

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: SUNRISE MIDDLE SCHOOL

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LCAP Year: 2014-15

As a 6th through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program (EAP) exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate and dropout rate. Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate from high school.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the

LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Sunrise Middle School (“Sunrise” or “SMS”) is a public charter school designed to serve students who are behind grade level in English Language Arts and mathematics or who for other reasons believe they will find greater success in a small school environment than a traditional middle school. The majority of our students come to our school between one and four years behind in ELA and math; our goal is to catch them up to 8th grade level by the time they are promoted to high school. Our students are, on the average, 50 percent longtime English learners, 30 percent recently reclassified to English proficient, 0% foster youth, 96% Free and Reduced Meal Program, and 80% below federal poverty level. While we have reversed a trend of falling behind – the majority of our students advance more than one grade level each year – many of our students still score below basic on state standardized tests and do not pass Algebra by the end of 8th grade. In this plan we outline various ways in which we believe we will be able to close that achievement gap over the next three years.</p> <p>Sunrise administrators held meetings with all stakeholder groups prior to formulating a Local Control and Accountability Plan (“LCAP”) for the</p>	<p>Sunrise administrators gave serious consideration to all of the ideas presented at the stakeholder meetings. All of the major stakeholder groups were in agreement on the main needs of SMS – namely, more reading and math intervention, more technology, and higher teacher salaries. We therefore placed more priority on these and related items which will help bring about the results for math and ELA advances.</p> <p>Based on the concerns of all the stakeholder groups, we formulated the following spending priorities:</p> <ul style="list-style-type: none"> - An increase in certificated salaries to attract and retain quality teachers, and to bring their salaries in alignment with those of San José Unified School District in the next three years. - Bringing our special education teacher to full-time status. - Bringing a new English intervention program (Read 180 and System 44) to SMS. - Increasing daily math instruction to two hours instead of one. - Bringing an engaging online mathematics program such as SuccessMaker to SMS.

Involvement Process	Impact on LCAP
<p>2014-15 school year. These meetings originated with the stakeholder meetings we held to discuss schoolwide progress in connection with the SMS charter renewal process. Beginning with our charter reauthorization hearings in late fall, parent groups were informed of areas of academic weakness as well as areas of strength, and given statistics on student growth, as compared to that at the traditional schools students would otherwise be required to attend. All meetings included English/Spanish translation, and children were welcome and given a play space.</p> <p>Administrators met with all teachers, all students and parents (about 50 percent of whom showed for the meeting), as well as the School Site Council (“SSC”), the English Learner Advisory Committee (“ELAC”), and the Student Council to develop, review, and support implementation of the LCAP. At the schoolwide parent meeting, parents were given a survey to complete, which included a section where they could write their own ideas for the LCAP. This survey was prepared for the parents since that stakeholder group was much larger than the others. In most all cases, the various stakeholder groups agreed on the need for the same educational improvements. This is most likely due to our stakeholders being a fairly homogenous group – low-income and either English learners, recently classified or otherwise struggling in English.</p> <p>We held a school wide parent meeting on April 9, 2014, and informed parents in advance that their input would be sought on funding priorities for our school. By this time, the school’s leadership team had already come up with some of its own priorities for spending in the next school year. The parents in many cases confirmed our thoughts, and in other cases let us know that certain items we thought might be important were not that important to them – for example, student lockers, a bell system, more sports equipment, etc.</p> <p>What the parents really wanted, without a doubt, was that we focus as much of our resources as possible into more reading and math intervention programs. They know their students come to our school behind in these areas, and said they trust in us to carry out the specifics on exactly how this math and reading intervention money should be spent. We explained to them what we were looking at – the Read 180</p>	<ul style="list-style-type: none"> - The purchase of two additional classroom sets of iPads or Chromebooks in 2014-15, and two more sets in 2015-16, so by that year all students will have access to one laptop, iPad or Chromebook. - The hiring of a part-time or full-time math instructional aid. <p>Sunrise has been able to include nearly all of these requests in its budget for next year, due to the additional funding from LCFF. The Sunrise administrative team and board of directors believe that the following items will all contribute greatly to the academic advancement of our students, including our English learners, recently reclassified students, and students with disabilities.</p> <ul style="list-style-type: none"> - Sunrise will institute 13%, 8% and 8% teacher salary increases over the next three years. - Teachers are now being trained for Read 180, and the reading intervention program will be implemented in 2014-15 and will also allow for more testing for reading comprehension. - Math instruction will increase to two hours daily, just like our ELA instruction. Math will be presented with blended learning utilizing a math aid, the teachers, and an engaging online system, most likely SuccessMaker - The school will purchase two classroom sets of laptops, Chromebooks or iPads in 2014-15 and 2015-16. - SMS will hire a half-time math aid and make the special education teacher position fulltime. - Sunrise will purchase the NWEA MAP student assessment system to replace Scantron Performance Series. This will allow teachers to assess students’ progress more accurately and to align that progress more closely to that required by the new Smarter Balanced state testing. <p>While these were the main needs that every stakeholder group saw, individual stakeholder groups also saw other needs, which Sunrise administrators agree are important. As a result:</p> <ul style="list-style-type: none"> - We have requested and expect to secure student lockers from

Involvement Process	Impact on LCAP
<p>and System 44 intervention programs for ELA, and two hours of daily instruction and blended learning for math – and they agreed that this would be a good plan.</p> <p>The parents at this meeting also were nearly unanimous in their desire to increase our teachers’ salaries so that they become competitive with those of San Jose Unified School District and other neighboring school districts. This issue had been of concern to us, since 80 percent of our parents are living below federal poverty level. We “knew” we had to increase teacher salaries, and felt supported in this plan through our parents’ vote of confidence.</p> <p>The parents brought up two major concerns that we had not expected:</p> <ol style="list-style-type: none"> 1. That we make a greater effort to provide more supervision at lunch and brunch, particularly around the bathroom area, where most discipline issues occur. 2. That we focus more on writing in our English classes. <p>Sunrise agrees that these are serious concerns, and that these can be met in the current funding plan.</p> <p>Sunrise administrators met with the School Site Council to discuss LCFF funding priorities on January 28, 2014 and then again on April 9, 2014, after the school wide parent meeting. At both meetings, the School Site Council echoed the need for more math and reading intervention, higher salaries for teachers, and more technology in the classroom. The School Site Council also, in meetings throughout the year, has urged more assistance in motivating students to want to succeed. These ideas have spurred new programs already this year to encourage student success.</p> <p>SMS’s English Learner Advisory Committee met on February 5, 2014 to discuss funding priorities for the next school year. This committee recommended: 1) A greater emphasis on testing so that students would be more familiar with standardized tests; 2) Assisting students in setting goals for themselves; 3) Development of a stronger work ethic</p>	<p>San Jose Unified School District, under its Proposition 39 agreement with Sunrise,</p> <ul style="list-style-type: none"> - The administrators, together with the School Site Council, will make an even greater effort in 2014-15 to attract more parent volunteers to supervise at lunch and brunch. - Our English teachers will each attend two Common Core/ Writing professional development seminars over the summer and incorporate what they learn into our Readers and Writers Workshop program. - Administrators will maintain the current 96% student attendance rate and seek to improve it through frequent reminders to families about what types of absences are and are not permissible. - The School Site Council, administrators, counselor and counselor interns are working on ways to increase student motivation, work ethic and success. These include student goal setting, Career Exploration Day, Challenge Day, Respect Day, etc. - SMS’s IT staff is investigating the potential for a bell system, which could lead to more orderly class changes. - San Jose Unified, under Prop. 39, will continue to provide one or two playing fields, as well as periodic use of the high school gym and swimming pool. The addition of a second playing field will guarantee sports use at all times. <p>The Sunrise administration team and board of directors deemed the following requests presented by stakeholders as desirable but not possible under the current budgetary restraints:</p> <ul style="list-style-type: none"> - Additional PE equipment. - A classroom set of Amazon Kindles - A higher professional development budget. However, more PD will be possible due to our new access to Santa Clara County Office of Education workshops and to one of our math teachers expanding her role from BTSA coach to part-time administration. - A large, central school library. However, we will continue to

Involvement Process	Impact on LCAP
<p>for students; 4.) Increasing student attendance as much as possible; and 5.) More testing for reading comprehension.</p> <p>The teaching staff met to review LCFF funding priorities on March 26 and April 2, 2014. Various teachers had been involved in other preliminary discussions as well, and favored specific reading and math intervention programs, which we ultimately decided to adopt. The teachers also heavily encouraged blended learning instruction in math, taking the learning to one hour with the teacher and one hour with an online math program called SuccessMaker. The teachers also were most in support of higher salaries and two more classroom sets of iPads, laptops or Chromebooks, whichever our IT staffer determines to be most effective for our needs. The need for a fulltime special education teacher and a half-time or fulltime math instructional aid was also recognized.</p> <p>In addition, the teachers wanted a classroom set of Amazon Kindles and more professional development opportunities.</p> <p>The Sunrise Student Council discussed funding priorities for next school year at its April 4, 2014 meeting. Students want a field of their own, lockers, a bell system, a central library and more PE equipment.</p>	<p>purchase books for our Readers and Writers Workshop ELA program and also will purchase a significant amount of books for the Read 180 intervention program.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need & Metric (what needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different / improved for students? (based on the identified metric)			Related State and Local Priorities (identify specific state priority. For all districts and COEs, all priorities in statute must be included an identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Application Pupil Subgroup(s) (identify applicable subgroups as defined in EC52052, or indicate "all" for all pupils.)	School(s) Affected (indicate "all" if the goal applies to all schools in the LEA, or alternatively all high schools for example)		LCAP year, Year 1 2014-15	LCAP year 2, 2015-16	LCAP year 3, 2016-17	
<p>Need:</p> <p>Sunrise students are 50% longtime English Learners and another 30% are recently reclassified to English proficient. Also,</p>	<p>Goal #1:</p> <p>100# of teachers will hold a valid California Teaching Credential with an appropriate English Learning authorization,</p>	<p>All English Learners</p> <p>Students with disabilities</p> <p>Socio-economically</p>	<p>N/A - single charter school</p>	<p>Student success will be boosted through 100% of teachers having valid CTC credentials with an appropriate English Learning authorization, and being</p>	<p>Student success will be boosted through 100% of teachers having valid CTC credentials with an appropriate English Learning authorization, and being</p>	<p>Student success will be boosted through 100% of teachers having valid CTC credentials with an appropriate English Learning authorization, and being</p>	<p>State Priority 1: Basic Services</p> <p>A. Credentialed teachers</p> <p>B. Appropriate Instructional Materials</p> <p>C. Clean and Safe Facilities</p>	

<p>the majority of our students come to our school between one and four years behind in math and ELA.</p> <p>Metric(s): 100% of teachers will have valid CTC credentials with an appropriate English Learning authorization, and will be appropriately assigned.</p> <p>In addition, all teachers will receive a 13% (10% increase and 3% step increase) salary increase from 2013-14 to 2014-15, and another 8% (5% increase plus 3% step increase) in</p>	<p>and are appropriately assigned.</p>	<p>disadvantaged</p>			<p>appropriately assigned.</p> <p>Students also will benefit from having teachers who are paid close to the average teacher salary for Santa Clara County. The salary increase will mean we can attract and retain better teachers for our students.</p>	<p>appropriately assigned.</p> <p>Students also will benefit from having teachers who are paid close to the average teacher salary for Santa Clara County. The salary increase will mean we can attract and retain better teachers for our students.</p>	<p>appropriately assigned.</p> <p>Students also will benefit from having teachers who are paid close to the average teacher salary for Santa Clara County. The salary increase will mean we can attract and retain better teachers for our students.</p>	
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<p>each of the two subsequent years.</p>								
<p>Need: Our 7th and 8th graders do not currently have CCSS-aligned materials for mathematics.</p> <p>Metric(s): School will obtain CCSS-aligned math curriculum for 7th and 8th grades in 2014-15, and NGSS-aligned science curriculum in 2015-16, or as soon as it is available.</p> <p>School will obtain CCSS-aligned SuccessMaker online math program for all</p>	<p>Goal #2: 100% of students will have access to standards-aligned materials.</p>	<p>All English Learners Students with disabilities Socio-economically disadvantaged</p>	<p>N/A - single charter school</p>		<p>Students will be better able to understand Common Core State Standards because their textbooks will be aligned to these standards.</p>	<p>Students will be better able to understand Common Core State Standards and Next Generation Science Standards because their textbooks will be aligned to these standards.</p>	<p>Students will be better able to understand Common Core State Standards and Next Generation Science Standards because their textbooks will be aligned to these standards.</p>	<p>State Priority 1: Basic Services</p> <ul style="list-style-type: none"> A. Credentialed teachers B. Appropriate instructional materials C. Clean and safe facilities

grades, for 2 nd hour of math instruction.								
<p>Need: Students perform better when they have a clean and neat school campus. Students would benefit from more PE facilities.</p> <p>Metric(s): The school facilities will be in good repair.</p>	<p>Goal #3: Sunrise will maintain a clean and safe school facility in partnership with our lessor, the San Jose Unified School District.</p>	<p>All English Learners Students with disabilities Socio-economically disadvantaged</p>	N/A - single charter school		Students will enjoy their school facilities and will have access to improved facilities for physical education.	Students will enjoy their school facilities and will have access to improved facilities for physical education.	Students will enjoy their school facilities and will have access to improved facilities for physical education.	<p>State Priority 1: Basic Services</p> <ul style="list-style-type: none"> A. Credentialed teachers B. Appropriate instructional materials C. Clean and safe facilities
<p>Need: Teachers have received only partial training in Common Core and none in the new ELD standards.</p> <p>Metric(s): All teachers will</p>	<p>Goal #4: 100% of teachers will participate in professional development on the implementation of CCSS and the new ELD standards.</p>	<p>All English Learners</p>	N/A – single charter school		Students will gain mastery of CCSS standards and will become proficient at English more quickly.	Students will gain mastery of CCSS standards and will become proficient at English more quickly. Their teachers' knowledge of CCSS will	Students will gain mastery of CCSS standards and will become proficient at English more quickly. Their teachers' knowledge of CCSS will	<p>State Priority 2 and 7: Conditions for Learning</p>

<p>receive additional training in Common Core. English teachers and instructional aid will receive training in new ELD standards.</p> <p>ELs will reach English language proficiency each year through the implementation of CCSS and new ELD standards.</p>					<p>20% of continuing ELs will be reclassified to English proficient each year.</p> <p>30% of 8th graders will score 4 or 5 on school's CCSS-aligned writing rubric</p>	<p>deepen through coaching, PLC meetings and ongoing monitoring.</p> <p>23% of continuing ELs will be reclassified to English proficient each year.</p> <p>33% of 8th graders will score 4 or 5 on school's CCSS-aligned writing rubric</p>	<p>deepen through coaching, PLC meetings and ongoing monitoring</p> <p>25% of continuing ELs will be reclassified to English proficient each year.</p> <p>36% of 8th graders will score 4 or 5 on school's CCSS-aligned writing rubric</p>	
<p>Need: Currently, CCSS has not been fully implemented at our school.</p>	<p>Goal #5: 100% of English Learners will gain academic content knowledge</p>	<p>English Learners</p>	<p>N/A – single charter school</p>		<p>All students. Including English Learners, and especially 8th grade ELs, will</p>	<p>All students. Including English Learners, and especially 7th and 8th grade</p>	<p>All students. Including English Learners in all grade levels, will gain</p>	<p>State Priority 2 and 7: Conditions for Learning</p>

<p>Metric(s): All students, including English Learners, will gain academic content knowledge through the implementation of CCSS in English and Mathematics.</p>	<p>through the implementation of CCSS.</p>				<p>gain academic content knowledge through the full implementation of CCSS. This will result in a greater percentage of 8th grade students being reclassified to English proficient.</p>	<p>ELs, will gain academic content knowledge through the full implementation of CCSS. This will result in a greater percentage of 8th and 7th grade students being reclassified to English proficient.</p>	<p>academic content knowledge through the full implementation of CCSS. This will result in a greater percentage of 8th, 7th and 6th grade students being reclassified to English proficient.</p>	
<p>Need: School is required to meet API growth targets.</p> <p>Metric(s): School will continue to meet all API growth targets, for all student subgroups.</p> <p>** PLEASE NOTE THAT THE MAJORITY OF</p>	<p>Goal #6: School will meet API Growth Targets, or equivalent, as mandated by the CA State Board of Education.</p>	<p>All English Learners Students with Disabilities Socio-economically Disadvantaged</p>	<p>N/A – single charter school</p>		<p>Students In all numerically significant subgroups will continue to meet their API growth targets.</p> <p>Our goal is that 39 percent of our students score proficient</p>	<p>Students in all numerically significant subgroups will show more progress than is required in their scores on state standardized testing.</p> <p>Our goal is that 42 percent of our students score proficient</p>	<p>Students in all numerically significant subgroups will show even greater progress in their scores on state standardized testing.</p> <p>Our goal is that 45 percent of our students score proficient</p>	<p>State Priorities 4 and 8: Pupil Outcomes</p>

<p>OUR STUDENTS COME TO OUR SCHOOL BEHIND GRADE LEVEL IN MATH AND ELA.</p>					<p>or higher on the SBAC ELA test.</p> <p>Our goal is that 20 percent of our students score proficient or advanced on the SBAC Math test.</p>	<p>or higher on the SBAC ELA test.</p> <p>Our goal is that 22 percent of our students score proficient or advanced on the SBAC Math test.</p>	<p>or higher on the SBAC ELA test.</p> <p>Our goal is that 24 percent of our students score proficient or advanced on the SBAC Math test.</p>	
<p>Need: Sunrise has a large percentage - about 50% - of longtime English Learners. Our goal is for them to be reclassified as English proficient by</p>	<p>Goal #7: English Learners will advance one performance level per the CELDT/ELPAC each academic year.</p>	<p>English Learners</p>	<p>N/A – single charter school</p>		<p>Students who have been longtime English Learners will be able to move out of the English Learner program by the time they go to high school.</p>	<p>A greater emphasis will be made on moving both 7th and 8th graders out of the English Learner program so that they can more easily acquire the other skills needed for high</p>	<p>A greater emphasis will be made on moving 6th, 7th and 8th graders out of the English Learner program so that they can more easily acquire the other skills needed for high</p>	<p>State Priorities 4 and 8: Pupil Outcomes</p>

<p>the time they enter high school, or sooner.</p> <p>Metric(s): ELs will advance at least one performance level per the CELDT/ELPAC each year.</p>					<p>40% of ELs will advance at least one performance level per the CELDT/ELPAC each year.</p>	<p>school readiness.</p> <p>45% of ELs will advance at least one performance level per the CELDT/ELPAC each year.</p>	<p>school readiness.</p> <p>50% of ELs will advance at least one performance level per the CELDT/ELPAC each year</p>	
<p>Need: Students will achieve more with greater parent support and parent connection to the school.</p> <p>Metric(s): School will host six parent nights each year; these will include Spanish/English translation. In addition, the school will</p>	<p>Goal #8: Sunrise will sponsor several family events each year.</p>	<p>All English Learners Students with Disabilities Socio-economically Disadvantaged</p>	<p>N/A – single charter school</p>		<p>Students and families will feel more connected to their school.</p>	<p>Students and families will take more leadership roles in their school.</p>	<p>Students and families will begin to identify needs and potential solutions for school priorities.</p>	<p>State Priorities 3, 5 and 6: School Climate</p>

<p>sponsor several family events such as a Halloween Carnival, a Holiday Posada and a Mother’s Day Concert.</p>								
<p>Need: Student success is directly correlated to attendance.</p> <p>Metric(s): Annual average daily attendance will be at least 95%</p>	<p>Goal #9: School will maintain an ADA rate of 95% or greater.</p>	<p>All English Learner Students with Disabilities Socio-economically Disadvantaged</p>	<p>N/A – single charter school</p>		<p>Students will attend school regularly and thereby learn more quickly.</p>	<p>Students who come to our school with truancy issues will change those patterns through immediate attention from school administrators and counselors.</p>	<p>Students who are habitually ill will be connected with medical and mental health officials early in the year, to reduce attendance issues.</p>	<p>State Priorities 3, 5 and 6: School Climate</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to

achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (include and identify all goals from section 2)	Related State and Local Priorities (from section 2)	Actions and services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: 100# of teachers will hold a valid California Teaching Credential with an appropriate English Learning authorization, and are appropriately assigned.	State Priority 1: Basic Services	All core teachers will hold valid California Teaching Credentials with appropriate English Learner authorization. Teacher salaries will be increased 13, 8 and 8% over the next three years.	Schoolwide (and LEA-wide since single charter school)		Salary increases in 2014-15 will amount to \$39,000 and will be included in the LEA’s salary and benefits section of the school budget. Unless specified as coming from the Supplemental Grant, all other expenditures are from regular state apportionment.	An additional \$27,000 in teacher salary increases will be included in the school’s salary and benefits budget.	An additional \$29,000 in teacher salary increases will be included in the school’s salary and benefits budget.

		<p>Special education teacher will be brought to fulltime status (or if remaining at .8 FTE, will be supported with instructional assistant for Special Ed).</p> <p>Half-time math instructional assistant will be hired to oversee blended learning and to coordinate with teachers.</p>			<p>\$20,000 from school budget's salaries and benefits section will be added for RSP teacher.</p> <p>\$14,000 from Supplemental Grant will be devoted to math aid. (School will not receive a Concentration Grant because it is capped by our school district's 40% FRMP percentage.)</p>	<p>An additional \$4,000 from the school's Salaries and benefits budget will be allocated for RSP teacher.</p> <p>\$14,000 from Supplemental Grant will be devoted to math aid.</p>	<p>An additional \$5,000 from the school's Salaries and benefits budget will be allocated for RSP teacher.</p> <p>\$7,000 from Supplemental Grant will be devoted to math aid and \$7,000 from General Fund, salaries</p>
<p>Goal #2: 100% of students will have access to standards-aligned materials.</p>	<p>State Priority 1: Appropriate Instructional Materials</p>	<p>Purchase CCSS-aligned 7th and 8th grade math curriculum, and NGSS-aligned science</p>	<p>Schoolwide</p>		<p>\$5,600 from school budget, textbooks section</p>	<p>\$3,000 from the Supplemental Grant</p>	<p>\$3,000 from General Fund, textbooks section</p>

		curriculum when available					
		Purchase stand-alone online math program for grades 6-8, most likely SuccessMaker			\$15,000 from Supplemental Grant	\$5,000 from Supplemental Grant	\$5,000 from General fund, instructional materials
		Purchase more books for school library/ELA			\$5,000 from Books and Other Reference Materials section of General Budget	\$7,500 from the Supplemental Grant	\$7,500 from Supplemental Grant
		Purchase Read 180 and System 44 reading intervention programs (which includes a library)			\$29,000 from Supplemental Grant and \$1,000 from general fund, instructional materials	\$2,500 from Supplemental Grant	\$2,500 from Supplemental Grant
Goal #3: Sunrise will maintain a clean	State Priority 1: Clean and	School will work with San Jose Unified through	Schoolwide		\$47,500 from School Budget, facilities	\$47,500 from School Budget, facilities section	\$47,500 from School Budget, facilities section

<p>and safe school facility in partnership with our lessor, the San Jose Unified School District.</p>	<p>Safe Facilities</p>	<p>its Prop. 39 agreement to provide safe and clean facilities for its students. These are expected to include additional PE facilities, including seasonal use of the high school pool, a second playing field, basketball courts, and a handball court.</p>			<p>section. (This amount is the total amount budgeted for facilities, which we are getting under Prop. 39.)</p>		
<p>Goal #4: 100% of teachers will participate in professional development on the implementation of CCSS and the new ELD standards.</p>	<p>State Priority 2 and 7: Conditions for Learning</p>	<p>All core teachers will continue to participate in training for the implementation of CCSS and the new ELD standards.</p> <p>Two administrators will attend June 23-27 SCCOE Curriculum Leadership Council.</p> <p>Three English</p>	<p>Schoolwide</p>		<p>\$10,200 from school budget, professional development section. (The exact amount for each professional development training is not yet known.)</p>	<p>\$10,000 from the Supplemental Grant</p>	<p>\$10,000 from Supplemental Grant</p>

		<p>teachers will take the SCCOE's ELD Standards trainings this fall.</p> <p>All information will be communicated to entire staff at teacher training days.</p> <p>Other trainings will be taken throughout the year. Teacher workdays on this topic are scheduled between Aug. 4-13, with follow-up coaching and meetings during the school year. Major revisit at teacher workday in early January.</p> <p>Teachers will participate in professional development for scaffolding and differentiation.</p>					
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		School will establish a CCSS-aligned writing rubric and coach teachers on how to implement and use it.					
Goal #5: 100% of English Learners will gain academic content knowledge through the implementation of CCSS.	State Priority 2 and 7: Conditions for Learning	All core teachers will align Read 180 Curriculum to CCSS and the new ELD standards. Teacher coaching support will be linked to professional development on best practices for ELs. Professional development will include demonstration	Schoolwide		These costs will be included in the aforementioned professional development costs, from school's general budget. (Again, the exact cost of each training is not yet known.)	These costs will be included in the aforementioned professional development costs, from school's general budget.	These costs will be included in the aforementioned professional development costs, from school's general budget.

		<p>lessons on how to scaffold and provide Level 1 support for content lessons.</p> <p>School will expand access to technology as a learning tool for EL students.</p>			<p>School has budgeted \$20,000 from the General Fund, technology section, for purchases of two more sets of laptops.</p>	<p>School has budgeted \$20,000 from the Supplemental Grant for purchases of two more sets of Chromebooks.</p>	<p>School has budgeted \$20,000 from the Supplemental Grant for purchases of replacement or additional laptops, iPads or Chromebooks and any needed software.</p>
<p>Goal #6: School will meet API Growth Targets, or equivalent, as mandated by the CA State Board of Education.</p>	<p>State Priorities 4 and 8: Pupil Outcomes</p>	<p>Students will take Smarter Balanced interim tests and Scantron pre to post tests. Teachers will analyze this data.</p>	<p>Schoolwide</p>		<p>\$8,000 from school budget, assessments section</p>	<p>\$8,000 from Supplemental Grant</p>	<p>\$8,000 from school general fund, assessments section</p>

		<p>Students will be given prep questions from test prep sources on a frequent basis throughout the year to familiarize themselves with standardized testing, and to lessen test anxiety and boost self confidence.</p> <p>Assembly will be held to continue the focus begun in 2013-14 that Smarter Balanced is a new “fun” type of standardized testing.</p> <p>Students who are not meeting the mark on practice tests will be pulled out in special test prep groups.</p>					
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		<p>School will begin teaching Cornell Notes to assist students in note taking and studying for tests.</p> <p>See also aforementioned emphasis on professional development and implementation of new CCSS and ELD standards.</p>					
<p>Goal #7: English Learners will advance one performance level per the CELDT/ELPAC each academic year.</p>	<p>State Priorities 4 and 8: Pupil Outcomes</p>	<p>School will conduct small pullout groups for students with lowest EL levels.</p> <p>Both English teachers and the ELD instructional</p>	<p>Schoolwide</p>		<p>\$17,510 from School budget, salaries section for ELD instructional aid</p>	<p>\$16,035 from School budget, salaries section for ELD instructional aid, and \$2,000 from Supp. Grant</p>	<p>\$18,576 from School budget, salaries section for ELD instructional aid</p>

		<p>aid will be trained in the new ELD standards.</p> <p>Lead English teacher will mentor and coach other English teacher and ELD instructional aid in best practices for longtime ELs.</p> <p>There will be teacher collaboration for analyzing EL data and planning ELD instruction.</p> <p>English Learner parents will be engaged and given parent leadership activities and ESL classes.</p>			<p>Professional development costs included above</p> <p>\$2,160 from school's after school program budget for parent activities and ESL classes (This training is a requirement of our ASP program as well.)</p>	<p>Professional development costs included above</p> <p>\$2,160 from school's after school program budget for parent activities and ESL classes (This training is a requirement of our ASP program as well.)</p>	<p>Professional development costs included above</p> <p>\$2,160 from school's after school program budget for parent activities and ESL classes (This training is a requirement of our ASP program as well.)</p>
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Goal #8: Sunrise will sponsor several family events each year.	State Priorities 3, 5 and 6: School Climate	<p>School will host six parent nights each year, including English/Spanish translation and child care.</p> <p>School will host several family events, such as Back to School Night, Halloween Carnival, Holiday Posada, Mother’s Day Concert.</p> <p>Student Council and other student groups will participate in the planning of these activities.</p>	Schoolwide		<p>\$1,000 from school budget – student activities, other food sections</p> <p>\$500 from school budget, outdoor program</p> <p>Costs absorbed in school budget, administrative</p>	<p>\$1,000 from school budget – student activities, other food sections</p> <p>\$500 from school budget, outdoor program</p> <p>Costs absorbed in school budget, administrative</p>	<p>\$1,000 from school budget – student activities, other food sections</p> <p>\$500 from school budget, outdoor program</p> <p>Costs absorbed in school budget, administrative</p>

		<p>Parent groups, e.g., volunteer group, ELAC and School Site Council, will participate in the planning of these events.</p> <p>Parents – in parent groups and schoolwide meetings – will be educated on school’s academic progress.</p> <p>Parents and students will be encouraged to take leadership roles and identify needs and areas for growth in school climate.</p> <p>Parents will take</p>					
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		more active role in school's outdoor program through an outdoor family event.					
Goal #9: School will maintain an ADA rate of 95% or greater.	State Priorities 3, 5 and 6: School Climate	<p>Habitually absent students will be identified early in school year.</p> <p>School office manager will target set up meetings with families who continually call their students in "sick."</p> <p>Students who are frequently late or absent will receive counseling.</p> <p>Students who are chronically "ill" will be connected with mental health and other</p>	Schoolwide		Costs absorbed in school budget, administrative	Costs absorbed in school budget, administrative	Costs absorbed in school budget, administrative

		health professionals.					
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- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

GIVEN THAT OUR 96% OF OUR STUDENTS ARE UNDUPLICATED, AND THAT OUR SCHOOL IS SO SMALL, SECTION B IN MOST CASES IS ANSWERED SAME AS SECTION A. WE, LITERALLY, HAVE ONLY A HANDFUL OF STUDENTS THAT DON’T FALL INTO THE CATEGORY OF ENGLISH LEARNER OR SOCIO-ECONOMICALLY DISADVANTAGED. WE CHOOSE TO ALLOW THEM TO BENEFIT FROM ALL THE PROGRAMS WE ARE SETTING UP FOR OUR OTHER STUDENTS, AS EXCLUSION WOULD BE VIRTUALLY IMPOSSIBLE AS WELL AS UNDESIRABLE.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: 100# of teachers will hold a valid California Teaching Credential with an appropriate English Learning authorization, and are appropriately assigned.	State Priority 1: Basic Services	<p>All core teachers will hold valid California Teaching Credentials with appropriate English Learner authorization.</p> <p>Teacher salaries will be increased 13, 8 and 8% over the next three years.</p> <p>Special education teacher will be brought to fulltime status (or if remaining at .8 FTE, will be</p>	<p>Schoolwide</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p> <p>Students with disabilities</p>		<p>Salary increases in 2014-15 will amount to \$39,000 and will be included in the LEA's salary and benefits section of the school budget. Unless specified as coming from the Supplemental Grant, all other expenditures are from regular state apportionment.</p> <p>\$20,000 from school budget's salaries and benefits section will be added for RSP teacher.</p>	<p>An additional \$27,000 in teacher salary increases will be included in the school's salary and benefits budget.</p> <p>An additional \$4,000 from the school's Salaries and benefits budget will be allocated for RSP teacher.</p>	<p>An additional \$29,000 in teacher salary increases will be included in the school's salary and benefits budget.</p> <p>An additional \$5,000 from the school's Salaries and benefits budget will be allocated for RSP teacher.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		supported with instructional assistant for Special Ed). Half-time math instructional assistant will be hired to oversee blended learning and to coordinate with teachers.	Schoolwide English Learners Students with disabilities Socio-economically disadvantaged		\$14,000 from Supplemental Grant will be devoted to math aid. (School will not receive a Concentration Grant because it is capped by our school district's 40% FRMP percentage.)	\$14,000 from Supplemental Grant	\$7,000 from Supplemental Grant and \$7,000 from general fund, salaries
Goal #2: 100% of students will have access to standards-aligned	State Priority 1: Appropriate Instructional Materials	Purchase CCSS-aligned 7 th and 8 th grade math curriculum, and NGSS-aligned science	English Learners Students with disabilities		\$5,600 from school budget, textbooks section	\$3,000 from Supplemental Grant	\$3,000 from General Fund, textbooks

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
materials.		<p>curriculum when available</p> <p>Purchase stand-alone online math program for grades 6-8, most likely SuccessMaker</p> <p>Purchase more books for school library/ELA</p>	<p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p>		<p>\$15,000 from Supplemental Grant</p> <p>\$5,000 from Books and Other Reference Materials section of General Budget</p>	<p>\$5,000 from Supplemental Grant</p> <p>\$7,500 from Supplemental Grant</p>	<p>\$5,000 from General Fund, instructional materials</p> <p>\$7,500 from Supplemental Grant</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Purchase Read 180 and System 44 reading intervention programs (which includes a library)	English Learners Students with disabilities Socio-economically disadvantaged		\$29,000 from Supplemental Grant and \$1,000 from general fund, instructional materials budget	\$2,500 from Supplemental Grant	\$2,500 from Supplemental Grant
Goal #3: Sunrise will maintain a clean and safe school facility in partnership with our lessor, the San Jose Unified School District	State Priority 1: Clean and Safe Facilities	School will work with San Jose Unified through its Prop. 39 agreement to provide safe and clean facilities for its students. These are expected to include additional PE facilities, including seasonal use of the high school pool, a second playing field,	Schoolwide English Learners Students with disabilities Socio-economically disadvantaged		\$47,500 from School Budget, facilities section. (This amount is the total amount budgeted for facilities, which we are getting under Prop. 39.)	\$47,500 from School Budget, facilities section	\$47,500 from School Budget, facilities section

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		basketball courts, and a handball court.					
Goal #4: 100% of teachers will participate in professional development on the implementation of CCSS and the new ELD standards.	State Priorities 2 and 7: Conditions for Learning	Two administrators will attend June 23-27 SCCOE Curriculum Leadership Council. Three English teachers will take the SCCOE's ELD	Schoolwide English Learners Students with disabilities Socio-economically disadvantaged English Learners		\$10,200 from school budget, professional development section. The exact cost for each training is not yet known.	\$10,000 from Supplemental Grant	\$10,000 from Supplemental Grant

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Standards trainings this fall.</p> <p>All information will be communicated to entire staff at teacher training days.</p> <p>Other trainings will be taken throughout the year. Teacher workdays on this topic are scheduled between Aug. 4-13, with follow-up coaching and meetings during the school year. Major revisit at teacher workday in early January.</p>	<p>English Learners</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p>				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Teachers will participate in professional development for scaffolding and differentiation.</p> <p>School will establish a CCSS-aligned writing rubric and coach teachers on how to implement and use it.</p>	<p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p>		No cost.		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #5: 100% of English Learners will gain academic content knowledge through the implementation of CCSS.	State Priority 2 and 7: Conditions for Learning	<p>All core teachers will align Read 180 Curriculum to CCSS and the new ELD standards.</p> <p>Teachers to collaborate and build grade-level and subject area teams to work on EL best practices.</p> <p>Supplemental materials to strengthen ELD instruction to</p>	<p>Schoolwide</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>English Learners</p>		<p>These costs will be included in the aforementioned professional development costs, from school's general budget. (Again, the exact cost of each training is not yet known.)</p>	<p>These costs will be included in the aforementioned professional development costs, from school's general budget.</p>	<p>These costs will be included in the aforementioned professional development costs, from school's general budget.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>meet the demands of the CCSS.</p> <p>Additional technology instruction to expand students' opportunities to interact with blended learning and project-based learning.</p>	<p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p>		<p>School has budgeted \$20,000 from the General Fund, technology section, for purchases of two more sets of laptops.</p>	<p>School will spend an additional \$20,000 from the Supplemental Grant for the purchase of two classroom sets of Chromebooks.</p>	<p>School will spend an additional \$20,000 from the Supplemental Grant for the purchase of replacement hardware and new software.</p>
<p>Goal #6: School will meet API Growth Targets, or equivalent, as mandated by the CA State</p>	<p>State Priorities 4 and 8: Pupil Outcomes</p>	<p>Students will take Smarter Balanced interim tests and Scantron pre to post tests. Teachers will</p>	<p>Schoolwide</p> <p>English Learners</p> <p>Students with disabilities</p>		<p>\$8,000 from school budget, assessments section</p>	<p>\$8,000 from Supplemental Grant</p>	<p>\$8,000 from school general fund, assessments</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Board of Education.		<p>analyze this data.</p> <p>Students will be given prep questions from test prep sources on a frequent basis throughout the year to familiarize themselves with standardized testing, and to lessen test anxiety and boost self confidence.</p> <p>Assembly will be held to continue the focus begun in 2013-14 that</p>	<p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p>				

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Smarter Balanced is a new “fun” type of standardized testing.</p> <p>Students who are not meeting the mark on practice tests will be pulled out in special test prep groups.</p> <p>School will begin teaching Cornell Notes to assist students in note taking and studying for tests.</p>	<p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p>				

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		See also aforementioned emphasis on professional development and implementation of new CCSS and ELD standards.					
Goal #7: English Learners will advance one performance level per the CELDT/ELPAC each academic year.	State Priorities 4 and 8: Pupil Outcomes	Extended day EL services Instructional services to support long-term English Learners School will conduct small pullout groups	Schoolwide English Learners English Learners	.	\$17,510 from School budget, salaries section for ELD instructional aid	\$16,035 from General Budget Salaries Section and \$2,000 from Supplemental Grant for ELD Aid	\$18,576 from School budget, salaries section for ELD instructional aid

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>for students with lowest EL levels.</p> <p>Both English teachers and the ELD instructional aid will be trained in the new ELD standards.</p> <p>Lead English teacher will mentor and coach other English teacher and ELD instructional aid in best practices for longtime ELs.</p> <p>There will be teacher collaboration</p>	<p>English Learners</p> <p>English Learners</p> <p>English Learners</p>		<p>Professional development costs included above</p> <p>Professional development costs included above</p> <p>Professional development costs included above</p>	<p>Professional development costs included above</p> <p>Professional development costs included above</p> <p>Professional development costs included above</p>	<p>Professional development costs included above</p> <p>Professional development costs included above</p> <p>Professional development costs included above</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		for analyzing EL data and planning ELD instruction. English Learner parents will be engaged and given parent leadership activities and ESL classes.	English Learners		\$2,160 from school's after school program budget for parent activities and ESL classes (This training is a requirement of our ASP program as well.)	\$2,160 from school's after school program budget for parent activities and ESL classes (This training is a requirement of our ASP program as well.)	\$2,160 from school's after school program budget for parent activities and ESL classes (This training is a requirement of our ASP program as well.)
Goal 8: School will sponsor several family events each year.	State Priorities 3, 5 and 6: School Climate	School will host six parent nights each year, including English/Spanish translation and child care.	Schoolwide English Learners Students with disabilities		\$1,000 from school budget – student activities, other food sections \$500 from	\$1,000 from school budget – student activities, other food sections \$500 from	\$1,000 from school budget – student activities, other food sections \$500 from

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		School will host several family events, such as Back to School Night, Halloween Carnival, Holiday Posada, Mother's Day Concert.	Socio-economically disadvantaged		school budget, outdoor program	school budget, outdoor program	school budget, outdoor program
		Student Council and other student groups will participate in the planning of these activities.	English Learners Students with disabilities Socio-economically disadvantaged		Costs absorbed in school budget, administrative	Costs absorbed in school budget, administrative	Costs absorbed in school budget, administrative
		Parent groups, e.g., volunteer group, ELAC	English Learners				

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		<p>and School Site Council, will participate in the planning of these events.</p> <p>Parents – in parent groups and schoolwide meetings – will be educated on school’s academic progress.</p> <p>Parents and students will be encouraged to take leadership roles and identify needs and areas for growth in school climate.</p>	<p>Students with disabilities</p> <p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p>				

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Parents will take more active role in school's outdoor program through an outdoor family event.	English Learners Students with disabilities Socio-economically disadvantaged				
Goal 9: School will maintain an ADA rate of 95% or better	State Priorities 3, 5 and 6: School Climate	Habitually absent students will be identified early in school year.	Schoolwide English Learners Students with disabilities		Costs absorbed in school budget, administrative	Costs absorbed in school budget, administrative	Costs absorbed in school budget, administrative

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>School office manager will target set up meetings with families who continually call their students in "sick."</p> <p>Students who are frequently late or absent will receive counseling.</p> <p>Students who are chronically "ill" will be connected with mental health and other</p>	<p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p> <p>Socio-economically disadvantaged</p> <p>English Learners</p> <p>Students with disabilities</p>		<p>No additional cost, as the school has secured counselors free of charge</p> <p>No additional cost, as the school has secured counselors free of charge</p> <p>No additional cost, as the school has secured counselors free of charge</p>	<p>No additional cost, as the school has secured counselors free of charge</p> <p>No additional cost, as the school has secured counselors free of charge</p> <p>No additional cost, as the school has secured counselors free of charge</p>	<p>No additional cost, as the school has secured counselors free of charge</p> <p>No additional cost, as the school has secured counselors free of charge</p> <p>No additional cost, as the school has secured counselors free of charge</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		health professionals.	Socio-economically disadvantaged				

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Sunrise Middle School’s total estimated state apportionment in 2014-15 is \$1,042,323. Of this, the estimated total of supplemental funds is \$57,957, and there will be no money in concentration funds. This means that SMS will receive a proportional increase or improvement in services of \$57,957, or approximately 5.95% of the apportionment revenue Sunrise will receive from the state. We have considerable more needs for our students than can be adequately met under the amount of increase from LCFF due to supplemental funds. Sunrise, therefore, is primarily utilizing its general fund to pay for the desired improvements to our academic program. The specifics regarding how this additional money will be spent, and how the majority of it is coming from the general fund, are detailed in the tables above.

Nearly all of our students fall into the unduplicated pupil categories, and for that reason we have been able to primarily select academic improvements that will benefit all of our students. For example, all but a couple of our students are low-income. Eighty percent of our students are either English learners or recently reclassified to English proficient. Additionally, 17 percent of our students are Students with Disabilities. This means that nearly all of our students – charterwide – will benefit greatly from one or more of the improvements selected for our English and Math programs – namely, the new reading intervention programs, the online SuccessMaker program, the math coordinator, and the second hour of daily math instruction. All of our students will also benefit from the increased use of technology, the training and coaching surrounding

the implementation of the new CCSS and ELD standards, and our new writing rubric.

We believe we have selected the most effective use of our limited funds for these services by:

1. Building on our existing program
2. Listening to the needs of our parents, teachers and students
3. Taking into consideration our areas of weakness, as identified by standardized testing
4. Using a mix of school general fund, supplemental grant and extended day funding sources
5. Targeting English and math proficiency as our No. 1 priority
6. Recognizing our current strength – school climate
7. Recognizing the need for flexibility, as no one has yet discovered the most effective way to reach severely impoverished students.

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

LCFF supplemental and concentration funds (actually, all supplemental) will result in a 5.95% increase in state funding for Sunrise, according to the most recent FCMAT calculator. The additional funds will result in a significant increase in the quality or quantity of offerings for unduplicated students in that students will have greater access to CCSS trained teachers and curriculum, online resources for math and reading intervention, improved facilities, and improved school climate. Specifically, all of our teachers will be at industry salary levels within three years, and this will allow us to attract and retain better teachers. Our students will have greater access to technology and will be immersed in reading intervention, double the amount of math instruction, blended learning, project based learning, new CCSS aligned textbooks and instructional materials, and a rich classroom atmosphere provided by extended CCSS training for our teachers and regular teacher coaching and collaboration. Our parents will

take a more active role in their students' education. All parties will become more familiar with the new state standardized testing, and students will receive considerable more training and practice in test taking, which should boost their self confidence and decrease their anxiety levels. We will continue to build on our English Learner program, and employ best practices and new strategies in helping our longtime ELs become English proficient. Although our students are among the most impoverished in the county, we expect that these measures will result in closing their achievement gap and allowing them opportunities for rich and diversified university education.

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