

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunrise Middle School	43-10439-0124065		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sunrise Middle School plans to meet the Every Student Succeeds Act (ESSA) requirements per Local Control and Accountability Plan (LCAP) by ensuring that every student has access to a rigorous academic program as well as Social Emotional Learning (SEL) - especially during the COVID-19 pandemic. We offer weekly SEL lessons to all students and individual counseling or support groups for students that need additional mental health services. Moreover, students receive appropriate grade level curriculum to prepare them for college and career readiness. Frequent progress monitoring of our students ensures our program's success and determines which students need additional supports. Sunrise's Response to Intervention (RTI) program provides necessary supports to struggling students in the core subjects of English and Math. Selected students receive up to five extra hours of weekly English intervention, and all students receive five extra hours of math intervention, in addition to their regular English and Math classes. Additionally, students that need extra support with distance learning are provided with in person support to access their classes. Our Positive Behavior and Support (PBIS) group is acknowledging the work of exceptional or improving students with rewards and incentives and has trained staff on how to promote positive relationships with students. A positive school culture is helping all students succeed.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The student surveys were conducted in Fall 2020 during distance learning. Overall, the results were fairly positive, but it is concerning that only half of our 8th graders felt their emotional needs were being met. Perhaps it's their age. A number of the students mentioned that the daily meditation sessions via Zoom were really helping them cope with their stress.

1. Do you feel your school cares about you?
8th: 80% yes, 7th: 88%, 6th: 81%, 5th: 100%

2. Do your teachers hold high expectations for you?
8th: 80% yes, 7th: 88%, 6th: 96%, 5th: 100%

3. Do you feel supported in your academics?
8th: 83% yes, 7th: 94%, 6th: 87%, 5th: 93%

4. Do you feel supported in your emotional needs?
8th: 54% yes, 7th: 87%, 6th: 90%, 5th: 100%

5. Do you believe school will be better after the pandemic?
8th: 49% yes, 7th: 82%, 6th: 70%, 5th: 100%

For the staff survey, most staff said they felt supported in their job, well informed, and connected to the school. A few wanted to have more say in school decisions or to be offered more meaningful professional development opportunities.

We acknowledge that PD has not been a huge focus these past months due to COVID-19 - most has been offered in house.

We will again invite staff to request their own PD.

We also may ask staff for volunteers to become an advisory committee to our administrative leadership team.

And, for the parent survey, only 40 parents responded, but 39 of them answered Yes to all of the questions - that they're happy with their child's education, that they are kept well informed, and that they feel included in the decision making process. One parent answered No to all three questions.

We were disappointed that only 40 of our 265 parents responded, since we made the survey an easy tool to respond to via text. We will try

to conduct another survey later in the year.

Nonetheless, we were pleased that the response was overwhelmingly positive, and are reaching out to the one disgruntled parent.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration does both formal and informal evaluations to ensure staff effectiveness throughout the school year.

Informal evaluations are done by walk throughs when we are in person or by unannounced visits to Zoom sessions when we are in distance learning. After informal observations, administration provides constructive feedback to teaching staff on how to improve their pedagogical practices. Teachers are also offered release time to visit other classes. Formal

observations are conducted once or twice annually, or biannually, depending on years of service and experience at Sunrise. Observations cycles are viewed as constructive and for improvement of a teacher's craft, which ultimately translates to better student performance. We find that most of our teaching staff performs above satisfactory and design and institute improvement plans for those who are less than satisfactory.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The use of California Smarter Balanced Assessment Consortium (SBAC) testing, English Language Proficiency Assessments for California (ELPAC), and data from Achieve 3000, SuccessMaker, Think Through Math (TTM), and benchmarks in English and Math are used to modify and improve instruction for student achievement. Sunrise's Professional Learning Communities (PLC) evaluate common assessments that can be successfully implemented through distance learning. The results from these assessments are used to determine program placement, program effectiveness, and to modify instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers frequently administer assessments to monitor student progress. The results determine program placement into intervention or accelerated classes. Teachers are all using the same assessment tools as a means to calibrate and all be on the same page when it comes to feedback and progress monitoring. These assessments drive instruction and student learning. The teaching staff will focus on both formal and informal assessments during their PLC collaboration. Student survey data is used to determine student SEL needs and the professional development necessary to support it.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our staff meets the requirements for highly qualified staff except for our 6th grade Math teacher and our PE teacher.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff participates in ongoing Professional Development (PD) throughout the year. The PDs focus on the goals set during PLCs that include the following topics: SEL, PBIS, equity, the inclusion model, differentiation, intervention, distance learning, technology, and formal and informal assessments. In order to ensure access to instructional materials for students, much of this year's PD has been focused on digital learning platforms in order to implement a successful distance learning or hybrid model. Trainings are held from two to three times a month, with longer trainings occurring the week before school starts.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is based on assessment data, content standards, and staff needs. Individual needs are addressed in formal and informal evaluations.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Administrators that lead the PLCs support the teachers as content experts and instructional coaches. The PLCs provide the teachers time for weekly collaboration and reflection. Teachers also attend trainings offered by the Santa Clara County Office of Education and the Calif. Department of Education, as well as at local universities.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in grade-level meetings once a month. These are to discuss individual student needs as well as to plan cross-curricular instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is aligned to Common Core, NGSS and the integrated ELA/ELD standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We provide well over the recommended instructional minutes for reading/ELA and math, as our students generally come to our school from one to four years behind grade level.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lessons are aligned to grade-level standards in our curriculum maps, which are revised annually. In the event that students are behind grade level, such as during the pandemic year, teachers modify as needed but are sure to cover all of the main standards. Our master schedule allows us to provide intervention classes to all students on a daily basis.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All of our learning materials - textbooks, online, etc. - are standards-based. Hard copies are available to all students, although during the pandemic we are offering more materials online.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All subjects are taught with an assortment of SBE- adopted materials, supplemental materials and original sources.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following students receive extra instruction in math and ELA: special education students, English Learners, Newcomers, and low-performing students. This extra instruction is for up to five hours weekly in math and in ELA. We support an inclusion model for our special education students in all core subjects.

Evidence-based educational practices to raise student achievement

Teachers are trained in integrating literacy standards, student engagement, diversified instruction, and best practices for English Learners.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our parents have the option of joining our ELAC committee and School Site Council. Many also attending weekly parent classes and support groups. Our school board includes a voting parent representative. Parents are invited to frequent events such as parent conferences, high school night, and parent forums. Our girls are invited to part-take in a weekly computer coding class offered by a Silicon Valley Education Foundation. We have a full-time youth mentor on staff who is trained by Peacemakers Inc. The Santa Clara County Health Clinics has a clinic on our campus. The Second Harvest Food Bank comes to our school monthly to distribute groceries. The City of San Jose provided hotspots for our students, and First Book/CDW provided Chromebooks.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our School Site Council and English Learner Advisory Committee provide input in the planning and implementation and evaluation of our ConApp programs, particularly those to assist our English Learners, SPED students and low-income or homeless and foster youth.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Math intervention, English intervention, counseling, mentoring, student outreach, and English Learner tutoring.

Fiscal support (EPC)

Approximately \$130,000 in Title I, II, III and IV funding.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Teaching staff - leadership agenda - weekly meetings in October and November 2020
School Site Council November 2020 meeting
ELAC November 2020 meeting

Resource Inequities

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

No inequities in resources were found; however, more resources are needed to adequately serve our underserved population - especially during distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.41%	0.37%		1	1
African American	%	0.41%	1.12%		1	3
Asian	%	1.23%	0.37%		3	1
Filipino	%	%	0.75%			2
Hispanic/Latino	%	89.71%	91.01%		218	243
Pacific Islander	%	%	0%			0
White	%	0.82%	0.37%		2	1
Multiple/No Response	%	7.41%	0%		18	16
Total Enrollment					243	267

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 5			21
Grade 6		80	72
Grade 7		77	86
Grade 8		86	88
Total Enrollment		243	267

Conclusions based on this data:

1. Our school is 90 percent Latino; we are trying to diversify our student population by recruiting outside of our neighborhood area.
2. We also found a need for a fifth grade and added that classroom.
3. We have now enrolled more ELD newcomers from Central America and created a Newcomer class to serve them better.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		114	145		46.9%	54.3%
Fluent English Proficient (FEP)		85	80		35.0%	30.0%
Reclassified Fluent English Proficient (RFEP)		25	23		26.3%	20.2%

Conclusions based on this data:

1. Our English Learner population at our school has increased.
2. The number of ELD newcomers (Level 1s) at our school has increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			79			78			78			98.7
Grade 7			80			78			78			97.5
Grade 8			84			84			84			100
All Grades			243			240			240			98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			2504.			5.13			29.49			42.31			23.08
Grade 7			2541.			10.26			41.03			29.49			19.23
Grade 8			2577.			9.52			47.62			30.95			11.90
All Grades	N/A	N/A	N/A			8.33			39.58			34.17			17.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			10.26			43.59			46.15
Grade 7			14.10			48.72			37.18
Grade 8			21.43			52.38			26.19
All Grades			15.42			48.33			36.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			11.54			74.36			14.10
Grade 7			24.36			64.10			11.54
Grade 8			19.05			78.57			2.38
All Grades			18.33			72.50			9.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			12.82			60.26			26.92
Grade 7			8.97			73.08			17.95
Grade 8			8.33			78.57			13.10
All Grades			10.00			70.83			19.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			15.38			58.97			25.64
Grade 7			20.51			62.82			16.67
Grade 8			26.19			59.52			14.29
All Grades			20.83			60.42			18.75

Conclusions based on this data:

1. Our students outperform students at similar schools in central San Jose in ELA, but are still a few points from the proficiency level.
2. Generally, the longer students are at our school, the better they perform.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			79			78			78			98.7
Grade 7			80			80			80			100
Grade 8			84			84			84			100
All Grades			243			242			242			99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			2477.			6.41			11.54			38.46			43.59
Grade 7			2519.			8.75			10.00			51.25			30.00
Grade 8			2512.			5.95			13.10			30.95			50.00
All Grades	N/A	N/A	N/A			7.02			11.57			40.08			41.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			7.69			41.03			51.28
Grade 7			11.25			43.75			45.00
Grade 8			11.90			32.14			55.95
All Grades			10.33			38.84			50.83

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			5.13			43.59			51.28
Grade 7			11.25			47.50			41.25
Grade 8			5.95			45.24			48.81
All Grades			7.44			45.45			47.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6			5.13			48.72			46.15
Grade 7			7.50			68.75			23.75
Grade 8			7.14			59.52			33.33
All Grades			6.61			59.09			34.30

Conclusions based on this data:

1. We are working to integrate more ELD into our math classes.
2. We have increased our math intervention to address the student scores below the proficiency level.
3. We are providing more training to our teachers on how to provide better intervention and differentiation for our students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6		1559.5		1561.4		1556.9		40
Grade 7		1567.0		1567.5		1566.1		44
Grade 8		1595.8		1596.6		1594.3		27
All Grades								111

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		35.00		42.50		20.00		2.50		40
7		45.45		36.36		9.09		9.09		44
8		62.96		22.22		14.81		0.00		27
All Grades		45.95		35.14		14.41		4.50		111

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		65.00		27.50		2.50		5.00		40
7		68.18		15.91		11.36		4.55		44
8		59.26		29.63		11.11		0.00		27
All Grades		64.86		23.42		8.11		3.60		111

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		15.00		47.50		27.50		10.00		40
7		15.91		50.00		18.18		15.91		44
8		33.33		48.15		18.52		0.00		27
All Grades		19.82		48.65		21.62		9.91		111

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		22.50		55.00		22.50		40
7		13.64		70.45		15.91		44
8		40.74		44.44		14.81		27
All Grades		23.42		58.56		18.02		111

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		92.50		5.00		2.50		40
7		84.09		13.64		2.27		44
8		88.89		11.11		0.00		27
All Grades		88.29		9.91		1.80		111

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		10.00		60.00		30.00		40
7		18.18		52.27		29.55		44
8		40.74		40.74		18.52		27
All Grades		20.72		52.25		27.03		111

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		70.00		30.00		0.00		40
7		34.09		63.64		2.27		44
8		7.41		92.59		0.00		27
All Grades		40.54		58.56		0.90		111

Conclusions based on this data:

1. Our English Learners need more practice with listening skills; we therefore have added a listening curriculum.
2. Our newcomers need more dedicated time and so we have added a class for them.

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3. We are adding more academic language in English in all of our classes, though that effort has been stifled somewhat by distance learning during the COVID-19 pandemic.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
243	92.2	46.9	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	114	46.9
Socioeconomically Disadvantaged	224	92.2
Students with Disabilities	30	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian	1	0.4
Asian	3	1.2
Hispanic	218	89.7
White	2	0.8





Conclusions based on this data:

1. Most of our students are homogenous - socio-economically disadvantaged and English Learners.
2. Our enrollment has grown. We have added a fifth grade class.
3. About 14 percent of our students are special education students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="764 506 854 537">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1243 506 1333 537">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p>		

Conclusions based on this data:

1. The dashboard does not seem to adequately acknowledge growth in learning for small schools. For example, our school was rated orange for ELA even though students performed at nearly 50 percent proficiency despite being 50 percent English Learners.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 5.1 points below standard Maintained ++2.6 points 226	<p>English Learners</p>  Orange 28.3 points below standard Declined -7.1 points 136	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Yellow 6 points below standard Increased ++4 points 207	<p>Students with Disabilities</p>  No Performance Color 77.7 points below standard Declined -6.1 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.5 points below standard Increased ++4.5 points 204	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
52.7 points below standard Maintained ++2.8 points 79	5.5 points above standard Declined -5.1 points 57	2.6 points below standard Maintained -1.6 points 41

Conclusions based on this data:

1. Due to our homogenous population, the subgroups for ethnicity and economics don't show many differences.

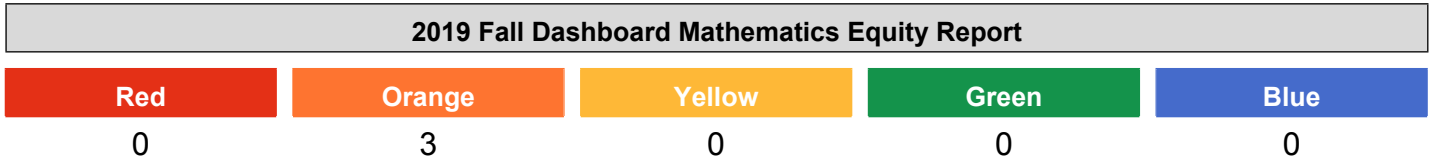
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 61.6 points below standard Declined -6.2 points 226	<p>English Learners</p>  Orange 79.1 points below standard Declined -10.2 points 136	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Orange 61.4 points below standard Declined -4.4 points 207	<p>Students with Disabilities</p>  No Performance Color 128.7 points below standard Declined -11.4 points 32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 61.7 points below standard Maintained -2.2 points 204			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93 points below standard Increased ++8.9 points 79	59.9 points below standard Declined Significantly -21.7 points 57	72.6 points below standard Declined -9.5 points 41

Conclusions based on this data:

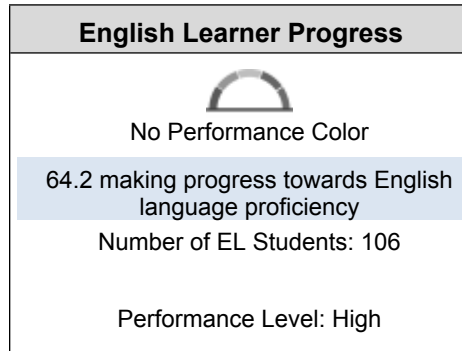
1. Due to our homogenous population, the subgroups for ethnicity and economics do not show significant differences.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8	16.0	21.6	42.4

Conclusions based on this data:

1. Our ELs show considerable growth from year to year.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

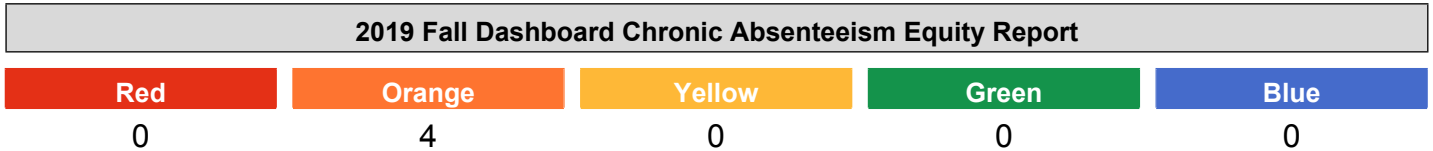
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>11.5</p> <p>Maintained +0.2</p> <p>260</p>	<p>English Learners</p>  <p>Orange</p> <p>11.3</p> <p>Increased +1.5</p> <p>124</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>12.2</p> <p>Maintained +0.2</p> <p>237</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>15.6</p> <p>Increased +5.6</p> <p>32</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12 Increased +0.7 233	 No Performance Color 11.1 Declined -7.1 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Due to homogenous population, no differences among ethnicity or economics.
2. We are working to improve our chronic absenteeism through a student outreach team that visits homes and conducts parent meetings.

School and Student Performance Data

Academic Engagement Graduation Rate

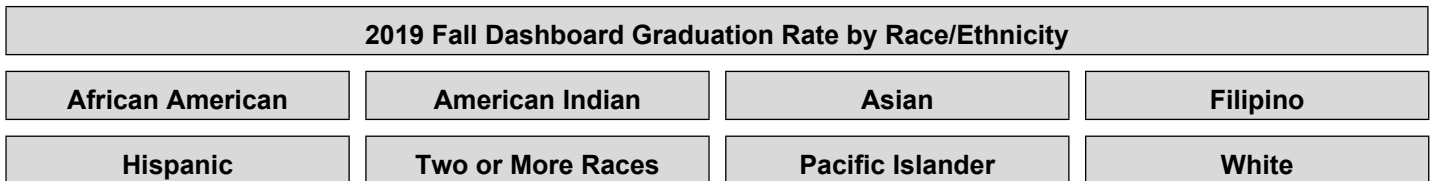
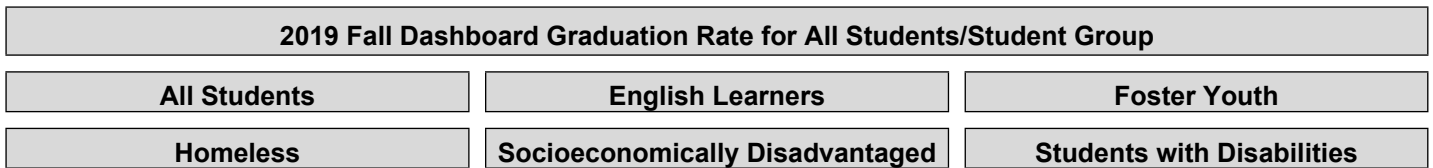
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

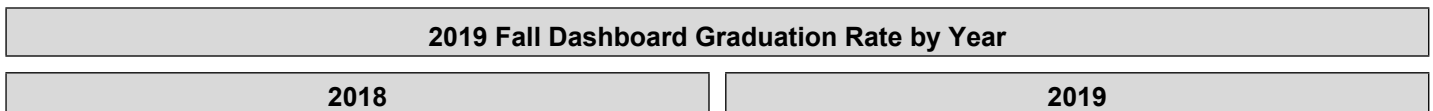
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A

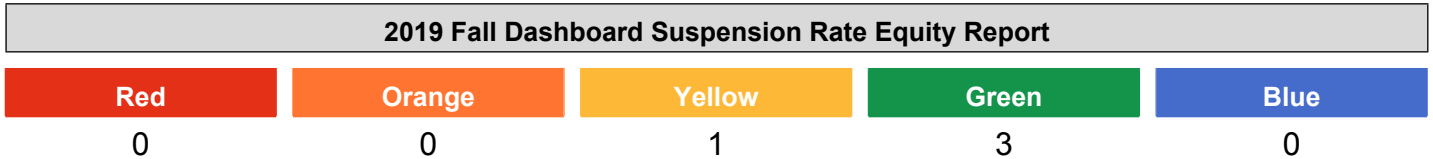
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.5</p> <p>Declined -1.8</p> <p>265</p>	<p>English Learners</p>  <p>Green</p> <p>5.6</p> <p>Declined -2.2</p> <p>125</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.9</p> <p>Declined -1.6</p> <p>241</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>9.4</p> <p>Declined -3.5</p> <p>32</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">7.6</div> Declined -2.1 238	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Declined -7.7 18	 No Performance Color Less than 11 Students - Data 2	

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.3	7.5

Conclusions based on this data:

1. Our suspensions show no difference to youth of color or low socio economic status, again, due to our homogenous population.
2. Our suspension rate has been cut in half over the last couple of years.
3. We are training teachers to be more effective in PBIS so that our suspension rate falls even lower.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

High-quality staff

Goal 1

High-quality staff: Believing that the success of a school lies within the classroom, Sunrise will continue to attract, support and retain a highly effective and diverse certificated teacher, clerical and administrative workforce. The 2019-20 school year will see a rather significant jump in average teacher salary, due to the recruitment of more experienced and highly qualified teachers who have more experience and skill in teaching English Learners. (\$1,887,500)

Identified Need

Sunrise is improving to the point where it is intent upon attracting and retaining the highest quality teachers. This year we are hiring several teachers who are veterans and experts in their field. This was made possible by the departure of other teachers, who, save one, are seeking employment outside San Jose. We believe we have turned this situation into a plus and are very excited about the new teachers we have recruited. Rather than paying a large salary increase to all of our staff this year, we are instead attracting teachers who, due to their experience, are requiring higher salaries than we are accustomed to paying. So, our overall salary budget is increasing significantly even though the raises we are offering are only 3 percent.

Our teacher salaries are now roughly on par with those of San Jose Unified School District for new teachers. However, our more experienced teachers are still falling behind. Nonetheless, this year we have found some highly experienced and qualified teachers willing to work at our school anyway, even though they might be earning less, because they are attracted to the whole-child model and may be acquainted with some of the people working here.

This remarkable level of commitment leads us to believe that our new teachers will want to stay at Sunrise. We will continue to do our best to make all teachers want to stay here. We believe this can be achieved through: 1. a close-knit faculty that works and plays together, 2. meaningful professional development, and 3. a high level of commitment on the part of the whole school to help all students, no matter how challenged, reach academic success and personal happiness.

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We know that teacher continuity in the long run will help our students. They will feel more connected to the school. They will build close relationships with caring adults. And, the school will need to spend less time on training new teachers and building culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SARC/School Salary Schedule	2019-2020: Teacher salaries will start at \$56,650. Average teacher salary will be \$76,800.	2020-2021: Salaries start at \$58,349. Average teacher salary maintained due to salary freeze, sparked by COVID-19 related budget concerns.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Turn-over	Several teachers left at the end of 2019-2020. Two were not invited back, and one left the area.	2020-2021: One teacher may leave at the end of this year due to her pregnancy.
Teacher Reflection Tool	Staff rating of school professional development support for teachers: 3-4 (Initial to full implementation)	Staff rating of school professional development for teachers will be about 4.5, or near full implementation and sustainability. All teachers will continue to feel that the administrative team listens to their concerns and supports their needs.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase salaries by 3% to keep closer to district level, thereby averting the departure of highly qualified and experienced teachers in the midst of a teacher shortage. The average teacher salary will be \$76,800. All teachers will continue to be appropriately assigned and hold EL authorization. Teachers also will be provided Professional Development to help them advance in their skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,878,500

Source(s)

LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continued quality professional development and collaboration opportunities for teaching staff.

1. Math professional development - resuming collaborative efforts with area high schools to which our students matriculate. The Foundation for Hispanic Education has especially requested this for our large number of students matriculating to Luis Valdez Leadership Academy.
2. In-house trainings to make our teaching more engaging and student centered.
3. State, SCCOE and in-house trainings to increase our achievement among English Learners.
4. Continued collaboration time on Wednesday afternoons. This is divided into whole staff meeting time and specific collaborative time for PBL, department and grade level meetings.
5. Continuation of the Cooperative Learning Workshop from Kagan Professional Development - Classroom Management and Student Engagement.
6. ELA and 5th grade team will go to Long Beach for four days this summer to learn more about the Lucy Calkins reading workshop strategies.
7. Continued focus on teacher mentoring.
8. Continued in-house training on socio-emotional learning.
9. CAFE conference for ELA/ELD teachers, to expand their teacher toolbox by using strategies such as combining ELA standards with ELD standards, to be abreast of new research and evidence based instructional strategies, and to compliment our school improvement efforts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,455	Title II Part A: Improving Teacher Quality
6,000	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continued opportunities for personal and professional growth for all staff

- 1, Administrative credential payment Year Three with LEAP for Asst. Principal Jesus Meraz (Rusila Racinez and Jessica De Anda are postponing this work for one year.)
2. Continued in-house training for whole child education, meditation and inspiring students in poverty.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF Supplemental and Concentration

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At the "last minute" staff agreed to a salary freeze for all but the lowest paid employees, due to COVID-19 related budgetary concerns. However, we did not need to lay off any employees due to the pandemic. The PD, though largely online or in-house due to COVID-19, has been effective. Most of this PD took place in Spring 2020 to get us ready for online programs. We're now implementing Schoology and soon are looking forward to focus on traditional PD rather than just the more tech-oriented. We also are planning major COVID safety instruction for our employees and students before they return to campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Sunrise maintained salaries for all teachers and increased for the lowest paid employees. Most Professional Development has occurred in house, by our Math and ELA directors, and some of our out-of-town conferences were cancelled, due COVID-19. Teachers instead turned to virtual trainings. Our math and ELA department directors, in turn, received considerable training from the state and SCCOE in spring of 2020 to prepare them to guide the teaching staff through distance learning. We also will provide extra training to our new staff members.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sunrise intends to provide salary increases for all staff in 2021-2022 and to resume our normal professional development schedule.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Integrated ELD

Goal 2

Integrated ELD: Sunrise will continue to build its comprehensive educational plan for our English Learners and recently reclassified students, who comprise the majority of our student body. Three of our new teacher hires are bilingual in Spanish and English. (\$65,000)

Identified Need

Nearly 80% of our students are either English Learners (45%) or recently reclassified to English Proficient (35%), therefore, EL services are a tremendous need at Sunrise.
 The percentage of our English Learners who achieved proficient or better on the state test in English grew to 18 percent from 15 percent the previous year.
 The percentage of our English Learners who achieved proficient or better on the state Math test grew to 12 percent from 9 percent the previous year.
 While the growth in both categories is strong, our ELs are still performing considerably below other students statewide.
 Additionally, our school's ELD plan, despite improvement in this area, is still somewhat fragmented, with different teachers trying different approaches.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate	In 2018-2019: Reclassification: 50% of our continuing English Learners (7th and 8th graders) will be reclassified in 2018-19.	In 2019-2020 we focused primarily on reclassifying eligible 8th graders who would be promoted to high school, since we were not able to complete the ELPAC administration.
SBAC proficiency scores	Data for ELs in 2018-19 not available.	SBAC not taken in 2019-20 due to COVID-19
Internal writing rubric	In 2018-19, 60 percent of our 8th grade English Learners scored at proficient or above in writing.	We did not complete a year-end internal writing test in spring 2020 due to COVID-19, but anticipate that our 8th grade ELs will continue to score at the same level of proficiency in Spring 2021.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELD Teacher will continue to serve Beginning to Intermediate level ELs in the designated block and during class time. She will help them access the curriculum through weekly collaboration sessions with the other teachers. Her position will be at 0.85 FTE. Entire teaching staff will be trained in foundational ELL strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

65,000

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Next year, we plan on strengthening our EL program by continuing to develop teachers' capacities with foundational ELL strategies by focusing on the basics such as scaffolding, SDAIE, and GLAD strategies. Further trainings and/or data collection will take place around these practices. Additionally, we will continue to align our pull out program of level 1's and 2's to compliment our Writing Performance Based Assessments, or PBAs. Through pullouts, students will receive individualized support with basic reading, or writing skills that they might not otherwise receive considering the rigor and pace that's necessary in the general classroom setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF Supplemental and Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

All of our teachers will continue to participate in focused ELD training, as it is offered through the SCCOE and in house.

English teachers will again be trained in classroom management and student engagement from Kagan Professional Development. While this is not geared toward ELs specifically, it does much to engage our more challenged learners.

Math/Science will be part of an informal collaborative working with The Foundation for Hispanic Education (TFHE) on how best to teach math to ELs.

TFHE has asked us to resume this collaborative partnership. We were not able to in 2018-19 due to turnover mid-year in our math department.

Three of our new teachers will be bilingual.

Our English learners will benefit from Achieve 3000 and the purchase of a Rosetta Stone library and bilingual books.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,588	Title III
	LCFF

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Activities are being implemented as planned. However, the partnership with The Foundation for Hispanic Education was not able to resume due to TFHE teacher turnover.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Much of the professional development is being conducted in-house by the English Department Chair, who has been trained at state trainings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The ELD instructor performing the designated blocks under the guidance of the English teaching staff is now a full-time employee. We increased the hours due to her availability and student needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic accountability

Goal 3

Academic accountability: Sunrise will provide a high quality and comprehensive instructional program that empowers students to not only perform well on the state standardized tests, but to also be college and career ready, creative and critical thinkers, technologically savvy, and skilled in leadership, collaboration and conflict resolution. This plan includes a comprehensive Multi-Tiered System of Supports (MTSS), which melds our newly established PBIS with RTI and our other student intervention and engagement programs. We have a new full-time position for Youth Mentor for our Tier 2 and Tier 3 students. We are also adding a fifth grade class so that we can begin working with our students at a younger age and help them become better prepared for high school by the time they leave 8th grade. (\$342,820)

Identified Need

Sunrise students, although increasing in both math and English on the state standardized test, are still categorized as “low,” compared to students statewide. Our students were still an average of 12.2 points below Level 3 in English and 61.6 points below Level 3 in math. Additionally, the vast majority of our students come from very low-income families. Many still don't have computers at home so we loan ours out. They do not hear academic language at home, and the majority of their parents have only an elementary school education. They have little exposure to critical thinking, college or careers. Therefore, it becomes incumbent on us to provide this exposure.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	2018-2019: 48% proficient in ELA and 19% proficient in math	2020-2021: Maintain same percentages, or hopefully, go higher despite COVID-19 interruptions to learning
Internal writing rubric	2018-2019: 82% of our 8th grade students will score a 3 or 4 on a 4-point rubric.	2020-2021: 82% of our 8th grade students will score a 3 or 4 on a 4-point rubric.
Internal Writing Rubric	64.5% of all our students are scoring a 3 or 4 on 4- point writing rubric.	64% of all our students will score a 3 or 4 on a 4-point rubric.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The assistant principal and English and Math department chairs will continue to coach teachers utilizing a coaching model that includes frequent feedback, reflective planning, instructional coaching and small group coaching.

We also will continue with a rich variety of online, math intervention and ELA programs.

We will continue to offer a fifth grade class to give our students an early start to middle school education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

342,820

LCFF

79,176

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

IMPROVED PROJECT BASED LEARNING FOR STUDENT ENGAGEMENT:

PBL Year 4: We will be able to truly deepen the scope and breadth of our PBLs under the leadership of one of our social studies/social justice teachers, who has several years experience with project based learning.

Our projects will be tied to the history and English classes, and to a lesser extent, to science and math.

NGSS Year 4: We will continue to use STEMscopes from Accelerate Learning and to prepare our students for the California Science Test (CAST). Limited funds keep us from buying new science curriculum for grades 6-8 at this point; we are purchasing FOSS for our new 5th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
93,000	LCFF Supplemental and Concentration
5,200	LCFF Base
	Not Applicable

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ACADEMIC IMPROVEMENTS

Employing the same growth mindset we expect from our students, Sunrise continues to seek ways the school can improve academic engagement and growth for its students.

First and foremost, we are adding a new fifth grade class next year so that we can start working with our students at a younger age and have them better prepared for high school. The teacher is bilingual and experienced with English Learners. Her salary is included under Goal 1.

Also:

We were not able to focus as much on aligning skills for critical thinking, creativity and communication as we had hoped, due to one of our administrators having to devote much of her time to subbing math this year. However, we'll be back focusing on this in 2019-2020!

We intend to purchase another set of classroom computers and possible a second set, if we get a donation.

We will continue to offer our expanded computer coding and robotics classes that we started in 2018-2019 - and also continue the girls STEM club.

We will likely replace our two special education teachers with one resource specialist and one paraprofessional, due to budgetary concerns. Having two resource specialists did not seem to make much of a difference, according to the core teachers. However, we may keep two resource specialists if we receive one of two multi-year grants for which we have applied. We will have 2.0 FTE paraprofessionals, 1.5 FTE funded by LCFF Supplemental funds and .5 by Title 1.

We will continue to use an inclusive intervention model for the third year, utilizing "power group" instruction wherever possible.

We also will continue with a rich variety of online, math intervention and ELA programs, including Achieve 3000, Imagine Math, SuccessMaker, Listenwise, iReady, DreamBox for 5th, English 3D, Common Core Plus, etc.

We will start an after school reading intervention program.

Additionally, we're increasing our library and book club budget to engage our students more in reading. We did this in 2018-19, and it really helped engage our students, who previously had not been that excited about reading.

We'll also continue with our current system of interim and benchmark testing in ELA and Math to ensure we are making the necessary progress toward our CAASPP goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	LCFF Supplemental and Concentration
98,000	LCFF Supplemental and Concentration
30,000	LCFF Supplemental and Concentration
2,500	LCFF Base
16,120	LCFF Supplemental and Concentration
	LCFF Base
12,000	Title I
10,000	Title IV Part A: Student Support and Academic Enrichment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Sunrise has noticed a dramatic drop in referrals after starting a PBIS system and intends to continue with the program.

This year we were able to hire a full-time youth mentor trained by Peacemakers Inc. to work with our Tier 2 and Tier 3 students.

We also increased our counseling services to include the following:

- * three girls groups
- * one grief group
- * one-on-one counseling from Alum Rock Counseling Center
- * a San Jose State counseling intern twice a week
- * a retired school counselor once a week

Teachers and other staff were given in-house training on PBIS - the common language, reward system, etc.

We will be able to continue with PBIS in all these areas next year, and will be sure to train our new employees in the system as well.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

72,000

Source(s)

LCFF Supplemental and Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Multi-Tiered System of Supports (MTSS)

Sunrise has been delayed somewhat in implementing its key action items for MTSS, but will focus on these next year:

1. Aligning and defining the components of our academic RTI and PBIS
2. Prioritizing our many initiatives and programs so as to form a vision for the logical integration of these components
3. Making more informed decisions that impact our school where improvement is most needed - for example, in mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our academic efforts were hurt in spring of 2020 due to the COVID-19 pandemic, but we have doubled our efforts to mitigate learning loss again in 2020-2021. For PBIS, we continue to use our Peacemaker Youth Mentor for improved student engagement and participation, although some of our ability to hold counseling groups was cut short by the pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in budgeted expenditures. We have instituted a student outreach program during the pandemic, whereby our asst. principal and a teacher go to student houses (abiding by safety protocols) to motivate students who are missing class. This has been quite effective.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are most concerned about our students' learning loss in math, due to COVID-19. We found that the students in our in-person 2020 summer program had forgotten much of what they had learned. Therefore, this year we are doubling our efforts to catch them up in that content area. All students are receiving an hour of math instruction from their certified teacher daily, another hour in math intervention organized by the math team and taught by paraprofessionals, and a final half hour of online learning through SuccessMaker or Imagine Math.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Whole Child Education

Goal 4

Whole Child Education: Sunrise creates a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation. We are adding more college readiness classes for our parents in addition to our current parenting classes. (\$258,370)

Identified Need

Students in poverty need more than strong academics to prepare them for success in college and career. They also benefit greatly from:

- * a character building program that emphasizes grit, perseverance, curiosity and optimism
- * a second-home, nurturing environment
- * a daily program in stress reduction
- * the presence of caring adults who believe in the students' ability for success
- * parental involvement
- * exposure to college and career
- * group and individual counseling, as needed
- * and opportunities to see the world beyond their immediate neighborhood.

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We believe we have made great progress in all of these areas, but could still make more of an impact in the area of parent support and education, so will be focusing on this next year.

We also will be focusing more on college and career, as that area was hampered by one of our paraprofessional's needs to sub in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent satisfaction survey	<p>2018-2019:</p> <p>99 percent of parents felt their participation was valued.</p> <p>100 percent of parents felt the job does a good job of staying in touch.</p> <p>98 percent say they receive information on how to help their student improve.</p> <p>98.5 percent feel th school is a friendly and safe place to learn.</p> <p>95 percent believe teachers hold high expectations for their</p>	<p>2020-2021:</p> <p>Actual results</p> <p>39 of 40 parents responding to survey said that they're happy with their child's education, that they are kept well informed, and that they feel included in the decision making process.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students and give the academic support needed.	
Student school climate survey	Actual outcomes for 2018-19 student survey: 77.3% of students feel highly connected to their school 91.4% of students feel high academic motivation 90% of students feel held to high expectations 84.5% feel they have caring adult relationships at school 78.5% perceive the school as safe 15.6% experience harassment or bullying	We expect similar results in spring 2021. An initial, shorter online survey of our students found the following: 1. Do you feel your school cares about you? 8th: 80% yes, 7th: 88%, 6th: 81% 2. Do your teachers hold high expectations for you? 8th: 80% yes, 7th: 88%, 6th: 96% 3. Do you feel supported in your academics? 8th: 83% yes, 7th: 94%, 6th: 87% 4. Do you feel supported in your emotional needs? 8th: 54% yes, 7th: 87%, 6th: 90% 5. Do you believe school will be better after the pandemic? 8th: 49% yes, 7th: 82%, 6th: 70%
School/state data	2018-2019: 9.4% suspension rate. 2019-2020: 5.14% suspension rate	In 2020-2021 we anticipate a very low suspension rate due to the COVID-19 school closure and our own PBIS efforts. There have been no students suspended so far.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ACTIVITY 1: Sunrise will continue its programs for college and career readiness, including strong encouragement for attendance at our summer program to prevent the so-called "summer slide" so prevalent among children of poverty and English learners.

1. We anticipate having 80-90 students in the summer program, like this summer.
2. Continuation of our annual Career Fair and after school program - 100 students enrolled this year.
3. Expanding our university trips to two overnights and a third day trip.
4. Implementing an AVID program on campus. This year we implemented some aspects, such as community service, high school and college trips, speakers, and parent workshops. But next year we hope to do more in this regard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
54,000	LCFF - Supplemental
500	LCFF Supplemental and Concentration
10,000	LCFF Supplemental and Concentration
147,420	After School Education and Safety (ASES)
750	LCFF Supplemental and Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ACTIVITY 2: For parent involvement we will:

- * Make even more calls home and conduct even more one-on-one meetings with parents who don't come to our group meetings.
- * Provide parent education in the morning and evening, as we did this year.
- * Double the number of our college readiness classes provided by PIQE - and perhaps add classes on nutrition and healthy eating (if the budget allows).
- * Continue with our monthly parent coffees and ELAC/SSC meetings and our regular school-wide meetings and events.
- * Continue with our twice yearly parent conferences and weekly One Calls or mailings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,700	LCFF Supplemental and Concentration
2,000	LCFF Supplemental and Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Sunrise will continue to build upon its Socio-Emotional Learning program, believing that it is critical to success among its middle school youth.

ACTIVITY 3: The school will continue to provide:

- * Counseling for about 25 percent of its students (See Goal 3)
- * A 21-day Gratitude Challenge (repeating the three-year cycle for Kindness, Gratitude and Living Fearlessly)
- * Daily meditation at the beginning of the PE classes
- * A strong outdoor program (twice monthly activities)
- * League sports
- * A SCOPE character building program that emphasizes Self Control, Curiosity, Optimism, Perseverance and Effort.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,500	LCFF Supplemental and Concentration
3,500	LCFF Supplemental and Concentration
10,700	LCFF Supplemental and Concentration
14,300	Other
	After School Education and Safety (ASES)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sunrise is continuing to provide a strong SEL / Whole Child program despite having to go to distance learning during the COVID-19 pandemic. We are developing our own weekly SEL curriculum, providing students with a rich variety of topics in weekly advisories intended to go beyond our SCOPE (Self control, Curiosity, Optimism, Perseverance and Effort) characteristics and help them with all aspects of their lives as well as the stress caused by the pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have not been able to offer our university overnight trips and have offered only a few outdoor experience field trips due to the pandemic. However, we offer online daily meditation to all our students, conduct two counseling groups outdoors, and provide one-on-one counseling when needed or requested. Our students much prefer this to the phone call counseling offered by other agencies. Many of our students have commented in surveys that the daily meditation has helped them cope with their stress during the pandemic. We also have hired a parent liaison who is offering a parent support group and classes on a weekly basis plus, with her social service background, has been able to assist our families through their pandemic-related emergencies. Our ELAC and SSC advisory groups and annual career fair are continuing virtually.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We intend to continue this increased parent support for our families in future years, as it is much appreciated by our parents. We are continuing to provide high school application assistance and make sure that all of our students are made well aware of their many high school options. University trips, League sports, and regular outdoor experiential trips will resume after the pandemic.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$130,219.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,020,729.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$91,176.00
Title II Part A: Improving Teacher Quality	\$12,455.00
Title III	\$16,588.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$130,219.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
After School Education and Safety (ASES)	\$147,420.00
LCFF	\$348,820.00
LCFF - Base	\$1,878,500.00
LCFF - Supplemental	\$119,000.00
LCFF Base	\$7,700.00
LCFF Supplemental and Concentration	\$374,770.00
Other	\$14,300.00

Subtotal of state or local funds included for this school: \$2,890,510.00

Total of federal, state, and/or local funds for this school: \$3,020,729.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Teresa Robinson	Principal
Mitzi Merek	Classroom Teacher
Ivette Melendez	Other School Staff
Susana Gonzalez	Parent or Community Member
Mario Aguilar	Parent or Community Member
Elsa Carrasco	Parent or Community Member
Maria del Carmen Gomez	Parent or Community Member
Rosario Gaspar	Parent or Community Member
Jonathan Lopez	Secondary Student
Rebecca Alvarez	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on Nov. 16, 2020.

Attested:



Principal, Teresa Robinson on Nov. 16, 2020



SSC Chairperson, Rosario Gaspar on Nov. 16, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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