Sunrise Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Diane Standring

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

IV. Goals, Action Plans and Progress Monitoring

Sunrise Elementary | Focused Work: 2026-2027

Goal Setting

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?

- Winter School Site Council Meeting, January 21, 2026
- Spring English Learner Advisory Committee Meeting, May 21, 2026
- Leadership Team Meeting, May 20, 2026
- School Site Council Meeting, June 3, 2026

2. Impact of LCAP and Annual Update

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

Teachers were interested in additional release time for collaboration. Due to the transition to a new principal in April 2026 and many site council members leaving Sunrise at the end of this school year, additional consultations will be held and changes made as necessary in July and August 2026.

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.

African American students are showing a discrepancy in attendance, chronic absenteeism, and suspensions. In partnership with the Educational Equity team and Family and Community Engagement depart, we will gather feedback from families and identify areas of need and create a Black Student Union on campus. Incorporate regular PBIS refresh assemblies when welcoming students back on track to reinforce positive behavior and clear expectations.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.**	**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

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 1.1.1

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	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between

	collect and how often?	the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 3-5 FONT (Framework Observation & Note-taking Toolkit) classroom walk throughs per week of school, per administrator will result in an estimated 350 walkthroughs annually. In addition, increase the number of teachers observed from 82% to 90% or higher. • Administration will update site staff at staff meetings regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework.	**Progress Monitoring** Implementation data for high quality instruction will be measured by FONT walkthrough data. 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.	**Evaluation**

Site Goal 1.2

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 1.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan All grade level teachers will administer assigned grade level beginning of the year and trimester 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 3 times per year) for	**Progress Monitoring** 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	**Evaluation**

Kindergarten and 1st grade teachers to complete their assessments at the beginning of the year and end of trimester 1 and 2. (11 teachers = 17 days x $250/day = $4,250) • Our AIT will support other grade level teachers as needed with assessment support. • Site Interim Illuminate Assessment Coordinator/Vice Principal will monitor implementation of mandatory assessments by grade level using district provided assessment schedule for ELA and Mathematics **COST: $4,250** ***7101 Supplemental/Concentration; Certificated Timesheets***	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 and if below 95%, completion plans will be developed. • November/December/January: Mid-year grade level co-op meetings with administration to discuss students of need and current level of interventions tried, and action plans will be developed as necessary for struggling students.	

Action 1.2.2

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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. (5 days @ $250 per day = $1,250) • EL Coordinator will provide educators with ELPAC student summary reports to assist in ELD support planning • EL Coordinator will support identification/placement, reclassification, EL/RFEP monitoring, and ELAC • <u>September, December, March, June</u>:	**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**

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, 2027 (15 days @ $250 per day = $3,750) • Increase overall ELPAC scores for Multilingual Learners by funding a support teacher focusing on additional ELD services for Newcomers and Level 1 MLLs. (46 half days @ $125 per day = $5,750) • 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 tailored to meet the needs of our multilingual learners. **COST: $10,750** ***7150 EL Supplemental; Certificated Timesheets***		

Site Goal 1.3

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

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Action 1.3.1

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?	Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Substitute personnel will be secured, or off-track timesheets provided, to support the general education instructional program when teachers are participating in site professional development, Student Study Team meetings, Section 504 Plan meetings, and/or Individualized Education Plan meetings. (40 days x $420 per day = $16,800) **COST: $16,800** ***7101 Supplemental/Concentration, Certificated Timesheets***	**Progress Monitoring** Students with individualized supports and services will be monitored to ensure their program is providing equitable access to core content and grade level curriculum. Stakeholder agreement to individualized plans will be further evidence of effectiveness.	**Evaluation**

Action 1.3.2

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 per grade level per week (1st-6th grades) • $60/hour x 6 hours/week = $360 • 30 weeks (September - November 2026 and January - April 2027) • 30 weeks x $360 per week = $10,800 **COST: $10,800** ***7101 Supplemental/Concentration, Certificated Timesheets***	**Progress Monitoring** 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.	**Evaluation**

Site Goal 1.4

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

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Action 1.4.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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	**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 1.5

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 1.5.1

Targeted Student Group(s)

• All

<table>
<tr>
<th>Action Plan
Describe your step by step plan for intervention, for at-risk students, as related to your goal.</th>
<th>Progress Monitoring Plan
Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?</th>
<th>Data Collection & Evaluation
Describe the overall implementation and effectiveness of this action plan.
Describe any major differences between the planned implementation and the actual implementation.
Describe any changes that will be made based on the data collected.</th>
</tr>
<tr>
<td>Action Plan

100% of students will have access to the library weekly. Admin will review the weekly library schedule and ensure that all classes are attending their library time each week.

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 2026-June 2027)
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.
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-aloud for each class during weekly visits, book fair opportunities, and author visits
$22/hour x 4.75/week = $104.50 x 46 weeks = $4807
COST: $4807
7101 Supplemental/Concentration, Classified Timesheets</td>
<td>Progress Monitoring

Admin and library technician will meet at the beginning of the year and again at the end of each trimester to review the schedule, how many students are checking out books each week, discuss plans for book fairs and other literacy focused activities, and review library book titles and new allocations for the library.</td>
<td>Evaluation</td>
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</table>

Funding Sources for District Goal 1		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$182,267	Certificated- Salaries
Title I Basic (4900/3010)	$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	$32,939	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$19,341	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 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.

District Needs and Metrics 2:

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

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

Site Goal 2.1

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 2.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Grade level teams will be provided two full articulation days 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 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: $24,000** *40 teachers x $300/day = $12,000 x 2 days = $24,000, 7101 Supplemental Concentration, Certificated Timesheets*	**Progress Monitoring** Each grade level team will have a common baseline and common writing prompt for each trimester, as well as common rubrics for the 26-27 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. Student exemplar work will be posted publicly to show the developmental writing across our campus.	**Evaluation**

Site Goal 2.2

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 2.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 and learning outcomes. • Provide funding for materials and supplies to support these programs. **COST: $1,000** $20/hour x 35 weeks = $700, 7101 Supplemental/Concentration, Classified Timesheets $300, 7101 Supplemental/Concentration, Materials, Equipment, and Supplies	**Progress Monitoring** 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	**Evaluation**

Funding Sources for District Goal 2		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$0	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$0	Materials/Supplies/Equipment

Title I Basic (4900/3010)	$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$10,000	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)	$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

STRUCTURED RECESS - Fund adult-led support for structured recess activities two times per week for the school-year.

Metric: School Climate - Average Favorability Rating

Action 3.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
Fund a total of 96 days (two days per week for 48 weeks) of structured recess support through an outside contractor. Contractor will provide two recess coaches for 4 hours per day. $500 per day x 96 days = $48,000 **COST: $48,000**	The PBIS Tier 1 team will review discipline behavior by location and incident at least monthly. Specifically look at discipline data that disproportionally reflects school demographics and create an action plan to address disproportionality that would involve structured recess coaches. 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 3.2

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 3.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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	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)	

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		

Action 3.2.2

Targeted Student Group(s)

• All • 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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Provide training for classified staff (i.e. yard supervisors, campus supervisor, food and nutrition staff, paraeducators, front office staff, etc.) in the foundational elements of Restorative Practices that most closely aligns to their job duties. District Equity Coaches and site administrators will collaborate to design and support training. 40 hours of training x $25 per hour = $1,000 **COST: $1,000** *7101, Supplemental/Concentration, Classified Timesheets*	**Progress Monitoring** The PBIS Tier 1 team will review discipline behavior by location and incident at least monthly. Specifically look at discipline data from locations other than the classroom (playground, office, cafeteria, etc.). Discipline data will be shared with stakeholders at regular staff meetings so as to gather input on solutions. Data will be reviewed and shared with stakeholders regularly at staff meetings, school site council meetings, and other parent meetings.	**Evaluation**

Site Goal 3.3

PBIS Behavioral Goal- Decrease recess referrals by 10% through the implementation of Tier I PBIS supports. From July 2025 through May 2026, there were 187 student incidents on the playground. Our goal is to decrease that number by 18 or more incidents.

Metric: Other

Action 3.3.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the 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. 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. **SEL positive class culture:** Supplies to building positive classroom culture and community to meet the needs of students by promoting positive class culture to learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment. **COST:** Signage and classified timesheets for yard supervisor meetings will be covered by PBIS funding.	**Progress Monitoring** July-June Administration to monitor and review synergy incident /referral 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. Jan-July Admin will review trimester 3 data to monitor improvements academically and behaviorally.	**Evaluation**

Funding Sources for District Goal 3		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$0	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$12,714	Contracts/Services/Subscriptions
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)	$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$1	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

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

Metric: Attendance Rate

Action 4.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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. • Back to School Night • ParentVUE Informational Night • Multicultural Fair • New family school tours • PFO Family Events	**Progress Monitoring** Implementation will be measured at a variety of parent/community feedback meetings including: • Back to School Nights (July/August 2026) • Spartan Sip & Share - Admin/Parent collaborative opportunities (Fall 2026, Winter 2027, Spring 2027) • MLAC meetings (Fall 2026, Winter 2027, Spring 2027) Site administrators, teachers, and office staff will monitor and track attendance for Back to School Night, Parent Information Nights, PFO Activities, etc. using paper and/or electronic sign-in forms. Attendance trends will be shared with stakeholders at meetings throughout the year and feedback will be gathered on how to increase parent and family participation. 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

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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:** $234, 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 three times per year. 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 Multilingual Learners.	

Site Goal 4.2

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

- The overall school attendance rate for the 2025-2026 school year is 94%. Our goal for the 2026-2027 school year is 96% or higher positive attendance.
- The overall school rate for the 2025-2026 school year for chronic absenteeism is 16%. Our goal for the 2026-2027 school year is to decrease the percentage of chronically absent students to 10% or lower.

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: 90% positive attendance (29% chronically absent)
- Filipino: 94% positive attendance (29% chronically absent)
- Hispanic: 93% positive attendance (19% chronically absent)
- White: 94% positive attendance (14% chronically absent)
- Asian: 95% positive attendance (15% chronic absent)
- Two or more: 94% positive attendance (16% chronically absent)

Metric: Attendance Rate

Action 4.2.1

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	• Describe your step by step plan for progress monitoring your action plan.	• Describe the overall implementation and effectiveness of this action plan.

related to your goal.	What ***formative student data*** will you collect and how often?	• Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$3,000	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$500	Classified- Timesheets
Title I Basic (4900/3010)	$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$20,000	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)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

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	$0	$0	$0	$0	$0
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
				Title I Basic (4900/3010) Total:	**$0**

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	$31,850	$24,000	$0	$0	$55,850
Classified- Salaries	$0	$0	$1,000	$0	$1,000
Classified- Timesheets	$4,807	$700	$0	$0	$5,507
Materials/Supplies/Equipment	$487	$300	$0	$0	$787
Contracts/Services/Subscriptions	$0	$0	$48,000	$0	$48,000
				Supplemental/Concentration (7101/0000) Total:	**$111,144**

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	$10,750	$0	$0	$0	$10,750
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$234	$234
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
				EL Supplemental (7150/0000) Total:	**$10,984**

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) | 2026-2027

Fund Source *Mgmt. Code / Description* *Resc. Code / Description*	Allocation	EGUSD Strategic Goals 1. Curriculum and Instruction	 2. Targeted Supports & Interventions	 3. Wellness	 4. Family Engagement	Balance
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	$111,144	$37,144	$25,000	$49,000	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$10,984	$10,750	$0	$0	$234	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$122,128	$47,894	$25,000	$49,000	$234	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$122,128