



## **Sunrise Elementary**

# **Local Control Accountability Plan (LCAP) 2022-2023**

**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

## IV. Goals, Actions and Services

### Sunrise Elementary | Focused Work: 2022-2023

#### 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?

Principal Hock reviewed the LCAP Evaluation for 21-22 and sought input and guidance from the Sunrise Elementary School Site Council on March 23. The Sunrise staff was given an opportunity at the staff meeting on April 4, 2022 to reflect on the successes of this year's plan and to provide input and ideas for the 22-23 LCAP moving forward. Our spring ELAC meeting held on April 20 provided families of students learning English as a second language an opportunity to analyze our tremendous progress reflected in our EL proficiency scores on the ELPAC as well as celebrate our re-designated students. EL parent input was solicited to help us refine our goals or add new ideas. Finally, our Sunrise Elementary School Leadership team

on April 13 reviewed our progress as well as our LCAP Evaluation for 21-22 to help determine our priorities.

### Impact of LCAP and Annual Update

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

Consultations with our school site council, ELAC, site leadership and school staff helped us to celebrate our accomplishments and areas of strength, The consultations also provided an opportunity for feedback on initiatives we must continue due to their successful outcomes, which to eliminate or modify for the upcoming 22-23 school year as well as an opportunity to suggest new initiatives tied to EGUSD and Sunrise Elementary goals. Additionally, stakeholders were made aware of goals that could not be accomplished due to on-going pandemic constraints. Some goals, like release days for data driven instruction and programmatic development must be continued in the knowledge that our post-pandemic environment makes release days more viable. These days have proven very successful in the recent past and pre-pandemic school years.

### Resource Inequities

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

There weren't any resource inequities discovered. With LCFF, ESSER and general funding our current students' academic needs were met to the greatest extent possible. The only area that surfaced through student, staff and community surveys was the need for increased mental health supports. An area of focus coming out of the pandemic according to survey data of stakeholders must be focused on the social-emotional and mental health needs of our students.

### Goals, Actions, and Progress Indicators

**District Strategic Goal 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.**

**District Needs and Metrics 1:**

**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**

**Sunrise site goal 1.1 is to increase the number of students reaching proficiency on commonly developed, grade level, trimester writing assessments.**

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 and District Illuminate assessments from 2021-22 show high levels of proficiency with grade level standards aligned 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 trimester-based 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.

Our trimester assessments both for writing and for core content will be monitored for growth and are expected to create a 5% gain in our CAASPP tests for the 2022-23 school year in ELA, with a particular focus on the following subgroups: AA, HIS, EL, FY, LI, and SWD.

<b>Metric:</b> CAASPP	
<b>Actions/Services 1.1.1</b>	
<b>Principally Targeted Student Group</b>	
• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD	

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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 refined this year. Grade level teams and administration will meet regularly during Early Out release time and specifically on trimesterly release days for common planning to monitor student progress and refine common assessments as the foundation of our collective writing program moving forward. Student progress, specifically with a focus on AA, HIS, EL, Foster Youth, and LI students, will be monitored throughout the year. Substitute costs (\$150 (1/2 day sub) x 34 teachers x 3 days = \$15,300) for site-based professional development. (7101-\$15,300- Certificated Salaries)</p>	<p>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.</p>	<p>1. Educators will refine their grade level writing scope and sequence plan for pacing to administer the grade level common writing prompt 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 AA, HIS, 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.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$15300	Certificated- Salaries	

**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, who will make at least one year of growth on the summative ELPAC scores compared to the previous year.**

**Metric:** Progress toward English Proficiency

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each
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Group?	Practice?	Action/Service?
<p>1. The administrative team will host a book study 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 \$2100. Other teachers may also participate in the book study for salary credit. The book study will support our direct instruction with EL students. (7150-\$3000-Certificated Salaries)</p>	<p>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.</p>	<p>1. EL students will make at least one year of growth on the summative ELPAC scores compared to the previous year.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2100	Certificated- Salaries	

**Site Goal 1.3**

**Sunrise site goal 1.3 is designed for teachers to be trained in Guided Language Acquisition and Design strategy professional development** so as to learn and/or refine their instructional repertoire so as to meet the needs of EL students with designated and integrated instruction as identified by progress on the ELPAC. Our goal is to increase the re-classification rate to 10% of EL learners.

<b>Metric:</b> Redesignation	
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**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Four teachers will attend Project GLAD training at a cost of \$3850/teacher (\$250/day substitute cost x 8 training days x 4 teachers = \$8000, plus \$1850 registration costs x 4 teachers = \$7400). Project GLAD professional development will support the direct instruction of EL and RFEP students. An additional 4 teachers will participate in GLAD online refresher course \$5800. (The cost is \$700 per participant x 4 teachers = \$2800. Sub costs are \$250 x 3 days x 4 teachers = \$3000 for a total cost of \$5800). (7101-\$11000- Certificated Salaries and 7150- \$10,200- Contracts and</p>	<p>1. From <a href="https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png">https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png</a> (2022) John Hattie's <i>Visible Learning</i> research shows a 0.59 effect size for direct instruction, scaffolding shows a 0.58 effect size, concept mapping shows an effect size of 0.64 and classroom discussion shows a 0.82 effect size. These practices are hallmarks of effective GLAD instruction.</p>	<p>1. Administrative walk throughs and classroom evaluations and observations will ensure implementation. Implementation of ELD strategies and a benchmark of 10% of ELLs re-designating with the ELPAC summative scores will inform our evaluation.</p>

Services)

Funding Source	Amount	Description of Use
EL Supplemental (7150/0000)	\$10200	Contracts/Services /Subscriptions
Supplemental/Concentration (7101/0000)	\$11000	Certificated- Salaries

**Site Goal 1.4**

**Sunrise site goal 1.4 is to increase the number of GATE identified students and offer extended day GATE programs** with a focus on integrating STEM-based, creative expression, foreign language and technology-based activities to enrich and foster the cognitive, creative and critical thinking of our GATE identified and high potential students. We have a baseline of 29 GATE-identified students and would like to increase our total GATE-identified students to 35 with identified students matching or exceeding our school demographics.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Sunrise will allocate \$3,397 in certificated salaries for stipends for work beyond the contract day (this is 54 hours or roughly six, 9-day sessions), as well as \$1000 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. (7101- \$1000- Materials and Supplies and 7105- \$3,397- Certificated Salaries)	1.a. Positive effects of technology on cognition, affect and behavior- Waxman, H.C., Lin, M., Mitchko, G.M. (2003) Report on Evidence from 42 studies. <a href="http://www.treeves.coe.uga.edu/edit6900/metaanalysisNCREL.pdf">www.treeves.coe.uga.edu/edit6900/metaanalysisNCREL.pdf</a> 1.b. Root-Bernstein, R. Arts and crafts as adjuncts to STEM education to foster creativity in gifted and talented students. <i>Asia Pacific Educ. Rev.</i> <b>16</b> , 203–212 (2015). <a href="https://doi.org/10.1007/s12564-015-9362-0">https://doi.org/10.1007/s12564-015-9362-0</a>	1. Administrative walk throughs and classroom observations of extended day opportunities with a focus on student engagement, student collaboration and problem solving with technology and media production and content-area explorations, like STEM activities, art and language development. Our opportunities in 21-22 averaged 15 participants per class. Our goal would be to increase our class average to 25 participants per class in 22-23.

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

**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, order and incorporate diverse titles, extend library hours to after school times, and support curriculum check-in and out procedures for staff. We will measure the increased student access by monitoring library circulation during 2022-23 in comparison to 2021-22.

**Metric:** Content Standards Implementation

**Actions/Services 1.5.1**

**Principally Targeted Student Group**

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. Sunrise will allocate \$4,370 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 46 weeks (July 2022-June 2023).</p> <p>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, extended day library times, etc.). At \$20/hour this would equate to 50 additional hours yearly. (7101- \$4,370- Classified Salaries &amp; \$1000 Classified Timesheets)</p>	<p>1. The American Library Association research at <a href="http://www.ala.org/tools/research/librariesmatter/library-reading-programs-encourage-reading-achievement-supports.pdf">www.ala.org/tools/research/librariesmatter/library-reading-programs-encourage-reading-achievement-supports.pdf</a> supports early literacy and is an important step towards reading achievement.</p> <p>2. Research at <a href="https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1516">https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1516</a> 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.</p>	<p>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 plan with the library technician on library services to students such as, read alouds for every class on weekly visits, 2 book faire offerings/year, and student access to library use for homework work time and space and extended library hours twice monthly throughout the school year.</p> <p>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 community.</p>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
Supplemental/Concentration (7101/0000)	\$4370	Classified- Salaries	
Supplemental/Concentration (7101/0000)	\$1000	Classified- Timesheets	

**Site Goal 1.6**

**Sunrise site goal 1.6 is to enhance our media classroom instruction** and opportunities by purchasing and updating equipment. In 2021-22 we had over 70 students participating. Our ability to purchase equipment supports the depth and breadth we can bring to our program for students and we look to increase student participation in writing, producing and editing content by 10% in our Spartan TV productions opportunity and



extended day program in 2022-23..

**Metric:** Content Standards Implementation

**Actions/Services 1.6.1**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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. \$1,610 will be designated for this purpose. While our program is open to all students, we will be intentional in recruiting student participants reflective of our diverse community. (7101- \$1610- Materials &amp; Supplies)</p>	<p>1. The article, "Smart Classroom-Tech Integration" on the ASCD website, <a href="https://www.ascd.org/el/articles/smart-classroom-tech-integration">https://www.ascd.org/el/articles/smart-classroom-tech-integration</a>, outlines how the appropriate use of technology can drive deeper learning for students.</p>	<p>1. Spartan TV has been a hallmark instructional program at our school. Our media classroom instructor continues to include more students in the program- 2021-22 had over 70 students participating- 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. In addition we look to increase student participation in writing, producing and editing content by 10% in our Spartan TV productions opportunity and extended day program.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1610	Materials/Supplies/Equipment	

**Site Goal 1.7**

**Sunrise site goal 1.7 is to implement an SEL curriculum** based on stakeholder suggestions and behavioral and survey data indicating an increased need for mental health, behavioral and social-emotional supports. Our Curriculum and Professional Learning and Office of Equity will provide Sunrise educators with one of three adopted SEL curriculums to choose from for implementation. We are anticipating a 5% decrease in MTSS/RFA referrals.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.7.1**

**Principally Targeted Student Group**

- School-wide • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. SEL curriculum will be offered for implementation by our Curriculum and Professional Development department and Office of Equity at no cost to the site. Our educators will participate in on-going trainings to ensure implementation with fidelity.	1. Please refer to the article, "Why Social-Emotional Learning is Essential for Students" at <a href="https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta">https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta</a>	1. Administrative walk throughs will ensure site implementation. Our PBIS Tier 2/3 team will also determine the impact on tier 2/3 services needed. We are anticipating a 5% decrease in MTSS/RFA referrals.

Funding Source	Amount	Description of Use	

**Site Goal 1.8**

**Sunrise site goal 1.8 is to begin implementation of the AVID program** in our intermediate grades to support at risk and under-represented students with executive functioning, academic readiness and experiences designed to help with a college and career mindset. Our growth target based on AVID implementation is to increase by 50% the number of students in participating classes considering a college going preparedness track after exiting elementary school.

**Metric:** Access to Courses (Honors, AP/IB, CTE, AVID)

**Actions/Services 1.8.1**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. AVID implementation in three of our intermediate classrooms, in partnership with our EGUSD AVID office and administration, will support the college and life readiness of elementary students as they continue through middle school, high school and beyond. AVID is designed to support the executive functioning, organization and school readiness, while providing experiences to help under-represented youth navigate a rigorous course load and the college-going system. A per pupil materials and supplies expenditure of \$70/pupil x 90 students = \$6300 for materials and supplies.	1. Please visit <a href="http://www.avid.org/research">www.avid.org/research</a> for an articulated list of supportive research.	1. Participating Sunrise teachers will survey students at the beginning of the year to determine baseline AVID strategy knowledge as well as the number of students prior to AVID instruction considering a college preparedness track in middle and high school and will conduct a post-survey after AVID implementation to determine learned skills and a change in perceptions about planning for a college preparedness track in middle and high school. As this is a new program, our beginning of the year survey will become our baseline so as to measure growth on our post-survey. Our goal would be to increase by 50% the number

Additionally, any more staff that would like to be trained can attend the SCOE AVID professional development \$900 expense for the school which includes 2 training days at SCOE. Costs for subs for 6 teachers to attend the training 6x\$250+= \$1770. (7101- \$6300 in Materials and Supplies; Contracts and Agreements \$900; Certificated Salaries \$1770)

of students in participating classes considering a college going preparedness track after exiting elementary school.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$6300	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$900	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$1770	Certificated- Salaries	

### Site Goal 1.9

**Sunrise site goal 1.9 will dedicate a budget for differentiation support** in every TK-6 class, PALSS class, as well as a budget to support our Learning Center teachers to support the purchase of materials for differentiation, workshop and WIN time instruction to better meet the unique needs of students.

Our California Dashboard data from 2019 shows only one sub-group performing at the Yellow band of performance, students of low socio-economic background, while all other subgroups are performing at the Green or Blue level, with overall school performance in ELA and Mathematics at the Blue level.

**Metric:** Other (Site-based/local assessment)

### Actions/Services 1.9.1

#### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Provide supplementary resources and supplies to fully implement common core state standards to close achievement gaps.</p> <p>2) Increase the number of grade level appropriate reading books in each classroom and school library of a variety of levels and specifically targeted to engage significantly underperforming subgroups.</p>	<p>1. <a href="#">Usher, K. (2019). Differentiating by offering choices: Elementary students have a better chance of showing what they've learned when they have a choice about how to show it.</a></p> <p>2a. The Impact of Trade Books on Reading Achievement</p> <p>2b. <a href="https://www.booksource.com/files">https://www.booksource.com/files</a></p>	<p>1. &amp; 2. Formative and Summative Assessments:</p> <ul style="list-style-type: none"> <li>• ELPAC scores (spring 2020)</li> <li>• EGUSD Benchmark and Interim assessments <ul style="list-style-type: none"> <li>◦ K-1 Benchmark (entry, and trimesterly)</li> <li>◦ 2nd-6th Interim assessments (entry, mid year, and end of year)</li> </ul> </li> </ul> <p>In addition, administrative walk</p>

The ability to differentiate to meet the unique needs of students is imperative as we close academic gaps. Transitional kindergarten through 6th grade will be given a classroom budget of \$1000/teacher to purchase supplemental curriculum or to expand classroom novel or trade book collections. A total of \$34,000 will be budgeted to support differentiation, workshop and WIN time instruction. To support PALSS classes with supplemental curriculum and materials a total budget of \$1000 will be allotted. To better support Special Education teachers our Learning Center will receive \$2400 total for the team to purchase supplemental materials and supplies. (7101- \$37,400 for Materials and Supplies)

/TradeBookResearchArticle.pdf

thoughts and feedback aligned to the framework for high quality instruction will be used to help support and drive improved instruction to support positive student outcomes.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$37400	Materials/Supplies/Equipment

**Site Goal 1.10**

**Sunrise site goal 1.10 is created to support the new position of Academic Intervention Teacher (AIT)** with supplemental curriculum and materials purchases so as to provide intervention support to students not meeting grade level benchmarks.

Our California Dashboard data from 2019 shows only one sub-group performing at the Yellow band of performance, students of low socio-economic background, while all other subgroups are performing at the Green or Blue level, with overall school performance in ELA and Mathematics at the Blue level.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.10.1**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. A supplies budget of \$1000 will be provided to support the new position and resource of our Academic Intervention teacher who will help close the gap for students	1. From <a href="https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png">https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png</a> (2022) John Hattie's <i>Visible</i>	1. The Academic Intervention Teacher will build the caseload of students by track and by grade. Targeted instruction will remediate learning gaps and bring students to

not at grade level. (7101- \$1000 in Supplies and Materials)	<i>Learning</i> research shows a 0.59 effect size for direct instruction.	proficiency. Our goal is to realize at least 75% of students reaching proficiency as measured by improvements from baseline and trimesterly site and district benchmark assessments.
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Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment

**Site Goal 1.11**

**Sunrise site goal 1.11 is to fund the Soil Born Farms garden curriculum for K-6 so as to tie garden projects to cross-curricular standards in math, science, reading and writing.**

<b>Metric:</b> Content Standards Implementation
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**Actions/Services 1.11.1**

**Principally Targeted Student Group**

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Soil Born Farms is a local non-profit working garden and instructional center focused on teaching through gardening. Soil Born Farms has K-6 curriculum designed to support grade level content standards across content areas. Teachers will utilize curriculum to support instruction.	Please see the evidence and effects of what is now termed "Nature Deficit Disorder" at <a href="https://www.proquest.com/docview/195763332?pq-origsite=gscholar&amp;fromopenview=true">https://www.proquest.com/docview/195763332?pq-origsite=gscholar&amp;fromopenview=true</a> . With the increase of screen time for children, the positive effects of working with nature can support both academics and total wellness.	As a baseline for 2022-23, at least 50% of Sunrise classrooms will incorporate a cross-curricular informative writing activity utilizing learning from our garden project.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$750	Materials/Supplies/Equipment

<b>District Strategic Goal 2:</b> <b>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous</b>	<b>District Needs and Metrics 2:</b> <b>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</b>
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**programmatic evaluation.**

- **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 (as outlined below).

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 and District Illuminate assessments from 2021-22 show high levels of proficiency with grade level standards aligned 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 trimester-based 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.

Our trimester assessments both for writing and for core content will be monitored for growth and are expected to create a 5% gain in our CAASPP tests for the 2022-23 school year in ELA, with a particular focus on the following subgroups: AA, HIS, EL, FY, LI, and SWD.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
1. All grade level teams will operate as Professional Learning Communities (PLCs) to share best practices, develop common 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. <i>Costs are embedded within the contracted work day.</i>	1. From <a href="https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png">https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png</a> (2022) John Hattie's <i>Visible Learning</i> research shows an effect size of 1.67 for collective teacher efficacy.	1. Grade level PLCs will meet weekly to collaborate with grade level colleagues and site administrators. Administration will also 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 re-designate or make one year's growth.

**Metric:** Assessment System

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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. An additional 3 days of certificated timesheet work at a rough cost of \$819 can also be accessed to support with assessment of students. 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. (7150- \$819- Certificated Timesheets)</p>	<p>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 <u>Improving Education for English Learners: Research-based Approaches</u>.</p>	<p>1. Administrators ensure all ELL students are assessed and are making annual ELPAC progress. Administrators also monitor student progress through classroom walk throughs and the PLC process focused on EL student outcomes.</p>

Funding Source	Amount	Description of Use
EL Supplemental (7150/0000)	\$819	Certificated- Salaries

<p><b>District Strategic Goal 3:</b> All students will have an equitable opportunity to learn in a culturally responsive, physically/ and</p>	<p><b>District Needs and Metrics 3:</b> Students need a safe and engaging</p>
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emotionally healthy and safe environment.

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 so as to reduce disproportionality for Hispanic and students with disabilities.

**Metric:** Suspension

### Actions/Services 3.1.1

#### Principally Targeted Student Group

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Student suspensions for major offenses will maintain less than 10 incidents per year in 2022-23 ( as of 4/11/22 we have 7 total suspension 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</p>	<p>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 <i>Phi Delta Kappan</i>, November, 2014, page 60.</p>	<p>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. To note, of the 7 suspensions to date, the data for 21-22 will show a disproportionality with our Hispanic subgroup and SWD subgroup as this represents one child with severe behaviors related to physical aggression and bullying that resulted in multiple suspensions as the team and family worked through</p>



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.

our system of supports. We anticipate a decrease in suspensions for our Hispanic subgroup in 22-23. Sunrise also has experienced, post-pandemic, an increase in SWD whose goals have not been updated by other LEAs who are now at our school and whose services require more support. Sunrise remains committed to utilizing the IEP team process to ensure services are written to best support student safety, wellness, positive behaviors and overall progress in goal areas.

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	

**Site Goal 3.2**

**Sunrise site goal 3.2 is focused on increasing the rate of student participation in GATE and National Elementary Honors Society (NEHS)** with historically under-served and under-identified demographics. Our 21-22 GATE demographic percentages are as follows: Two or More-17%, White- 27%, Asian- 20%, Hispanic 30%, Filipinx- 3%, and African American- 3%.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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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 Black/African American, EL Hispanic, LI and/or SWD. Currently 78 students participate in NEHS and 29 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.

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

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 SWD, to participate in selected programs. Rosters will be collected during the 2022-23 school year to analyze representation and to eliminate disproportionality. As noted below, Sunrise is almost proportionate in representation.

- Our 21-22 GATE identified student demographic percentages representative of our community are as follows: Two or More-17% (14% of Sunrise), Asian and Filipinx-23% (20% of Sunrise), Hispanic 30% (20% of Sunrise).
- Subgroups with a disproportionality between GATE identified students and school percentage population are as follows: White 27% (34% of Sunrise) and African American- 3% (5% of Sunrise). Our goal will be to increase identification of these subgroups to at least their demographic percentages.

Funding Source	Amount	Description of Use	

**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 and strategies to support their student and improve home-school communication.

**Metric:** Relationships Between Staff and Families

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>1. In partnership with our FACE department, Sunrise educators will offer a variety of adult learning and family-centered opportunities designed to support the home-school relationship and improve student outcomes. (Hourly timesheet work to prep, and deliver content will be budgeted for at a cost of \$50/hour x 4 events x 2 hours/event x 4 teachers = \$1600. (7101- \$1600 Certificated Timesheets)</p>	<p>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 <u><i>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</i></u> (Funk and Wright, 2003).</p>	<p>1. Parent feedback at meetings will help direct further in-services, parent learning opportunities and refinement of the LCAP. Due to the pandemic constraints, Sunrise offered zero in person parent education and family engagement opportunities in 21-22. In 20-21, Sunrise offered 2 opportunities for parent education including a showing of <i>Screenagers</i> and Family Science night. In 22-23 we aim to double our offerings to one per quarter, or 4 annually to meet our goal. To further measure our home-school communication effectiveness, Sunrise has a baseline from 21-22 of 468 parents reached through Talking Points and a total of 4247 messages sent. Our goal would be to more than double our parents reached through Talking Points to 1000 to further support connection and coherence.</p>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$1600	Certificated- Salaries

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p> <p>2. Parents will receive frequent communications to continue to meet the family needs as discussed during the ELAC meetings.</p>	<p>1.-2. See the book <i>Educating English Language Learners: A Synthesis of Research Evidence</i> (Genesee, 2006) on the importance of including the families of ELL students for overall student success.</p>	<p>1. End of Year EGUSD Parent Survey data, our school's ELAC needs assessment data, as well as participation rates collected at meetings.</p> <p>2. Parent feedback will be solicited during ELAC and parent meetings and followed up by administration.</p>

Funding Source	Amount	Description of Use

**Site Goal 4.2**

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

Prior to the pandemic, in 2019-20, Sunrise had 150+ parents who donated 12 or more hours yearly to volunteering directly with children. Our goal in 2022-23 is to have 100 parents volunteer at least 12 hours annually to student, staff and family programs.

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Prior to the pandemic, in 2019-20, Sunrise had 150+ parents who donated 12 or more hours yearly to volunteering directly with children. Our goal in 2022-23 is to have 100 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 materials and supplies). In addition, in 2019-20, Sunrise had 15 father-figures who volunteered in our Watch D.O.G.S. training program. Our goal in 2022-23 is to grow our program by 5 to at least 20 father figure volunteers. <i>Possible budget if funding is allotted: \$1000 budget for contracts and \$2000 for supplies. (7145-\$1000 for Contracts and \$3000 for supplies and materials)</i></p>	<p>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 <u><i>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</i></u> (Funk and Wright, 2003). 2. See <a href="https://dadsofgreatstudents.com">https://dadsofgreatstudents.com</a> for anecdotal evidence of the positive impact of father figures on elementary campuses</p>	<p>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. Prior to the pandemic, 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 100 parents volunteer at least 12 hours annually to student, staff and family programs. 2. Informal Watch Dog exit surveys will report the affective outcomes for father figures and children.</p>

Funding Source	Amount	Description of Use	

**Site Goal 4.3**

**Sunrise site goal 4.3 is to return to our pre-pandemic rate of attendance** at school at 98% in 2022-23 as measured by the end of the year EGUSD RED attendance rate report. Our to date attendance rate is 88% positive attendance.

<b>Metric:</b> Attendance Rate	
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**Actions/Services 4.3.1**

**Principally Targeted Student Group**

- All • Black or African American • Foster Youth

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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. <i>(Potential budget: 52 home visits at \$50/hour = \$2600). (7101- \$2600 in Certificated Timesheets)</i></p>	<p>1. Please see <a href="https://www.edweek.org/media/chronicabsence-15chang.pdf">https://www.edweek.org/media/chronicabsence-15chang.pdf</a> which emphasizes the negative effects on student outcomes due to chronic absenteeism.</p>	<p>1. Student attendance rates will return to at least 98% as measured by the end of the year EGUSD RED attendance rate report. Our to date attendance rate is 88%, thus we are seeking a 10% increase in positive attendance for 22-23.</p>

Funding Source	Amount	Description of Use	

**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.

## V. Funding

### Sunrise Elementary (380) | 2022 - 2023

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	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$31,466	\$31,466	\$31,466	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$85,100	\$85,100	\$83,500	\$0	\$0	\$1,600	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$11,019	\$11,019	\$10,200	\$819	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$132,982	\$132,982	\$129,563	\$819	\$1,000	\$1,600	

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	\$0
Subtotal of state or local funds included for this school	\$132,982

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**
