Sunrise Elementary

Local Control Accountability Plan (LCAP)
2025-2026

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

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Goal Setting (lcapid: 794) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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 24-25 school year with a variety of stakeholder groups to review progress made and analyze out student outcomes. Administration met with Sunrise Site Leadership on 9/14/24, 9/11/24, 10/9/24 11/13/24, 2/12/25, 3/12/25 and 5/14/25; the Sunrise Multi-lingual

Advisory group met 10/1/24, 1/28/25, 4/8/25; and the Sunrise Site Council met 9/17/24, 1/22/25, 4/16/25, 4/23/25, 5/22/25; as well as during parent forums like Parent Forums and Coffee Talks on 7/16/24, 8/15/24, 4/8/25. Data points were shared from a variety of sources and topics including behavioral data, attendance data, and academic performance data all of which was helpful to guide our continuous improvement effort.

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 2024, **66.8% of students met or exceeded standard in ELA as compared to 52% of EGUSD students, and 47% statewide**. In Mathematics, **60% of Sunrise Elementary students met or exceeded standard as compared to 41% of EGUSD students and 36% statewide**.
2. **Advancement via Individual Determination** (AVID) strategies are present across grade levels, both primary and intermediate, including 3rd, 5th, and 6th grades. Our Sunrise AVID teacher team conducted bi-monthly meetings to collaborate on AVID strategies and share student work and participated in two designated AVID walkthroughs with district coaching and support. In addition, the team collaborated with District coaches to present instructional strategies to support a site goal of student talk and active participation on January 6, 2024. AVID funding was used to display college pennants in the Sunrise library to support a college-ready school climate, and our intermediate teachers gave class presentations for our site AVID College and Career days on March 20, 2025 and March 27, 2025.
3. Multilingual Learner (MLL) student **English Language Proficiency Assessments for California (ELPAC) scores** show a high number of students demonstrating English Language Proficiency as compared to EGUSD and the State of California. In 2024, **27% of Sunrise students demonstrated English proficiency as compared to 17% of EGUSD students, and 15% statewide**. Additionally, Sunrise current LCAP goal 2.3 is that current Multilingual Learner (MLL) students will obtain Reclassified Fluent English Proficient (RFEP) status or increase Summative ELPAC proficiency scores (Level 4-Well Developed) overall, and specifically in Reading (from 15% to 18%). Y**ear over year, overall MLL proficiency increased from 24% to 27%, and specifically Reading scores increased from 15%-21%, far exceeding our goal**.
4. Student discipline data shows a **decrease in the number of students incidents year-over-year by 95 individual incidents**. In addition, the number of exclusionary discipline incidents is down -4 overall as compared to the 2023-24 school year
5. Positive Behavior Interventions and Supports (PBIS) TFI data supports an **increased implementation of PBIS campus wide** as the Tier 1 score increased from 90% to 97%, Tier 2 score increased from 96% to 100%, and a Tier 3 score of 97%, allowing Sunrise Elementary to apply for platinum level recognition for the 2024-25 school year. The Sunrise Elementary PBIS Tier 1 team met monthly to review student discipline data, support the implementation of reviewing PBIS rules and expectations twice yearly, collaborate with support staff to implement Tier 2 SEL supports such as Lunch Bunch and classroom push-in lessons, support schoolwide implementation of Spartan Shields, and shared monthly data during staff meetings.
6. 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. **Grade level co-op meetings** with administration were scheduled during early out Thursday meeting times from December to February, and were dedicated to discussing current interventions and supports for specific students, grade-level areas of concern, specific student progress, student progress monitoring and the Request for Assistance (RFA)/MTSS process.
7. **Young Men of Color** group met weekly and supported 19 fifth and sixth grade male students who identify as Black or are interested in exploring Black identity. Administration collaborated with the EGUSD Department of Educational Equity to align with the district Young Men Rising program in order to align the groups within the Pleasant Grove region and beyond from elementary to secondary. 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 improvements include:

1. Despite increased partnership with our Attendance Improvement Office (AIO), we were **unable to reach our goal of 98% positive attendance**. As of April 9, 2025 the **average attendance rate at Sunrise Elementary is 93.7%**, a decrease of 1.3% from the previous school year. The **average rate of chronic absenteeism**, as of the same date, **at Sunrise Elementary is 19.1%**, an increase of 5.7% from the previous school year. Moving into the 2025-26 school year, we will look to improve overall attendance and chronic absenteeism, as well as target attendance by specific student groups, as needed

2. **CAASPP scores of students meeting or exceeding standard in both ELA and Mathematics has declined each year for the past three consecutive school years**. From 75% to 67% in ELA and 68% to 60%. Teacher feedback, evidence of collaboration, the creation and analysis of common assessments and SMART goals will continue to support the importance of articulation release days and the impact on student learning as well as teacher efficacy. However, without a templated agenda, predetermined dates of student work completion, and support from administration in analyzing student data grade level teams were unable to provide end of trimester common data across the grade level. Moving into the 2025-26 school year, administration will re-dedicate scheduled time to be present with grade levels at each articulation day to guide, coach and support teachers in planning, creating, implementing and analyzing common assessments, a year-long SMART goal, and instructional practices to progress students forward.

Resource Inequities (ATSI, TSI 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.

Not applicable.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment 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**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8981) (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 1.1.1   (SiteGoalID: 8981) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
All grade level teachers will administer assigned grade level beginning of the year and trimesterly assessments per the district assessment calendar. Assessment completion rates will be monitored closely by the Sunrise administration. • A floating substitute will provide dedicated assessment time (1/2 day for each teacher) for Kindergarten and 1st grade teachers to complete their beginning of the year and end of trimester 1 assessments. • Our AIT will support other grade level teachers as needed with assessment support. • Site Interim Illuminate Assessment Coordinator/Vice Principal	Assessment data collected will inform our Multi-tiered System of Supports (MTSS) and our Request for Assistance (RFA) process by which our Tier 2 team determines the best course of action for to support students and teachers. In addition, regular common assessment data and progress monitoring will inform our Student Study Team meetings and decision making as we determine the best supports for challenged students. • 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	

will monitor implementation of mandatory assessments by grade level using district provided assessment schedule for ELA and Mathematics **COST**- (11 teachers = 5.5 days x $210/day = $1,155) Supplemental/Concentration; Classified timesheets	interventions tried, and action plans will be developed as necessary for struggling students	

Action 1.1.2   (SiteGoalID: 8981) (DTS: 04/13/25)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Sunrise will assess all Multilingual Learner (MLL) students using the Initial, Summative, and Alternate ELPAC assessments, and MLL students will increase the percentage of Reclassified English Proficient status or Level 4 (Well Developed) from **27% to 30%.** • 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	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	

- EL Coorinator will support identification/placement, reclassification, EL/RFEP monitoring, and ELAC
- <u>September, December, March, June</u>: Grade level teams will collaborate during their weekly or monthly PLC time to guide EL instruction
- Vice Principal and site EL Coordinator will schedule, administer, and track Summative ELPAC assessments to be by May 31, 2026
- With an increased number of total Multilingual Learners year over year **(2021-22: 100, 2022-23: 122, 2023-24: 147, 2024-25: 179)** and Newcomers **(2021-22: 4, 2022-23: 12, 2023-24: 24, 2024-25: 31)** 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 supplemental small group instruction.
- Utilize ML instructional coach to provide professional development tailroed to meet the needs of our multilingual learners.

COST: 3 hours/day, 3xWeek = 9 hours weekly; $20/hour x 9 hours = $180/week; 40 weeks (Aug-May) = $7200; EL Supplemental, Certificated timesheets
ELPAC assessment support $210/day x 14days = $2940 (+$144 for incidentals), EL Supplemental, Certificated timesheets

Site Goal 1.2   (SiteGoalID: 8878) (DTS: 02/13/25)

High Quality Instruction- Implementation of high quality instructional strategies (student talk, active participation, feedback, formative assessment, learning targets, and success criteria) will increase from 68% to 80% by the end of the school year as measured by the Student Perspective Survey data.

- Administrative FONT (Framework Observation and Notetaking Toolkit) data will align to student perspective data within 5 percentage points.

Metric: Other

Action 1.2.1   (SiteGoalID: 8878) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Three FONT (Framework on Note Taking) classroom walk throughs per week of school, per administrator will result in an estimated 350 walkthroughs annually. • Administration will update site leadership team trimesterly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework. • Administration will provide information regarding the EGUSD Instructional Framework to parents/guardians via the Coffee Talk meetings as well as the website to explain what high-quality, first-time instruction is defined by the district.	Implementation data for high quality instruction will be measured by FONT walkthrough data, and the Student Perspective Survey. Data will be shared regularly at staff meetings and with the school site council. End of year student perspective data will then be compared to FONT data to determine if there was alignment.	

Instructional Focus- We will increase the number of students reaching proficiency on commonly developed, grade level trimester assessments to support student progress and CAASPP outcome data. Our 2023-24 CAASPP data in English Language Arts for 3rd-6th grade students showed the number of students meeting or exceeding standards 67%. Our most recent CAASPP Mathematics data showed the number of students meeting or exceeding standards as 60%. As compared to EGUSD proficiency percentages, ELA- 52%, and Math- 41%, and overall State proficiency percentages as ELA- 47% and Math- 36%, our students continue to outpace their peers locally and state-wide, but we must work to move more of our students in every demographic group to proficiency.

With a school-wide focus on writing across the content areas we expect a 3% increase in the following sub-groups meeting or exceeding standards on CAASPP ELA:

- MLLs: 33% met or exceeded standard
- SWD: 36% met or exceeded standard
- SED: 54% met or exceeded standard
- Black or African American: 44% met or exceeded standard

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

Action 1.3.1   (SiteGoalID: 9135) (DTS: 04/09/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Substitute personnel will be secured, or offtrack timesheets provided, to support the general education instructional program when teachers and/or	Students with individualized supports and services will be monitored to ensure their program is providing equitable access to core content and grade level	

administrators are participating in site professional development, Student Study Team meetings, Section 504 Plan meetings, and/or Individualized education Plan meetings.

COST: 81 days x $420/day = $34,020; Supplemental/Concentration, Certificated timesheets

curriculum. Stakeholder agreement to individualized plans will be further evidence of effectiveness.

Action 1.3.2   (SiteGoalID: 9135) (DTS: 04/09/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Before/After school targeted tutoring and reteaching across tracks and focused on specific skills/content based on EGUSD Illuminate assessment data and/or grade level common assessment data will be provided to students not meeting grade level expectations. • 1 hour/grade level/week (1st-6th grades) • 6 hours/week • $60/hour • 27 weeks (End of Tri 1-May 2026) **COST:** $420/week x 27 = $11340, Supplemental/Concentration, Certificated timesheets	Illuminate data will be monitored by MTSS Tier 2 team at least trimesterly and shared with grade level teams during mid-year Co-Op meetings across November, December and January. Teachers across the grade levels will determine availability and tareted focus for this intervention support and will report progress achieved at early out PLC meetings.	

Site Goal 1.4　　(SiteGoalID: 9139) (DTS: 04/09/25)

GLAD- Guided Language Acquisition and Design (GLAD) professional development will be offered to teachers to support designated and integrated English Language Development and progress monitored by increasing the overall proficiency percentage for students meeting Level 4 (Well Developed) on our Summative ELPAC scores.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1　　(SiteGoalID: 9139) (DTS: 04/09/25)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Teachers will attend Project GLAD professional development training to support the direct instruction of MLL and R-FEP students. **COST:** 3 day professional development in Theory ($900 contract/teacher) $900 x 2 teachers = $1800, EL Supplemental, Contracts; Demo training for 3 days ($1600/teacher x 2 = $3200), EL Supplemental, Contracts Total Contracts- $5000 6 days of sub costs x $310/day x 2 teachers = $3720, Supplemental Concentration, Certificated timesheets	Our aim is to have at minimum 30% of MLL students reaching Level 4 Well Developed proficiency on the summative ELPAC.	

Site Goal 1.5   (SiteGoalID: 9169) (DTS: 04/13/25)

AVID Implementation- Continued implementation of the Advancement via Individual Determination (AVID) program at Sunrise Elementary to bridge the transition from elementary to secondary school and build a career and college going mindset for our students.

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

Action 1.5.1   (SiteGoalID: 9169) (DTS: 04/13/25)

Targeted Student Group(s)

• Low Income • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Participating teachers will engage in regular articulation and collaboration to ensure the implementation of AVID strategies in our collective program for Sunrise students. • Binder organization and executive functioning • Student Talk and Active Participation strategies (Socratic seminar, Cornell note-taking, stand and deliver, student presentations, respectful discourse, etc.) • College and Career Days **COST:** $1000 in supplies, AVID funding	**Progress Monitoring** With the support of the EGUSD and SCOE AVID coaches and program administrators, regular walk throughs and demonstration lessons and the AVID feedback tool scores will demonstrate adequate progress in reaching our site goals.	**Evaluation**

Site Goal 1.6   (SiteGoalID: 9170) (DTS: 04/13/25)

Library Support- 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 and 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 1.6.1   (SiteGoalID: 9170) (DTS: 04/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
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 2025-June 2026) • 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 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.	**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 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, book fair opportunities, and author visits	**Evaluation**

COST: $20/hour x 4.75/week = $95 x 46 weeks = $4370 + Additional timesheet hours = $1000; Total cost = $5370 Supplemental/Concentration, Classified timesheets		

Funding Sources for District Goal 1 (DEV - LCAP ID: 794)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	49080	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	6525	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	10284	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	5000	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 2:
Targeted Supports & Interventions	**Students need high quality programs and services driven by assessment, data analysis, and action as measured by:**
Students who identify as Black/African American, students with disabilities, students in foster care	

or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8879) (DTS: 02/13/25)

Sensory Tools- Incoming students with sensory needs is a continued population of growth in our TK, kindergarten and primary classes. With the support of our Occupational Therapist, Sunrise will purchase sensory tools to accommodate students and support their transition to the general education classroom.

Metric: Students with Disabilities Disparity

Action 2.1.1   (SiteGoalID: 8879) (DTS: 02/13/25)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
In collaboration with the Occupational Therapist, our administration will purchase sensory items to support with initial accommodations to the general education classroom. **COST:** $2098 in Supplies, Supplemental/Concentration	Students transitioning to Sunrise will better adapt to the rigor of the general education classroom and environment which will minimize disruptive outbursts and dysregulated behaviors requiring school staff and parental supports.	

Site Goal 2.2   (SiteGoalID: 9171) (DTS: 04/13/25)

Instructional Focus- We will increase the number of students reaching proficiency on commonly developed, grade level trimester assessments to support student progress and CAASPP outcome data. Our 2023-24

CAASPP data in English Language Arts for 3rd-6th grade students showed the number of students meeting or exceeding standards 67%. Our most recent CAASPP mathematics data showed the number of students meeting or exceeding standards as 60%. As compared to EGUSD proficiency percentages, ELA- 52%, and Math- 41%, and overall State proficiency percentages as ELA- 47% and Math- 36%, our students continue to outpace their peers locally and state-wide, but we must work to move more of our students in every demographic group to proficiency.

With a school-wide focus on writing across the content areas we expect a 3% increase in the following sub-groups meeting or exceeding standards on CAASPP ELA:

- MLLs: 33% met or exceeded standard
- SWD: 36% met or exceeded standard
- SED: 54% met or exceeded standard
- Black or African American: 44% met or exceeded standard

Metric: African American Disparity

Action 2.2.1   **(SiteGoalID: 9171) (DTS: 04/13/25)**

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Grade level teams will be provided three full articulation days (October 2025, February 2026, June 2026) to score and analyze outcome data on commonly developed writing assessments, as well as develop shared SMART goals for the next trimester. - Student progress for all students will be measured with a specific focus on our targeted demographic groups of AA, MLL, SWD, and SED will be monitored	Each grade level team will solidify their common baseline and trimesterly writing prompts and rubrics for the 25-26 school year. Grade level data from the baseline, Trimester 1, 2 and 3 writing assessments will be shared with administration in addition to the grade level SMART goal document which monitors progress and action steps made collectively. The team will determine how to respond to the students who are not proficient as well as those that have met or surpassed the expectation.	

throughout the year during the articulation days.
- Grade level teams will meet during their monthly Writing PLC days to collaborate on writing practices and curricular decisions, calibrate scoring, and monitor student progress at regular intervals.

COST: 45 teachers x $310/day = $13,950 x 3 days = $41,850, Supplemental Concentration, Certificated timesheets

Student exemplar work will be posted publicly to show the developmental writing across our campus.

Site Goal 2.3   (SiteGoalID: 9172) (DTS: 04/13/25)

Affinity Groups- Research supports the development of affinity group safe spaces for children to connect with peers and advocate for improved shared experiences, foster collective responsibility, and address common challenges.

Metric: African American Disparity

Action 2.3.1   (SiteGoalID: 9172) (DTS: 04/13/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
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.	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	

• 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 and learning outcomes. **COST:** $20/hour x 35 weeks = $700, Supplemental/Concentration, Classified timesheets	with district Attendance Improvement Office to discuss school supports to improve individual student attendance

Funding Sources for District Goal 2 (DEV - LCAP ID: 794)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	41850	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	700	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2098	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

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: 9255) (DTS: 01/01/10)

PBIS Behavioral Goal- Decrease recess referrals by 10% through the implementation of Tier I PBIS supports. Year-to-date behavioral data indicates that 162 total incidents occur on the playground. Of these incidents 3rd/4th have 37 incidents during morning recess; 1st/2nd grade have 29 incidents during morning recess; 5th/6th during afternoon recess have 34 incidents. The remaining incidents occur during lunch recesses. We are looking for a decrease of 16 referrals per year.

Metric: Other

Action 3.1.1   (SiteGoalID: 9255) (DTS: 04/16/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the	July-June Administration to monitor and review synergy incident /referral	

TK/K/1st-6th playground with rules for games, various game options, Stop-Walk-Talk protocols for bullying prevention, adequate supervision) to establish a well maintained and organized recess. ***COST:** (Signage refresh to be paid from PBIS allocation)* ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. **COST:** 8 thirty minute meetings x $17.52/hour x 7 employees = $490.56), Supplemental/Concentration, Classified Timesheets	data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	

Site Goal 3.2   (SiteGoalID: 9134) (DTS: 04/09/25)

ASSIST- additional adult support for structured recess games (an increase from the 56 days allocated by EGUSD) will be provided to decrease the overall number of recess incidents and student home suspensions. Adding 53 additional days will support our year round calendar from July-June.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1   (SiteGoalID: 9134) (DTS: 04/09/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Adding structured recess games and extra positive adult support will give students the opportunity to follow the rules of the game, better manage interpersonal conflicts, and help to provide an inclusive school community where everyone is invited to play. **COST:** $132.49 x 4 hours = $529.96; 53 additional days = $28,087.88, Supplemental/Concentration, Contracts	The PBIS Tier 1 team will review discipline behavior by location and incident at least monthly. Discipline data will be shared with stakeholders at regular staff meetings so as to gather input on solutions. SDMR (Suspension Disproportionality Monthly Review data will be reviewed and shared with stakeholders regularly at staff meetings, school site council meetings, and other parent meetings.	

Site Goal 3.3   (SiteGoalID: 9174) (DTS: 04/13/25)

SEL and Restorative Practices- Continued implementation of research-based SEL and restorative practices programs, procedures, and curriculum (e.g. *Second Step*, morning meetings) in alignment with professional development from our Equity Department coaches and site counseling and behaviorist/PBIS coach support.

Metric: School Climate - Average Favorability Rating

Action 3.3.1   (SiteGoalID: 9174) (DTS: 04/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

Action Plan	**Progress Monitoring**	**Evaluation**
Educators will utilize our *Second Step* SEL curricula 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 with the support of our counselor • Staff professional development and/or training to support implementation will occur twice annually, or as needed. • Student assembly supporting students with knowledge of the *Zones of Regulation* and anti-bullying *Stop-Walk-Talk* curriculum	Perspective Survey data from parents, students, and staff will support monitoring the cycle of feedback Direct feedback from parent groups (e.g. Coffee Talks, School Site Council, English Language Advisory Committee)	

Funding Sources for District Goal 3 (DEV - LCAP ID: 794)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries

Supplemental/Concentration (7101/0000)	491	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	28088	Contracts/Services/Subscriptions

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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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: 8881) (DTS: 02/13/25)

Home-School Relationship- The site will be responsive to parent input and needs and support families with identified needs and supports. In addition parents and families will feel welcome on campus and will indicate that they have vehicles for input into their child(ren)'s school.

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.1.1   (SiteGoalID: 8881) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan In partnership with our Family & Community Engagement (FACE) department, site administrators, and our Parent Faculty Organization, 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 • New family school tours	**Progress Monitoring** Implementation will be measured at a variety of parent/community feedback meetings including: • Back to School Nights (July/August 2025) • Coffee Talks with Hannon and Hock (Fall 2025 and Winter 2026 and Spring 2026) • ELAC meetings (Fall 2025, Winter 2026, and Spring 2026) 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**

Action 4.1.2   (SiteGoalID: 8881) (DTS: 04/13/25)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

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 MLAC 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 MLAC meetings. **COST:** $200, EL Supplemental, Supplies	Perspective survey data, our Sunrise MLAC needs assessment data, as well as participation rates collected at meetings will be shared with stakeholders at MLAC meetings (Fall 2025, Winter 2026, Spring 2026). Parent feedback will be solicited during MLAC and parent meetings and followed up by administration at the next meeting as we review LCAP plan and budget priorities for English Learners	

Site Goal 4.2   (SiteGoalID: 9177) (DTS: 04/13/25)

Positive Attendance- The site will support student academic achievement through improved attendance as measured by the EGUSD RED attendance rate report.

Our overall school current attendance rate for the 2024-25 school year is 93%. Our goal for the 2025-26 school year is 96% positive attendance. Our overall school rate of chronic absenteeism is 20% (up from 14% in 2023-24) as measured by the EGUSD RED attendance rate report.

With a schoolwide initiative to increase positive attendance, we expect to see a decrease in chronic absenteeism by 10% in these specific student sub groups:

- Black or African American: 92% positive attendance (29% chronically absent)
- Filipino: 92% positive attendance (28% chronically absent)
- Hispanic: 93% positive attendance (21% chronically absent)
- White: 93% positive attendance (19% chronically absent)
- Asian: 94% positive attendance (17% chronic absent)
- Two or more: 93% positive attendance (16% chronically absent)

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 9177) (DTS: 04/13/25)

Targeted Student Group(s)

• Asian • Filipino • Hispanic or Latino • Low Income • School-wide • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 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 incentives and attendance contracts for at-risk students. • Continued implementation of the FACE Porch Visit Program as an outreach to all families, especially those with students having a difficult time with regular attendance	**Progress Monitoring** 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 will continue to display daily attendance including the number of student tardy, 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 data point shared throughout the school year at various stakeholder events including Coffee Talks, ELAC meetings, SSC meetings, staff meetings, etc.	**Evaluation**

Funding Sources for District Goal 4 (DEV - LCAP ID: 794)

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

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	$49080	$41850	$0	$0	$90930
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$6525	$700	$491	$0	$7716
Materials/Supplies/Equipment	$0	$2098	$0	$0	$2098
Contracts/Services/Subscriptions	$0	$0	$28088	$0	$28088

Supplemental/Concentration (7101/0000) Total: **$128,832**

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	$10284	$0	$0	$0	$10284
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$200	$200
Contracts/Services/Subscriptions	$5000	$0	$0	$0	$5000

EL Supplemental (7150/0000) Total: **$15,484**

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.

Our demographics for our large site illuminate that our school is a comparatively low density school in relation to specific subgroups, like socio-economically disadvantaged, homeless or foster youth, and historically under-performing subgroups, like African American and Native American students. Due to this student body make-up, we will leverage much of our resources for the benefit of all students. This said, our intentional focus on the following unduplicated student groups with targeted supports will support student engagement and performance: Multilingual Learners (MLLs), Black or African American, SWD, and SED students.

V. Funding

Sunrise Elementary (380) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of 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	$128,832	$55,605	$44,648	$28,579	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$15,484	$15,284	$0	$0	$200	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$144,316	$70,889	$44,648	$28,579	$200	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$0	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$144,316				