



# Sunrise Elementary

## Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673140114702

**Elk Grove Unified School District  
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on \_

\*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

<b>Involvement Process for LCAP and Annual Update</b>
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>Sunrise Elementary strives to engage stakeholders to develop our comprehensive plan and be responsive to the needs of our community. Through Sunrise Leadership Team meetings (09/05/19, 11/20/19, 01/09/20); Grade Level PLC Meetings (10/15/19-10/24/19, 02/24/20-03/04/20); School Site Council Meetings (10/29/19, 02/12/20, 04/24/20); ELAC Meetings (09/24/19, 01/27/20); and our trimesterly Coffee Talk Parent Meetings (09/10/19, 02/13/20) our school shares our planning process and the continuous improvement cycle, our stated goals, and our collective decision-making 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 so that we are able to reach our collective goals as a school community.</p>
<b>Impact of LCAP and Annual Update</b>
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Stakeholders and administrators continue to hold to the importance of building and maintaining our Professional Learning Community structures and culture at Sunrise. Our PLC release time centered on student outcomes in relation to our yearlong plans, our agreed upon essential standards and student progress towards our common, formative assessments has helped us to monitor student progress and adjust our instruction to meet the diverse needs of our students. Our staff and ELAC parents have noted the 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 instruction as well as integrated English language development throughout the school day. Our continued regional work to close the gap between elementary and middle school expectations and to build bridges of success for our students along the grade level continuum has been appreciated and validated. Lastly, parents continue to ask for more support for our struggling learners. While intersession/summer school dollars have provided a means to support our K-2 students, in particular, we have also been able to utilize Supplementary-Concentration dollars to timesheet teachers for beyond the school day remediation and reteaching for all grade levels. An ongoing and renewed focus on analyzing all aspects of our school systems, practices and culture through a lens of equity will help move our work forward for all students.</p>

### Resource Inequities

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

### Goals, Actions, and Progress Indicators

<b>District Strategic Goal 1:</b>	<b>District Needs and Metrics 1:</b>
-----------------------------------	--------------------------------------

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 1.1**

Our most recent CAASPP data in Mathematics for 3rd-6th grade students shows the number of students reaching *Meeting or Exceeding Standards* as 65% (2018-19). Our school is performing at a very high level and has shown an overall increase in our collective performance. Sunrise Elementary Site Goal 1.1 is to increase the number of students reaching proficiency in Mathematics to 70% of students as measured by our commonly developed, grade level, trimester assessments targeted to essential standards (in lieu of not having summative CAASPP data for 2019-20). **We will continue to maintain our performance by expecting 10% more students reaching proficiency on our site assessments for all subgroups.**

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

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • Black or African American • 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?
<p>1. Yearlong plans aligned to the framework with essential standards identified for each trimester have been created and will continue to be evaluated. Specific focus will be dedicated to our subgroups with relative weaknesses- AA, SED and SWD.</p> <p>2. Grade level teams and administration will meet regularly during Early Out release time to monitor student progress towards defined benchmarks.</p>	<p>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 monitor pacing designed from yearlong plans via administrative walk throughs, observations, and PLC collaborative time.</p> <p>2. Student progress will be monitored by individual teachers regularly, and through specific trimesterly PLC meetings with administrators, grade level teachers, and respective coaches centered on TK, K and 1st grade benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments (created from CAASPP Interim Assessment Benchmarks and the Silicon Valley Math Initiative released items).</p>

Funding Source	Amount	Description of Use

**Site Goal 1.2**

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 71% (2018-19). Our school is performing at a very high level and has shown an overall increase in our collective performance for all subgroups. Sunrise Elementary Site Goal 1.2 is to increase the number of students reaching proficiency in English Language Arts to 75% of students as measured by our commonly developed, grade level, trimester writing assessments targeted to essential standards (in lieu of not having summative CAASPP data for 2019-20). **We will continue to close the achievement gap by expecting 5% gains on our site assessments for all students with a specific focus on the following subgroups with respective gaps- AA, SED, and SWD.**

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

**Actions/Services 1.2.1**

**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?
<p>1. A yearlong scope and sequence plan for writing instruction aligned to the framework with essential standards identified for each trimester will be developed this year.</p> <p>2. Grade level teams and administration will meet regularly during Early Out release time and trimesterly during site funded planning time (not to exceed 9 hours annually) to develop our writing scope and sequence as the foundation of our collective writing program moving forward.</p> <p><i>Stipend costs for 9 hours of planning time for 32 classroom teachers is \$12,960 (9 hours x 32 teachers x \$45/hour). This release time will be utilized to continue building our PLC culture, further refining our cycle of inquiry and eventually our DMM/SMART goal process.</i></p>	<p>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 develop a grade level writing scope and sequence plan for pacing to design the grade level common yearlong plans and will be observed via administrative walk throughs, observations, and PLC collaborative time,</p> <p>2. Student progress will in time be monitored by individual teachers regularly, and through specific trimesterly PLC meetings with administrators, grade level teachers, and respective coaches centered on TK, K and 1st grade benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments and writing prompts. 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)	\$12960	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.3**

Sunrise Site Goal 1.3 is to increase access to core content aligned to the California Common Core State Standards by integrating technology instruction and assessment tools.

**Metric:** Instructional Materials

**Actions/Services 1.3.1**

**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?
<p>1. Sunrise will continue to integrate opportunities for integrating technology and STEM activities within the instructional day and in our after school offerings by purchasing supplemental Chromebooks (\$1572 budgeted from Supplemental Concentration Funds).</p> <p>2. Sunrise will also purchase STEM instructional materials/software (no more than 15 copies to be compliant with Board Policy and Administrative Regulations) and technology hardware to match the needs of STEM-based GATE units of instruction (\$2200 in GATE funds budgeted). An after school enrichment program taught by Sunrise teachers offered to all 3rd-6th students (with GATE students given priority registration) will have a materials budget of \$2200. Extended day teacher costs are \$45/hour and the GATE teacher stipend (\$1000) that leaves us with 40 hours of extended day GATE timesheeted work (40 hours X \$45= \$1800). The total cost of the program is \$5000.</p> <p>3. Lastly, our extended day media teacher will provide opportunities for GATE and</p>	<p>Positive effects of technology on cognition, affect and behavior- Waxman, H.C., Lin M., &amp; Michko, 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>.</p>	<p>1. Administrative walk throughs and classroom observations focused on student engagement, student collaboration and problem solving with integrated technology opportunities in both the computer lab as well as grade level Chromebook use.</p> <p>2. GATE participation rates in extended day opportunities will be maintained or exceeded.</p> <p>3. A continuation of student written, created and edited products (like Spartan TV) and elevated quality of production will inform our effectiveness at integrating technology.</p>

interested students to write, produce, film and edit our Spartan TV episodes. The teacher's time is compensated by the adjunct stipend.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1572	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.4**

Sunrise Site Goal 1.4 is designed to increase the frequency, quality and use of research-based ELD practices throughout the instructional day as well as in designated ELD lesson time (WIN time) and in extended day opportunities (including intersession) for targeted students so as to increase the percentage of ELL students re-designating as fluent to 20%. Instruction will be adjusted to meet their assessed needs as measured by classroom formative assessments in lieu of ELPAC scores.

**Metric:** Progress toward English Proficiency

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- All • EL • R-FEP • 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 has 23 teachers (out of 33 TK-6 and SPED teachers) who have been trained in the Guided Language Acquisition and Design model currently which has focused on the development of strategies to support our ELL students in the classroom. This year, an additional teacher will be offered Guided Language Acquisition and Design (GLAD) strategy training so as to develop their strategy repertoire designed to meet the needs of ELL students in their classroom as identified by progress on ELPAC. Our goal is to increase the number of EL students accessing grade level curriculum. We believe good first instruction with integrated ELD supports coupled with designated ELD instruction will help us meet our goal. The cost for the 2020 GLAD professional development is \$3786 (1 teacher x \$242/day substitute cost x 8 days of training = \$1936 + \$1850/teacher in program registration costs = \$3786).	Please refer to ell.nwresd.org for research briefs and evidence of ELL best practice strategies.	1. Administrative walk throughs using the EL Walk Through form, classroom evaluations and observations with administrative feedback centered on integrated ELD strategies and common district assessments data will be information to measure our effectiveness as a site. PLC time may be used by grade level teachers to discuss the current data and needed supports of EL and RFEP students. GLAD Trained teachers will share strategies with teachers who are not trained during PLC meetings.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1936	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1850	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.5**

Sunrise Site Goal 1.5 is designed to bridge the transition to middle school and to provide time for vertical and horizontal articulation between regional 6th grade teachers and 7th grade content specific teachers so as to ensure proper class assignments for students and to tailor our

instructional program to meet the expectations of our regional elementary and middle school partners.

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

**Actions/Services 1.5.1**

**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 site will utilize Supplementary-Concentration funds to pay for one release day for 6th grade teachers to collaborate with regional partners at other elementary schools and our regional middle school. Substitute costs for four teachers at \$242/teacher has a cost of \$968.	Comprehensive Instructional Programs for teachers in Hattie's research has a .76 effect size. See <a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a>	1. Collaboration among teachers and administrators across the region will help to accurately place students in honors courses, general education, intervention and special education as well as appropriate courses for English language development strands as determined by assessed needs. Additionally, regional educators will align a content area's instruction to the framework for high quality instruction with administrative walk throughs and feedback ensuring our region's growing alignment of practices.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$968	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.6**

Sunrise will provide extended day opportunities to remediate and reteach students not making sufficient grade level progress, as well as opportunities to enrich and extend the school year.

**Metric:** A-G Completion

**Actions/Services 1.6.1**

**Principally Targeted Student Group**

- All • 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. Extended day opportunities to remediate and reteach students not making sufficient grade level progress, as well as opportunities to enrich and extend the school year will be provided through our summer school plan as well as Supplementary-Concentration and EL dollars to pay for certificated timesheets as a rate of \$45/hour. \$5342 (\$4,500 Supplementary-Concentration + \$842 EL) will be budgeted for certificated timesheet providing 100+ hours annually for extended school day.	Please see <a href="https://chalkboardproject.org/sites/default/files/Extended-Learning-2.pdf">https://chalkboardproject.org/sites/default/files/Extended-Learning-2.pdf</a> for a research brief on extended school day programs.	1. Students needing support will be identified through our PLC process. Available teachers will target specific gaps in student learning for support and intervention and collaborate with administrators on pre- and post-assessment data to close these gaps. An emphasis on early literacy and numeracy in our primary grades will be the intended focus, with continued support for intermediate students as needed.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$4500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$842	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
--	---

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**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**

<b>Principally Targeted Student Group</b>		
• All		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</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 Mondays are dedicated grade level and PLC time. <i>Costs are embedded within the contracted work day.</i>	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 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.
<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>

**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**

<b>Principally Targeted Student Group</b>		
• EL		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
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 off track teachers at a cost of \$45/hour, as well as our administration team as a part of our regular work day duties.  2. 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.	"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><i>Improving Education for English Learners: Research-based Approaches.</i></u>	1. Ensuring all ELL students are assessed and are making academic progress both at our trimesterly PLC 1/2 day release day meetings in October/November 2020, January/February 2021, and May/June 2021.  2. Administrators will monitor student progress through classroom walk throughs and the PLC process focused on EL student outcomes.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
--	---

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**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**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• All</li> </ul>
--

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?
<p>1. Student suspensions for major offenses will maintain less than 10 incidents (data current as of 4/07/20 is 6 incidents) per year in 2020-21 as measured by the suspension incident end of year report. 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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>3. PBIS Team and school community will evaluate current school culture and school discipline to make refinements.</p>



Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	Edit	Delete

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

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**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	Educating parents on how to be more	1. Parent feedback at meetings will help direct

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.	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).	further in-services, parent learning opportunities and refinement of the LCAP.
--	---	--

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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?
<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 newsletters to continue to meet the family needs as discussed during the ELAC meetings.</p>	<p>See the book <u><i>Educating English Language Learners: A Synthesis of Research Evidence</i></u> (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		
EL Supplemental (7150/0000)	\$344	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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**

- 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?
<p>1. In 2019-20, Sunrise had 150+ parents who donated 12 or more hours yearly to volunteering directly with children. Our goal in 2020-21 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.</p>	<p>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</p>	<p>1. End of Year EGUSD Parent Survey results as well as RSVPs to our 5 Star Volunteer Dinner.</p> <p>2. A roster of members as well as a list of volunteers and dates of service will be collected.</p>

<p>2. 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 2020-21 is to grow our program by 5.</p>	<p>and Wright, 2003).</p>	
---	---------------------------	--

Funding Source	Amount	Description of Use		
----------------	--------	--------------------	--	--

**Site Goal 4.3**

Sunrise Site Goal 4.3 is to increase the rate of attendance at school from 97.6% in 2019-2010 to 98% in 2020-2021 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?
<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.</p>	<p>Please see <a href="https://www.edweek.org/media/chronicabsenteeism-15chang.pdf">https://www.edweek.org/media/chronicabsenteeism-15chang.pdf</a> which emphasizes the negative effects on student outcomes due to chronic absenteeism.</p>	<p>1. Student attendance rates will increase from 97.6% as to 98% measured by the end of the year EGUSD RED attendance rate report.</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, 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 2020 - 2021**

**IV. 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	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$26,877	\$26,877	\$26,877	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	0	\$0	\$40,131	\$40,131	\$40,131	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$6,972	\$6,972	\$4,628	\$2,000	\$0	\$344	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$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	\$0	\$94,980	\$94,980	\$91,636	\$2,000	\$1,000	\$344	

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	\$94,980

<table border="1"> <thead> <tr> <th colspan="2">Benefits Calculator for Timesheets</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="radio"/> Certified</td> <td>Staff Amount \$ <input type="text"/></td> </tr> <tr> <td><input type="radio"/> Classified</td> <td>Benefits Amount \$ <input type="text"/></td> </tr> <tr> <td></td> <td>Total \$ <input type="text"/></td> </tr> </tbody> </table>		Benefits Calculator for Timesheets		<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>	<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>		Total \$ <input type="text"/>	<p style="text-align: right;"><b>Signatures:</b> (Must sign in blue ink)      <b>Date</b></p> <p>Principal <b>Martin Hock, III.</b> _____</p> <p>School Site Council Chairperson <b>Kim Martin</b> _____</p> <p>EL Advisory Chairperson <b>Borislava Mechkov</b> _____</p>	
Benefits Calculator for Timesheets											
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>										
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>										
	Total \$ <input type="text"/>										