students are at or above the national average in math. (We were at 47% at the end of 17-18.)

44% of our students are at or above the national average in reading. (We were at 43% at the end of 17-18.)

Baseline

68% of our students met or surpassed their growth target in math.

71.5% of our students met or surpassed their growth target in reading.

23% of our students are at or above the national average in math.

32% of our students are at or above the national average in reading.

Metric/Indicator

Internal Writing Rubric

18-19

84% of our students will score a 3 or 4 on a 4-point rubric. (We were at 82% this year.)

Baseline

64.5% of our students are scoring a 3 or 4 on 4- point writing rubric.

Actual

85.2 percent of our students made their growth target in math.

Also:

42% of Sunrise students were at the 50th percentile or above in Reading by May 2019, up from 36.9% last August.

And, 33.9% of students were at the 50th percentile or above in Math by May 2019, up from 20% last August.

This is a significant drop from the 48% in math in May 2018 - no doubt due to the two math teachers leaving mid-year.

Internal Writing Rubric

75 percent of our students scored a 3 or 4 on a 4-point rubric in February or March. (Last benchmarks were a little earlier than last year's.)

This included: 82.4% in 8th grade;
67% in 7th grade;
and 73% in 6th grade.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>IMPROVED COACHING:</p> <p>The assistant principals will continue to coach teachers utilizing a coaching model that includes frequent feedback, reflective planning, instructional coaching and small group coaching.</p> <p>The APs and teachers will again jointly develop coaching plans for the year that reflect department-wide and school-wide plans for developing teacher capacity.</p> <p>We expect that next year we will have three teachers in the BTSA induction program.</p>	<p>The assistant principals and English chair were coached with a model that included feedback, reflective planning, instructional coaching and small group coaching. However, the math department coaching was somewhat hindered due to the mid-year departure of two teachers.</p> <p>We had three teachers in BTSA, and two staff members were coaches.</p>	<p>Coaching - included in employee salaries BTSA training - \$8,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,000</p>	<p>Coaching - included in administrator salaries BTSA training - \$9,650 \$9,650</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>IMPROVED PROJECT BASED LEARNING FOR STUDENT ENGAGEMENT:</p> <p>PBL Year 3: We will deepen the scope and breadth of our PBLs by hiring a full-time PBL teacher/coordinator.</p> <p>Our projects will focus on identity, economic disparity, immigration, ethnic diversity and other subjects of interest to our students. Our hope is that this will allow our students to immediately see how they can put their learning into</p>	<p>Improved Project Based Learning for Student Engagement:</p> <p>We hired a full-time PBL coordinator/teacher, and her class was most interesting for our students. However, we cannot say that it actually constituted PBL. It was more a a class on social justice issues, such as gender identity, racism, immigration, poverty, nutrition, climate change, etc. The class included mini-projects and issues that totally engaged the students. At times the</p>	<p>PBL Teacher - \$76,180 in salary and benefits - Already included in employee salaries</p> <p>1100 - Teacher Salaries 1300 - Certificated</p> <p>Base</p> <p>SDE National Convention \$7,000 - already mentioned under Action 1.3. 5800: Professional/Consulting Services</p>	<p>Teacher - \$78,000 in salary and benefits (already included in teacher salaries)</p> <p>1100 Teacher Salaries</p> <p>SDE National Convention (already included under Action 1.3) 5800:</p>

action and make a difference in their community.

SDE National Convention, to be attended by two of our teachers this summer, will also focus on PBL.

NGSS Year 3: We will continue to use STEMscopes from Accelerate Learning and to prepare our students for the new California Science Test (CAST).

same themes were being simultaneously addressed in our English or science classes, and English, social justice and history did do projects on slavery, racism, animal rights and climate change. Students were shown how they could put their learning into action and make a difference in their community. Next year we will have two teachers (our two social studies teachers) thoroughly immersed in projects for our students.

We also will again focus on project based learning in summer school, where the theme this summer will be animals - habitats, shelters, ethical issues, etc. (Student choice). Last summer the theme was homelessness.

One teacher was able to attend the SDE National Convention, which focused on PBL. The other teacher who had planned to go went to the Lucy Calkins Summer Reading Institute instead.

We continued to use STEMscopes from Accelerate Learning, but may switch to more engaging curriculum for 2019-20.

And Operating Expenditures Supplemental

NGSS - STEMscopes from Accelerate Learning 4000-4999: Books And Supplies Base \$1,200

Professional/Consulting Services And Operating Expenditures

NGSS - STEMscopes from Accelerate Learning 4000-4999: Books And Supplies \$1,200

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

IMPROVED ACADEMICS

We will begin aligning skills focusing on critical thinking, creativity, communication, self initiation, leadership, collaboration and conflict resolution to the programs and initiatives within the MTSS. Some of the skills overlap into classroom instruction, where the staff will begin to explore rubrics to assess students.

We will purchase 1.5 or more classroom set of computers to replace old laptops.

We will continue to offer three technology-related electives and a girls STEM club.

We will increase the number of our education specialists from 1.5 to 2.0 FTE, thereby assisting our most challenged students. In addition, we will continue having 2.0 FTE paraprofessionals (college graduates) assisting in the classrooms.

We will continue to improve our small "power group" instruction using a more inclusive intervention model for the second year.

We also will continue various online, math intervention and ELA programs. These included English 3D, IXL, Who's Reading, Common Core Plus test prep, SuccessMaker, Think Through

IMPROVED ACADEMICS

We did begin aligning skills focusing on critical thinking, creativity, communication, self initiation, leadership, collaboration and conflict resolution to the programs and initiatives within the MTSS. However, much of this effort was derailed by one of our assistant principal's needs to sub so much in the math classrooms, with the sudden departure and termination of two of our math teachers.

We purchased two classroom sets of computers and received one set of Chromebooks free.

We greatly improved our technology electives with \$15,000 in grants from Wells Fargo and KLA-Tencor Foundation. We offered two classes in Coding and one class in Robotics, as well as our old favorites, educational Minecraft and Gaming Community. We also offered a girls STEM Club.

We increased the number of our education specialists from 1.5 to 2.0 FTE, but did not notice a huge benefit from this move. We also had 2.5 FTE paraprofessionals (all college graduates) assisting in the classrooms.

We continued with various online math intervention and ELA programs, including but not limited

4C's - included in staff salaries
Computers \$30,000
4000-4999: Books And Supplies Supplemental \$30,000

Extra .5 FTE resource specialist and classroom aide - salary and benefits 1000-1999: Certificated Personnel Salaries Base \$39,000

Extra classroom Aide for small group instruction, making for 2 FTE Paraprofessionals - salary and benefits 2000-2999: Classified Personnel Salaries Supplemental \$57,600

Various math and ELA programs for intervention, including Achieve3000, Listenwise, English3D 4000-4999: Books And Supplies Supplemental \$35,000

NWEA Map testing - \$2,500
5800: Professional/Consulting Services And Operating Expenditures Base \$2,500

Reading and Writing units from Lucy Calkins' Reading and Writing Project 4000-4999: Books And Supplies Base \$700

4C's - included in staff salaries
Computers \$51,000

Extra .5 FTE resource specialist - salary and benefits \$44,000

Extra classroom aide for small group instruction, making for 2.5 FTE Paraprofessionals - salary and benefits \$57,600

Various new curriculum and math / ELA programs for intervention, including Achieve 3000, Listenwise, English 3D, IMPACT history curriculum, Foronics, Accelerated Reader, etc. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$75,000

NWEA Map testing 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$3,000

Reading and Writing units from Lucy Calkins' Reading and Writing Project 4000-4999: Books And Supplies LCFF Base \$700

Math, Listenwise, grade level practice and extension.

We will continue with interim/benchmark testing in ELA and math at least four times a year -- and NWEA MAP testing three times a year -- to make sure we are making the necessary progress toward our SBAC goals.

We will purchase additional reading and writing program materials from Readers Writers Workshop.

to, English 3D, IXL, SuccessMaker, Imagine Math, and Listenwise.

We continued with interim/benchmark testing in ELA and Math four times over the year, and NWEA MAP testing three times over the year, to ensure necessary progress toward our SBAC goals.

We also purchased additional reading and writing program materials from Readers Writers Workshop, and spent double our curriculum budget to support all our new educational programs as well as the books for our RWW book clubs.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)</p> <p>Faced with a number of highly challenged student entering our school this year, we decided to begin implementation of a PBIS system mid-year, rather than waiting another year.</p> <p>We believe that disciplinary and classroom management issues have been our largest impediment</p>	<p>POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)</p> <p>Full implementation of PBIS at Sunrise has made a huge difference at our school. Unfortunately, we did not keep accurate data on the number of referrals last year. However, we can't help but notice a significant drop in the number of referrals. This year we have had 28 referrals, nearly half of them in</p>	<p>From MTSS Grant:</p> <p>\$12,000 - counseling services (listed under Goal 4) \$2,000 supplies \$5,000 - certificated salaries (already included in total certificated salaries)</p> <p>From Supplemental Funding:</p> <p>an additional \$12,000 for counseling/mentoring services (listed under Goal 4)</p>	<p>From MTSS Grant</p> <p>\$12,000 - counseling services (listed under Goal 4) \$1,000 - supplies \$6,000 - certificated salaries (already included in total certificated salaries)</p> <p>From Supplemental Funding: an additional \$61,000 for counseling/mentoring (listed under Goal 4)</p> <p>\$7,000</p>

to higher academic growth. During the beginning of the 2017-18 school year we were faced with an usually high number of referrals and suspensions, which we have since reduced.

This year, at \$6,000 cost, we have:

- * identified the Tier 2 and Tier 3 students
- * begun a rewards system
- * increased counseling services
- * begun as a staff to use common language in encouraging positive behavior - e.g., being respectful, safe and responsible

Teachers and other staff were introduced to PBIS through training and collaboration. As a school we have implemented a reflection plan for staff and students when a behavior incident occurs on campus. The above stated process helps students view the situation from different angles and helps us implement a de-escalation process to avoid power struggles and interruptions during class and to help us make best use of our instructional minutes.

High level of behavior expectations have been communicated to the students through positive interactions. A school-wide approach has been delineated using visual aids (PBIS posters)

October. This drop in referrals is primarily due to three reasons:

1. The teachers are better trained through PBIS how to effectively manage and engage their classrooms and how to build rapport with their students so referrals are not needed.
2. The students are happier because of our many positive rewards - student of the week awards, free dress days, free pizza, etc. - and they know what the behavioral expectations are.
3. Then, perhaps the biggest reason - the hiring of a full-time youth mentor trained by Peacemakers Inc. to work with our Tier 2/3 students.

Laxman Drivas was hired to be the full-time youth mentor. He has about 16 students on his caseload at all times. When teachers are having a problem with these Tier 2/3 students they call on Mr. Laxman for support. He will either sit with the student and help him/her with his work, or take the student outside for a little while to talk or to burn off some energy with a quick run around the field. Mr. Laxman also communicates with the child's family at least once a week and attends all teacher/parent/admin meetings concerning the child.

In most cases his work has been very effective, and our Tier 2/3 students' behavior has improved significantly. This means that the

5800: Professional/Consulting Services And Operating Expenditures Other \$7,000

and an ongoing reward system. Students are able to recite the different levels of expectations written on the behavior matrix (Respectful , Responsible and Safe) with 97% accuracy.

In 2018-19, at \$19,000 cost, we intend to:

- * revisit our Tier 2 and Tier 3 lists
- * develop our rewards system
- * increase our counseling services for challenged students even more
- * institute field trips and other meaningful events for the Tier 2 and Tier 3 students
- * illicit more participation from their parents
- * evaluate our success and failures in this system
- * conduct more professional development on PBIS practices, thereby gaining more participation from staff

We are confident that using a PBIS model we will enhance the overall behavior of students in our school setting. We are confident that:

- All humans function best when regularly receiving acknowledgement for good choices/accomplishments

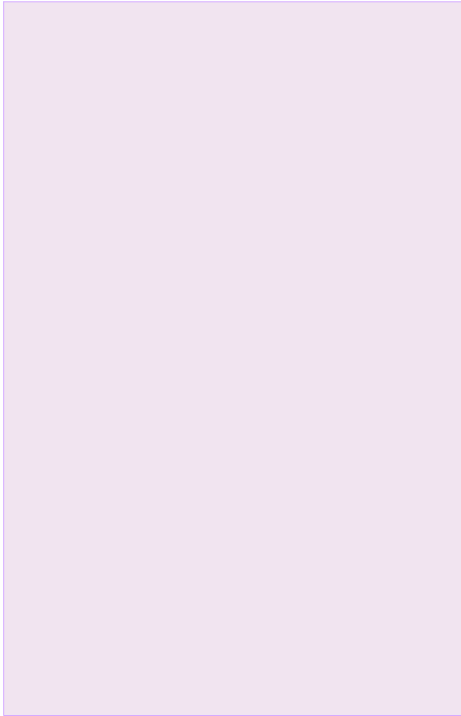
teachers have been able to continue with their lessons without disruption, and the other students in the classroom who might otherwise have been easily distracted were not taken off task.

Mr. Laxman also has served as an unofficial counselor. Students also have received an increased amount of counseling from a multitude of resources:

- * the Alum Rock Counseling Center
- * a San Jose State University counseling intern
- * a retired school counselor who comes once a week
- * two women's group leaders
- * the school's director, who also is a certified counselor

- If we only attend to problem behaviors, that's all we'll find.
- Students with the most challenging behaviors need higher rates of positive reinforcement.

By working with the whole child we understand our commitment to respond to the individual behaviors and to build the future one child at a time. Just like teachers use diversified instruction to impact each child, we have a moral and ethical responsibility to diversify behavioral instruction methods in order to develop rather than victimize children.



Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Multi-Tiered System of Supports (MTSS)</p> <p>In December 2017, Sunrise was awarded the CA Scale-Up Multi-Tiered System of Support (SUMS MTSS) grant for \$25,000 to participate in Cohort 2. The grant supports this year's adoption of a multi-tiered behavioral and personal development system to parallel its existing tiered academic support system. One of Sunrise's APs is trained in PBIS and RTI; the additional resource allows Sunrise to extend this expertise to the other</p>	<p>Multi-Tiered System of Supports (MTSS)</p> <p>Following up on our training last spring, the school's leadership team (Director/Principal, two Assistant Principals and English Department Chair) met weekly to:</p> <ol style="list-style-type: none"> 1. Align the components of our RTI and PBIS 2. Prioritize our initiatives and programs for logical integration 3. Evaluate student data to make informed decisions as to where to resources are most needed. 	<p>The costs of MTSS will be absorbed in the budget for certificated employees. 1000-1999: Certificated Personnel Salaries Base</p>	<p>Costs for MTSS were absorbed in the budget for certificated employees.</p>

AP and Director to support efficient and successful scaling up of MTSS as a school-wide system aligning Sunrise's programs and initiatives.

The primary focus of Sunrise programs and initiatives is to assure that all students, especially those at high risk of academic failure, receive the proper academic, behavioral, and personal growth services they need to succeed.

We are currently concluding four training sessions ending in June 2018. These had the goal of building our capacity to implement MTSS at the site-level:

- Training 1: In Foundations of MTSS, Sunrise leads learned about MTSS, defined the purpose of MTSS for our site, and started dialogue focused identifying needs including other staff leadership (comprised of teachers, counselors, and/or paraprofessionals) who will be involved in the implementation process in 2018-19.
- Training 2: In Structuring our MTSS, Sunrise leads focused on teaming and using data (e.g., CA Dashboard data and LCAP) to identify priorities.

4. Listen and respond to staff concerns about communication, work load, etc.

We believe that these focused meetings to inform, evaluate, and decide have made a big improvement in the organization of our school this year.

Our Tier 2/3 students have flourished. Our ELs are thriving, when compared to ELs across the South Bay (though not as much as we would like). Our students as a whole have also made steady progress.

- Training 3: Focuses on engineering our MTSS
- Training 4: Is about sustaining our MTSS

Our first evaluation report will be completed by early 2018-19.

The 2018-19 year and subsequent year will involve planning, facilitating, and monitoring and measuring impact of these efforts. We will continue to develop our MTSS expertise by building our leadership's capacity to deliver and monitor systems-based intervention, gaining knowledge through trainings and researching the steps and strategies needed for quality implementation (including data structures, practices, teaming, etc.)

Key action items for the start of next year involve:

1. Aligning and defining the components of our academic RTI and PBIS
2. Prioritizing our many initiatives and programs so as to form a vision for the logical integration of these components
3. Making more informed decisions that impact our school where improvement is most needed - for example, in mathematics.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We spent double what we had planned on digital and text curriculum and provided nearly all of the robust professional development that was planned. Our PBIS program was fully implemented as planned and greatly enhanced with the last-minute hire of a full-time youth mentor. Some coaching and MTSS efforts were delayed due to an assistant principal needing to sub for several months when a math teacher quit unexpectedly. We increased our special ed and paraprofessional support as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our teaching staff and students greatly appreciated the wide variety of new curriculum this year, particularly the Lucy Calkins book clubs in our English classes. Teachers commented favorably on our professional development offerings and were able to have all that they and their supervisors requested. Our biggest success perhaps was full implementation of our PBIS program, augmented by the hire of a full-time youth mentor for our Tier 2/3 students. The number of referrals has dropped sharply and most of the students on the mentor's caseload are doing significantly better, both academically and behaviorally. The paraprofessionals are welcomed by our teachers, although teachers have not seen benefit from having two full-time resource specialists. The departure of two of our math teachers mid-year was quite unfortunate; not only was that a disruption for our students, but it also took one of our assistant principals away from the coaching and planning work she had intended to do.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were able to save \$5,000 by employing GLAD strategies rather than Systematic ELD. We spent about \$60,000 more on counseling and mentorship by employing a full-time youth mentor for Tier 2 and 3 students. We purchased two rather than 1.5 sets of classroom computers and also received a donation of one set of Chromebooks. A total of \$15,000 in unexpected grants paid for an increased coding and robotics program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

ANALYSIS: Our students continue to progress in math and English, as evidenced by their benchmarks. However, we are not sure what impact the disruption caused by two math teachers leaving mid-year will have on year-end SBAC scores.

CHANGES: We are working harder to ensure that all new hires want to be at Sunrise for at least a few years and are increasing salaries to higher levels than ever before.

Next year our administrative team will have more time to devote to coaching teachers; the vast amount of admin time spent on subbing this year was an anomaly.

We will most likely be employing one rather than two full-time resource specialists. We will keep our 2.5 FTE paraprofessionals. We will not need to spend as much on curriculum, since we purchased so much this year. However, we will be purchasing for the new fifth grade.

Both of our social studies teachers will be involved in planning social justice-oriented projects for our students.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Whole Child Education: Sunrise creates a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation. In 2018-19 there will be extra emphasis on counseling, building self confidence, developing grit and stamina, and living fearlessly. (\$216,745)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Parent Satisfaction Survey

18-19

All parents responses to these questions will be in the 98-100% range.

Baseline

100% felt their participation was valued
 98% felt the school does a good job staying in touch
 95% feel they receive info on how to help their student improve
 99% feel the school is friendly and safe place to learn
 98% feel teachers hold high expectations for their students and give the academic support needed

Parent Satisfaction Survey

2018-19

99 percent of parents felt their participation was valued.
 100 percent of parents felt the job does a good job of staying in touch.
 98 percent say they receive information on how to help their student improve.
 98.5 percent feel th school is a friendly and safe place to learn.
 95 percent believe teachers hold high expectations for their students and give the academic support needed.

Metric/Indicator

Student School Climate Survey

Expected

Student School Climate Survey

18-19

Anticipated student survey outcomes for 2018-19:

86% of students feel highly connected to their school

90% of students feel high academic motivation

90% feel they are held to high expectations

80% feel they have caring adult relationships at school

85% perceive the school as safe

25% experience harassment or bullying

30% experience chronic sadness or hopelessness

Baseline

86% felt school connectedness

58.5% felt academic motivation

82.5% felt they were held to high expectations

67.5% felt they had caring adult relationships at school

School Safety: 85% perceived the school as safe

27.5% experienced harassment or bullying

Health: 28.5% experienced chronic sadness or hopelessness

Metric/Indicator

School/State Data

18-19

Goals for 2018-19

Actual

2018-19

Fewer students said they felt highly connected to their school - perhaps because the school has grown - but more said they have caring adult relationships at school, and considerably less said they had been bullied or harassed.

77.3% of students feel highly connected to their school

91.4% of students feel high academic motivation

90% of students feel held to high expectations.

84.5% feel they have caring adult relationships at school

78.5% perceive the school as safe

15.6% experience harassment or bullying

29.6% experience chronic sadness or hopelessness

School/State Data

2018-19

9.4% Suspension Rate - moved from orange to yellow on the Dashboard

0% Expulsion Rate

95.8% Attendance Rate

Expected

7.5% Suspension Rate
 0% Expulsion Rate
 96% Attendance Rate

Baseline
 Baseline 2016-17

9.6% Suspension Rate
 0% Expulsion Rate
 95.7% Attendance Rate

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Sunrise will continue its programs for college and career readiness, including strong encouragement for attendance at our summer program to prevent the so-called "summer slide" so prevalent among children of poverty and English Learners.</p> <p>1. We anticipate we will have 80-90 students in the summer program, up from 70-80 the previous two summers.</p>	<p>Sunrise continued its programs for college and career readiness, including its summer program, which is funded by grants and intended to prevent the so-called "summer slide."</p> <p>We had 80 students in the program last summer and have 85 enrolled for this summer.</p> <p>We also continued our annual Career Fair, two university overnight trips and after school</p>	<p>Revenue for certificated and classified salaries Revenue coming from 21st Century grant, City of San Jose SSIG grant and Colad Trust donation 1000-1999: Certificated Personnel Salaries Other \$56,000</p> <p>For the Career Fair 5800: Professional/Consulting Services And Operating Expenditures Base \$500</p>	<p>Revenue for certificated and classified salaries Summer program revenue coming from the 21st Century grant, City of San Jose SSIG and Colad Trust donation 1000-1999: Certificated Personnel Salaries Other \$56,000</p> <p>For the Career Fair 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$800</p>

2. Continuation of our annual Career Fair, two university overnight trips, and after school program (100 students expected to enroll in 2018-19.)

3. We're also planning to start the beginnings of what will some day be a full-blown AVID program on campus. This modified program will include:

- workshops about the different ways of continuing education after high school (e.g., trade schools, technical/community colleges, state, public, private and ivy league universities)
- a speaker or two per semester (college students with whom the students can easily relate)
- discussions on the importance of A-G requirements and being involved in extra curricular activities (sports, volunteering, clubs, etc)
- one or two community service projects per semester
- day trips to nearby high school and college campuses nearby (either participating in their shadow days or multicultural days)

program (101 students enrolled and attending regularly).

We got off to a slow start on our mini-AVID program due to the paraprofessional spearheading it having to help sub for math the majority of the first semester.

However, we were able to partner with the Hispanic Foundation of Silicon Valley to bring PIQE to our school to teach college readiness to our parents in a 10-session course. We plan to borrow from the materials in this course to teach a course to our students.

For the two university overnight trips 5000-5999: Services And Other Operating Expenditures Supplemental \$8,500

For the two university overnight trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$12,000

For classified and certificated personnel, supplies, league sports, etc. - all for the after school program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$147,420

For classified and certificated personnel, supplies, league sports, etc. - all for the after school program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$147,420

For the mini AVID program, most costs will be absorbed in employee salaries, with the coming from the student activities fund 5000-5999: Services And Other Operating Expenditures Supplemental \$750

For college readiness for parents and students (refreshments) - rest absorbed in employee salaries 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$200

Action 2

Planned Actions/Services

Parent participation and interest is crucial to our students' success. We will continue to repeat all our

Actual Actions/Services

Parent participation continues to be a top priority at Sunrise.

Budgeted Expenditures

Parent classes/support groups 5800: Professional/Consulting Services And Operating Expenditures Base \$1,200

Estimated Actual Expenditures

Parent classes/support groups (some either free or supported by our own staff and therefore included in total personnel costs)

actions and services from the 2017-18 school year.

We were only able to provide eight parent education / parent support groups, and these were all in the evening (English and Spanish).

We will continue to seek a teacher/group leader for morning classes.

We are planning on making more personal calls home this year in an effort to get more parent participation.

We continue to have a parent on our school board of directors and to hold monthly ELAC and SSC meetings.

We also held six schoolwide meetings in the evening and held parent-student-teacher conferences in November and in March.

Additionally, we greatly added our to our parent education and support this year by providing:

- * A fall series of evening classes on parenting.
- * A year-long morning series of classes on parenting.
- * Parent coaching when requested.(About five families partook in this.)
- * A ten-session course in college readiness offered by PIQE through the Hispanic Foundation of Silicon Valley.

Refreshments, raffle prizes, etc. for other parent activities

Base \$2,000

5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,200

Refreshments, raffle prizes, etc. for parent activities, classes and meetings LCFF Base \$2,000

Action 3

Planned Actions/Services

Sunrise will continue to build upon its Socio-Emotional Learning program, believing that it is critical to success among its middle school youth.

In 2018-19 the school will:

Actual Actions/Services

Sunrise drew up on its own resources for its socio-emotional learning program and twice monthly advisory periods. We did not need to purchase SEL curriculum this year.

About a quarter of our students participated in our individual or

Budgeted Expenditures

SEL curriculum 4000-4999: Books And Supplies Base \$5,000

About \$12,000 from the MTSS grant and about \$12,000 from Supplemental funding.

Alum Rock Counseling Center provides additional counseling at

Estimated Actual Expenditures

SEL curriculum - used what we already had \$0

About \$12,000 from the MTSS grant and about \$61,000 for youth mentorship from Supplemental funding. Alum Rock Counseling Center provides at no cost. 5000-5999: Services

Purchase an SEL curriculum (likely Compass, Thrively or Move This World) to augment its current program. The extra materials will be used in the twice monthly advisory periods.

Expand its counseling and mentoring services for students, for about 25% of the student body.

The school also will continue to provide:

- * Challenge Day for 8th graders (not advised for 7th)
- * a 21-day Kindness Challenge (repeating the three-year cycle for Kindness, Gratitude and Living Fearlessly)
- * daily meditation at the beginning of PE classes
- * a strong outdoor program (twice monthly activities and five overnight cabin or tent camping trips)
- * league sports
- * a SCOPE character building program that emphasizes Self Control, Curiosity, Optimism, Perseverance and Effort

group counseling. We held four continuous counseling groups throughout the year.

We also again provided:

- * Challenge Day for our 8th graders
- * A high school night and various high school orientation sessions for our 8th graders
- * a 21-day Kindness Challenge
- * daily meditation at the beginning of PE
- * a strong outdoor program
- * league sports (3 for girls and 3 for boys)
- * a SCOPE character building program

no cost.
5000-5999: Services And Other Operating Expenditures Other \$24,000

For 8th grade Challenge Day
5000-5999: Services And Other Operating Expenditures Supplemental \$3,375

For Outdoor Education
Funding comes from various outdoor grants
5000-5999: Services And Other Operating Expenditures Other \$25,000

Meditation Program costs - included in Certificated and Classified Salaries

For League Sports (included in total After School Program budget above) 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$7,000

And Other Operating Expenditures Other \$83,000

For 8th grade Challenge Day
5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,600

For Outdoor Education 5000-5999: Services And Other Operating Expenditures Other \$25,000

Meditation Program costs - included in Certificated and Classified Salaries

For League Sports (included in total After School Program budget above) 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$3,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continued all of our usual Whole Child activities. We did not buy SEL curriculum, but we did spend considerably more on counseling/ mentoring with the hire of a full-time youth mentor for our Tier 2/3 students. We also significantly increased the number of parenting and college readiness classes offered to our parents. We did not get as far as we had hoped with a new mini-Avid program for our students, however.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The addition of a full-time youth mentor for the Tier 2 and 3 students led to a significant drop in referrals for behavior. Emphasis on making informed choices for high school options led to eight of our students being accepted at prestigious privates on full scholarships. Another 50 students were accepted into Cristo Rey or Luis Valdez Leadership Academy. Additionally, parents were very pleased with the increased number of parenting and college readiness classes offered to them. And about 90 percent of our students surveyed said they are focusing more on kindness following our 21-Day Kindness Challenge.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We saved \$5,000 by not purchasing SEL curriculum. We spent nearly \$50,000 more than initially planned by hiring a full-time youth mentor.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

ANALYSIS: We definitely want to keep our youth mentor for Tier 2 and 3 students as this greatly impacts the entire school climate. Students and parents reported they found great value in our increased counseling and parenting and college readiness classes.

CHANGES: We still want to build a college awareness program for our students.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Sunrise Middle School is firmly committed to meeting with its various stakeholder group to elicit their thoughts on the best way to allocate the school's limited resources in the many areas that can be improved. Sunrise administrators met with the teachers and other staff members, parents, the ELAC, School Site Council, and student leaders in formulating its plan for next year. As always, the various stakeholders brought valuable insights and ideas for change.

Stakeholders were informed that resources for extra spending would be even more limited in 2019-20 than 2018-19.

As always, all written and verbal invitations to meetings and discussion at meetings was held in both Spanish and English.

Sunrise met with teachers and other staff members March 27 and April 3. Staff was most interested in obtaining:

- * a new computer cart and curriculum for our new fifth grade class
- * additional training from Kagan on classroom engagement
- * continued or additional counseling/mentoring support for challenging students
- * continued field trips to educate children beyond the four classroom walls
- * separate sports equipment for PE, sports, the after school program (air hockey and fussball tables) and lunch/brunch. (Currently, teachers and staff compete for this equipment.)

Staff was divided on whether the school should assist students in obtaining lockers, which has been an annual request from students. Some staff pointed to security risks, while others noted that it would be nice for students to have a safe place to keep their belongings, especially during PE.

Sunrise met with the School Site Council on November 29, February 5 and March 28 regarding the LCAP and spending priorities and concerns. The SSC favored:

- * teacher pay raises
- * a new computer cart and curriculum for the new fifth grade classroom
- * additional counseling support for students
- * additional student field trips
- * student lockers

* continued parent classes (We currently hold a yearlong series of classes on parenting teens and a ten-week series of classes for our parents on college readiness.)

Sunrise met with the ELAC committee about the LCAP and related concerns and expenditures at several meetings, but mainly the meeting on March 8, 2019. This committee, largely comprising parents, asked that LCFF funding be spent on:

- * teacher pay raises - as much as possible, considering that most of our teachers cannot afford to live in San Jose
- * more supervision at brunch and lunch and before and after school
- * more activities in the after school program
- * more contests, such as our science fair, etc.
- * continuing our summer program, which costs about \$50,000 for 80 students each summer

Sunrise met with the Student Council on March 26 and April 5. The students wanted:

- * Student lockers
- * A school bus for sports
- * Teacher pay raises
- * More field trips
- * More activities like carnivals, dances and a slumber party at school

The school also conducted a parent survey about the school's performance in March. Here are the results, with close to half the parents responding:

99% of the respondents felt their participation in the school was valued.

100% feel that the school communicates well with them, and 84% feel they have been given options to be involved in the school.

99% feel that the school is a friendly environment and safe place to learn.

95% feel that the teachers adjust their teaching style to meet their students' academic needs, and that the teachers hold high expectations for their students.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Sunrise is committed to adopting all of the major recommendations of its various stakeholder groups, whether from LCFF funding or other funding. These will include:

1. A new set of laptops and core curriculum for our new fifth grade classroom. (We also will replace our oldest classroom set of computers if we get a donation.)

2. Salary increases for all staff. However, at 3 percent, this will be considerably less than last year's salary increases. **
3. Extra campus supervision - we will set a new supervision chart to accommodate this.
4. More dedicated sports equipment - this is not a big ticket item, so do-able.
5. Continued janitorial service on Fridays, to augment what San Jose Unified gives us.
6. The school cannot afford to buy a school bus, but we are renting buses more frequently to transport our students to games and field trips.
7. More student activities, like carnivals and dances. We will have a staff member dedicated to coordinating these activities.
8. More field trips, provided we can obtain one of the three major grants for which we applied.
9. Continuance of a full 20-day summer program, which includes academics as well as enrichment and field trips. This costs about \$50,000 annually.
10. Continuance of a full array of parent classes and support groups - for the morning and evening, and for parenting skills and college readiness.
11. Continued counseling support. This will again include a full-time counselor on staff, a full-time youth mentor trained by Peacemakers Inc., a 0.2 FTE school counselor, a university counseling intern, two girls group leaders, and additional support from the Alum Rock Counseling Center.

** For the first time in several years, the school will most likely have only enough for a 3 percent cost of living increase for its staff, due to higher insurance, STRS and health costs. Additionally, at this writing, the governor has not yet pledged one-time extra funding for K-12 in 2019-20.

Also, the school was discouraged from adding three fifth grade classrooms over three years and will only be adding one fifth grade classroom. That is translating into less income for the school over the next few years.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Sunrise is improving to the point where it is intent upon attracting and retaining the highest quality teachers. This year we are hiring several teachers who are veterans and experts in their field. This was made possible by the departure of other teachers, who, save one, are seeking employment outside San Jose. We believe we have turned this situation into a plus and are very excited about the new teachers we have recruited. Rather than paying a large salary increase to all of our staff this year, we are instead attracting teachers who, due to their experience, are requiring higher salaries than we are accustomed to paying. So, our overall salary budget is increasing significantly even though the raises we are offering are only 3 percent.

Our teacher salaries are now roughly on par with those of San Jose Unified School District for new teachers. However, our more experienced teachers are still falling behind. Nonetheless, this year we have found some highly experienced and qualified teachers willing to work at our school anyway, even though they might be earning less, because they are attracted to the whole-child model and may be acquainted with some of the people working here.

This remarkable level of commitment leads us to believe that our new teachers will want to stay at Sunrise. We will continue to do our best to make all teachers want to stay here. We believe this can be achieved through: 1. a close-knit faculty that works and plays together, 2. meaningful professional development, and 3. a high level of commitment on the part of the whole school to help all students, no matter how challenged, reach academic success and personal happiness.

We know that teacher continuity in the long run will help our students. They will feel more connected to the school. They will build close relationships with caring adults. And, the school will need to spend less time on training new teachers and building culture.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC / School Salary Schedule	Beginning teacher salary at \$48,000, or \$7,000 lower than most area districts	Teacher salaries will start at \$52,000	Teacher salaries will start at \$55,000	Teacher salaries will start at \$56,650. Average teacher salary will be \$76,800.
Teacher Turn-over	One teacher left the school at the end of 2015-16 but is returning in 2017-18. One teacher might leave at the end of this school year.	Two teachers want to leave Sunrise at the end of the year.	Three teachers want to leave Sunrise; two are moving out of the area.	No teachers will want to leave.
Teacher Reflection Tool	Staff rating of school professional development support for teachers: 3-4 (Initial to full implementation)	Staff rating of school professional development support for teachers: 4-4.5 (fell short of full implementation)	Staff rating of school professional development support for teachers: 4.5 (near full implementation and sustainability) Additionally, that all teachers feel the administrative team listens to their concerns and supports their needs, as was felt in 17-18.	Staff rating of school professional development for teachers will be about 4.5, or near full implementation and sustainability. All teachers will continue to feel that the administrative team listens to their concerns and supports their needs.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sunrise Middle
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sunrise Middle
Specific Grade Spans: 6-8
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Increase the salaries of all Sunrise Middle School staff by 3% and \$4,000 in an attempt to bring to district level within two years, thereby averting the departure of highly qualified teachers in the midst of the current teacher shortage. All teachers are and will continue to be appropriately assigned and hold EL authorization.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Increase the salaries of all Sunrise Middle School staff by 3% and \$3,000 in an attempt to bring to district level within two years, thereby averting the departure of highly qualified teachers in the midst of the current teacher shortage. All teachers are and will continue to be appropriately assigned and hold EL authorization.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Increase the salaries of all Sunrise Middle staff by 3% to keep closer to district level, thereby averting the departure of highly qualified and experienced teachers in the midst of a teacher shortage. The average teacher salary will be \$76,800. All teachers will continue to be appropriately assigned and hold EL authorization.

Increase total certificated salaries to \$861,101 from \$749,643.

Increase total non-certificated salaries to \$408,563 from \$366, 901.

Increase total employee benefits to \$319,453 from \$271,743

Increase total certificated salaries to \$1,025,303.

Increase total non-certificated salaries to \$517,439.

Increase total employee benefits to \$378,093.

(NOTE: Some salaries and benefits, e.g., for one paraprofessional, 0.5 FTE special education, and 0.85 FTE ELD teacher were noted separately, under other goals, so total below is listed at \$1,795,043)

Our new teachers will be more experienced and, importantly, more experienced in teaching ELs. Three will be bilingual.

Increase total certificated salaries to \$1,170,694.

Increase total non-certificated salaries to \$593,198.

Increase total employee benefits to \$442,608.

(Some salaries and benefits are noted separately, e.g., for 1.5 FTE paraprofessionals, PBL coordinator, and 0.85 FTE ELD teacher, under other goals, so total below is listed at \$1,878,500)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,589,117	1,795,043	1,878,500
Budget Reference	LCFF Base, Title I, II, ASES 1100-1900 Certificated Personnel Salaries 2100-2900 Classified Personnel Salaries 3101-3902 Employee Benefits	LCFF Base, Title I, II, ASES 1100-1900 Certificated Personnel Salaries 2100-2900 Classified Personnel Salaries 3101-3902 Employee Benefits	LCFF Base, Title 1, II, IV, ASES 1100-1900 Certificated Personnel Salaries 2100-2900 Classified Personnel Salaries 3101-3902 Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Increased professional development and collaboration opportunities for teaching staff.

1. Math collaborative with area high schools to which our students matriculate
2. An extra hour of collaboration time on Wednesday afternoons – 2-5 p.m. instead of 3-5 p.m.
3. EL Achieve’s Constructing Meaning workshop for English teachers
4. Increased focus on teacher mentoring with improved feedback/evaluation model.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Continued quality professional development and collaboration opportunities for teaching staff.

1. Math professional development - continuation of collaborative efforts with area high schools to which our students matriculate.
 - a. This will include two PDs which we and the high schools could not fit into our schedule this year. Topics: Real world mathematical application and teaching for social justice in the math classroom.
 - b. One full-day workshop will take place in the summer with follow-up coaching during the new academic year.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Continued quality professional development and collaboration opportunities for teaching staff.

1. Math professional development - resuming collaborative efforts with area high schools to which our students matriculate. The Foundation for Hispanic Education has especially requested this for our large number of students matriculating to Luis Valdez Leadership Academy.
2. In-house trainings to make our teaching more engaging and student centered.

5. Training on socio-emotional learning – not yet selected – and on how best to inspire, motivate and educate students in poverty.

c. We also will develop an observation tool and analyze the observation data and provide a summative report for each teacher.

d. Under a new contract with Solution Tree, paid for in 2017-18, we also will have access to a new resource library.

2. Continued collaboration time on Wednesday afternoons.

Aside from whole staff meeting time, redefine specific collaborative time for PBL, department and grade level meetings, etc.

3. Cooperative Learning Workshop from Kagan Professional Development - Classroom Management and Student Engagement. All teachers will benefit, especially our newer teachers and our math teachers since that is the area that needs more growth in terms of improving test scores.

4. Continued focus on teacher mentoring

5. Continued training on socio-emotional learning

3. State, SCCOE and in-house trainings to increase our achievement among English Learners.

4. Continued collaboration time on Wednesday afternoons. This is divided into whole staff meeting time and specific collaborative time for PBL, department and grade level meetings.

5. Continuation of the Cooperative Learning Workshop from Kagan Professional Development - Classroom Management and Student Engagement.

6. ELA and 5th grade team will go to Long Beach for four days this summer to learn more about the Lucy Calkins reading workshop strategies.

7. Continued focus on teacher mentoring.

8. Continued in-house training on socio-emotional learning.

9. CAFE conference for ELA/ELD teachers, to expand their teacher toolbox by using strategies such as combining ELA standards with ELD standards, to be abreast of new research and evidence based instructional strategies, and to compliment our school improvement efforts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$8,583	\$6,000
Source	Other	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Math collaborative - \$55,000 (shared with other schools and also noted in Action 2.3) Silicon Valley Community Foundation grant (for math)	5800: Professional/Consulting Services And Operating Expenditures Consulting and training from Kagan	5800: Professional/Consulting Services And Operating Expenditures Consulting and training from Kagan, Growing Educators and CABE
Amount	\$5,500		
Source	Supplemental	Not Applicable	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Constructing Meaning trainings from EL Achieve - \$5,500	Not Applicable	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
<p>2017-18 Actions/Services</p> <p>Increased opportunities for personal / professional growth for all staff</p> <ol style="list-style-type: none"> 1. Communication workshop 2. Whole child education training 3. Meditation training 4. Professional development – not yet selected – on how to best inspire, motivate and educate students in poverty <p>Year One administrative credential with LEAP for Asst. Principal Rusila Racinez</p>	<p>2018-19 Actions/Services</p> <p>Continued in-house training for whole child education, meditation, inspiring students in poverty</p> <p>Staff Development for Educators (SDE) National Conference in July - joyful learning, student engagement, SEL</p> <p>Continued math teacher collaborative with area high schools to which our students matriculate.</p> <p>Year One administrative credential with LEAP for English Dept. Chair Jessica DeAnda</p> <p>Year Two administrative credential with LEAP for Asst. Principal Jesus Meraz</p>	<p>2019-20 Actions/Services</p> <p>Continued opportunities for personal and professional growth for all staff</p> <ol style="list-style-type: none"> 1, Administrative credential payment Year Three with LEAP for Asst. Principal Jesus Meraz (Rusila Racinez and Jessica De Anda are postponing this work for one year.) 2. Continued in-house training for whole child education, meditation and inspiring students in poverty.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$7,000	\$3,000
Source	Base	Supplemental	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5864 – Professional Development - Other	5800: Professional/Consulting Services And Operating Expenditures SDE National Conference in July	5864 - Professional Development - Other

Amount		\$8,000	
Source		Base	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Admin credential program Year One for English Dept. Chair DeAnda and Year Two for Asst. Principal Meraz	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Nearly 80% of our students are either English Learners (45%) or recently reclassified to English Proficient (35%), therefore, EL services are a tremendous need at Sunrise.

The percentage of our English Learners who achieved proficient or better on the state test in English grew to 18 percent from 15 percent the previous year.

The percentage of our English Learners who achieved proficient or better on the state Math test grew to 12 percent from 9 percent the previous year.

While the growth in both categories is strong, our ELs are still performing considerably below other students statewide.

Additionally, our school's ELD plan, despite improvement in this area, is still somewhat fragmented, with different teachers trying different approaches.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT/ELPAC	<p>80% of ELs advanced one or more levels on the CELDT test.</p> <p>Reclassification: 50% of our continuing English Learners (7th and 8th graders) will be reclassified in 2016-17.</p>	<p>N/A. Students will take ELPAC for the first time.</p> <p>Reclassification: 53% of our continuing English Learners (7th and 8th graders) will be reclassified in 2017-18.</p>	<p>This will be the first year that students can show progress on the ELPAC, but we may not receive results until after the year has ended.</p> <p>Reclassification: 50% of our continuing English Learners (7th and 8th graders) will be reclassified in 2018-19.</p> <p>We will reclassify 40% in 2017-18, and not the 53% anticipated, due to the absence of the CELDT test in the fall, and the ELPAC not being administered until spring, with results not in as of this writing.</p>	<p>For our reclassification rate, we were too optimistic in the past. We noted that the rate we hoped for was far higher than that of other schools in the district and statewide. Therefore, for next year, we are hoping for a somewhat more realistic reclassification rate -</p> <p>* 35% of our continuing ELs will be reclassified (7th and 8th graders), and * 23% of our ELs school wide (including 5th and 6th)</p>
SBAC	<p>English – 20% of our ELs are proficient or above. Math – 15% of our ELs are proficient or above.</p>	<p>English – 24% of our ELs will be proficient or above. Math – 18% of our ELs will be proficient or above.</p>	<p>Our goal is that 17% of our ELs will be proficient or above in English and 10% in Math.</p> <p>This would be up from 15% and 8% respectively, in 2017-18.</p> <p>We did not meet our goals for 2017-18, but</p>	<p>Our goal is that 18% of our ELs will be proficient or above in English and 14% in Math.</p> <p>This would be up from 17.5% and 12.4% respectively, in 2018-19.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>our ELs still far outperformed their counterparts at our two nearby district schools. We believe the 2016-17 SBAC results might have been unusual and dependent on the students we had that year.</p>	<p>We surpassed last year's goals and are now aiming higher.</p>
<p>Internal Writing Rubric</p>	<p>In-house writing rubric indicates that 69 percent of our 8th grade English Learners are scoring at proficient or above in writing.</p>	<p>Internal writing rubric will show that 75 percent of our 8th grade English Learners are scoring at proficient or above in writing (3 or 4 on scale of 4)</p>	<p>Our internal writing rubric will show that 88 percent of our 8th grade English Learners are scoring at proficient or above in writing (3 or 4 on scale of 4).</p> <p>In 2017-18, 86.7% of our 8th grade English Learners scored at proficient or above in writing.</p>	<p>Our internal writing rubric will show that 65% of our 8th grade English Learners are scoring at proficient or above in writing (3 or 4 on a scale of 4).</p> <p>In 2018-19, 60 percent of our 8th grade English Learners scored at proficient or above in writing. Our 8th grade English teachers reported that she scored more rigorously this year in an effort to motivate the students.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
Specific Student Groups: English Learners
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sunrise Middle School
Specific Grade Spans: Grades 6-8
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sunrise Middle
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

ELD Teacher will better enable Beginning to Intermediate level ELs to access the curriculum through weekly collaboration sessions with the other teachers. Her position will go from 0.75 FTE to 1.0 FTE

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

ELD Teacher will continue to serve Beginning to Intermediate level ELs in the designated block and during class time. She will help them access the curriculum through weekly collaboration sessions with the other teachers. Her position will be at 0.85 FTE, as she is not able to come in all Fridays due to an ailing parent.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

ELD Teacher will continue to serve Beginning to Intermediate level ELs in the designated block and during class time. She will help them access the curriculum through weekly collaboration sessions with the other teachers. Her position will be at 0.85 FTE.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$60,775	\$65,000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	2100 Instructional Aide Salaries 3101-3902 – Employee Benefits	2100 Instructional Aide Salaries 3101-3902 - Employee Benefits	2100 Instructional Aide Salaries 3101-3902 - Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: English Learners
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sunrise Middle
Specific Grade Spans: 6-8
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sunrise Middle
Specific Grade Spans: 6-8
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Academic leads will write a Designated ELD Weekly Planning Guide with 6-week unit plans.

2018-19 Actions/Services

Our Designated ELD block for Beginning to Intermediate ELs will continue to support success in content areas by strengthening language skills. Sunrise will continue to utilize six-week units for Performance Based Assessments, or PBA's, to dictate the language supports needed in each content area. These units will span the grade levels and have different levels of supports for each proficiency level.

2019-20 Actions/Services

Next year, we plan on strengthening our EL program by continuing to develop teachers' capacities with foundational ELL strategies by focusing on the basics such as scaffolding, SDAIE, and GLAD strategies. Further trainings and/or data collection will take place around these practices. Additionally, we will continue to align our pull out program of level 1's and 2's to compliment our Writing Performance Based Assessments, or PBAs. Through pullouts, students will receive individualized support with basic reading, or writing skills that they might not otherwise receive considering the rigor and pace that's necessary in the general classroom setting.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000		
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Admin. Salaries	1000-1999: Certificated Personnel Salaries Admin. Salaries \$4,000 (already included in total)	1000-1999: Certificated Personnel Salaries Admin. Salaries \$4,500 (already included in total)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: English Learners
[Add Students to be Served selection here]

All Schools
Specific Schools: Sunrise Middle
Specific Grade Spans: 6-8
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sunrise Middle
Specific Grade Spans: 6-8
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

All teachers will part-take in focused ELD training.

English teachers will be trained in Constructing Meaning from EL Achieve

Math/Science will be part of a collaborative working with The Foundation for Hispanic Education (TFHE) on how best to teach math to ELs.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

All of our teachers will continue to participate in focused ELD training, as it is offered through the SCCOE.

English teachers will be trained in classroom management and student engagement from Kagan Professional Development. While this is not geared toward ELs specifically, we expect that it will do much to engage our more challenged learners.

Math/Science will continue to be part of a collaborative working with The Foundation for Hispanic Education (TFHE) on how

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

All of our teachers will continue to participate in focused ELD training, as it is offered through the SCCOE and in house.

English teachers will again be trained in classroom management and student engagement from Kagan Professional Development. While this is not geared toward ELs specifically, it does much to engage our more challenged learners.

Math/Science will be part of an informal collaborative working with The Foundation for Hispanic Education (TFHE) on how best to teach math to ELs.

best to teach math to ELs - whether or not we receive continued funding from the SVCF.

Our ELD teacher will be trained in Systematic ELD from EI Achieve. We have come to appreciate the benefits of this very structured program.

TFHE has asked us to resume this collaborative partnership. We were not able to in 2018-19 due to turnover mid-year in our math department.

Three of our new teachers will be bilingual.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000		
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Math (already noted in Action 1.2) English - \$5,000	5800: Professional/Consulting Services And Operating Expenditures English - Kagan training - already noted in Action 1.2 - \$8,583	5800: Professional/Consulting Services And Operating Expenditures English - Kagan training - already paid for in 2018-19
Amount		\$5,000	
Source		Supplemental	
Budget Reference	Math – Silicon Valley Community Foundation grant	5800: Professional/Consulting Services And Operating Expenditures Systematic ELD from EI Achieve	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Academic accountability: Sunrise will provide a high quality and comprehensive instructional program that empowers students to not only perform well on the state standardized tests, but to also be college and career ready, creative and critical thinkers, technologically savvy, and skilled in leadership, collaboration and conflict resolution. This plan includes a comprehensive Multi-Tiered System of Supports (MTSS), which melds our newly established PBIS with RTI and our other student intervention and engagement programs. We have a new full-time position for Youth Mentor for our Tier 2 and Tier 3 students. We are also adding a fifth grade class so that we can begin working with our students at a younger age and help them become better prepared for high school by the time they leave 8th grade. (\$342,820)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Sunrise students, although increasing in both math and English on the state standardized test, are still categorized as “low,” compared to students statewide. Our students were still an average of 12.2 points below Level 3 in English and 61.6 points below Level 3 in math.

Additionally, the vast majority of our students come from very low-income families. Many still don't have computers at home so we loan ours out. They do not hear academic language at home, and the majority of their parents have only an elementary school education. They have little exposure to critical thinking, college or careers. Therefore, it becomes incumbent on us to provide this exposure.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC	38% at Proficient or Above in ELA 21% at Proficient or Above in Math	43% at Proficient or Above in ELA 24% at Proficient or Above in Math	43% at Proficient or Above in ELA (we were at 41% in 2017-18) 27% at Proficient or Above in Math (we were at 25% in 2017-18)	47% at Proficient or Above in ELA (we were at 46% last year). 29% at Proficient or Above in math (we were at 26% last year).
NWEA local tests	68% of our students met or surpassed their growth target in math. 71.5% of our students met or surpassed their growth target in reading. 23% of our students are at or above the national average in math. 32% of our students are at or above the national average in reading.	72% of our students meet or surpass their growth target in math. 74% of our students meet or surpass their growth target in reading. 25% of our students are at or above the national average in math. 35% of our students are at or above the national average in reading.	78% of our students meet or surpass their growth target in math. 78% of our students meet or surpass their growth target in reading. 48% of our students are at or above the national average in math. (We were at 47% at the end of 17-18.) 44% of our students are at or above the national average in reading. (We were at 43% at the end of 17-18.)	85% of our students meet or surpass their growth target in math (like in 18-19) 84% of our students meet or surpass their growth target in reading (like in 18-19) 45% of our students are at or above the national average in math. (We were at 33.9% percent in May 2019) 44% of our students are at or above the national average in reading. (We were at 42 percent in May 2019)
Internal Writing Rubric	64.5% of our students are scoring a 3 or 4 on 4- point writing rubric.	68% of our students will score a 3 or 4 on 4-point rubric.	84% of our students will score a 3 or 4 on a 4-point rubric. (We were at 82% this year.)	84% of our students will score a 3 or 4 on a 4-point rubric.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				<p>We were at 75% in December 2018, and at 82% in May 2018.</p> <p>The students are likely to do better by the end of the year.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sunrise Middle
Specific Grade Spans: 6-8
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

IMPROVED COACHING:

Academic leads will coach teachers utilizing a coaching model that includes frequent feedback, reflective planning, instructional coaching and small group coaching.

Teachers and academic leads will jointly develop coaching plans for the year. The individual teacher plans will closely follow the department-wide and school-wide plans which will focus on developing teacher capacity.

Extra group coaching time will be available on Wednesdays, minimum days, from 2-5 p.m. instead of the current 3-5 p.m.

Four teachers also will be in the BTSA induction program.

Modified Action

2018-19 Actions/Services

IMPROVED COACHING:

The assistant principals will continue to coach teachers utilizing a coaching model that includes frequent feedback, reflective planning, instructional coaching and small group coaching.

The APs and teachers will again jointly develop coaching plans for the year that reflect department-wide and school-wide plans for developing teacher capacity.

We expect that next year we will have three teachers in the BTSA induction program.

Modified Action

2019-20 Actions/Services

IMPROVED COACHING:

The assistant principal and English and Math department chairs will continue to coach teachers utilizing a coaching model that includes frequent feedback, reflective planning, instructional coaching and small group coaching.

Administrators and teachers will again jointly develop coaching plans for the year that reflect department-wide and school-wide plans for developing teacher capacity.

We expect that next year we will have two teachers in the BTSA induction program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$8,000	\$6,000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Coaching – included in employee salaries BTSA training - \$12,000	5800: Professional/Consulting Services And Operating Expenditures Coaching - included in employee salaries BTSA training - \$8,000	5800: Professional/Consulting Services And Operating Expenditures Coaching - included in employee salaries BTSA training - \$6,000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sunrise Middle
Specific Grade Spans: 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

IMPROVED PROJECT BASED LEARNING FOR STUDENT ENGAGEMENT:

PBL Year 2: We will expand our expertise, based on this year's PBL/STEAM trainings, and follow with more comprehensive and engaging projects for this summer and in the 2017-18 school year.

NGSS Year 2 : We will begin upgrades to our current science curriculum by including STEMscopes from Accelerate Learning

IMPROVED PROJECT BASED LEARNING FOR STUDENT ENGAGEMENT:

PBL Year 3: We will deepen the scope and breadth of our PBLs by hiring a full-time PBL teacher/coordinator. Our projects will focus on identity, economic disparity, immigration, ethnic diversity and other subjects of interest to our students. Our hope is that this will allow our students to immediately see how they can put their learning into action and make a difference in their community.

SDE National Convention, to be attended by two of our teachers this summer, will also focus on PBL.

NGSS Year 3: We will continue to use STEMscopes from Accelerate Learning and to prepare our students for the new California Science Test (CAST).

IMPROVED PROJECT BASED LEARNING FOR STUDENT ENGAGEMENT:

PBL Year 4: We will be able to truly deepen the scope and breadth of our PBLs under the leadership of one of our social studies/social justice teachers, who has several years experience with project based learning.

Our projects will be tied to the history and English classes, and to a lesser extent, to science and math.

NGSS Year 4: We will continue to use STEMscopes from Accelerate Learning and to prepare our students for the California Science Test (CAST). Limited funds keep us from buying new science curriculum for grades 6-8 at this point; we are purchasing FOSS for our new 5th grade.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200		\$93,000
Source	Supplemental	Base	LCFF Supplemental and Concentration
Budget Reference	PBL - Included in employee salaries NGSS - \$1,200 1100 – Teacher Salaries 1300 – Certificated Supervisor and Administrator Salaries 4325 – NGSS	PBL Teacher - \$76,180 in salary and benefits - Already included in employee salaries 1100 - Teacher Salaries 1300 - Certificated	PBL Coordinator / Social Studies Teacher - already included in employee salaries 1100 - Teacher Salaries 1300 - Certificated
Amount			\$5,200
Source		Supplemental	LCFF Base
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures SDE National Convention \$7,000 - already mentioned under Action 1.3.	4000-4999: Books And Supplies NGSS - STEMscopes from Accelerate Learning FOSS Science curriculum for 5th grade
Amount		\$1,200	
Source		Base	Not Applicable
Budget Reference		4000-4999: Books And Supplies NGSS - STEMscopes from Accelerate Learning	Not Applicable

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

IMPROVED ACADEMICS

Portrait of a Graduate (POG) – three-year roadmap for building 21st century skills:

We will complete our POG and roadmap for building 21st century skills and will begin implementing this in the curriculum and professional development.

We are focusing on the following skills in our students:

1. Critical thinking
2. Creativity
3. Communication
4. Self Initiation
5. Leadership
6. Collaboration
7. Conflict resolution

2018-19 Actions/Services

IMPROVED ACADEMICS

We will begin aligning skills focusing on critical thinking, creativity, communication, self initiation, leadership, collaboration and conflict resolution to the programs and initiatives within the MTSS. Some of the skills overlap into classroom instruction, where the staff will begin to explore rubrics to assess students.

We will purchase 1.5 or more classroom set of computers to replace old laptops.

We will continue to offer three technology-related electives and a girls STEM club.

We will increase the number of our education specialists from 1.5 to 2.0 FTE, thereby assisting our most challenged students. In addition, we will continue

2019-20 Actions/Services

ACADEMIC IMPROVEMENTS

Employing the same growth mindset we expect from our students, Sunrise continues to seek ways the school can improve academic engagement and growth for its students.

First and foremost, we are adding a new fifth grade class next year so that we can start working with our students at a younger age and have them better prepared for high school. The teacher is bilingual and experienced with English Learners. Her salary is included under Goal 1.

Also:

We were not able to focus as much on aligning skills for critical thinking, creativity

We will purchase at least one more classroom set of computers and establish a digital classroom, complete with 3D printer, Smart Board and Maker Space. We will offer three technology-related electives and a girls STEM club.

We will add Spanish to our elective courses.

We will add a 0.5 FTE paraprofessional to assist with struggling students.

We will continue with our small "power group" instruction in ELA and Math, having a classroom aide for struggling students, and our various online, math intervention, and ELA programs. These include English 3D, IXL, Who's Reading, Common Core Plus test prep, SuccessMaker, Think Through Math, KnowRe, and Zeal for remediation, grade level practice and extension.

Continue with Interim/benchmark testing in ELA and math four times a year, to make sure we are making the necessary progress toward our SBAC goals.

We also will continue with NWEA MAP testing three times a year, as it is aligned to SBAC.

having 2.0 FTE paraprofessionals (college graduates) assisting in the classrooms.

We will continue to improve our small "power group" instruction using a more inclusive intervention model for the second year.

We also will continue various online, math intervention and ELA programs. These included English 3D, IXL, Who's Reading, Common Core Plus test prep, SuccessMaker, Think Through Math, Listenwise, grade level practice and extension.

We will continue with interim/benchmark testing in ELA and math at least four times a year -- and NWEA MAP testing three times a year -- to make sure we are making the necessary progress toward our SBAC goals.

We will purchase additional reading and writing program materials from Readers Writers Workshop.

and communication as we had hoped, due to one of our administrators having to devote much of her time to subbing math this year. However, we'll be back focusing on this in 2019-2020!

We intend to purchase another set of classroom computers and possible a second set, if we get a donation.

We will continue to offer our expanded computer coding and robotics classes that we started in 2018-2019 - and also continue the girls STEM club.

We will likely replace our two special education teachers with one resource specialist and one paraprofessional, due to budgetary concerns. Having two resource specialists did not seem to make much of a difference, according to the core teachers. However, we may keep two resource specialists if we receive one of two multi-year grants for which we have applied. We will have 2.0 FTE paraprofessionals, 1.5 FTE funded by LCFF Supplemental funds and .5 by Title 1.

We will continue to use an inclusive intervention model for the third year, utilizing "power group" instruction wherever possible.

We also will continue with a rich variety of online, math intervention and ELA programs, including Achieve 3000, Imagine Math, SuccessMaker, Listenwise,

iReady, DreamBox for 5th, English 3D, Common Core Plus, etc.

Additionally, we're increasing our library and book club budget to engage our students more in reading. We did this in 2018-19, and it really helped engage our students, who previously had not been that excited about reading.

We'll also continue with our current system of interim and benchmark testing in ELA and Math to ensure we are making the necessary progress toward our CAASPP goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$20,000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies POG/roadmap – included in staff salaries Computers and digital classroom - \$30,000	4000-4999: Books And Supplies 4C's - included in staff salaries Computers \$30,000	4000-4999: Books And Supplies 4C's - included in staff salaries Computers, \$20,000 or more

Amount	\$4,000	\$39,000	\$98,000
Source	Supplemental	Base	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Spanish elective course - \$4,000 Spanish and Classroom Aide – Title 1, LCFF Supplemental	1000-1999: Certificated Personnel Salaries Extra .5 FTE resource specialist and classroom aide - salary and benefits	2000-2999: Classified Personnel Salaries Extra 1.5 FTE classroom aide for small group instruction, making for 2 FTE paraprofessionals - salary and benefits
Amount	\$27,000	\$57,600	\$30,000
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Classroom Aide / Small group instruction – \$27,000 Paraprofessional and Classroom Aide	2000-2999: Classified Personnel Salaries Extra classroom Aide for small group instruction, making for 2 FTE Paraprofessionals - salary and benefits	4000-4999: Books And Supplies Various math and ELA programs for intervention, including Achieve3000, SuccessMaker, Imagine Math, Listenwise, English 3D, iReady, and DreamBox
Amount	\$30,000		\$2,500
Source			LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries 0.5 FTE Para - \$30,000		5800: Professional/Consulting Services And Operating Expenditures NWEA Map testing - \$2,500

Amount	\$25,000	\$35,000	\$16,120
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Various math and ELA programs - \$25,000 Math and ELA programs,	4000-4999: Books And Supplies Various math and ELA programs for intervention, including Achieve3000, Listenwise, English3D	4000-4999: Books And Supplies Books for our library and ELA book clubs
Amount	\$2,500	\$2,500	
Source	Supplemental	Base	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures NWEA MAP testing - \$2,500	5800: Professional/Consulting Services And Operating Expenditures NWEA Map testing - \$2,500	1000-1999: Certificated Personnel Salaries New fifth grade teacher - salary and benefits included in total salaries - see Goal 1
Amount		\$700	
Source		Base	
Budget Reference		4000-4999: Books And Supplies Reading and Writing units from Lucy Calkins' Reading and Writing Project	

Action 4

All	All Schools Specific Schools: Sunrise Middle Specific Grade Spans: 6-8
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Modified Action
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POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Faced with a number of highly challenged student entering our school this year, we decided to begin implementation of a PBIS system mid-year, rather than waiting another year.

We believe that disciplinary and classroom management issues have been our largest impediment to higher academic growth. During the beginning of the 2017-18 school year we were faced with an usually high number of referrals and suspensions, which we have since reduced.

This year, at \$6,000 cost, we have:

- * identified the Tier 2 and Tier 3 students
- * begun a rewards system
- * increased counseling services
- * begun as a staff to use common language in encouraging positive behavior - e.g., being respectful, safe and responsible

Teachers and other staff were introduced to PBIS through training and collaboration. As a school we have implemented a reflection plan for staff and students when a behavior incident occurs on campus. The above stated process helps students view the situation from different angles

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Sunrise has noticed a dramatic drop in referrals after starting a PBIS system and intends to continue with the program.

This year we were able to hire a full-time youth mentor trained by Peacemakers Inc. to work with our Tier 2 and Tier 3 students.

We also increased our counseling services to include the following:

- * three girls groups
- * one grief group
- * one-on-one counseling from Alum Rock Counseling Center
- * a San Jose State counseling intern twice a week
- * a retired school counselor once a week

Teachers and other staff were given in-house training on PBIS - the common language, reward system, etc.

We will be able to continue with PBIS in all these areas next year, and will be sure to train our new employees in the system as well.

and helps us implement a de-escalation process to avoid power struggles and interruptions during class and to help us make best use of our instructional minutes.

High level of behavior expectations have been communicated to the students through positive interactions. A school-wide approach has been delineated using visual aids (PBIS posters) and an ongoing reward system. Students are able to recite the different levels of expectations written on the behavior matrix (Respectful , Responsible and Safe) with 97% accuracy.

In 2018-19, at \$19,000 cost, we intend to:

- * revisit our Tier 2 and Tier 3 lists
- * develop our rewards system
- * increase our counseling services for challenged students even more
- * institute field trips and other meaningful events for the Tier 2 and Tier 3 students
- * illicit more participation from their parents
- * evaluate our success and failures in this system
- * conduct more professional development on PBIS practices, thereby gaining more participation from staff

We are confident that using a PBIS model we will enhance the overall behavior of students in our school setting. We are confident that:

- All humans function best when regularly receiving acknowledgement for good choices/accomplishments
- If we only attend to problem behaviors, that's all we'll find.
- Students with the most challenging behaviors need higher rates of positive reinforcement.

By working with the whole child we understand our commitment to respond to the individual behaviors and to build the future one child at a time. Just like teachers use diversified instruction to impact each child, we have a moral and ethical responsibility to diversify behavioral instruction methods in order to develop rather than victimize children.

Budgeted Expenditures

Amount		\$7,000	\$72,000
Source		Other	LCFF Supplemental and Concentration
Budget Reference		<p>5800: Professional/Consulting Services And Operating Expenditures From MTSS Grant:</p> <p>\$12,000 - counseling services (listed under Goal 4) \$2,000 supplies \$5,000 - certificated salaries (already included in total certificated salaries)</p> <p>From Supplemental Funding:</p> <p>an additional \$12,000 for counseling/mentoring services (listed under Goal 4)</p>	<p>2000-2999: Classified Personnel Salaries Counseling / mentoring services - youth mentor and part-time counselor</p>

Action 5

All	All Schools Specific Schools: Sunrise Middle School Specific Grade Spans: 6-8
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Modified Action
	Multi-Tiered System of Supports (MTSS)	Multi-Tiered System of Supports (MTSS)

In December 2017, Sunrise was awarded the CA Scale-Up Multi-Tiered System of Support (SUMS MTSS) grant for \$25,000 to participate in Cohort 2. The grant supports this year's adoption of a multi-tiered behavioral and personal development system to parallel its existing tiered academic support system. One of Sunrise's APs is trained in PBIS and RTI; the additional resource allows Sunrise to extend this expertise to the other AP and Director to support efficient and successful scaling up of MTSS as a school-wide system aligning Sunrise's programs and initiatives.

The primary focus of Sunrise programs and initiatives is to assure that all students, especially those at high risk of academic failure, receive the proper academic, behavioral, and personal growth services they need to succeed.

We are currently concluding four training sessions ending in June 2018. These had the goal of building our capacity to implement MTSS at the site-level:

- Training 1: In Foundations of MTSS, Sunrise leads learned about MTSS, defined the purpose of MTSS for our site, and started dialogue focused identifying needs including other staff leadership (comprised of teachers, counselors, and/or paraprofessionals) who will be

Sunrise has been delayed somewhat in implementing its key action items for MTSS, but will focus on these next year:

1. Aligning and defining the components of our academic RTI and PBIS
2. Prioritizing our many initiatives and programs so as to form a vision for the logical integration of these components
3. Making more informed decisions that impact our school where improvement is most needed - for example, in mathematics.

involved in the implementation process in 2018-19.

- Training 2: In Structuring our MTSS, Sunrise leads focused on teaming and using data (e.g., CA Dashboard data and LCAP) to identify priorities.
- Training 3: Focuses on engineering our MTSS
- Training 4: Is about sustaining our MTSS

Our first evaluation report will be completed by early 2018-19.

The 2018-19 year and subsequent year will involve planning, facilitating, and monitoring and measuring impact of these efforts. We will continue to develop our MTSS expertise by building our leadership's capacity to deliver and monitor systems-based intervention, gaining knowledge through trainings and researching the steps and strategies needed for quality implementation (including data structures, practices, teaming, etc.)

Key action items for the start of next year involve:

1. Aligning and defining the components of our academic RTI and PBIS
2. Prioritizing our many initiatives and programs so as to form a vision for the logical integration of these components

3. Making more informed decisions that impact our school where improvement is most needed - for example, in mathematics.

Budgeted Expenditures

Source		Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries The costs of MTSS will be absorbed in the budget for certificated employees.	1000-1999: Certificated Personnel Salaries The costs of MTSS are absorbed in the budget for certificated employees.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Whole Child Education: Sunrise creates a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation. We are adding more college readiness classes for our parents in addition to our current parenting classes. (\$258,370)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Students in poverty need more than strong academics to prepare them for success in college and career. They also benefit greatly from:

- * a character building program that emphasizes grit, perseverance, curiosity and optimism
- * a second-home, nurturing environment
- * a daily program in stress reduction
- * the presence of caring adults who believe in the students' ability for success
- * parental involvement
- * exposure to college and career
- * group and individual counseling, as needed
- * and opportunities to see the world beyond their immediate neighborhood.

We believe we have made great progress in all of these areas, but could still make more of an impact in the area of parent support and education, so will be focusing on this next year.

We also will be focusing more on college and career, as that area was hampered by one of our paraprofessional's needs to sub in math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Satisfaction Survey	<p>100% felt their participation was valued 98% felt the school does a good job staying in touch 95% feel they receive info on how to help their student improve 99% feel the school is friendly and safe place to learn 98% feel teachers hold high expectations for their students and give the academic support needed</p>	<p>Expected outcomes: 100% feel their participation is valued 99% feel the school does a good job staying in touch 96% feel they receive info on how to help their student improve 99.5% feel the school is friendly and a safe place to learn 99% feel teachers hold high expectations for their students and give the academic support needed</p> <p>Actual outcomes: From Parent Satisfaction Survey (March 2018, based on half of our parents responding) 99% of parents feel their participation is valued</p>	<p>Expected outcomes: All parents responses to these questions will be in the 98-100% range.</p> <p>Actual Outcomes 99 percent of parents felt their participation was valued. 100 percent of parents felt the job does a good job of staying in touch. 98 percent say they receive information on how to help their student improve. 98.5 percent feel th school is a friendly and safe place to learn. 95 percent believe teachers hold high expectations for their students and give the academic support needed.</p>	<p>Expected outcomes: All parents responses to these questions will be in the 98-100% range.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>97% feel the school does a good job of staying in touch</p> <p>96% feel they receive information on how to help their student improve</p> <p>99% feel the school is a friendly and safe place to learn</p> <p>94% feel teachers hold high expectations for their students and give the academic support needed</p>		
<p>Student School Climate Survey</p>	<p>86% felt school connectedness</p> <p>58.5% felt academic motivation</p> <p>82.5% felt they were held to high expectations</p> <p>67.5% felt they had caring adult relationships at school</p> <p>School Safety: 85% perceived the school as safe</p> <p>27.5% experienced harassment or bullying</p>	<p>Goals for 17-18 survey outcomes:</p> <p>89% feel school connectedness</p> <p>62% feel academic motivation</p> <p>85% feel they are held to high expectations</p> <p>70% feel they have caring adult relationships at school</p> <p>School Safety: 88% perceive the school as safe</p>	<p>Anticipated student survey outcomes for 2018-19:</p> <p>86% of students feel highly connected to their school</p> <p>91.4% of students feel high academic motivation</p> <p>90% feel they are held to high expectations</p> <p>80% feel they have caring adult relationships at school</p>	<p>Expected outcomes:</p> <p>86% of students feel highly connected to their school (We suspect we are losing some of this feeling of connectivity as we grow in numbers, but will conduct more grade-level events to overcome this.)</p> <p>92% of students feel high academic motivation and that they're held to high expectations</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Health: 28.5% experienced chronic sadness or hopelessness</p>	<p>25% experience harassment or bullying</p> <p>Health: 25% experience chronic sadness or hopelessness</p> <p>Actual outcomes for 17-18 survey:</p> <p>74.3% feel school connectedness</p> <p>88.7% feel academic motivation</p> <p>89.5% feel they are held to high expectations</p> <p>78.6% feel they have caring adult relationships at school</p> <p>School Safety: 78% perceive the school as safe 27% experience harassment or bullying</p> <p>Health: 35.5% experience chronic sadness or hopelessness</p>	<p>85% perceive the school as safe</p> <p>25% experience harassment or bullying</p> <p>30% experience chronic sadness or hopelessness</p> <p>Actual outcomes for 2018-19 student survey:</p> <p>77.3% of students feel highly connected to their school</p> <p>91.4% of students feel high academic motivation</p> <p>90% of students feel held to high expectations</p> <p>84.5% feel they have caring adult relationships at school</p> <p>78.5% perceive the school as safe</p> <p>15.6% experience harassment or bullying</p>	<p>86% feel they have caring adult relationships at school</p> <p>86% perceive the school as safe</p> <p>14% experience harassment or bullying</p> <p>28% experience chronic sadness or hopelessness</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			29.6% experience chronic sadness or hopelessness	
School/State Data	Baseline 2016-17 9.6% Suspension Rate 0% Expulsion Rate 95.7% Attendance Rate	Goals for 2017-18 5.5% Suspension Rate 0% Expulsion Rate 96% Attendance Rate Actual 2017-18 9.3% Suspension Rate 0% Expulsion Rate 95.2% Attendance Rate (as of April 2018)	Goals for 2018-19 7.5% Suspension Rate 0% Expulsion Rate 96% Attendance Rate Actual for 2018-19 9.4% Suspension Rate 0% Expulsion Rate 95.7% Attendance Rate	Goals for 2019-20 8% Suspension Rate 0% Expulsion Rate 96% Attendance Rate

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
 Specific Schools: Sunrise Middle
 Specific Grade Spans: 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Sunrise will continue its programs at college and career readiness, including a major push toward year-round education. This will include:

1. An expanded summer program to prevent a “summer slide” in learning. We anticipate 80-90 participants this summer, up from 60 last summer.
2. Continuation of two university overnight trips each year – one (UCSC) for the new students and one for the 8th graders (SCU).
3. Continued growth in our after school program, from 90 students this year to 100 next year.
4. The procurement of additional music equipment for our arts program, and sports equipment (soccer goals).

2018-19 Actions/Services

Sunrise will continue its programs for college and career readiness, including strong encouragement for attendance at our summer program to prevent the so-called "summer slide" so prevalent among children of poverty and English Learners.

1. We anticipate we will have 80-90 students in the summer program, up from 70-80 the previous two summers.
2. Continuation of our annual Career Fair, two university overnight trips, and after school program (100 students expected to enroll in 2018-19.)
3. We're also planning to start the beginnings of what will some day be a full-blown AVID program on campus. This modified program will include:
 - a. workshops about the different ways of continuing education after high school (e.g., trade schools, technical/community

2019-20 Actions/Services

Sunrise will continue its programs for college and career readiness, including strong encouragement for attendance at our summer program to prevent the so-called "summer slide" so prevalent among children of poverty and English learners.

1. We anticipate having 80-90 students in the summer program, like this summer.
2. Continuation of our annual Career Fair and after school program - 100 students enrolled this year.
3. Expanding our university trips to two overnights and a third day trip.
4. Implementing an AVID program on campus. This year we implemented some aspects, such as community service, high school and college trips, speakers, and parent workshops. But next year we hope to do more in this regard.

5. Continuation of our annual Career Day, visited by about 40 professionals, and our annual Science Fair

- colleges, state, public, private and ivy league universities)
- b. a speaker or two per semester (college students with whom the students can easily relate)
- c. discussions on the importance of A-G requirements and being involved in extra curricular activities (sports, volunteering, clubs, etc)
- d. one or two community service projects per semester
- e. day trips to nearby high school and college campuses nearby (either participating in their shadow days or multicultural days)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,500	\$56,000	\$54,000
Source		Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Summer program - \$47,500 Summer School - Silicon	1000-1999: Certificated Personnel Salaries Revenue for certificated and classified salaries Revenue coming from 21st Century grant, City of San Jose SSIG grant and Colad Trust donation	1000-1999: Certificated Personnel Salaries Revenue for certificated and classified salaries for the Summer Program will come from the 21st Century grant, City of San Jose SSIG grant and Colad Trust Foundation.

Amount	\$3,000	\$500	\$500
Source		Base	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Music Equipment -\$3,000 Valley Community Foundation grant and a City of San Jose SSIG grant	5800: Professional/Consulting Services And Operating Expenditures For the Career Fair	5800: Professional/Consulting Services And Operating Expenditures For the career Fair - food, speakers, etc.
Amount	\$2,000	\$8,500	\$10,000
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Sports equipment - \$2,000	5000-5999: Services And Other Operating Expenditures For the two university overnight trips	5000-5999: Services And Other Operating Expenditures For the university trips
Amount	\$500	\$147,420	\$147,420
Source	Supplemental	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	5000-5999: Services And Other Operating Expenditures Career Day - \$500 Career Day and University Overnight Trips	2000-2999: Classified Personnel Salaries For classified and certificated personnel, supplies, league sports, etc. - all for the after school program	2000-2999: Classified Personnel Salaries For classified and certificated personnel, supplies, league sports, etc. - all for the after school program

Amount	\$7,500	\$750	\$750
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies University trips - \$7,500 Music and Sports equipment –LCFF Supplemental	5000-5999: Services And Other Operating Expenditures For the mini AVID program, most costs will be absorbed in employee salaries, with the coming from the student activities fund	5000-5999: Services And Other Operating Expenditures For the mini AVID program, most costs will again be absorbed in employee salaries, with the coming from the student activities fund

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Sunrise Middle
Specific Grade Spans: 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Parent participation is essential to student success. For this reason we will:

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Parent participation and interest is crucial to our students' success. We will continue

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

We're finding more and more that parent participation and belief in the educational system is crucial to our students' success.

1. Double the number of parent education/parent support classes to twelve (Spanish and English, morning and evening).
2. Continue to retain a seat on the school board for a parent in the school.
3. Continue parent meetings for the ELAC and School Site Council advisory groups.
4. Continue to encourage parents to volunteer at the school.
5. Continue to hold twice-yearly parent/teacher/student conferences, monthly parent meetings, and other classes of interest, for example, on immigration rights or housing.
6. Continue frequent parent mailings, texts, and calls home.

to repeat all our actions and services from the 2017-18 school year.

We were only able to provide eight parent education / parent support groups, and these were all in the evening (English and Spanish).

We will continue to seek a teacher/group leader for morning classes.

We are planning on making more personal calls home this year in an effort to get more parent participation.

So far our efforts have primarily hit the parents who already are thoroughly convinced of the benefits of a sound education for their students.

Next year we will focus more on those parents who have not been attending our meetings and parent classes.

We will:

- * Make even more calls home and conduct even more one-on-one meetings with parents who don't come to our group meetings.
- * Provide parent education in the morning and evening, as we did this year.
- * Double the number of our college readiness classes provided by PIQE - and perhaps add classes on nutrition and healthy eating (if the budget allows).
- * Continue with our monthly parent coffees and ELAC/SSC meetings and our regular school-wide meetings and events.
- * Continue with our twice yearly parent conferences and weekly One Calls or mailings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200	\$1,200	\$2,700
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Parent Classes	5800: Professional/Consulting Services And Operating Expenditures Parent classes/support groups	5800: Professional/Consulting Services And Operating Expenditures Parent classes/support groups
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Other parent activities – \$2,000 for refreshments	Refreshments, raffle prizes, etc. for other parent activities	Refreshments, raffle prizes, etc. for parent activities

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
 Specific Schools: Sunrise Middle
 Specific Grade Spans: 6-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Sunrise continues to maintain that Socio-Emotional Learning is critical to success among middle school students, and continues to build on its SEL program each year. In 2017-18, the school will:

1. Expand its Challenge Day activities to 7th graders as well as 8th graders.
2. Add a 21-day Living Fearlessly Challenge to its previous 21-day Kindness and Gratitude Challenges.
3. Provide training on whole child education and meditation to teachers and other staff.
4. Continue with its individual and group counseling programs (about 20% of our students will continue to be involved in counseling). Sunrise also will utilize Prop. 47 Safe Neighborhoods funding or its own for an expanded counseling and wellness program that would combine counseling and mentoring with art, running, women's issues and woodshop.
5. Continue to provide strong outdoor education and league sports programs.
6. Continue to emphasize the school's

2018-19 Actions/Services

Sunrise will continue to build upon its Socio-Emotional Learning program, believing that it is critical to success among its middle school youth.

In 2018-19 the school will:

Purchase an SEL curriculum (likely Compass, Thrively or Move This World) to augment its current program. The extra materials will be used in the twice monthly advisory periods.

Expand its counseling and mentoring services for students, for about 25% of the student body.

The school also will continue to provide:

- * Challenge Day for 8th graders (not advised for 7th)
- * a 21-day Kindness Challenge (repeating the three-year cycle for Kindness, Gratitude and Living Fearlessly)
- * daily meditation at the beginning of PE classes
- * a strong outdoor program (twice monthly activities and five overnight cabin or tent camping trips)
- * league sports
- * a SCOPE character building program that emphasizes Self Control, Curiosity, Optimism, Perseverance and Effort

2019-20 Actions/Services

Sunrise will continue to build upon its Socio-Emotional Learning program, believing that it is critical to success among its middle school youth.

In 2019-20 the school will continue to provide:

- * Counseling for about 25 percent of its students (See Goal 3)
- * A 21-day Gratitude Challenge (repeating the three-year cycle for Kindness, Gratitude and Living Fearlessly)
- * Daily meditation at the beginning of the PE classes
- * A strong outdoor program (twice monthly activities)
- * League sports
- * A SCOPE character building program that emphasizes Self Control, Curiosity, Optimism, Perseverance and Effort.

We also hope to purchase an SEL curriculum to augment what we currently provide in our twice monthly advisory periods. This was not possible in 2018-19 due to unexpected costs for other new curriculum. We are currently seeking outside funding for this curriculum.

SCOPE characteristics in twice monthly advisory periods and assemblies. (Self Control, Curiosity, Optimism, Perseverance and Effort)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$5,000	\$12,500
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Challenge Day - \$3,500	4000-4999: Books And Supplies SEL curriculum	5000-5999: Services And Other Operating Expenditures Counseling/mentoring services
Amount	\$9,500	\$24,000	\$3,500
Source	Supplemental	Other	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Counseling - \$9,500 (much is provided for free by Alum Rock Counseling Center)	5000-5999: Services And Other Operating Expenditures About \$12,000 from the MTSS grant and about \$12,000 from Supplemental funding. Alum Rock Counseling Center provides additional counseling at no cost.	5000-5999: Services And Other Operating Expenditures For 8th grade Challenge Day

Amount	\$25,000	\$3,375	\$10,700
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Outdoor Education - \$25,000 ASES Federal After School Funding	5000-5999: Services And Other Operating Expenditures For 8th grade Challenge Day	5000-5999: Services And Other Operating Expenditures For Outdoor Education - educational and counseling related trips
Amount	\$7,000	\$25,000	\$14,300
Source		Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures League Sports - \$7,000 Youth Outside Grant	5000-5999: Services And Other Operating Expenditures For Outdoor Education Funding comes from various outdoor grants	5000-5999: Services And Other Operating Expenditures For Outdoor Education - other trips - funded by grants, etc.
Source			After School Education and Safety (ASES)
Budget Reference		Meditation Program costs - included in Certificated and Classified Salaries	5800: Professional/Consulting Services And Operating Expenditures \$7,000 for League Sports included in After School Program budget - see above

Amount		\$7,000	
Source		After School Education and Safety (ASES)	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For League Sports (included in total After School Program budget above)	Meditation Program costs - included in certificated and classified salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$380,120

Percentage to Increase or Improve Services

18.62%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on staff and stakeholder feedback, we are implementing 14 actions to increase services to our youth, most all of whom are low income and/or English Learners. All the actions are both school-wide and LEA-wide, since Sunrise Middle is a single school district.

1. We will increase salaries to keep them close to current district levels and will also higher more qualified and experienced teachers - thereby increasing our total budget for certificated salaries - in an effort to recruit and retain high quality teachers. Our new teachers will have considerable more influence working with English Learners, and three will be bilingual. (Goal 1, Action 1.1)
2. We will continue to improve upon our professional development plan in an effort to retain our teachers and improve their capacity to teach both challenged and high-achieving students, most all of whom face the challenges of children living in poverty. (Goal 1, Action 1.2)
3. We will continue to provide personal/professional growth opportunities for our staff so that they may be better prepared to meet the demands of their jobs and better able to connect on a more personal level with their students. (Goal 1, Action 1.3)
4. Our ELD instructor/coordinator position will continue at .85 FTE, assisting the Beginning to Intermediate Level English Learners in accessing the curriculum. Nearly half of our teaching staff will now be bilingual. (Goal 2, Action 2.1)
5. Our Designated ELD Block for Beginning to Intermediate ELs will continue to utilize six-week units for Performance Based Assessments, or PBA's, to dictate the language supports needed in each content area. (Goal 2, Action 2.2)

6. Our ELD teacher and all core teachers will continue their training to intentionally incorporate ELD strategies into their curriculum. (Goal 2, Action 2.3)
7. We will continue to improve our teacher coaching by allowing time on a weekly basis for group coaching, having teachers receiving assistance through BTSA, and writing Professional Development plans. (Goal 3, Action 3.1)
8. We will greatly strengthen our Project Based Learning by hiring an experienced PBL coordinator/teacher who will engage our students in projects that will educate, inspire and empower. (Goal 3, Action 3.2)
9. We will be starting a new fifth grade classroom so that we can start working with our students at a younger age and get them better prepared for high school. We will continue to equip our students with 21st Century skills. We will secure more technology, employ two full-time paraprofessionals, continue with our small group instruction, and add to our varied math and English programs. (Goal 3, Action 3.3)
10. We will continue to improve upon our Positive Behavioral Interventions and Supports system, which was begun last year, and will retain our full-time youth mentor on staff for the Tier 2 and Tier 3 students. (Goal 3, Action 3.4)
11. We also will consolidate and refine our many student services through full implementation of our Multi-Tiered System of Supports. (Goal 3, Action 3.5)
12. We will continue our college preparation and career exposure through a four-week program to prevent the “summer slide,” an academically sound after school program, university overnight trips, Career Day, Science Fair, STEM Club, and mini-AVID program. (Goal 4, Action 4.1)
13. We will continue our efforts to engage parents through parent education/support classes, twice yearly parent conferences, frequent mailings, parent advisory committee participation, School Board membership, volunteer efforts and almost weekly calls and texts home. Extra emphasis will be placed on adding more college readiness classes for parents and on reaching out to the parents who don't participate regularly. (Goal 4, Action 4.2)
14. We will continue improvements to our Whole Child education by continuing our 21-day Kindness, Gratitude and Living Fearlessly challenges, our 8th grade Challenge Day, daily meditation, conflict resolution, modified restorative justice, SCOPE character building, group and individual counseling, sports, outdoor education, etc. (Goal 4, Action 4.3)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$316,233

Percentage to Increase or Improve Services

19%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on staff and stakeholder feedback, we are implementing thirteen actions to increase services to our youth, most all of whom are low income and/or English Learners. All the actions are both schoolwide and LEA-wide, since Sunrise Middle is a single school district.

1. We will increase salaries to bring them close to current district levels, in an effort to retain our high quality teachers. (Goal 1, Action 1.1)
2. We will improve upon our professional development plan in an effort to retain our teachers and improve their capacity to teach both challenged and high-achieving students, most all of whom face the challenges of children living in poverty. (Goal 1, Action 1.2)
3. We will continue to provide personal/professional growth opportunities for our staff so that they may be better prepared to meet the demands of their jobs and better able to connect on a more personal level with their students. (Goal 1, Action 1.3)

4. Our ELD instructor/coordinator position will continue at .85 FTE, assisting the Beginning to Intermediate Level English Learners in accessing the curriculum. (Goal 2, Action 2.1)
5. Our Designated ELD Block for Beginning to Intermediate ELs will continue to utilize six-week units for Performance Based Assessments, or PBA's, to dictate the language supports needed in each content area. (Goal 2, Action 2.2)
6. Our ELD teacher and all core teachers will continue their training to intentionally incorporate ELD strategies into their curriculum. (Goal 2, Action 2.3)
7. We will continue to improve our teacher coaching by allowing more time on a weekly basis for group coaching, having more teachers receiving assistance through BTSA, and writing Professional Development plans. (Goal 3, Action 3.1)
8. We will greatly strengthen our Project Based Learning by hiring a PBL coordinator/teacher who will engage our students in projects that will educate, inspire and empower. (Goal 3, Action 3.2)
9. We will continue to equip our students with 21st Century skills. We will secure more technology, employ two full-time paraprofessionals, continue with our small group instruction, and add to our varied math and English programs. (Goal 3, Action 3.3)
10. We will complete full implementation of our Positive Behavioral Interventions and Supports system, which was begun this year. We also will consolidate and refine our many student services through full implementation of our Multi-Tiered System of Supports, also begun this year. (Goal 3, Action 3.4)
11. We will continue our college preparation and career exposure through a four-week program to prevent the "summer slide," an academically sound after school program, university overnight trips, Career Day, Science Fair, and STEM Club. Additionally, we will begin a mini AVID program to encourage early interest in college education. (Goal 4, Action 4.1)
12. We will continue our efforts to engage parents through parent education/support classes, twice yearly parent conferences, frequent mailings, parent advisory committee participation, School Board membership, volunteer efforts and almost weekly calls and texts home. (Goal 4, Action 4.2)
13. We will continue improvements to our Whole Child education by continuing our 21-day Kindness, Gratitude and Living Fearlessly challenges, our 8th grade Challenge Day, daily meditation, conflict resolution, modified restorative justice, SCOPE character building,

group and individual counseling, sports, outdoor education, etc. We will also double our counseling effort by providing an on-staff counselor. Additionally, we plan to purchase Socio Emotional Learning curriculum. (Goal 4, Action 4.3)

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$\$242,000

17.1%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on staff and stakeholder feedback, we are implementing twelve actions to increase services to our youth, most all of whom are low income and/or English Learners. All the actions are both schoolwide and LEA-wide, since Sunrise Middle is a single school district.

1. We will increase salaries to bring them to current district level in two years, in an effort to retain our high quality teachers. (Goal 1, Action 1.1)
2. We will increase and improve our professional development plan, and also increase teacher collaboration time, in an effort to retain our teachers and improve their capacity to teach both challenged and high-achieving students, most all of whom face the challenges of children living in poverty. (Goal 1, Action 1.2)
3. We will increase personal growth opportunities for our staff so that they may be better prepared to meet the demands of their jobs and better able to connect on a more personal level with their students. (Goal 1, Action 1.3)
4. Our ELD instructor/coordinator position will become full-time, thereby allowing this teacher more time to collaborate with other staff and to ensure that our Beginning to Intermediate Level ELs will be able to access the curriculum. (Goal 2, Action 2.1)

5. We will formulate a Designated ELD Weekly Planning Guide that will assist in this collaborative focus. (Goal 2, Action 2.2)
6. All core teachers will continue their training to intentionally incorporate ELD strategies into their curriculum. (Goal 2, Action 2.3)
7. We will improve our teacher coaching through adopting a seven-step model, allowing more time on a weekly basis for group coaching, having more teachers receiving assistance through BTSA, and writing more detailed Professional Development plans. (Goal 3, Action 3.1)
8. We will further refine our skills in Project Based Learning, thereby providing our students more engaging and comprehensive projects (Goal 3 , Action 3.2)
9. We will complete our Portrait of a Graduate and roadmap to equipping our students with 21st Century skills. In conjunction with this plan, we are securing more technology and a part-time paraprofessional, and will continue with our small group instruction, current classroom aides and varied math and English programs – all efforts aimed at having a strong academic program. (Goal 3, Action 3.3)
10. We will continue our college and career exposure through a four-week program to prevent the “summer slide,” an academically sound after school program, university overnight trips, Career Day, Science Fair, and additional music and sports equipment. (Goal 4, Action 4.1)
11. To better support our parents, we will add a 12-session parent education / support group to our current efforts for parent support and involvement. These already include frequent mailings, calls and texts home, monthly parents meetings, monthly ELAC and SSC meetings, twice yearly parent conferences, volunteer program, etc. (Goal 4, Action 4.2)
12. We will continue improvements to our Whole Child education program by adding a 21-day Living Fearlessly Challenge and Challenge Day for 7th graders as well as 8th graders. Other elements to be continued: daily meditation, conflict resolution, modified restorative justice, SCOPE character building, group and individual counseling, sports, outdoor education, etc.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,346,146.00	2,476,887.00	1,959,017.00	2,346,146.00	2,553,690.00	6,858,853.00
	1,795,043.00	2,063,967.00	1,755,617.00	1,795,043.00	1,878,500.00	5,429,160.00
After School Education and Safety (ASES)	154,420.00	150,420.00	0.00	154,420.00	147,420.00	301,840.00
Base	60,100.00	0.00	11,700.00	60,100.00	0.00	71,800.00
LCFF Base	0.00	7,700.00	0.00	0.00	7,700.00	7,700.00
LCFF Supplemental and Concentration	0.00	90,800.00	0.00	0.00	451,770.00	451,770.00
Other	112,000.00	164,000.00	55,000.00	112,000.00	68,300.00	235,300.00
Supplemental	224,583.00	0.00	136,700.00	224,583.00	0.00	361,283.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,346,146.00	2,476,887.00	1,959,017.00	2,346,146.00	2,553,690.00	6,858,853.00
	1,857,818.00	254,652.00	1,700,317.00	1,857,818.00	2,041,500.00	5,599,635.00
1000-1999: Certificated Personnel Salaries	95,000.00	56,000.00	54,500.00	95,000.00	54,000.00	203,500.00
2000-2999: Classified Personnel Salaries	205,020.00	147,420.00	59,000.00	205,020.00	317,420.00	581,440.00
4000-4999: Books And Supplies	71,900.00	77,100.00	67,700.00	71,900.00	71,320.00	210,920.00
5000-5999: Services And Other Operating Expenditures	61,625.00	123,600.00	10,000.00	61,625.00	51,750.00	123,375.00
5800: Professional/Consulting Services And Operating Expenditures	54,783.00	8,000.00	67,500.00	54,783.00	17,700.00	139,983.00
Not Applicable	0.00	1,810,115.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,346,146.00	2,476,887.00	1,959,017.00	2,346,146.00	2,553,690.00	6,858,853.00
		1,795,043.00	252,652.00	1,589,117.00	1,795,043.00	1,878,500.00	5,262,660.00
	Base	2,000.00	0.00	0.00	2,000.00	0.00	2,000.00
	LCFF Base	0.00	2,000.00	0.00	0.00	0.00	0.00
	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	163,000.00	163,000.00
	Other	0.00	0.00	55,000.00	0.00	0.00	55,000.00
	Supplemental	60,775.00	0.00	56,200.00	60,775.00	0.00	116,975.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	50,500.00	0.00	0.00	50,500.00
1000-1999: Certificated Personnel Salaries	Base	39,000.00	0.00	0.00	39,000.00	0.00	39,000.00
1000-1999: Certificated Personnel Salaries	Other	56,000.00	56,000.00	0.00	56,000.00	54,000.00	110,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	4,000.00	0.00	0.00	4,000.00
2000-2999: Classified Personnel Salaries		0.00	0.00	59,000.00	0.00	0.00	59,000.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	147,420.00	147,420.00	0.00	147,420.00	147,420.00	294,840.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	170,000.00	170,000.00
2000-2999: Classified Personnel Salaries	Supplemental	57,600.00	0.00	0.00	57,600.00	0.00	57,600.00
4000-4999: Books And Supplies		0.00	1,200.00	25,000.00	0.00	0.00	25,000.00
4000-4999: Books And Supplies	Base	6,900.00	0.00	1,200.00	6,900.00	0.00	8,100.00
4000-4999: Books And Supplies	LCFF Base	0.00	700.00	0.00	0.00	5,200.00	5,200.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	75,200.00	0.00	0.00	66,120.00	66,120.00
4000-4999: Books And Supplies	Supplemental	65,000.00	0.00	41,500.00	65,000.00	0.00	106,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	15,600.00	0.00	0.00	37,450.00	37,450.00
5000-5999: Services And Other Operating Expenditures	Other	49,000.00	108,000.00	0.00	49,000.00	14,300.00	63,300.00
5000-5999: Services And Other Operating Expenditures	Supplemental	12,625.00	0.00	10,000.00	12,625.00	0.00	22,625.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	32,000.00	0.00	0.00	32,000.00
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	7,000.00	3,000.00	0.00	7,000.00	0.00	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	12,200.00	0.00	10,500.00	12,200.00	0.00	22,700.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	5,000.00	0.00	0.00	2,500.00	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	15,200.00	15,200.00
5800: Professional/Consulting Services And Operating Expenditures	Other	7,000.00	0.00	0.00	7,000.00	0.00	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	28,583.00	0.00	25,000.00	28,583.00	0.00	53,583.00
Not Applicable		0.00	1,810,115.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,818,626.00	1,833,517.00	1,654,617.00	1,818,626.00	1,887,500.00	5,360,743.00
Goal 2	65,775.00	60,000.00	64,000.00	65,775.00	65,000.00	194,775.00
Goal 3	181,000.00	249,150.00	131,700.00	181,000.00	342,820.00	655,520.00
Goal 4	280,745.00	334,220.00	108,700.00	280,745.00	258,370.00	647,815.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					