Sunrise Elementary

Local Control Accountability Plan (LCAP)
2024-2025

Principal: Martin Hock III

County-District-School (CDS) Code: 34673140114702

Elk Grove Unified School District
Elk Grove, California

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting (Icapid: 636)

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

The Sunrise Elementary administration met throughout the 2023-24 school year with different stakeholder groups to review and analyze our student outcomes and plan progress. Administrators met with site leadership on 08/16/2023, 09/20/2023, 11/15/2023, 12/13/2023, 01/24/2024, 03/20/2024, and 04/10/2024; Sunrise English Language Advisory Committee (ELAC) on 09/28/2023 and 1/23/2024; and Sunrise School Site Council (SSC) on 10/02/2023, 1/25/2024, 04/17/2024 and 05/01/2024. Our teams met in person and/or

via Zoom as necessary. Student data points were shared, feedback was solicited and discussion was centered on the continuous improvement effort. Our site plan was shared with staff members on June 3, 2024

2. Impact of LCAP and Annual Update

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

Areas of strength for Sunrise Elementary:

1. Student CAASPP scores in both English Language Arts and Mathematics show a higher number of students that meet or exceed standard as compared to EGUSD and the State of California. In 2023, 72.6% of students met or exceeded standard in ELA as compared to 52% of EGUSD students, and 47% statewide. In Mathematics, 63% of Sunrise Elementary students met or exceeded standard as compared to 41% of EGUSD students and 35% statewide.
2. Guided Language Acquisition and Design (GLAD) professional development was provided to 8 Sunrise Elementary teachers to support direct instruction of Multilingual Learners. GLAD strategies are consistent in administrator walkthroughs as observed by visual supports, academic vocabulary, writing and literacy.
3. Advancement via Individual Determination (AVID) Summer Institute professional development for 7 Sunrise Elementary teachers, including 2nd, 4th, 5th and 6th grades, and 1 administrator. Our Sunrise AVID teacher team conducted bi-monthly meetings to collaborate on AVID strategies and share student work. In addition, they presented on AVID strategies and shared student work at a staff meeting on January 8, 2024 and participated in two designated AVID walkthroughs with district coaching and support.
4. Through our initiative to refresh and revitalize PBIS on our campus, our Sunrise Elementary PBIS Tier 1 team met monthly to review student discipline data, revised the current discipline matrix, reinstated buddy classrooms and student reflection forms schoolwide, supported yard supervisors in communicating behavior expectations on the playground, and shared monthly data during staff meetings.
5. Utilizing districtwide common assessment (Illuminate) data, the Multi-Tiered System of Support (MTSS) Tier 2 team was able to review individual student data by grade level. Co-op meetings with administration and teachers were reinstated during early out Thursday meeting times, and was dedicated to discussing current interventions and supports for specific students, grade-level areas of concern, specific student progress, and the Request for Assistance (RFA)/MTSS process.
6. Young Men of Color group met weekly and supported 15 fifth and sixth grade male students who identify as Black or are interested in exploring Black identity. The group is a safe space for students to learn and grow in order to make a more equitable educational experience at Sunrise and beyond.

Areas for targeted improvement:

1. Even though there was increased partnership with our Attendance Improvement Office (AIO), we were unable to reach our goal of 98% positive attendance. As of April 1, 2024 the average attendance rate at Sunrise Elementary is 94.5%, an increase of 1.5% from the previous school year. Moving into the 2024-25 school year, we will look to improve overall attendance as well as target attendance by specific student groups, as needed.
2. Teacher feedback to administrators and evidence of collaboration and the creation of common assessments and SMART goals supported the importance of articulation release days and the impact on student learning and writing as well as teacher efficacy. However, without grade-level days scheduled far enough in advance, some grade-level teams were unable to collaborate each trimester based on availability of substitute days provided by the district and a late 1st trimester date. Moving into the 2024-25 school year, trimester dates for collaboration by grade level will be scheduled prior to the beginning of the school year (October 2024, February 2025, June 2025) in order to secure substitute teachers as well as provide sufficient time for teachers to plan, create, and implement the instruction and common assessments necessary to review and analyze a year-long SMART writing goal.
3. As of April, 1, 2024 Sunrise Elementary has incurred a total of 16 student home suspensions. Looking at specific student groups, Hispanic student(s) had 44% of total suspensions, and 31% suspended students identified as Two or More. Combined these two student groups accounted for 75% of total Sunrise

Elementary suspensions. Moving into the 2024-25 school year, our goal is to continue to support students through Other Means of Correction and Restorative Practices versus Exclusionary Discipline as much as possible as well as additional opportunities for structured recess games.

4. Tier 2 supports this school year included a weekly Young Men of Color affinity group as well as the implementation of Powerfully You, a small group utilizing social-emotional curriculum to support students and encourage self-awareness and self-regulation. Moving into the 2024-25 school year, we plan to continue these small groups and implement an additional small group to a target audience based on need identified through data.

5. Even with an increase of grade level collaboration through articulation and continued GLAD professional development specific to English Language Development (ELD), Summative ELPAC scores for the 2022-23 school year specific to Listening, Reading and Writing showed slight decrease and we were unable to meet our goal. Scores In Listening decreased from 35% to 33%, Reading from 18% to 15% and Writing from 42% to 38%. With an increased number of Multilingual Learners each year (2021-22: 100, 2022-23: 122, 2023-24: 147), we will work to increase overall ELPAC scores for Multilingual Learners by funding a support teacher focusing on additional ELD services for Newcomers and Level 1 MLLs.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

Although Sunrise Elementary is no longer identified as an ATSI (Additional Targeted Supports and Improvement) school, we want to continue to support improving student positive attendance and chronic absenteeism (currently 14.6% schoolwide) with continued home visit outreach and initiatives to increase affinity groups schoolwide. In addition, student discipline data shows a need for additional structured supports during recess to decrease the number of physical contact incidents occurring on the playground.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- **A-G Completion - Percent of Graduates Completing A-G Requirements**
- **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam**
- **CAASPP (ELA, Math, Science) - Distance from Standard**
- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**

Site Goal 1.1   (SiteGoalID: 7483) (DTS: 12/13/23)

Our Sunrise site goal 1.1 is to **increase the number of students reaching proficiency on commonly developed, grade level trimester assessments to support student proficiency and CAAPP outcomes**. Our most recent CAASPP data in English Language Arts for 3rd-6th grade students shows the number of students meeting or exceeding standard as 72.6% (2022-23), a decrease from 75% (2021-22). The most recent CAASPP data in Mathematics for 3rd-6th grade students shows the number of students meeting or exceeding standard as 63% (2022-23), a decrease from 68.5% (2021-22). As compared to District (ELA-52% met/exceed standard, MATH-41% met/exceed standard, 2022-23) and State (ELA-47% met/exceed standard, MATH-35% met/exceed standard, 2022-23) scores, our students continue to perform at a comparatively high level.

With a schoolwide focus in ELA/Writing across content areas, we expect a 3% increase in specific student subgroups meeting or exceeding standard in CAASPP ELA:

- MLLs: 36% met or exceeded standard, 32% nearly met standard, 32% did not meet standard
- SWD: 42% met or exceeded standard, 21% nearly met standard, 37% did not meet standard
- SED: 62% met or exceeded standard, 22% nearly met standard, 17% did not meet standard
- Black or African American: 51% met or exceeded standard, 24% nearly met standard, 24% did not meet standard

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.1.1   (SiteGoalID: 7483) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Low Income • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

• Grade levels will be provided THREE full-day release articulation days (October 2024, February 2025, June 2025) to grade common writing assessments and determine student progress toward their individual grade-level SMART goal(s).	• July/August monthly Writing PLC meetings:
	  ○ Grade level teams will create a common writing prompt and rubric for the 24-25 school year
	  ○ A BOY baseline student score/goal will be determined
		• Teacher feedback to administrators and evidence of collaboration and the creation of common assessments and SMART goals supported the importance of articulation release days and the impact on student learning and writing as well as teacher

47 Sunrise teachers - TK: 4, K: 6, 1st: 7, 2nd: 7, 3rd: 7, 4th: 5, 5th: 5, 6th: 6

- Student progress specific to AA, EL, SWD, and SED will be monitored throughout the year during admin/grade-level co-op meeting(s)
- Grade level teams will meet during their monthly Writing PLC meeting time to review writing strategies, calibrate scoring, and discuss/monitor student progress

- Writing prompt, rubric, and BOY baseline will be shared with administration
- October/February/June articulation days:
  - Grade levels will review and analyze student performance toward trimester SMART goal
  - Student evidence, progress toward goal, and next trimester goal will be submitted to administration
  - Educators will collaborate to determine how to best respond for students not meeting goal as well as those meeting or exceeding goal
- Administration will share grade level SMART goal data with all stakeholders through coffee talks, SSC, ELAC and other schoolwide communications

efficacy. However, without grade-level days scheduled far enough in advance, some grade-level teams were unable to collaborate each trimester based on availability of substitute days provided by the district and a late 1st trimester date.
- Moving into the 2024-25 school year, trimester dates for collaboration by grade level will be scheduled prior to the beginning of the school year (October 2024, February 2025, June 2025) in order to secure substitute teachers as well as provide sufficient time for teachers to plan, create, and implement the instruction and common assessments necessary to review and analyze a year-long SMART writing goal.

Action 1.1.2   (SiteGoalID: 7483) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Substitute personnel will be secured to support the general education instructional program when teachers and/or administrators are participating in	Substitute effectiveness will be measured by direct feedback which will evaluate the effective support of the instructional day, including necessary programmatic	Administrators will evaluate substitute personnel through the collaborative conversation process.

professional development, Student Study Team (SST) meetings, Section 504 Plan meetings, and/or Individualized Education Plan (IEP) meetings.	and student supports	

Action 1.1.3   (SiteGoalID: 7483) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Low Income • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Before/After school cross track targeted skills/content by grade-level. Targeted instruction will be based on districtwide Illuminate common assessment data by grade level. • 1 hour/grade level/week (1st-6th)	• Administrators will work with Leadership team and grade levels to determine grade-level availability • Illuminate data will be monitored by MTSS Tier 2 team and administration at least trimesterly and shared with grade-level teams • November/December/January : Grade level co-op meetings with administration to discuss students of need and current level of interventions tried	Sunrise students have continued to benefit from extended day opportunities that support academic outcomes

Site Goal 1.2   (SiteGoalID: 7488) (DTS: 12/13/23)

Implementation of effective learning targets will increase from 67% to 72% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher explains what will be learned and why will increase from 78% to 80%

- Teacher survey data regarding current level of implementation of learning targets will increase from 63% to 70%
- FONT Implementation data will increase from 35% to 50%

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.2.1   (SiteGoalID: 7488) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

• Three FONT (Framework on Note Taking) classroom walkthroughs per week of school (46 weeks), per administrator
  ○ 138 per 1.0 administrator (2 allocated)
  ○ 69 per 0.5 administrator (1 allocated)
  ○ 345 total informal FONT walkthroughs
• During walkthroughs and formal observations, administration will poll at least 3 students per classroom asking:
  ○ "Did your teacher explain what you will learn today [in subject]?"
  ○ "Why are you learning about _____?"
• Continue to provide staff professional development for effectively written and
	• Implementation of learning targets will be measured by: FONT walkthrough data, Student Climate Survey, and Teaching and Learning Survey for teachers
	• Student/Teacher/Family Perspective Survey data
		Trimesterly progress monitoring of administration FONT walkthroughs.
		
		Trimester goal of 46 walkthroughs per 1.0 administrator and 23 per 0.5 administrator

communicated learning
targets and success criteria
that clearly connect to
content area standards.

Site Goal 1.3   (SiteGoalID: 7490) (DTS: 12/13/23)

Sunrise site goal 1.3 will focus on continued teacher **training/professional development in Guided Language Acquisition and Design (GLAD) strategy** in order to learn and/or refine their instructional repertoire to meet the needs of MLL students through Designated and Integrated English Language Development (ELD) as identified by progress on the ELPAC. Our goal is to increase overall proficiency scores for Level 4 (Well Developed) students on the Summative ELPAC.

Over the past three years, the percentage of students reaching Level 4 (Well Developed) English language proficiency has been 24.17% (2022-23), 29.63% (2021-22), and 35.29% (2020-21). Our aim is to move towards our previous years' progress of at least 30% of Multilingual Learners (MLLs) demonstrating Level 4 (Well Developed) English Language proficiency.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.3.1   (SiteGoalID: 7490) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Teachers will attend Project GLAD professional development training or the GLAD refresher course to support the direct instruction of MLL and RFEP students.	**Progress Monitoring** • Administration FONT walkthroughs and formal evaluations will support the implementation of GLAD strategies and Integrated and Designated ELD	**Evaluation** GLAD professional development through direct trainings over the last nine years, as well as the collective efficacy created during our PLC collaborative time has supported language development

- Fall Training (3 days)
- Online Research and Theory Workshop-Foundations Fall training

- Student Summative ELPAC score reports to determine the percentage of students scoring as Level 4 (Well Developed)
- Administration will share student evidence of GLAD strategies with the School Site Council (SSC) and English Language Advisory Committee (ELAC)

during Integrated and Designated ELD in our classrooms

- 24.17% of students scored Level 4 (Well Developed) and 46.67% of students scored Level 3 (Moderately Developed) on the 2022-23 Summative ELPAC
- Our goal is to increase overall ELPAC scores with a 3% increase in student proficiency scores

Site Goal 1.4   (SiteGoalID: 7491) (DTS: 12/13/23)

Continued implementation of the **AVID program at Sunrise Elementary and throughout the EGUSD Pleasant Grove region** to bridge the transition from elementary to secondary school.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.4.1   (SiteGoalID: 7491) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Elementary and Secondary vertical articulation within the Pleasant Grove region of EGUSD. • DAY ONE: Regional goal alignment planning day for 1	**Progress Monitoring** Alongside AVID district administration, site leaders will evaluate AVID implementation at least twice annually	**Evaluation** Through AVID walk through visits by District and County administrators and coaches, participating teachers are effectively implementing AVID strategies. Frequent feedback through administrative

- Sunrise AVID coordinator and 1 administrator
- DAY TWO: Vertical articulation between Pleasant Grove region elementary and middle schools. 2 AVID trained Sunrise teachers and 1 administrator

walkthroughs reinforces effective strategy implementation.

Site Goal 1.5   (SiteGoalID: 7492) (DTS: 12/13/23)

Sunrise Elementary will continue to increase student access to high quality literature and informational text by **expanding our Library Technician hours** to 19.75 hours weekly (an increase of 4.75 hours weekly as compared to the district allocation). This will increase our ability to host class read alouds, author visits, teach and model library organization, support research projects, order and incorporate diverse titles, extend library hours to after school times, and support curriculum check-in and check-out procedures.

Metric: Other

Action 1.5.1   (SiteGoalID: 7492) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Sunrise Elementary will allocate classified salary dollars to increase Library Technician hours from 15 hours/week to 19.75 hours/week (an increase of 4.75 hours/week) for 46 weeks (July 2024-June 2025)	**Progress Monitoring** • Administration will work closely with the library technician to ensure all core and supplemental instructional materials are effectively and efficiently distributed to staff and students	**Evaluation** • Our baseline funding for library technician hours is not adequate to service a school of our size with 20 minute blocks of time per class library visit. • We aim to increase weekly hours to create a hub for

- Administration will also plan and collaborate with the library technician on library services to students such as read alouds for each class during weekly visits, two book fair offerings per school year, and author visits

- literacy at our school.
- Increasing hours and adding periodic timesheets for work to support special events and work such as Book Fairs and cataloging new titles will also be provided on an as needed basis.

Site Goal 1.6   (SiteGoalID: 7493) (DTS: 12/13/23)

Sunrise Elementary will support the new position of **Academic Intervention Teacher (AIT) with supplemental curriculum and/or materials** purchases in order to provide intervention support to students not meeting grade level benchmarks.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.6.1   (SiteGoalID: 7493) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Two or More

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan A supplemental budget will be provided to our Academic Intervention Teacher (AIT) who will help close the gap for students not at grade level through targeted instruction to remediate learning gaps	**Progress Monitoring** - The AIT will build a caseload of students by grade based on common Illuminate assessment data - AIT will utilize monthly pre- and post-data to progress monitor student growth based on group focus and share data with teachers and administration	**Evaluation** - Throughout the 23-24 school year, our site intervention program served 218 students with a success rate of 91% (198 out of 218 students). - We will continue to provide targeted supports and interventions to support early literacy skills for all students

- Illuminate data will be monitored weekly at MTSS meetings
- Our site goal is to have at least 75% of primary students reaching proficiency as measured by improvements from baseline and trimesterly site and district Illuminate assessments

Funding Sources for District Goal 1 (DEV - LCAP ID: 636)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	66388	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	5370	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	200	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	3600	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	1800	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7494) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1   (SiteGoalID: 7494) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Each Kindergarten teacher will be provided FOUR HOURS to support teacher administration of district BOY assessments	**Progress Monitoring** • Sub days will be coordinated using district calendar and according to EGUSD assessment schedule by track • November/December/January: Grade level co-op meetings with administration to discuss students of need and current level of interventions tried • MTSS Tier 2 team will review student data at weekly meetings	**Evaluation** • The 95% overall site participation rate has been achieved, but student absences have delayed completion prior to the close of the trimester assessment window • By compiling data by grade level, site administration is able to see grade level progress and determine those receiving support or potentially in need of additional accommodations, services or supports

Action 2.1.2   (SiteGoalID: 7494) (DTS: 04/28/24)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Site Interim Coordinator/Vice Principal will monitor implementation of mandatory assessments by grade level using district provided assessment schedule for ELA and Mathematics	**Progress Monitoring** • Interim assessment participation reports will be compiled by teacher by grade level and will be shared with grade level teams • November/December/January: Grade level co-op meetings with administration to discuss students of need and current level of interventions tried	**Evaluation** • The 95% overall site participation rate has been achieved, but student absences have delayed completion prior to the close of the trimester assessment window • By compiling data by grade level, site administration is able to see grade level progress and determine those receiving support or potentially in need of additional accommodations, services or supports

Site Goal 2.2   (SiteGoalID: 7484) (DTS: 12/13/23)

Sunrise will **assess all Multilingual Learner (MLL) students** using the Initial, Summative, and Alternate ELPAC assessments.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7484) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
• Vice Principal and site EL Coordinator will coordinate administration of Initial ELPAC assessments and/or will administer assessments with other certificated staff within 30 days of the first day of enrollment. • EL Coordinator will provide educators with ELPAC student summary reports to assist in ELD support planning • <u>September, December, March, June</u>: Grade level teams will collaborate during their weekly or monthly PLC time to guide EL instruction and share with administration • Vice Principal and site EL Coordinator will schedule, administer, and track Summative ELPAC assessments to be by May 31, 2025	• Vice Principal and EL Coordinator will collect implementation and progress data including, but not limited to Illuminate, local assessment data and student writing samples • EL/RFEP Monitoring conducted twice yearly by the site EL Coordinator in collaboration with educators to determine any MLLs earning a grade of C- or below • Data will be shared at least quarterly with grade level teams, AIT, ELAC members, families and students	• Due to the track system and initial reporting of MLL students at time of enrollment, Initial ELPAC assessment within the first 30 day window has not always been in compliance. ○ To have clear communication at the time of student enrollment, office staff will notify classroom teacher, EL Coordinator and Vice Principal of enrolling students in MLL status based on the Home Language Survey

Site Goal 2.3   (SiteGoalID: 7832) (DTS: 04/28/24)

Sunrise goal 2.3 is that current **Multilingual Learner (MLL) students will obtain Reclassified Fluent English Proficient (RFEP) status or increase Summative ELPAC proficiency score**s (Level 4-Well Developed) overall, and specifically in Reading (from 15% to 18%).

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Metric: Test Participation Rate on Districtwide Assessments

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Action 2.3.1   (SiteGoalID: 7832) (DTS: 04/28/24)

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Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan • With an increased number of total Multilingual Learners (2021-22: 100, 2022-23: 122, 2023-24: 147) and Newcomers (2021-22: 4, 2022-23: 12, 2023-24: 24) each year, we will work to increase overall ELPAC scores for Multilingual Learners by funding a support teacher focusing on additional ELD services for Newcomers and Level 1 MLLs. • Educators will identify Level 2, Level 3 and Level MLLs and create a support plan for small group instruction daily ELD.	**Progress Monitoring** • Vice Principal and EL Coordinator will collect implementation and progress data including, but not limited to Illuminate, local assessment data and student writing samples • EL/RFEP Monitoring conducted twice yearly by the site EL Coordinator in collaboration with educators to determine any MLLs earning a grade of C- or below • Data will be shared at least quarterly with grade level teams, AIT, ELAC members, families and students	**Evaluation** Through relief funds our site was able to fund additional ELD services implemented in small groups based on grade level and need, specific to Newcomer and Level 1 MLLs. Student small groups were created based on Level 1 ELPAC scores and additional assessments administered by site consult EL Coach, and then an instruction plan was created in collaboration with the classroom teacher and district Newcomer curriculum.

Funding Sources for District Goal 2 (DEV - LCAP ID: 636)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	630	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	7756	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7485) (DTS: 12/13/23)

Sunrise site goal 3.1 will focus on the **implementation of districtwide Restorative Practices professional development training** for certificated and classified site employees

Action 3.1.1   (SiteGoalID: 7485) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

• THREE Teacher In Charge (TIC) days per Sunrise administrator to support the site instructional program during the 3-day administration Restorative Leadership Workshop
• Restorative Practices Tier 1 two-day Workshop professional development/training for two site teachers
• Site-based Restorative Practices professional development workshop/trainings (two modules, 1.5 hours) timesheet hours for 6 Classified employees
  ○ September 30 & March 3 (B/D Tracks)
  ○ October 7 & March 24 (A/C Tracks)
	• Implementation will be measured by a monthly review of minor vs. major discipline incidents as well as a decrease in the number of repeated behaviors of the same students over time due to an increase in restorative conversations with peers and adults
	• The number of overall 'No Contact/Personal Space' agreements campuswide will also be an indicator of support for the implementation of restorative practices
	• Administration will use the collaborative conversation process to determine additional supports or training needed during Sunrise Leadership, PBIS Tier 1 and Tier 2 teams, and stakeholders meetings	

Site Goal 3.2   (SiteGoalID: 7495) (DTS: 12/13/23)

Sunrise site goal 3.2 focuses on **continued implementation and alignment of SEL procedures and programs** with best practices and adopted curriculum (e.g. Second Step, morning meetings) based on continued stakeholder suggestions and behavioral and survey data.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 7495) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
• Educators will utilize SEL programs and curriculums at least three times weekly to address the social, emotional and behavioral needs of students as well as build classroom community and a positive classroom and school culture. • Implementation of social skills groups (e.g. Lunch Bunch) to support students in making connections with peers ◦ Five timesheet hours of consultation/collaboration between RSP and Inclusion Support professional • Staff professional development and/or training to support implementation will occur at least annually	• Perspective Survey data cycle of feedback based on student groups • Site-based student and teacher surveys • Feedback from parent groups (e.g. Coffee Talks, School Site Council, English Language Advisory Committee)	

Site Goal 3.3   (SiteGoalID: 7496) (DTS: 12/13/23)

Sunrise site goal 3.3 is to **increase student voice through affinity groups**

Metric: School Climate - Average Favorability Rating

Action 3.3.1   (SiteGoalID: 7496) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
• Sunrise will continue to create and facilitate student affinity groups, such as Young Men of Color, Student Advocacy and Leadership, and additional groups based on student interest and need. • These targeted supports provide students with an opportunity to have a voice in our school/greater community, while also supporting our school wide focus on attendance improvement for Chronically Absent student groups as we believe connection and belonging at school fosters better attendance.	• Perspective Survey data cycle of feedback based on student groups • Biweekly attendance review of Chronically Absent students • SART (Student Attendance Review Team) meetings in collaboration with district Attendance Improvement Office to discuss school supports to improve individual student attendance	• As our school community and student/family populations continue to diversify, our students have continued to benefit from safe spaces for students who share an identity. • Our Young Men of Color group, specific to 5th/6th grade male students who identify as Black/Multi-racial/Bi-racial or are interested in exploring Black identity has supported community building across grade levels to increase student voice, accountability, and responsibility on campus • With supervision availability, we would like to implement

	additional affinity group(s) to specific student groups

Site Goal 3.4   (SiteGoalID: 7833) (DTS: 04/28/24)

Sunrise Elementary will **support additional structured sport days** (an increase of the 62.4 day district allocation) to decrease overall number of playground behavior incidents and student home suspensions. This will increase our ability to provide structured recess opportunities weekly on a year round calendar (July-June).

Metric: Suspension Rate: Percent of Students Suspended

Action 3.4.1   (SiteGoalID: 7833) (DTS: 04/28/24)

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Due to the year round school calendar, the district allocation of structured sports support does not allow for services to be implemented through the end of June.	**Progress Monitoring** • PBIS Tier 1 team will review discipline behavior by location and incident type at least monthly • Discipline data will be shared with all stakeholders including teachers and staff members • Suspension Disproportionality Monthly Review (SDMR) data will be reviewed and shared with stakeholders	**Evaluation**

Funding Sources for District Goal 3 (DEV - LCAP ID: 636)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	3240	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	1060	Classified- Timesheets
Supplemental/Concentration (7101/0000)	15142	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 7482) (DTS: 12/13/23)

Sunrise site goal 4.1 focuses on equipping parents with knowledge and strategies to **support** their student(s) **and improve home-school communication**.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 7482) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan
 	
• In partnership with our FACE department and site administrators, Sunrise educators and staff will offer various adult learning and family-centered opportunities designed to support the home-school relationship and improve student outcomes
  ◦ ParentVUE Informational Night
  ◦ Multicultural Fair
  ◦ Science Night
	Progress Monitoring
	
	• Implementation will be measured at a variety of parent/community feedback meetings including:
	  ◦ Back to School Nights (July/August 2024)
	  ◦ Coffee Talks with Hannon and Hock (Fall 2023 and Winter 2024)
	  ◦ ELAC meetings (Fall 2024, Winter 2024, and Spring 2025)
	• Parent survey data will be used to help in clarifying parent learning opportunities, targeted family supports, and refinement of the current and next year's LCAP
		Evaluation
		
		Administration evaluates parent, student and staff survey data and shares with all staff members and decision-making stakeholders through School Site Council (SSC), English Language Advisory Committee (ELAC) and Sunrise Leadership

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
• Parents of Multilingual Learners (MLLs) will have opportunities to continue to engage and collaborate with Sunrise administration and educators regarding MLL assessment data, strategies used within the classroom setting, and programs offered to Multilingual Learner students through our regular ELAC meetings and trimesterly schoolwide Coffee Talks. MLL parent feedback and needs assessments will inform our revisions to our LCAP. • Light refreshments may be provided as well as purchase of supplies for hosting parent meetings. • Parents will receive frequent communications to continue to meet the family needs as discussed during the ELAC meetings.	• Perspective survey data, our Sunrise ELAC needs assessment data, as well as participation rates collected at meetings will be shared with stakeholders at ELAC meetings (Fall 2024, Winter 2024, Spring 2025). • Parent feedback will be solicited during ELAC and parent meetings and followed up by administration at the next meeting as we review LCAP plan and budget priorities for English Learners	While attendance at our regular ELAC meetings has not shown full participation from all families of MLLs, we hope to continue an increase in meeting attendance rate as we provide additional student supports for the increased enrollment of MLLs and Newcomers as well as reinstate our schoolwide Multicultural Fair

Sunrise site goal 4.2 is to **increase our student positive attendance rate** to support student academic achievement as measured by the EGUSD RED attendance rate report.

Our overall school current attendance rate for the 2023-24 school year is 94.4%. Our goal for the 2024-25 school year is 98% positive attendance. Our overall school rate of chronic absenteeism is 17.7% as measured by the EGUSD RED attendance rate report.

With a schoolwide initiative to increase positive attendance, we expect to see a 3% increase in these specific student sub groups:

- Black or African American: 93.8% positive attendance (28.8% chronically absent)
- Hispanic: 93.3% positive attendance (21.5% chronically absent)

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 7486) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
• Sunrise will continue monitoring overall positive attendance as well as specific student groups and/or families with higher negative attendance through: personal phone calls, mailing attendance letters, and developing student and family attendance contracts for at-risk students. • Continued implementation of the FACE Home Visit Program as an outreach to all families, especially those with students having a difficult time with regular attendance	• Individual student attendance will be monitored bi-weekly with support from our district Attendance Improvement Office (AIO). In addition, student group attendance will be monitored monthly to collaborate on solutions with families to improve attendance outcomes. • Sunrise Elementary has goal to display daily attendance including the number of student tardies, absences and early dismissals each day as a way to communicate our goals and reduce negative attendance occurrences • Our school year attendance goal will be shared with families during Back to School Night and will be a	• The pilot of the Elk Grove Short Term Independent Study (STIS) agreement for the 2023-24 school year allowed students to have an academic experience and attendance credit due to planned family absences lasting between 3-14 days which has helped students and the school to recover attendance days • The Las Flores independent study program is an additional option for families when the absence timeframe is unknown which has been the case for various Sunrise families traveling abroad extending off track breaks

data point shared throughout the school year at various stakeholder events including Coffee Talks, ELAC meetings, SSC meetings, staff meetings, etc.

Funding Sources for District Goal 4 (DEV - LCAP ID: 636)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1920	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	120	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	300	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$66388	$630	$3240	$1920	$72178
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$5370	$0	$1060	$120	$6550
Contracts/Services/Subscriptions	$0	$0	$15142	$0	$15142
Materials/Supplies/Equipment	$200	$0	$0	$0	$200

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$3600	$7756	$0	$0	$11356
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$1800	$0	$0	$0	$1800
Materials/Supplies/Equipment	$0	$0	$0	$300	$300

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

As one can see from our demographics, Sunrise Elementary is a low density site in relation to specific subgroups, like English Language Learners, socio-economically disadvantaged, foster youth and students with disabilities and traditionally under-performing subgroups, like African American and Hispanic students. Due to this fact, we will leverage much of our resources for the benefit of all students, but we will focus on the following unduplicated student groups with targeted supports: Multilingual Learners (MLLs), Black or African American, Hispanic, SWD, and SED.

V. Funding

Sunrise Elementary (380) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$94,070	$71,958	$630	$19,442	$2,040	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$13,456	$5,400	$7,756	$0	$300	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$107,526	$77,358	$8,386	$19,442	$2,340	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$107,526

Title I Centralized Services

Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0

		Signatures: (Must sign in blue ink)	Date
Principal	Martin Hock III		
School Site Council Chairperson	Shauna Mandell		
EL Advisory Chairperson	Mukundhan Rangarajan		