Sunrise Elementary

Local Control Accountability Plan (LCAP)
2021-2022

Principal: MARTIN HOCK III

County-District-School (CDS) Code: 34673140114702

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a 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 involve family and community partners.

Stakeholder Engagement

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?
Sunrise Elementary strives to engage stakeholders to develop our comprehensive plan and be responsive to our outcome data as well as the needs of our community. Through Sunrise leadership team meetings (9/2, 9/23, 10/21, 11/18, 1/13, 2/10, 3/1, 4/7, 5/19, 6/14); Staff meetings (8/26, 9/16, 10/12, 11/10, 12/7, 1/20, 2/1, 3/8, 3/29, 5/3, 6/7); Grade level PLC meetings (every Monday in 2020-21); School Site Council meetings (9/24, 1/28, 3/11, 4/28); ELAC meetings (10/14, 1/21, 3/25); and our quarterly Coffee Talk parent meetings (7/30, 8/19, 11/20, 3/12) our school shares our planning process, the continuous improvement cycle, our stated goals, our outcome data, and our collective decision making process relative to budgeted funds. Our commitment is to be transparent with funding, to align our budgets with outcome oriented expenditures as well as to seek multiple sources of input to fine-tune our responsiveness to students, families and staff in order to reach our collective school goals.
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Stakeholders and administrators have continually analyzed student and programmatic data to evaluate our successes and needs for improvement. Our parent community perceives a need for culturally relevant social emotional curriculum to meet the challenges of the after effects of the pandemic. Our staff desires to leverage our professional learning community culture and systems to have an instructional focus on writing across the curriculum. We will build upon our year-long grade level plans in writing instruction to improve both student writing and depth of learning in our core content. Our ELAC parents and staff have noted that powerful strategies presented in Guided Language Acquisition and Design (Project GLAD) to be instrumental in providing teachers with tools and methods for both designated English language development and well as integrated English language development throughout the school day. The Pleasant Grove regional schools have agreed to continue our articulation between our elementary feeder schools and Albiani Middle school. We desire to build bridges of success for our students and staff. Lastly, all stakeholders believe that remediation and reteaching will be necessary and closing the gaps created by the pandemic. To this end, we will engage with a renewed focus on analyzing our school systems, practices and culture through an equity lens and culturally responsive pedagogy so as to meet the needs of our diverse student body and families.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
n/a

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1

Our most recent CAASPP data in English Language Arts for 3rd-6th grade students shows the number of students reaching *Meeting or Exceeding Standards* as 69% (2020-21). Our most recent CAASPP data in Mathematics for 3rd-6th grade students shows the number of students reaching *Meeting or Exceeding Standards* as 67% (2020-21). Similarly, our site-based assessments from 2020-21 show high levels of proficiency with grade level determined benchmarks. Our students are performing at a comparatively high level and have shown steady performance in English-Language Arts and an overall increase in our collective performance in Mathematics.

Our grade level PLCs have developed their scope and sequence for writing instruction and will now develop trimesterly common writing assessments and rubrics based on grade level standards to objectively measure student writing progress. We believe writing across the content areas will help us to improve both the craft of writing, as well as help students to bring depth of understanding to the core content areas.

Sunrise Elementary Site Goal 1.1 is to increase the number of students reaching proficiency on commonly developed, grade level, trimester writing assessments.

Our trimester assessments both for writing and for core content will be monitored for growth and expected to create a 5% gain in our CAASPP tests for the 2021-2022 school year in ELA and Math, with a particular focus on the following subgroups who historically have under-performed compared to their peers: AA, EL, FY, LI, and SWD.

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. A yearlong scope and sequence plan for writing instruction aligned to the framework with essential standards identified for each trimester will continue to be developed this year. Grade level teams and administration will meet regularly during Early Out release time to develop our writing scope and sequence and common assessments as the foundation of our collective writing program moving forward. Student progress, specifically with a focus on EL, Foster Youth, and LI students, will be monitored throughout the year.	1. From John Hattie's Visible Learning research (2015), collective teacher efficacy has a 1.57 effect size. In addition, providing formative assessment and teacher clarity provide a .68 and .75 effect size, respectively.	1. Educators will develop a grade level writing scope and sequence plan for pacing to design the grade level common yearlong plans and assessments. Instruction will be observed and monitored via administrative walk throughs, observations, data reporting and PLC collaborative time, agendas and notes, Student progress will be monitored by individual teachers regularly with administrators, grade level teachers, and respective coaches centered on TK, K, 1st grade, 2nd grade benchmark assessments and prompts, interim and formative 3rd-6th grade team developed and curriculum-based assessments and writing prompts. Our principally targeted student groups for this work are EL, Foster Youth and LI students. This foundational work will help us to develop common prompts, scoring guides, develop our process for calibration and ensure high levels of writing instruction and learning across the grade level.

Funding Source	Amount	Description of Use		

Site Goal 1.2

Sunrise Site Goal 1.2 is designed to increase the knowledge base of effective direct instruction specifically designed for English Language Learners.

Metric: Progress toward English Proficiency	

Actions/Services 1.2.1

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The administrative team will host a book study during after contract hours, paying for 10 staff members to attend at an hourly rate of $50 per hour, for 6 hours per teacher for a total of $3,000. Other teachers may also participate in the book study for salary credit. $186 will be used to purchase supplies to support the study. The book study will support our direct instruction with EL students.	1. From John Hattie's Visible Learning research (2015), collective teacher efficacy has a 1.57 effect size, and direct instruction has a .60 effect size.	1. EL students will make at least one year of growth on the summative ELPAC scores compared to the previous year.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$3000	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	$186	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.3

Sunrise site goal 1.3 is that two teachers will be offered Guided Language Acquisition and Design strategy training so as to develop their instructional repertoire designed to meet the needs of EL students as identified by progress on the ELPAC. Our goal is to increase the re-classification rate to 10% of EL learners.

Metric: Redesignation	

Actions/Services 1.3.1

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Two teachers will attend GLAD training at a cost of $3786/teacher ($242/day substitute cost x 8 training days and $1850 registration costs x 2 teachers = $7572). EL Supplemental dollars will fund one teacher and Supplemental/Concentration dollars will fund the other. GLAD professional development will support the direct instruction of EL and RFEP students.	1. Please refer to ell.nwresd.org for research briefs and evidence of ELL best practice strategies.	1. Administrative walk throughs and classroom evaluations and observations will ensure implementation. Implementation of ELD strategies and increasing ELPAC summative scores for EL students will inform our evaluation.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$1936	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$1936	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	$1850	Contracts/Services	Edit	Delete
Supplemental/Concentration (7101/0000)	$1850	Contracts/Services	Edit	Delete

Site Goal 1.4

Sunrise site goal 1.4 is to offer extended day GATE programs with a focus on integrating STEM-based activities as well as a variety of enrichment classes to foster the cognitive, creative and critical thinking of our GATE identified and high potential students.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group

• School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Sunrise will allocate $1000 in certificated salaries for stipends for work beyond the contract day, as well as $3397 in materials/supplies/equipment to provide curriculum and tools for implementation. We will specifically invite GATE identified students to course offerings, while opening the classes to all high potential students as well.	1. Positive effects of technology on cognition, affect and behavior- Waxman, H.C., Lin, M., Mitchko, G.M. (2003) Report on Evidence from 42 studies. www.treeves.coe.uga.edu/edit6900/metaanalysisNCREL.pdf	1. Administrative walk throughs and classroom observations focus on student engagement, student collaboration and problem solving with integrated technology opportunities in both the computer lab as well as GATE student participation rates and technology-based extended opportunities and subsequent publications of student written, created and edited products, like Spartan TV, will inform our effectiveness.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$1000	Certificated Salaries	Edit	Delete
GATE (7105/0000)	$3397	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.5

Sunrise site goal 1.5 is designed 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). This will increase our ability to host read alouds, teach library organization, support research projects, incorporate diverse titles and support curriculum check-in and out procedures for staff.

Metric: Content Standards Implementation

Actions/Services 1.5.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Sunrise will allocate $2945 in classified salaries to increase our library technician hours from 15 hours/week to 19.75 hours/week (an addition of 4.75 hours weekly), at a cost of $20/hour for 31 weeks (November 2021-June 2022). 2. Sunrise will also allocate $1000 in timesheets to supplement library technician hours for special projects (i.e. curriculum inventorying, book faire, ordering new and diverse titles, etc.). At $20/hour this would equate to 50 hours and can be retroactively accounted for and paid from July 1	1. The American Library Association research at www.ala.org/tools/research/librariesmatter/library-reading-programs-encourage-reading-achievement supports.pdf supports early literacy and is an important step towards reading achievement. 2. Research at https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1516 emphasizes the importance children's literature plays in the literacy development of children. A strong emphasis is placed on having diverse library collections that take into account numerous factors, such as race, class, disability and religion.	1. The administration will work closely with the library technician to ensure that all core and supplemental instructional materials are effectively and efficiently distributed to staff and students. The administration will also provide feedback to the library technician on library services to students such as, read alouds, book faire offerings, and library use instructional programs. 2. The administration will work with the library technician to purchase, inventory and shelve book titles in a variety of genres that represent our diverse

2021.		community.		

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$3945	Classified Salaries	Edit	Delete

Site Goal 1.6

Sunrise site goal 1.6 is to enhance our media classroom instruction and opportunities by purchasing cameras and equipment.

Metric: Content Standards Implementation	

Actions/Services 1.6.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Sunrise administration and our classroom media teacher will collaborate on purchasing equipment necessary for student written, edited and produced videos for our Spartan TV studio. $6574 will be designated for this purpose. We will be intentional to recruit SWD, AA, LI, FY and EL students in our program.	1. The article, "Smart Classroom-Tech Integration" on the ASCD website, https://www.ascd.org/el/articles/smart-classroom-tech-integration, outlines how the appropriate use of technology can drive deeper learning for students.	1. Spartan TV has been a hallmark instructional program at our school. Our media classroom instructor continues to include more students in the program and our ability to purchase equipment supports the depth and breadth we can bring to our program for students. The administrator and media classroom teacher will survey students to include their voice in program effectiveness.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$6574	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

Sunrise Site Goal 2.1 is for site teachers to have professional development, collaborative time and resources to better equip them to plan and teach the grade level California Common Core State Standards so as to meet our instructional goals as listed in Site Goals 1.1 and 1.2

Metric: Other (Site-based/local assessment)	

Actions/Services 2.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. All grade level teams will operate as Professional Learning Communities (PLCs) to share best practices, develop common	1. John Hattie's collective teacher efficacy has an effect size of 1.67.	1. Grade level PLCs will meet weekly to collaborate with grade level colleagues and site administrators. Administration will also

assessments, review student data, develop interventions and enrichment opportunities for struggling and accelerated learners, respectively. Early Out Thursdays are dedicated grade level and PLC time. *Costs are embedded within the contracted work day.*

facilitate formal PLC data analysis days every trimester in partnership with our instructional coach to participate with teams in the PLC process, data analysis and student progress monitoring.

Funding Source	Amount	Description of Use		

Site Goal 2.2

Sunrise site goal 2.2 is that all new ELL students will be assessed using the Initial ELPAC assessment. In addition, current ELLs will meet their grade level goals as measured by classroom formative assessments in lieu of recent ELPAC scores.

Metric: Other (Site-based/local assessment)	

Actions/Services 2.2.1

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. All incoming ELL students will be assessed using the initial and/or summative ELPAC assessment and data will be inputted into our student information system utilizing our Vice Principal as a part of the regular work day duties. Assessment data will drive instruction for specific levels of students during designated ELD (WIN) and integrated ELD instruction. Our Vice Principal oversees identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings.	1. "Research to Guide English Language Development Instruction" and "Programs and Practices for Effective Sheltered Content Instruction" (Echevarria and Short) are chapters focused on research, definitions and effective practices and appear in *Improving Education for English Learners: Research-based Approaches*.	1. Administrators ensure all ELL students are assessed and are making academic progress. Administrators also monitor student progress through classroom walk throughs and the PLC process focused on EL student outcomes.

Funding Source	Amount	Description of Use		

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

Sunrise Site goal 3.1 is that the Sunrise PBIS team will continue to develop and align our procedures, programs and protocols with best practices, with a special focus on tiered levels of support and intervention.

Metric: Cohort Graduation	

Actions/Services 3.1.1

Principally Targeted Student Group

• All • Black or African American • Foster Youth • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Student suspensions for major offenses will maintain less than 10 incidents per year in 2021-22 (as of 4/26/20 we have 12 total minor/major incidents) as measured by the suspension incident end of year report. Our team will dedicate particular attention to our interventions and behavioral and SEL supports for typically overrepresented and disproportionately affected subgroups, like African American, foster youth, homeless, and Special Education students. We will accomplish this by increasing the PBIS Tier 2 positive contacts with at risk students via the Check In- Check Out protocol. Other PBIS Tier 2 and 3 level supports, including, but not limited to, at least one small group of Tier 2 counseling sessions will be established per trimester, as well as ERMHS and pre-referral counseling for students on IEPs requiring greater support. The PBIS Team will continue to support students and staff in implementing our Tier 1 interventions, as well. 2. Additional data from our PLC meetings and SST meetings indicate a specific need for a full service approach for students with inattention and impulse control concerns. Our PBIS Tier 2 team will work with families and educators on effective interventions to support students in the school setting and support families with navigating the medical system for other supports as needed. Our goal is to continue and strengthen the holistic early intervention for ADHD students so as to minimize learning loss and behavioral issues that can lead to suspension. 3. Lastly, we will continue to update school expectations and PBIS Tier 1 signage providing access to all students to our school-wide expectations to help ensure appropriate messaging to our student body.	1.-3. Research from Maurice Elias of Rutgers links social-emotional learning skill development to student engagement with the CCSS. See "Social-Emotional Skills Can Boost Common Core Achievement" by M. J. Elias, in *Phi Delta Kappan*, November, 2014, page 60.	1. The PBIS team, with support from our PBIS Coach, will conduct a year end evaluation survey, the Tiered Fidelity Inventory, to measure effectiveness and to help set further goals for improvement. Additionally, a monthly review of suspension and office referral data will be conducted. Our PBIS team and staff will analyze data pertaining to time, location, and behavior of incidents. On-going reflection of our school PBIS expectations, procedures, and supports with the PBIS team, Sunrise Leadership and site council will ensure timely feedback for adjustments to our program. 2. Data will be collected from our PLC and SST meetings and monitored concerning the effectiveness of each support initiated. Collaboration with the educators and family will be documented. 3. PBIS Team and school community will evaluate current school culture and school discipline to make refinements.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

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Site Goal 3.2

Sunrise site goal 3.2 is focused on increasing the rate of participation of students of historically under-served demographics.

Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The student participation of our National Elementary Honor Society (NEHS) and Gifted and Talented Education (GATE) programs will reflect the diversity of our school community and will specifically include students who are	1. Involving students in school-based extra-curricular activities provide the opportunity to develop a sense of belonging, chances to develop socially, provide achievement focus through positive reinforcement, and allow	1. The teacher leader, classroom teachers, and administration will analyze data and actively invite students in underrepresented subgroups, specifically students who are Black/African American, EL Hispanic, LI and/or

Black/African American, EL Hispanic, LI and/or SWD. Currently 78 students participate in NEHS and 52 students participate in GATE. We will ensure equitable representation by building on our current programs so at least 10% of any ethnic subgroup is represented and 5% of the SWD subgroup is represented.

participants to develop leadership skills. See Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, (Routledge, 2009) .

SWD, to participate in selected programs. Rosters will be collected during the 2020-21 school year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$100	Contracts/Services	Edit	Delete

Site Goal 3.3

Sunrise site goal 3.3 will fund a schoolwide book study to promote Anti-Racist practices and policies in our school systems, and to reflect on implicit bias within our staff so as to improve our overall school climate and culture, while leveraging equitable practices to support historically marginalized populations.

Metric: School Climate

Actions/Services 3.3.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The administrative team will host a book study during after contract hours, paying for 6 staff members to attend at an hourly rate of $50 per hour, for 6 hours per teacher for a total of $1797. Other teachers may also participate in the book study for salary credit.	1. According to Teaching Tolerance, Anti-Racism Education, "Anti-racist work in all schools is essential. It is the exercise of hope, the practice of undoing and dismantling systems of oppression, the practice of freedom and of truth-telling. Anti-racist work is the practice of healing and of restoring; it is a practice of love...It is important that we have a shared understanding of what anti-racism in schools looks like, that we have an understanding of what it is *not*, and that we embrace the understanding that anti-racist work is never completely finished, nor does it always look the same."	1. Review the school climate and culture surveys to see increase in satisfaction from our students and families. Staff will develop awareness in Anti-Racist practices and implicit bias awareness.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1797	Certificated Salaries	Edit	Delete

Site Goal 3.4

Sunrise site goal 3.4 is to provide training for staff as well as curriculum designed to address the social and emotional well being of our students so as to improve our overall culture and climate.

Metric: Social Emotional Learning

Actions/Services 3.4.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

1. In partnership with the EGUSD Office of Equity, Sunrise will purchase teacher in-service support and training in the Culturally Responsive Minds SEL curriculum. In addition, the site will extend access to the curriculum from December to June as the district license expires in December. A pro-rated subscription for December 21, 2021-June 30 2022 is $997.50. One hour of professional development is included, and Sunrise will fund two additional hours at a cost of $2000 for both sessions to help us launch this new curriculum successfully. While Culturally Responsive Minds SEL curriculum will be of benefit to all students, we will specifically support our EL, Foster Youth and LI students.

1. Please find a summary of three scientific reviews of "The Positive Impact of Social Emotional Learning for Kindergarten to Eighth-Grade Students" at www.casel.org

1. Adjusting to life after a pandemic, in the midst of socio-cultural unrest, has caused tremendous stress and disruption for our students. The Culturally Responsive Minds SEL curriculum will help our staff to take care of the needs of the whole child in a culturally sensitive way, specifically those who are EL, Foster Youth, or LI. Coupled with our PBIS Tier 1 efforts, our aim is to reduce both negative behavioral referrals as well as the need for Tier 2 services.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2998	Contracts/Services	Edit	Delete

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1

Sunrise Site Goal 4.1 is focused on equipping parents with knowledge about how to access student information and improve home-school communication.

Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Parents will be given on-going opportunities to learn how to use and communicate utilizing the Synergy platform to review student progress, connect with educators, and will also be given opportunities to provide input to our LCAP. Parents benefit from quarterly face-to-face Coffee Talk meetings with administration and evening parent meetings. Light refreshments will be provided.	1. Educating parents on how to be more involved in their child's education have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, etc. See *Deepening Democracy: Institutional Innovations in Empowered Participator Governance* (Funk and Wright, 2003).	1. Parent feedback at meetings will help direct further in-services, parent learning opportunities and refinement of the LCAP.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	$400	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group
• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Parents of English Language Learners will have opportunities to continue to engage educators around EL assessment data, ELL strategies used within the classroom setting, and programs offered to English Language Learner students through our regular ELAC meetings. EL Parent feedback and the needs assessment will inform revisions to our LCAP. Light refreshments may be provided as well as purchase of supplies for hosting parent meetings. 2. Parents will receive frequent communications to continue to meet the family needs as discussed during the ELAC meetings.	1.-2. See the book *Educating English Language Learners: A Synthesis of Research Evidence* (Genesee, 2006) on the importance of including the families of ELL students for overall student success.	1. End of Year EGUSD Parent Survey data, our school's ELAC needs assessment data, as well as participation rates collected at meetings. 2. Parent feedback will be solicited during ELAC and parent meetings and followed up by administration.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$300	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.2	

Sunrise Site Goal 4.2 is focused on increasing and revitalizing home-school partnerships, for example our Parent Faculty Organization, the Intel PC Pals program, Watch DOGS, and Safe Routes to School.

Metric: Attendance Rate	

Actions/Services 4.2.1

Principally Targeted Student Group
• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. In 2019-20, Sunrise had 150+ parents who donated 12 or more hours yearly to volunteering directly with children. Our goal in 2021-22 is to have 175 parents volunteer at least 12 hours annually to student, staff and family programs. Sunrise will continue to value and honor parent contributions to our school with our 5 Star Family program. ($1000 budget for end of year celebration). In addition, in 2019-20, Sunrise had 34 father-figures who participated in our Watch D.O.G.S. training program. Fifteen father-figures were able to participate by volunteering at least one day at our school. Our goal in 2021-22 is to grow our program by 5 to at least 20 father figure volunteers. ($500 budget for supplies). Our principally targeted students and families would be EL, Foster Youth, and LI, as well as historically under-represented groups, like Black/African American, Hispanic and Native American/Native Hawaiian, or Pacific Islander.	1. Educating parents on how to be more involved in their child's education have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, etc. See *Deepening Democracy: Institutional Innovations in Empowered Participator Governance* (Funk and Wright, 2003).	1. End of Year EGUSD Parent Survey results as well as RSVPs to our 5 Star Volunteer Dinner. A roster of members as well as a list of volunteers and dates of service will also be collected.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$500	Materials/Supplies/Equipment	Edit	Delete
Family & Community Engagement (7415/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.3

Sunrise Site Goal 4.3 is to maintain the rate of attendance at school at 98.3% in 2021-22 as measures by the end of the year EGUSD RED attendance rate report.

Metric: Attendance Rate

Actions/Services 4.3.1

Principally Targeted Student Group

• All • Black or African American • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Sunrise Site Goal 4.3 is to continue monitoring attendance, posting school-wide improvements and school-wide attendance data publicly, conducting month-long promotions several times a year to focus on attendance, while also making personal phone calls to families of at risk students, mailing attendance letters and developing student and family attendance contracts for at risk students. Additionally, Sunrise would like to incorporate the FACE Home Visit Program protocols as an outreach to families with students having a difficult time with regular attendance. (10 home visits at $45/hour)	1. Please see https://www.edweek.org/media/chronicabsence-15chang.pdf which emphasizes the negative effects on student outcomes due to chronic absenteeism.	1. Student attendance rates will maintain at 98.3% as measured by the end of the year EGUSD RED attendance rate report.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	$450	Certificated Salaries	Edit	Delete

Justification of School-Wide Use of Funds

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

As one can see from our demographics, Sunrise Elementary is a low density site in relation to specific subgroups, like English Language Learners, socio-economically disadvantaged, foster youth and students with disabilities and traditionally under-performing subgroups, like African American students. Due to this fact, we will leverage our resources for the benefit of all students, with the understanding that we will focus on these four subgroups, with the additional caveat that we know every student by name and by need and utilize our resources and expertise to ensure that every child reaches their greatest potential.

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Sunrise Elementary - 380

Fund Source *Mgmt. Code/Description* *Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$27,366	$27,366	$27,366	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	40.375	$0	$4,768,865	$4,768,865	$4,768,865	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	1.32	$0	$143,808	$143,808	$143,808	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$51,079	$51,079	$51,079	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$214,778	$214,778	$0	$0	$214,778	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$20,000	$20,000	$14,305	$0	$4,895	$800	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$6,972	$6,972	$6,972	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$6,394	$6,394	$6,394	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$49,017	$49,017	$49,017	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	0.9375	$0	$70,292	$70,292	$0	$0	$70,292	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	2.75	$0	$249,012	$249,012	$249,012	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS)	6.5	$0	$144,303	$144,303	$144,303	$0	$0	$0	$0

6500 Special Education								
3770 Full Inclusion **6500** Special Education	4.5	$0	$267,107	$267,107	$267,107	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$162	$0	$162	$162	$0	$0	$0	$0
4010 Elementary Education PreK-6 **9467** City of Rancho Cordova - Experiential Learning	0	$0	$3,750	$3,750	$3,750	$0	$0	$0	$0
4010 Elementary Education PreK-6 **9468** City of Rancho Cordova - Multicultural Books	0	$0	$3,750	$3,750	$3,750	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	59.3825	$162	$6,031,890	$6,032,052	$5,740,287	$0	$290,965	$800	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$125,703
Subtotal of state or local funds included for this school	$5,906,349

Principal   **Martin Hock**

School Site Council Chairperson   **Ritu Kumar**

EL Advisory Chairperson   **Jerry Navarro**