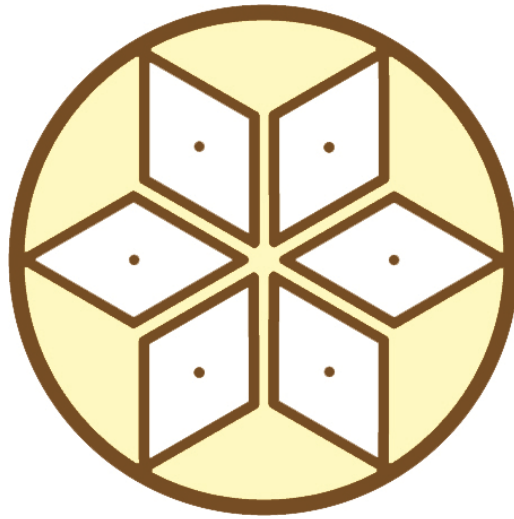


SUNRISE MIDDLE SCHOOL
A California Public Charter Middle School



Submitted to
The Santa Clara County Board of Education

For the term July 1, 2019 through June 30,
2024

For further information, please contact:
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TABLE OF CONTENTS OF LEGAL REQUIREMENTS

The following “Table of Contents of Legal Requirements” is provided to assist the Santa Clara County Office of Education (“SCCOE”) in establishing that all the elements and legal requirements of Education Code Section 47605 have been met in this charter renewal petition (“Renewal Petition”) for Sunrise Middle School (“Sunrise” or “Charter School”).

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENT

The Charter Schools Act of 1992, codified as California Education Code Section 47600 *et. seq.* (the “Act”), require each charter school to have a “charter” that sets forth a reasonably comprehensive description of the required elements of charter petitions. (Ed. Code § 47605).

By enacting the Act, the California Legislature intended to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

(Ed. Code § 47601(a)-(g).) The following sections of this Renewal Petition explain how Sunrise Middle School fulfills the requirements of Section 47605 of the Act.

In reviewing charter school petitions, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

AFFIRMATIONS AND ASSURANCES

As a public charter school authorized under the provisions of California Education Code Section 47605 by the SCCOE, Sunrise shall comply with all applicable laws and regulations regarding the operation and governance of public charter schools and the terms of this Renewal Petition. Sunrise affirms that it shall:

(a) Meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. (Ed. Code § 47605(c)(1))

(b) On a regular basis, consult with its parents, legal guardians and teachers regarding Sunrise's education programs. (Ed. Code § 47605(c)(2))

(c) Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. (Ed. Code § 47605(d)(1))

(d) Not charge tuition. (Ed. Code § 47605(d)(1))

(e) Not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual who has any of the aforementioned characteristics). (Ed. Code § 47605(d)(1))

(f) Admit all students who wish to enroll in Sunrise, and who submit a timely application, unless Sunrise receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, subject to certain preferences, as described in Element 8 of this Renewal Petition. (Ed. Code § 47605(d)(2)(A)-(B)) Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Sunrise in accordance with Education Code Section 47605(d)(2)(C). (Ed. Code § 47605(d)(2) (A) – (C))

(g) If a student is expelled or leaves Sunrise without graduating or completing the school year for any reason, notify the superintendent of the school district of the student's last known address within 30 days, and, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. (Ed. Code § 47605(d)(3))

(h) Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

(i) For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

(j) Be deemed the exclusive public school employer of the employees of Sunrise for purposes of the Educational Employment Relations Act. (Ed. Code § 47605(b)(6))

(k) Ensure that Sunrise teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. (Ed. Code § 47605(l))

(l) Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Cal. Code Regs., tit. 5, § 11967.5.1(f)(5)(c))

(m) At all times maintain all necessary and appropriate insurance coverage.

(n) Comply with any and all other federal, state, and local laws and regulations that apply to Sunrise including but not limited to:

1. Maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. (Ed. Code §§ 47612.5(a))
2. Comply with any jurisdictional limitations to locations of its facilities. (Ed. Code §§ 47605, 47605.1)
3. Comply with all laws establishing the minimum and maximum age for public school enrollment. (Ed. Code §§ 47610, 47612(b))
4. Comply with all applicable portions of the Every Student Succeeds Act.
5. Comply with the Public Records Act.
6. Comply with the Family Educational Rights and Privacy Act.

7. Comply with the Ralph M. Brown Act with respect to meetings of the governing board for Sunrise as to the business of the Charter School.
8. Meet or exceed the legally required minimum of school days.
(Cal. Code Regs., tit. 5, § 11960)

As the authorized representative of the petitioner, I hereby certify that the information submitted in this Renewal Petition for Sunrise to be located in the boundaries of the San Jose Unified School District is true to the best of my knowledge and belief; I further understand that if renewed, the Charter School will comply with all the assurances listed above.

Teresa Robinson, Lead Petitioner
Sunrise Middle School

Date

EXECUTIVE SUMMARY

Sunrise Middle School was founded seven years ago to benefit an underserved community in central San Jose, directly across from San Jose High School. Many students were walking or riding their bikes to the nearest district school because there was no other convenient transportation.

Built on a foundation that was financially weak but strong in heart, the school has flourished into a sought-after institution serving not only the academic needs of its primarily low-income, English Learner students, but also the socio-emotional needs of a vulnerable population plagued by poverty, threat of deportation, neighborhood gang influences, and all the normal social pressures that middle school youth face.

While in the first year, primarily due to economic pressures, Sunrise had among the lowest state test scores in the area, the school now has the highest English Language Arts scores of all the charter and district middle schools in central San Jose, and is about mid-range in math. We continually strive for better as we realize the importance of a strong middle school education for the future success of our students. We believe in our students and their ability to make important changes in their community and the world.

Above all, we believe that our students benefit from a “whole child” education. To this end, we continue to provide daily meditation, 8th grade Challenge Day, free after school and summer programs, league sports, a rich array of elective courses, numerous counseling groups as well as individual counseling, outdoor education, and 21-day challenges focusing on kindness, gratitude and living fearlessly.

We’re not stopping there either. This year, 2018-2019, we are adding four more important elements to this well-rounded education:

1. Full implementation of a Multi-Tiered System of Support, including PBIS (Positive Behavior Interventions and Support) and RTI (Response to Intervention), which was begun in the second semester of 2017-2018.
2. A Project Based Learning course designed to empower our students and make their learning more relevant. Our students are learning about and taking action on important social issues such as poverty and nutrition, economic justice, animal rights and self identity. (Please see Appendix F)
3. A mentor trained by the San Leandro-based Peacemakers agency, who will check in with our Tier 2-3 students several times a day, keeping them focused in the classroom, helping them resolve distracting issues with other students and teachers, working with their parents, and assisting the families in finding needed social services. (Please see Appendix J)

4. An on-site counselor three days a week.

We're excited about the improvement that these additional elements will bring to our already strong school culture.

We're also excited about the financial strength we've gained over the past seven years. We have built a healthy reserve through a cautious growth plan that's put the majority of revenue into the classroom and also set some aside each year. Sunrise has managed its public funding diligently during this time growing its fund balance reserve to over 33 percent.

We also are proud of our state and local test results, while we continue to strive for better.

According to the latest state CAASPP results available (spring 2017), our test scores in English Language Arts were the highest among the seven charter and district middle schools in our area. Those scores are now five percentage points higher. The state has not yet publicly released the results; however, our internal results showed that 46 percent of our students were scoring at or above grade level last spring. Additionally, our math scores were about mid-range for the charter and district schools in our area in spring 2017. Last spring those scores rose an additional percentage point; 26 percent of our students were at or exceeding grade level. Due to an error in the state's scoring of 8th grade math tests, that percentage may increase once the results are released publicly.

Our students also are showing strong individual growth on the NWEA MAP test. Approximately 80 percent of our students met or surpassed their growth target in math and reading last year. (Average is 50 percent.)

From Fall 2017 to Spring 2018, the percentage of students scoring at or above the 50th percentile nationally increased from 23% to 35% in Math and 31% to 44% in Reading.

There is something we are even more excited about than our test scores – and that's how well our students are able to do in high school and college. The first class of students that was with us all three years graduated from high school last June. Cristo Rey San Jose Jesuit High School accepted a dozen students, or one quarter of that class - everyone from Sunrise who had applied there. A number of these students were still struggling academically, and one still had challenges with substance abuse. However, she and all the others who attended save one are now attending four-year universities, including UCs, with financial aid. Only one will be attending a community college. Similarly, we have more stories from students who participate in San Jose High School's International Baccalaureate program that they, too, gain acceptance into four-year universities, including UCs, with full or near full financial aide. This shows that –

with support from a strong high school – we can launch our students on the path to success in college and career.

We thank the Santa Clara County Office of Education for all of the support and trust it has shown Sunrise over the past five years. We now are now asking the County Office to renew our charter for five more years.

We have 247 students in grades 6-8 and are not seeking to add any more in those grade levels. We recognize that one of the main reasons our students thrive is because they are in a small school with smaller than average class size, and that every adult in the school knows them and cares for them.

However, we are seeking to add a fifth grade class beginning in 2019-20. This is not an attempt to pull students away from San Jose Unified School District elementary schools, but rather, an attempt to respond to requests from our parents and from parents at neighboring charters.

The following is our projected enrollment for the next five years:

5th grade	6th grade	7th grade	8th grade
27	81	81	81

Total: 270

Rationale for a fifth grade class

All other charter middle schools in the central San Jose area have added a fifth grade class over the last few years. The main rationale for this is that, as the onset of puberty has moved earlier and earlier over the past years, the physical, emotional and social needs of fifth grade students are becoming more similar to those of sixth through eighth graders than to those of elementary school children. Middle schools – and Sunrise Middle in particular – caters to these socio-emotional needs of the young adolescent.

Additionally, many parents of fifth graders want their students to start attending a middle school such as Sunrise. They say that their students are not doing as well in their elementary school as they would like to see.

Indeed, state test scores seem to corroborate this information. There is a huge drop in scores from fifth grade to fourth grade, according to the CAASPP scores from the nearest three district and charter elementary schools:

Percentage of students at or above grade level in English and Math:

	School 1		School 2		School 3	
	4 th grade	5 th grade	4 th grade	5 th grade	4 th grade	5 th grade
ELA 2017	52.50%	41.70%	45.10%	45.66%	36.92%	30%
Math 2017	54.70%	41.70%	28.84%	15.22%	19.70%	13.75%

That being said, we are listening to parents when requesting an additional fifth grade classroom. The majority of our students come from district elementary schools, and many parents seem reluctant to withdraw their students before the traditional start of middle school, or sixth grade. We are convinced, however, there are enough parents from nearby charters who do want to send their students to Sunrise and who believe the atmosphere here lends toward a safe and nurturing environment for their young children.

Other than the huge drop in test scores from grade four to grade five, there is at least one other important factor that leads us to determine adding a fifth grade is best for our students.

Middle school teachers and students perceive the school culture as more performance-focused and less task-focused than do elementary teachers and students. Sunrise believes that both performance-focused and task-focused goals are important to helping students succeed. Elementary school teachers use instructional practices that emphasize task goals, and endorse task-focused achievement goals for their students, more than do middle school teachers. This may express a negative attribute if the performance-focused goals are not incorporated in the elementary level.

It is safe to say that a task-focused goal for students is the safest learning method to support students with organization skills, keeping students on track and preparing them for the world; it is also safe to agree that it is not ideal to only focus on this teaching method to younger adolescences. "A number of studies have indicated that the early adolescent years are characterized by a negative change in motivational orientation and a decline in academic performance for a number of children (Eccles & Midgley, 1989)."

When "younger adolescents" (5th graders) continue to be in an elementary level environment, it may suggest that students are less likely to be motivated to be in that school environment. Leading them to not be successful academically that year in the elementary level and eventually may prolong after the transition to middle school. (Eccles & Midgley, 1989).

Entering this new era of technology, students at a much younger age have access and are more expose to adolescent issues. Younger adolescents who

come earlier to middle school begin understanding how performance-focused goals are also important. Sunrise Middle School focuses on both performance-focused and task-focused goals, and this aids the students from feeling the “negative change in motivational orientation.” Therefore, students here are less likely to see a decline in the academic performance. (Eccles & Midgley, 1989).

Other studies suggest that underserved students, such as many Sunrise students, in particular benefit from a performance focus – even more than students who are not challenged academically. “Those students even showed a preference for challenging work, has more positive attitudes toward math and school, had higher self-concepts of ability, were more motivated and used more effective learning strategies than did the students who served” as task-focused. (Ames, 1990).

Additionally, middle school students, specifically male students, have the opportunity to be surrounded by more male teachers. At a younger age, male students will already identify that teaching is not only for females however for both genders. Is it safe to argue that when young male students are exposed to male teachers at a younger age, they are less likely to stereotype the education environment as being for females. Even though, the number of female teachers continues to be higher in both cases in elementary and middle school, there is still a higher amount of middle school male teachers in comparison to elementary school teachers displayed.

“Differences Between Elementary and Middle School Teachers and Students: A goal Theory Approach” Midgley, Carol; Anderman, Eric; Hicks, Lynley

“Individual Differences in the Effects of Educational Transitions on Young Adolescent’s Perceptions of Competence and Motivational Orientation” Harter, S; Rumbaugh Whitesell, N; Kowalski, P

Ames, C. The relationship of achievement goals to student motivation in classroom settings. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Sunrise Middle Exceeds the Standards for Charter Renewal

The standards for charter renewal are found in California Education Code Sections 47605 and 47607. A charter school “shall” meet at least one of four minimum criteria set forth in Education Code Section 47607(b) prior to receiving a charter renewal. However, three of the four criteria are based on the Academic Performance Index (API) system that the California Legislature suspended in 2013, and no longer apply as renewal standards. We therefore focus on the fourth criteria:

“...the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well

as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

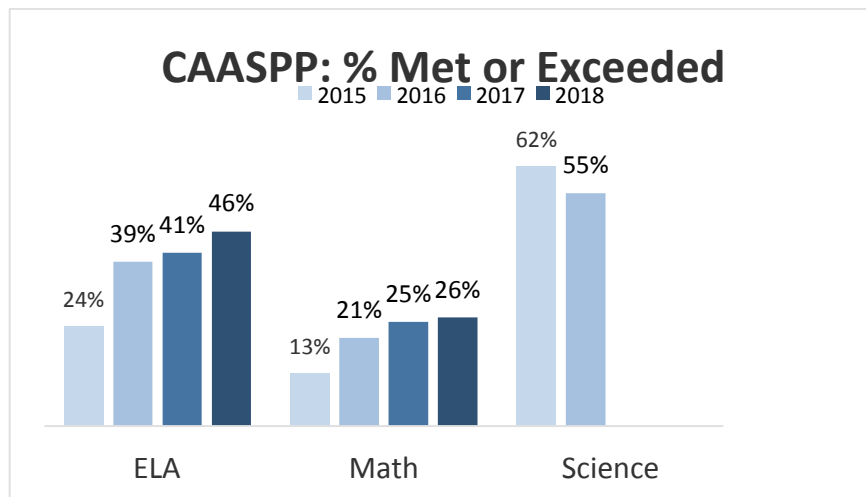
Further, as a result of the suspension of API, the Legislature provided a new charter renewal standard as it relates to academic achievement in Education Code Section 52052(e)(4):

“Schools that do not have an API calculated . . . shall use one of the following: (A) the most recent API calculation; (B) an average of the 3 most recent annual API calculations; or (C) alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among numerically significant pupil groups.”

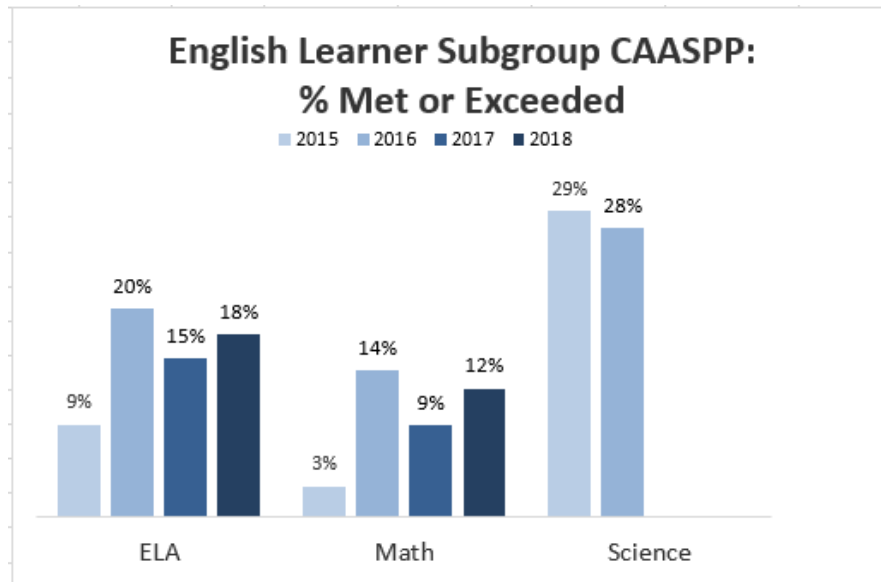
Sunrise Middle School meets all of the legal criteria for renewal of our charter under Education Code Sections 47607(b) and 52052(e)(4).

Summative Data

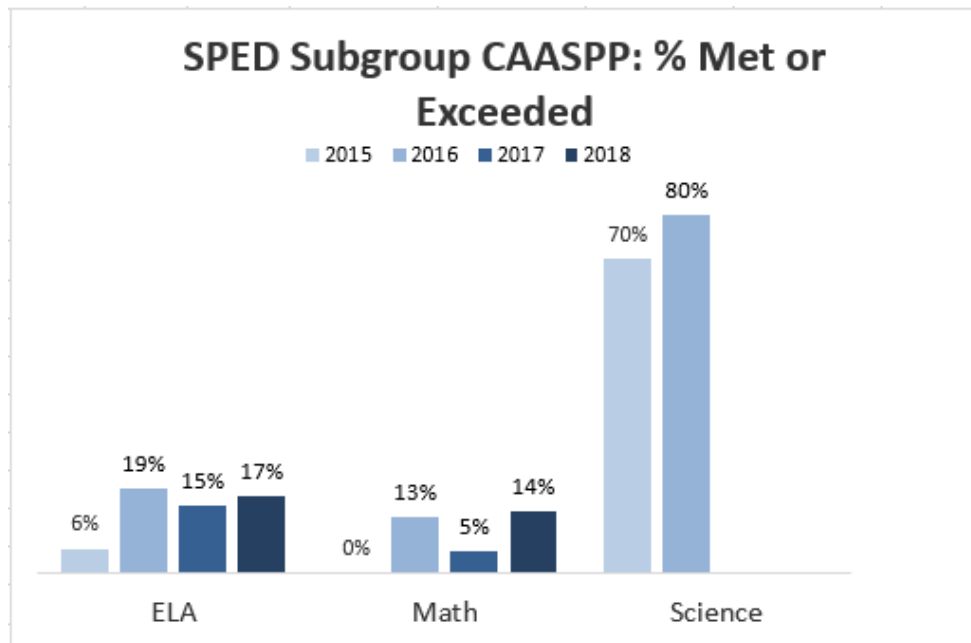
At Sunrise Middle School, school-wide performance on the Smarter Balanced assessments has continued to improve each year since the tests were introduced. The percentage of students scoring “met” or “exceeded” on the Smarter Balanced Assessments in 2018 rose five percentage points in ELA and one percentage point in Math.



Just as the percentage of Sunrise Middle School students meeting or exceeding the standard grew in ELA and Math among the overall student population in 2018, we also see growth for the English Learner subgroup, with a gain of three percentage points each in ELA and Math in 2018.

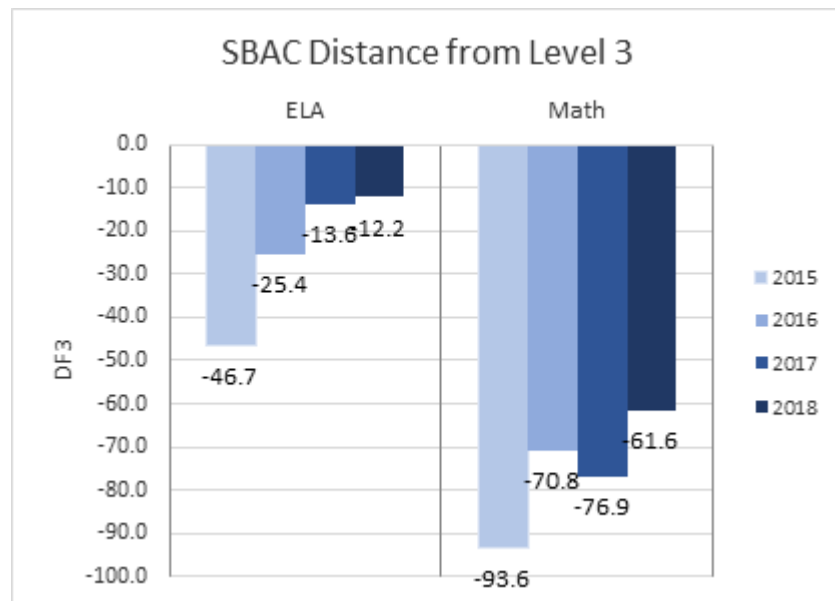


When looking at the percentage of students meeting or exceeding the standard in the Special Education subgroup, we also see growth in 2018, with a two percent increase in ELA and a nine percent increase in Math.

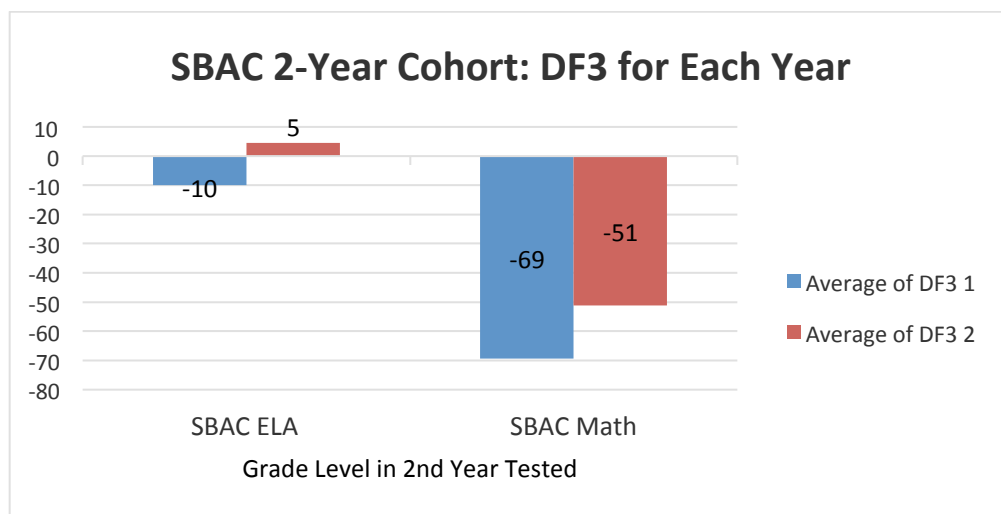


The CA School Dashboard uses the distance from level 3 (DF3) to measure status and change for the academic indicators and show improvement at the scale score level. Sunrise Middle School improved its DF3 in both Math and ELA for 2018. The school-wide DF3 improved by 1.4 points in ELA and 15.3 points in Math for 2018. In Math, the 2018 DF3 measure shows more dramatic improvement from 2017 than the percentage met or exceeded measure, which tells us that the school average scale score improved significantly even though

not as many students moved from one performance band to the next. Sunrise is at its best-ever DF3 for both subjects in 2018.

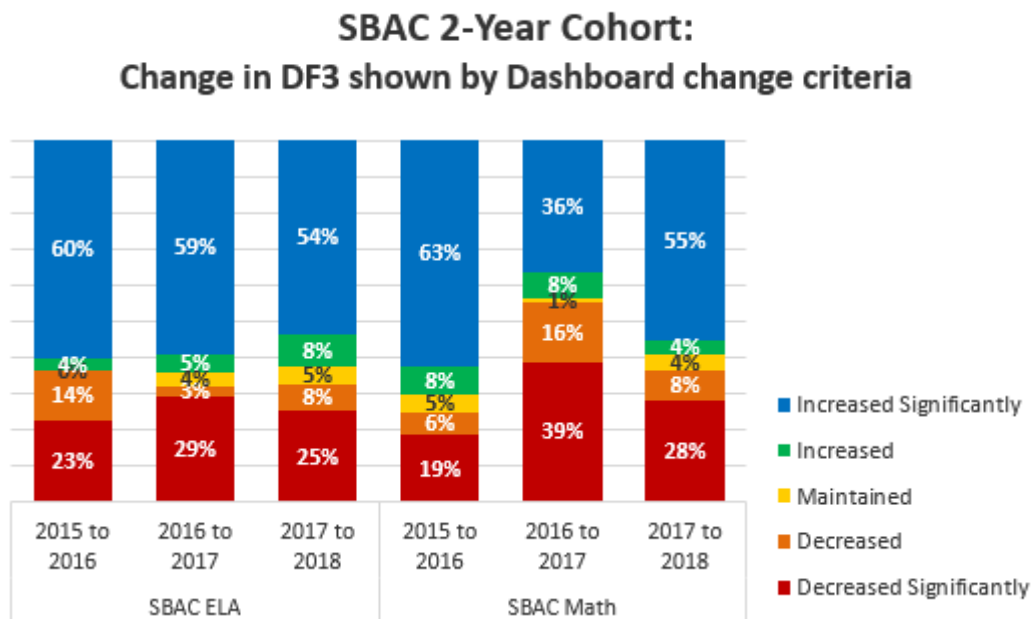


Looking at growth and achievement for students continuously enrolled can provide insight into the impact of the school program for students over time. We can see from the chart below that in ELA for the 2-year cohort of students tested in 2017 and 2018, the average DF3 rose 15 points in 2018. In Math, for the 2-year cohort, the average DF3 rose 18 points. This data suggests that Sunrise Middle School is bringing positive gains for students over time.

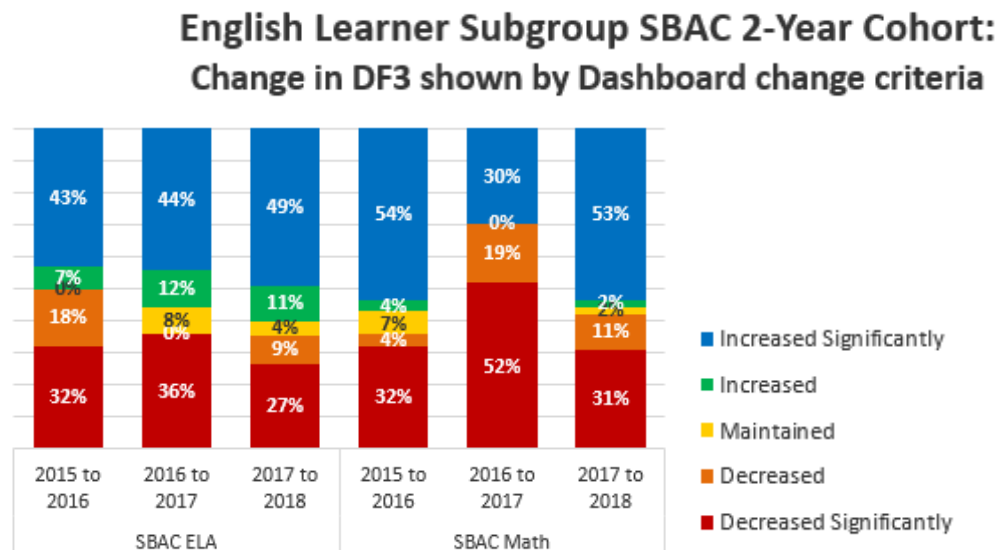


The CA Dashboard uses criteria to determine levels of change in DF3. When applying these criteria to a 2-year cohort at Sunrise, we see that a majority of students increased significantly in ELA and Math from 2017 to 2018. In ELA, across the past four years, the 2-year cohort consistently featured 54-60% of

students increasing significantly. In Math, we see 55% increasing significantly in 2018 and 63% in 2016, with a dip to 36% in 2017.

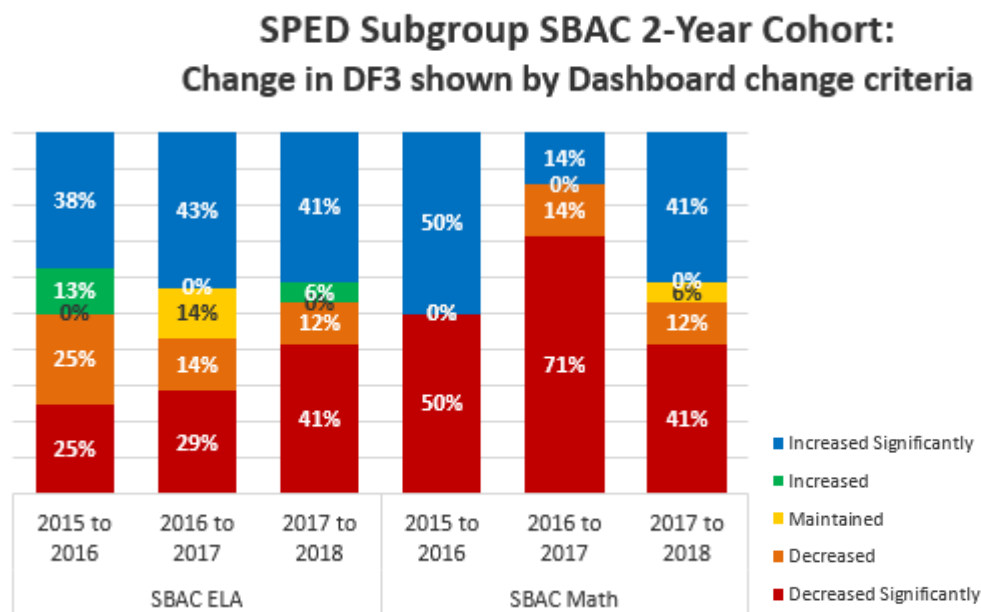


We can also look at the performance of continuously enrolled students by subgroup. When looking at change in DF3 2-year cohort for the English Learner subgroup 2017 to 2018, we can see similarly strong growth on par with the general population in Math and slightly lower but still strong growth in ELA.

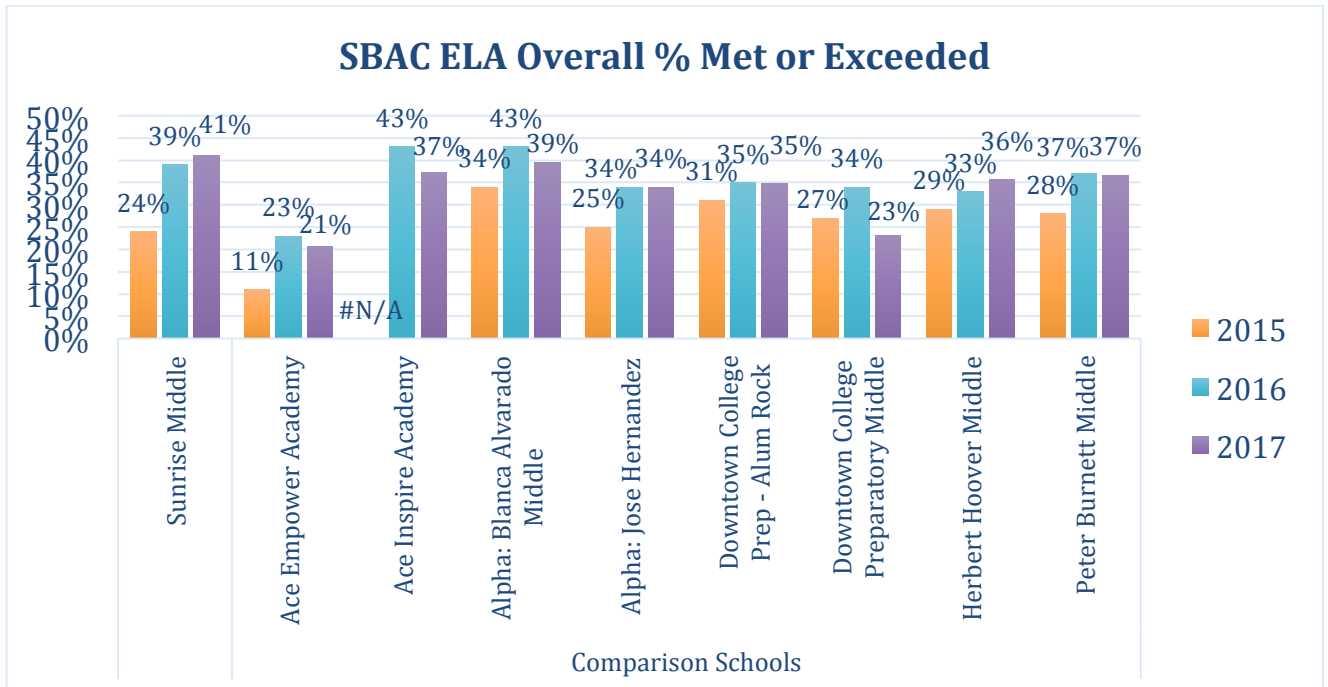


Examining change in DF3 2-Year Cohort for the Special Education subgroup, we see greater overall increases from 2017 to 2018 in both ELA and Math. In ELA, although the group that increased significantly dropped by two percentage points, there was an additional 6% in the increased category. In Math, the percentage of

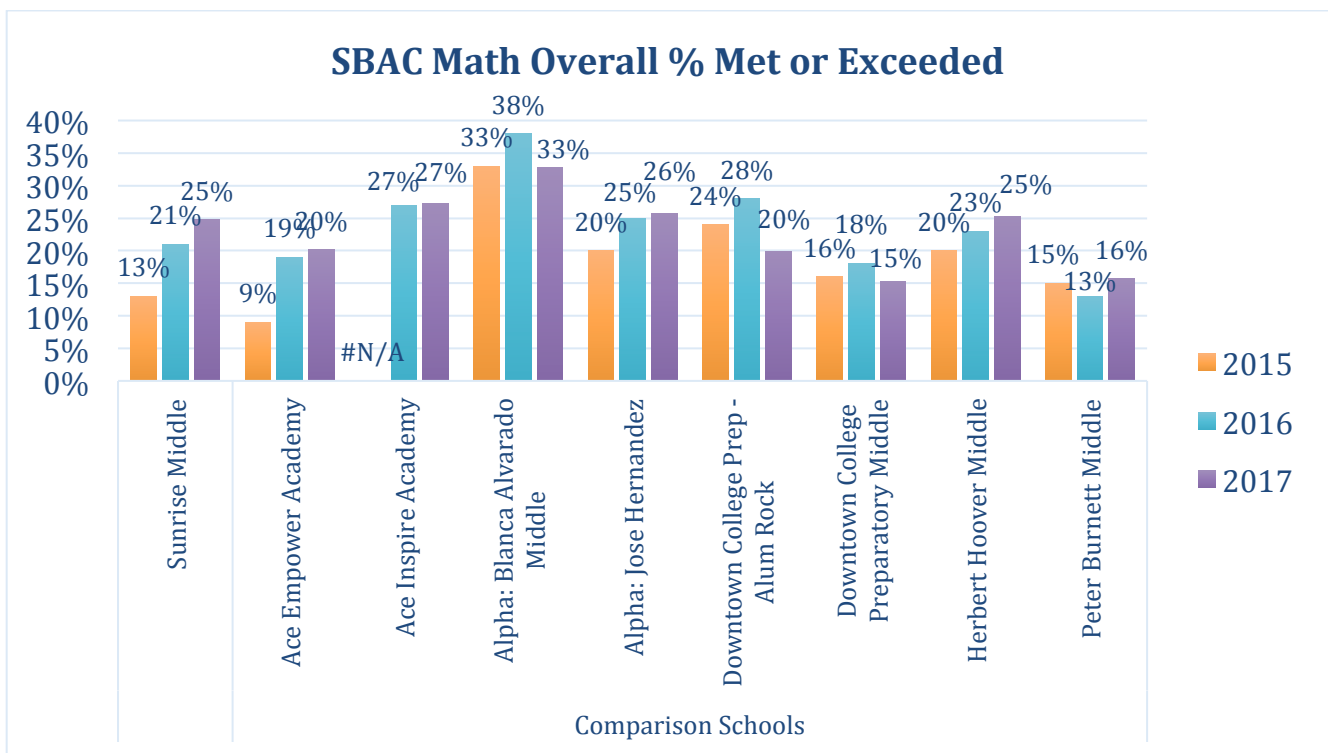
students that increased significantly grew from 14% for 2016-2017 to 41% from 2017-2018.



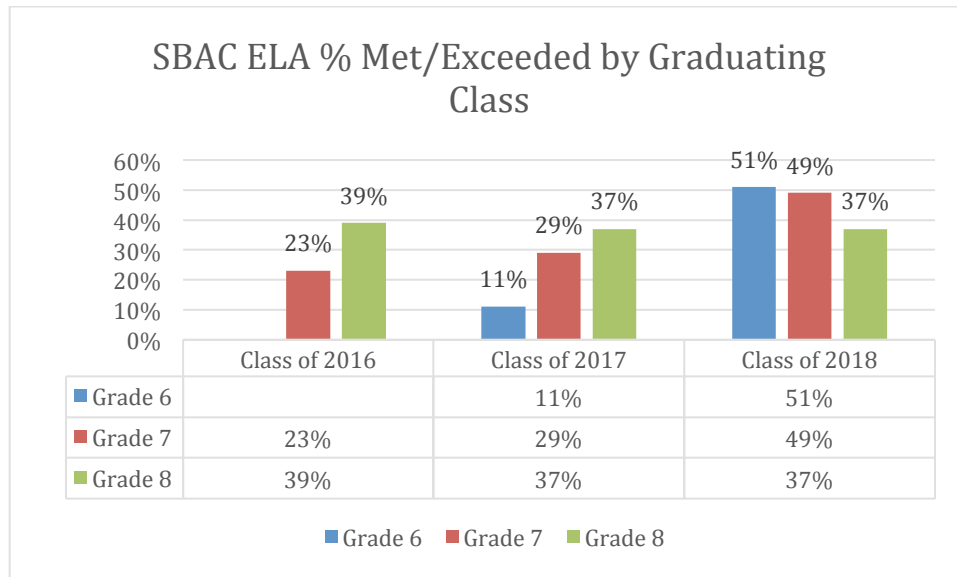
Looking at comparison schools' performance over time can provide valuable insight into Sunrise Middle School's growth and achievement relative to local schools. When comparing the overall percentage of students meeting or exceeding the standard on SBAC ELA for 2015-2017, we see that Sunrise Middle School grew each year from 2015 to 2017 and achieved the top percentage for the most recent year of available data, 2017.



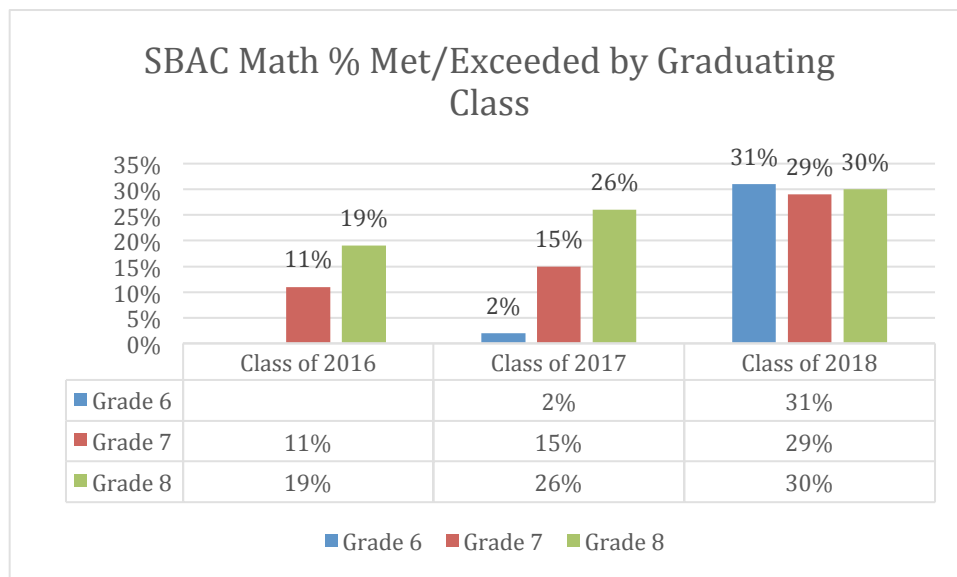
When comparing the overall percentage of students meeting or exceeding the standard on SBAC Math for 2015-2017, we again see that Sunrise grew each year in the percentage meeting or exceeding the standard. Sunrise Middle School performed in the mid-range of comparison schools in 2017.



We can also investigate the progress of a cohort of students through the grades to look for trends and achievement levels. When viewing percentages meeting or exceeding the standard on SBAC ELA, we see that the Sunrise Middle School graduating classes of 2016 and 2017 each grew consistently in achievement over the grades.



We see similar trends in SBAC Math when looking at the percentage meeting or exceeding the standard by graduating cohort. For the Sunrise Middle School classes of 2016 and 2017, there was growth each year. The class of 2018 hovered around 30% all three years, showing higher overall achievement than prior graduating cohorts.



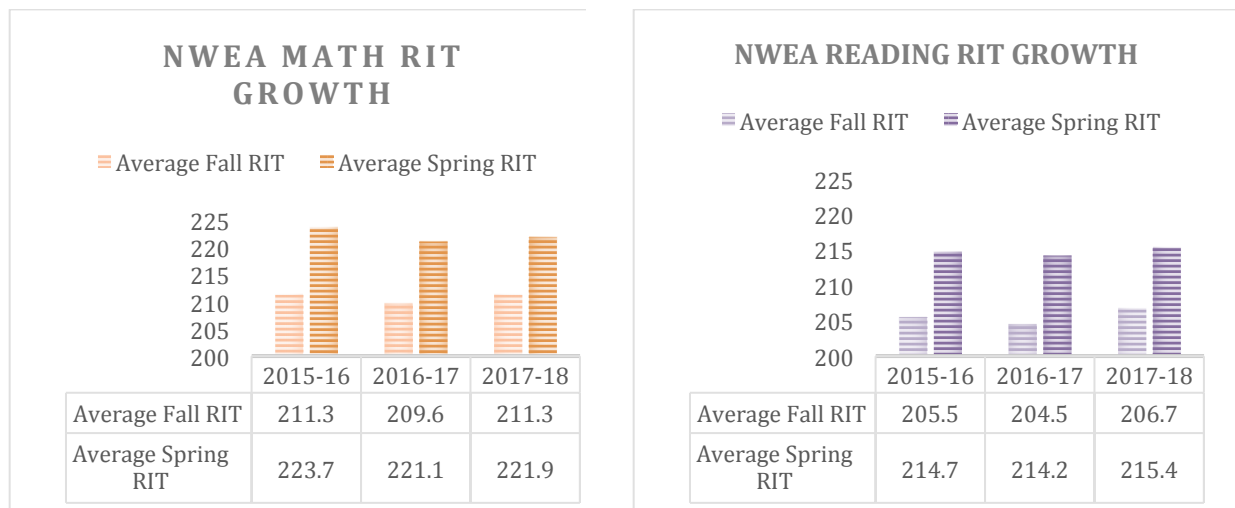
We were concerned that the class of 2018 did not show as much growth as prior 8th grade cohorts on the SBAC in both ELA and math. We attribute this primarily to severe emotional and behavioral issues in that class and are planning to correct this issue in future years. However, to address these concerns, beginning this year, we have instituted several measures to support our students in these areas: 1) a full PBIS program, 2) having a counselor on site three days a week, and 3) hiring a full-time youth mentor trained by Peacemakers Inc.

Already after the first month of school in 2018-2019 we have noticed a significant drop in referrals, and there have been no suspensions.

Additionally, we have strengthened our math department with the hiring of two new and experienced teachers.

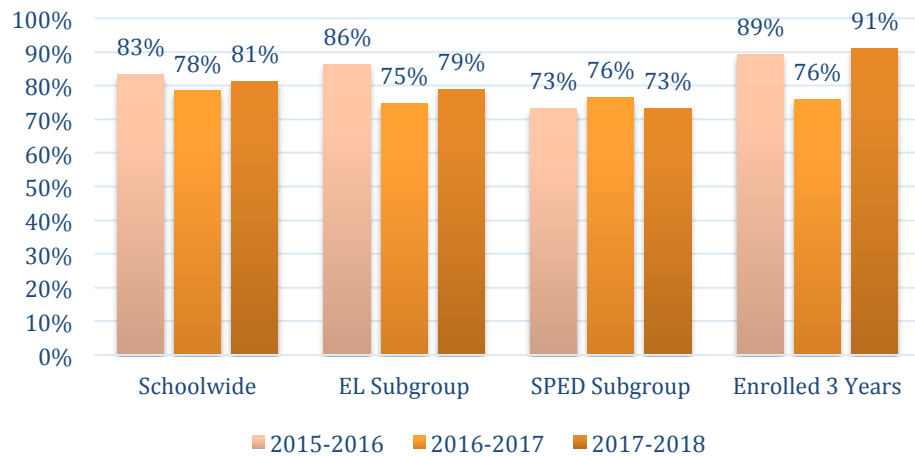
Formative Local Data

In addition to the CA state assessments, Sunrise Middle School has been administering the NWEA Measures of Academic Progress (MAP) assessments in math and reading three times a year for the past three years. Students have made substantial scale score (RIT score) growth from fall to spring every year.

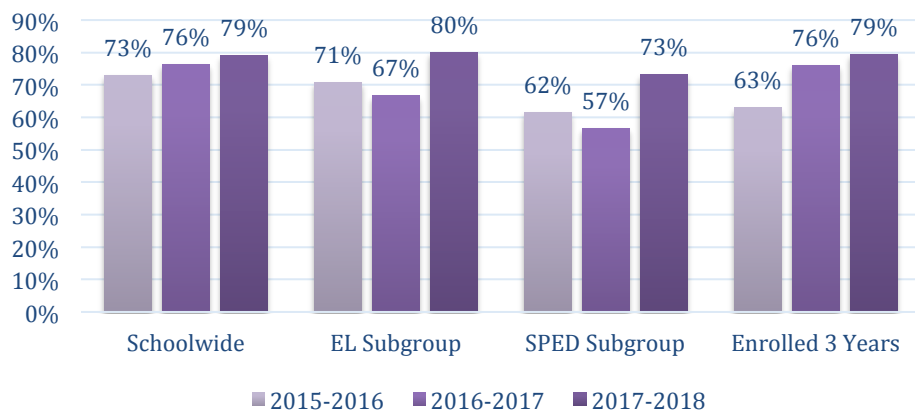


The NWEA MAP are nationally normed assessments with established targets for fall to spring growth based on the students' initial RIT score. The goal is for all students to meet their fall to spring growth targets annually. Approximately 80% of Sunrise students are meeting their growth targets in math and reading, both schoolwide and for English learners. Students who were continuously enrolled at Sunrise for 3 years showed stronger performance in math, with over 90% of students meeting their growth targets.

NWEA MAP Math: % Meeting Growth Target

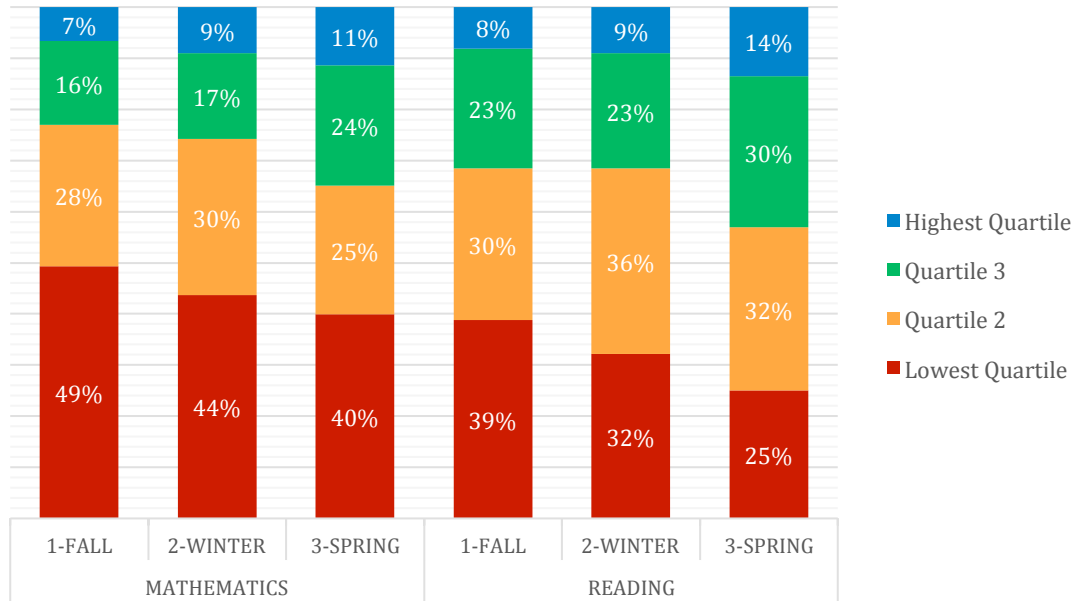


NWEA MAP Reading: % Meeting Growth Target



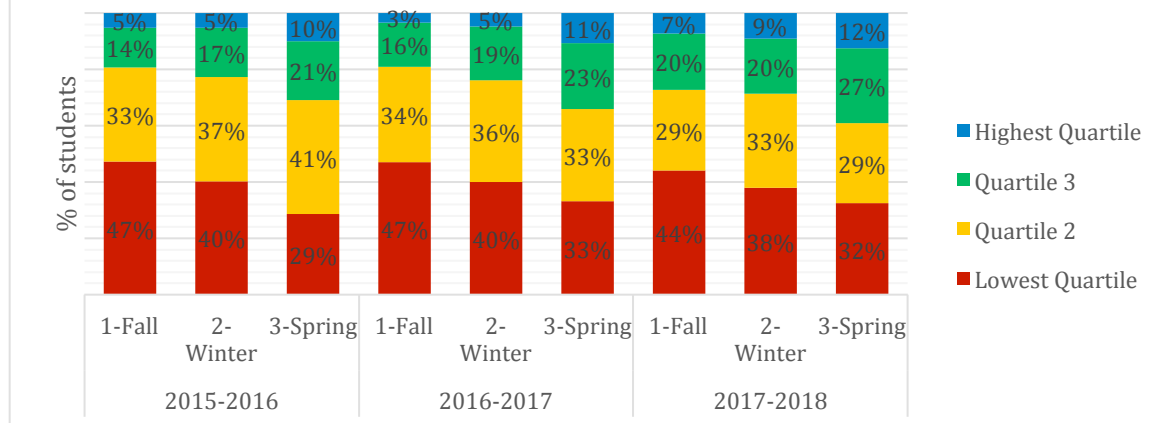
The NWEA MAP scores are also reported as percentiles, based on national norming studies. Each year, the percentage of students who scored in the top two quartiles has increased from fall to winter to spring, showing consistent growth over the course of the school year. ***For example, from Fall 2017 to Spring 2018, the percentage of students scoring above the 50th percentile increased from 23% to 35% in Math and 31% to 44% in Reading.***

NWEA MAP: 2017-18 PERCENTILE BY ADMINISTRATION



If we combine both subjects and look at all administrations across years, it's apparent that the percentage of students in the top two quartiles has also improved with each year, increasing from 31% in spring 2016 to 34% in spring 2017 to 39% in spring 2018.

NWEA MAP Combined Subjects: % of Students by Quartile

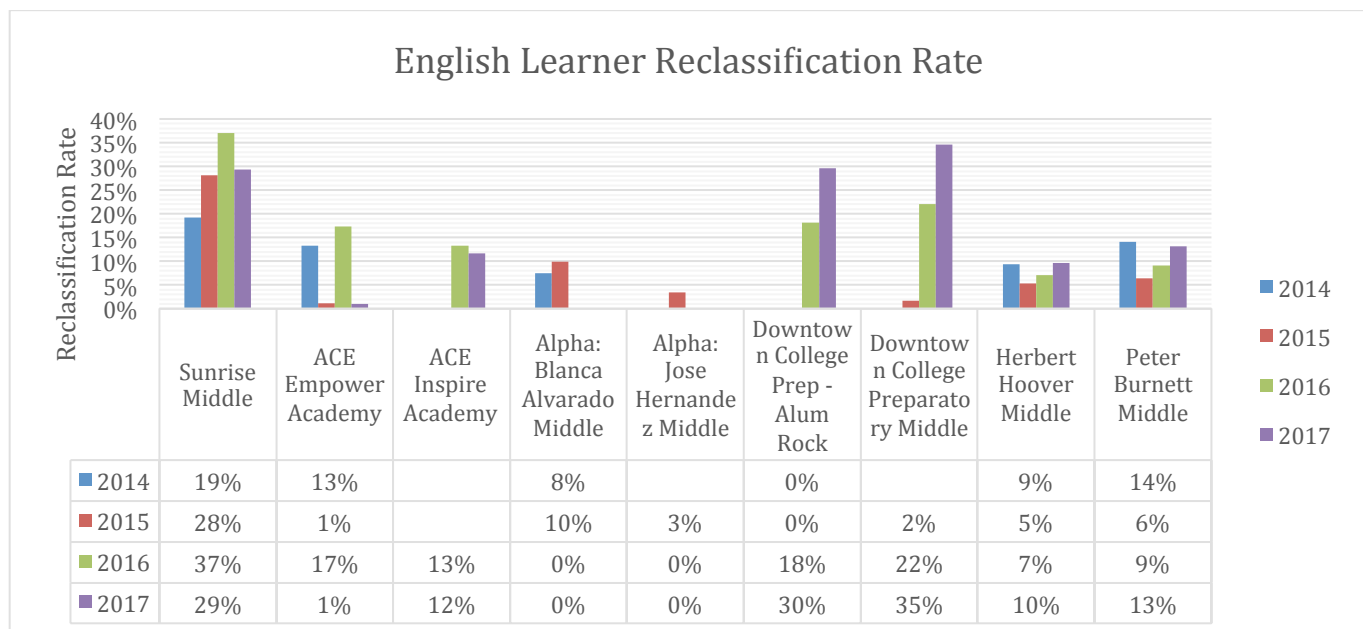


More Data on Our English Learners

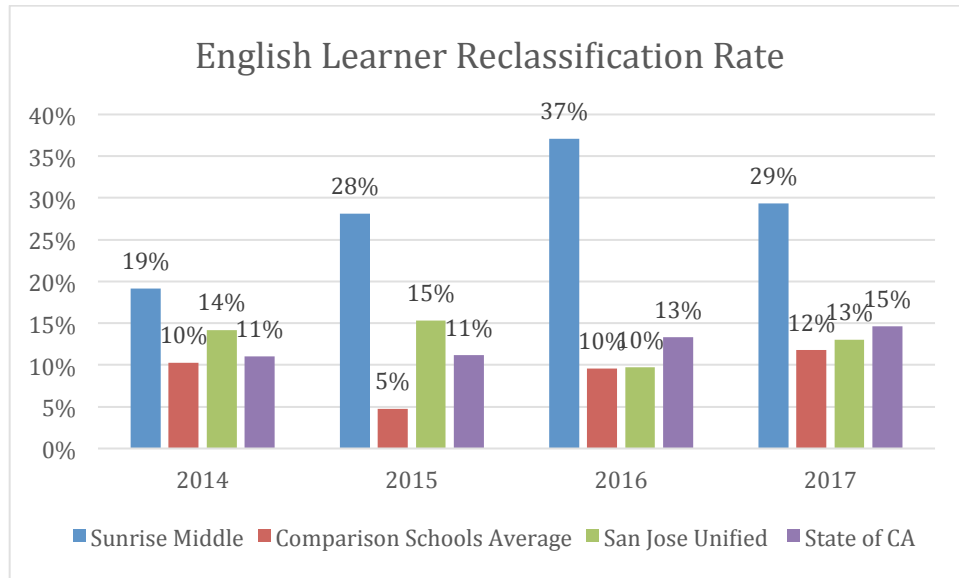
In addition to subgroup analysis of SBAC and NWEA tests, we can look at reclassification rates and progress on CELDT as indicators of progress for English Learners. The data is somewhat limited because the state test for English Learners was changed just two years ago. **However, in 2016-17, the last year we had CELDT, 66 percent of Sunrise Middle School students went up one level or more over the previous year.** Of these:

- 34% moved from Level 4 to Level 5
- 36% moved from Level 3 to Level 4
- 28% moved from Level 2 to Level 3 or higher
- 2% moved from Level 1 to Level 2 or higher

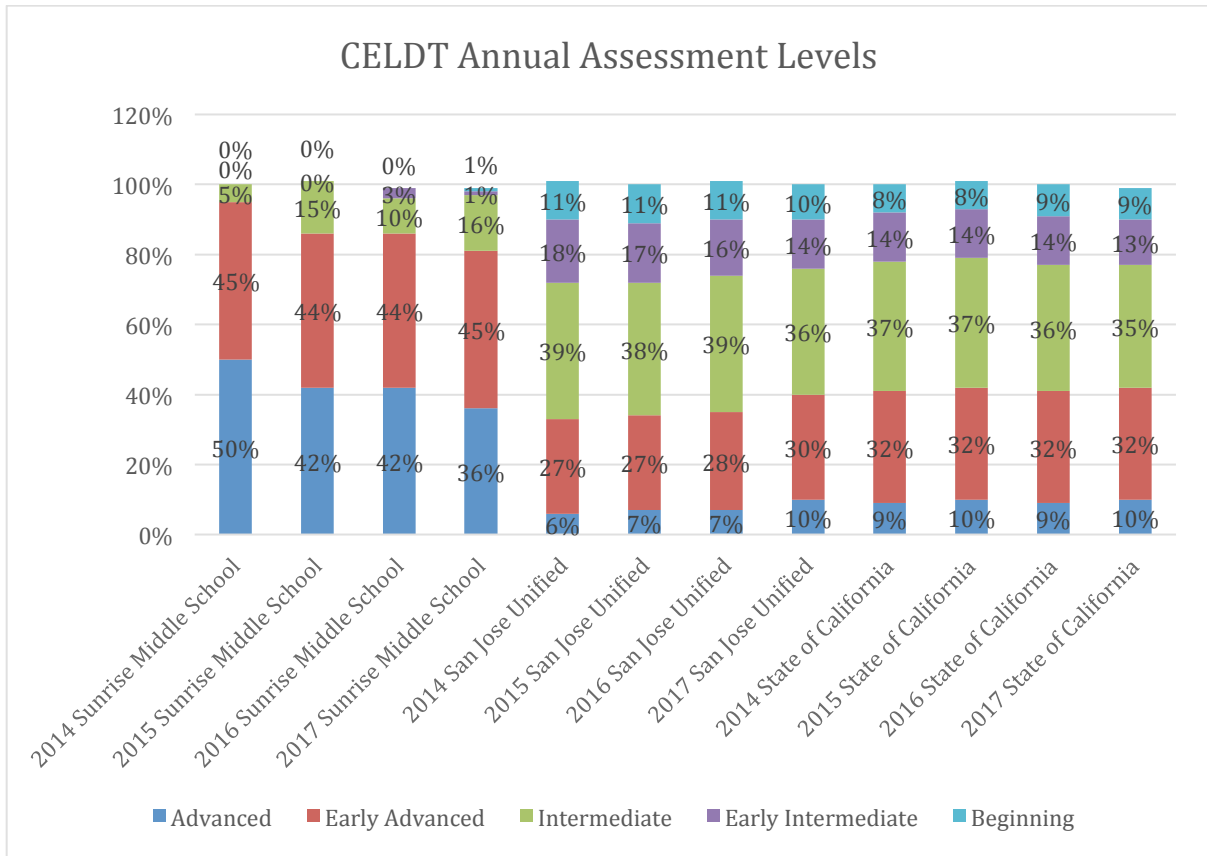
CDE calculates annual English Learner reclassification rates based on certain dates reported in CALPADS, with 2017 rates being the most current available at time of writing. When comparing the reclassification rates at Sunrise Middle School to those of neighboring middle schools, we see that Sunrise English Learners reclassified at a higher rate than all comparison schools in the years 2014 through 2016.



We can also look at Sunrise Middle School reclassification rates compared to the average of comparison schools as well as the local district of San Jose Unified and state of California. For the past four years, 2014 through 2017, Sunrise Middle School reclassification rates have been consistently higher than averages of comparison schools as well as the local district and state



Looking at Performance Levels on the CELDT Annual Assessment provides insight into the progress of English Learners who have not yet reclassified. When comparing the percentage of Sunrise Middle School English Learners testing at each performance level to percentages for the San Jose Unified School District and the state of California, we see consistently higher percentages of students in the Advanced and Early Advanced Levels at Sunrise Middle School. Sunrise Middle School had a range of 15-18% of English Learners testing in the lower three performance levels, compared to the district and state, which had ranges of 60-68% (district) and 57-59% (state). This tells us that among those English Learners who did not reclassify in a given school year and therefore took the CELDT Annual Assessment, significantly more Sunrise Middle School students demonstrated high levels of English language development when compared to tested students in San Jose Unified School District and the state of California.



Qualitative Data

Non-Academic Indicators: School Culture and Parent Engagement

Sunrise Middle School has grown a positive school culture with significant parent satisfaction and engagement in its seven years of operation. Please note the following:

Attendance Rate: 95% or higher since the school was founded

Parent Satisfaction Rate:

From Parent Satisfaction Survey (March 2018, based on half of our parents responding)

- 99% of parents feel their participation is valued
- 97% feel the school does a good job of staying in touch
- 96% feel they receive information on how to help their student improve
- 99% feel the school is a friendly and safe place to learn
- 94% feel teachers hold high expectations for their students and give the academic support needed

Student Satisfaction Rate:

Actual results for 2017-18 (Surveyed in April)

- 74.3% feel school connectedness
- 88.7% feel academic motivation
- 89.5% feel they are held to high expectations
- 78.6% feel they have caring adult relationships at school
- 78% perceive the school as safe

Parent Involvement

- One parent on the school board
- Between five and ten parents consistently serving on the ELAC (English Learner Advisory Committee) and the School Site Council
- Parents encouraged to volunteer at brunch and lunch and in the office and classroom and on field trips
- Parents invited to teacher/student conferences twice a year
- Parents encouraged to part-take in parents education/support groups
- Parents help plan schoolwide events such as graduation, holiday events, etc.

Family Events:

- Beginning of year schoolwide meeting
- Back to School Night
- Haunted House and Halloween Dance
- High School Night for 8th graders and their parents
- Holiday Party and Awards Night
- Valentine Party and Awards Night
- Mother's Day celebration
- End of Year Celebration and Awards Night

School Events:

- Schoolwide field trip day in September and June
- 21-day Challenge focusing on Kindness, Gratitude or Living Fearlessly each year
- Student Council
- Spirit Week
- Sunrise Plaza school restaurant
- 8th grade Challenge Day
- League sports
- Career Fair
- College Day
- Science Fair

Field trips:

- University overnight trip for new students at UC Santa Cruz

- University overnight trip for 8th graders at Santa Clara University
- Schoolwide field trip day in September and June (various locations)
- One to two outdoor experiences each month, including rafting, sailing, horseback riding, camping, etc.
- Mount Shasta week-long camping trip in the summer
- Yosemite backpacking trip over Memorial Day weekend
- 8th grade snowboarding trip, 7th grade snow science camp (dependent on funding), and 6th grade Hidden Villa Farm overnight during the February winter break

ELEMENT 1: EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve these goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

Mission

Sunrise Middle School serves fifth through eighth grade students who are seeking a small school environment with holistic, meaningful, and stimulating education. We maintain high expectations for each of our students while offering them learning that is relevant to their lives, allows them to challenge prevailing thought, requires them to take responsibility for their actions, and prepares them for later success in high school, college, and life.

Vision

The vision of Sunrise Middle School is rooted in the philosophy behind charter schools – that innovative and inspired educational methods should be allowed so long as they result in well-educated students. We are focusing on serving the middle school students in the low-income neighborhood near San Jose High School – many of whom have been disappointed by mainstream education or who are in danger of falling behind academically or turning to anti-social behaviors. We strive to connect students with their true potential, innate intelligence, creative talents, and cultural and personal strengths, so that they are well prepared to be successful in high school by ninth grade. We believe that the best way to do this is with an exciting, creative and holistic program that helps them achieve academic success while also supporting their emotional and physical needs.

To this end, our school has three main elements:

1. An academic component aimed at making learning exciting and experiential, yet also rigorous and effective. Many of our students are from one to four years behind in English and Math, but through eight to ten hours of coursework weekly in each subject area, about 80 percent are ready for the college prep track by the time they enter ninth grade. Science investigations, history projects, other project-based learning and a rich array of elective courses supplement this strong English/math core.

2. A “second home” structure that is facilitated through small class size (an average of 27:1 student to teacher ratio), small school size, a strong focus against bullying and for restorative justice, and school-wide and family events.
3. A strong socio-emotional component that includes daily meditation, 21-day challenges on kindness, gratitude and living fearlessly, individual and group counseling, twice monthly offerings for outdoor experience, and twice monthly advisory periods.

Educational Philosophy

Sunrise staff believe that all students are capable of succeeding, and intelligence is not fixed, but rather, can be grown. Therefore, all students are held to the same high expectations for academic growth and excellence, and those who fall short of these are encouraged and supported until they reach certain established goals.

Built upon a classroom mindset of growth, Sunrise’s instructional methods provide opportunities for every student to learn academic content and the skills necessary to support their conceptual understanding to the highest degree.

Many of our students enter Sunrise well below grade level in ELA and math. While Sunrise programs and research-based instructional methods have shown to accelerate the learning of students to grade-level status, Sunrise continues to face the challenges of supporting the wide range of proficiency levels toward high school, college, and career readiness.

Teachers are trained to deliver CCSS/NGSS-based instruction that is differentiated. Through the RTI model students in need of Tier 2-3 supports are given more individualized attention. Classrooms are equipped for a blended learning experience, where technology is used as a tool to enhance the classroom experience as well as support more individualized and differentiated learning. Teachers help students access the curriculum through differentiated activities and carefully selected adaptive, computer-based programs.

This learning now extends into a newly created “learning lab” time, which brings the total number of hours per week in both English and math to nine for all students. The learning lab defines a separate space and time for students to engage in adaptive computer assignments. The embedded assessments within the programs, as well as formative assessments designed by the teacher, help in monitoring the progress of each students, whether low-achieving or high-achieving, moving at his/her own pace toward identified goals.

Furthermore, standards from across the curriculum are connected through the practice of project-based learning, which helps make classroom learning relevant

to students' lives and also allows teachers to assess students' competence in 21st century skills such as communication, collaboration and problem solving.

Still, Sunrise maintains that all the best educational practices ever known don't mean anything if students are not equipped with certain character-building traits found essential for bringing underserved youth through college and to a successful career. "True learning is fun, exhilarating and gratifying – but it is also often daunting, exhausting and sometimes discouraging. . . . To help chronically low-performing but intelligent students, educators and parents must first recognize that character is at least as important as intellect." (How Children Succeed – Grit, Curiosity, and the Hidden Power of Character, by Paul Tough, 2012) It is for this reason that Sunrise developed its SCOPE character-building program, which is taught to students through the year in advisories and recognized at awards ceremonies.

The Sunrise SCOPE program stands for:

Self Control – I am in control of my actions and reactions

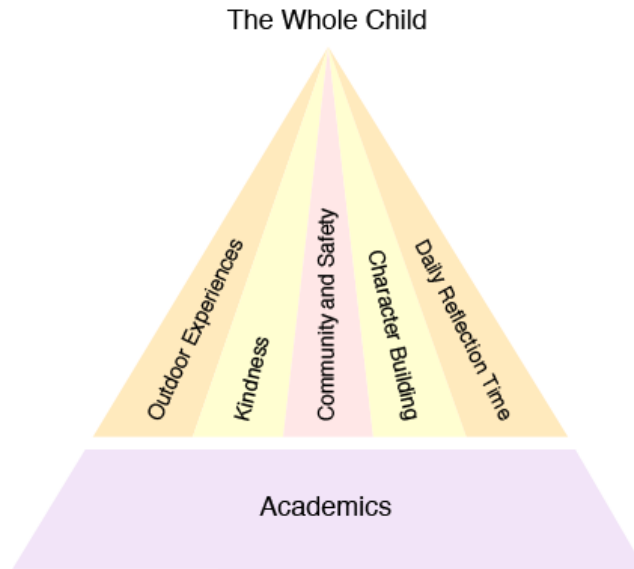
Curiosity – I explore, imagine and discover

Optimism – I am confident in my ability to make positive change in any situation

Perseverance – I persist despite difficulty or discouragement

Effort – I am willing and determined to do my personal best

In addition to establishing our SCOPE character-building program we also have come to realize the dire need for building self-esteem in our youth. Hence, we have developed a "whole child" educational model that includes individual and group counseling, challenge days, and 21-day challenges focusing on living fearlessly, kindness, and gratitude. We maintain a strong stance against bullying of any kind at Sunrise and treat it as seriously as vandalism or theft. All of this belongs in this section on Educational Philosophy because students cannot learn if they are feeling inadequate or unsafe. Furthermore, it would be difficult for them to succeed in college and life if they have not embraced our SCOPE characteristics. Academics is only the foundation!



Description of Target Population

Sunrise Middle School's target population are those students who:

- are behind grade level in math or English
- are low-income and underserved
- desire a small school atmosphere that serves the whole child
- desire a school in which they feel safe
- reside in the San Jose Unified School District

While Sunrise welcomes all students who desire to be here, including students outside the district or county, the school was established primarily for these student groups. We still actively recruit these students each year by handing out school flyers only to the low-income apartments in the neighborhood immediately surrounding our school. Word of mouth has led to other students also applying at Sunrise. Twenty percent of our students now come from the nearby Alum Rock and Franklin McKinley districts.

Sunrise Middle School's student population continues to be heavy on English Learners and low-income students. Our students are:

88% economically disadvantaged

40% living below the federal poverty level (\$25,100 per year for a family of four)

42% English Learners

81.1% Ever English Learners

13% students with disabilities

90% Hispanic/Latino (the rest split between East Indian, Caucasian, African-American and Asian)

51% having parents with less than a high school education
(4% declined to state)

(All data from 2017-2018 school year)

These are our requested student numbers for each grade level:

GRADE LEVEL	ACTUAL 2018-19	REQUESTED 2019-2020
5 th Grade	0	27
6 th Grade	80	81
7 th Grade	79	81
8 th Grade	89	81
TOTAL	248	270

What It Means to be an Educated Person in the 21st Century

To borrow from our mission, Sunrise maintains high expectations for each of our students while offering them experiential and investigative learning that is relevant to their lives, allows them to explore and challenge prevailing thought, requires them to take responsibility for their actions, and prepares them for success in high school, college and life. Changes in society and new challenges impact how student readiness for the future is defined. Sunrise has identified seven skills we believe our students need to be successful in the 21st century. These seven competencies or life skills make up the portrait of the Sunrise student and are embedded and assessed throughout the curriculum. We are gradually integrating the following skills into our program:

1. Critical thinking
2. Creativity
3. Communication
4. Self Initiation
5. Leadership
6. Collaboration
7. Conflict Resolution

We are currently in the process of building a whole-staff consensus on what these skills mean and will make adjustments based on feedback, identifying how the skills are being taught in the classroom and how they are supported school-wide. We still need to define our expectations for the skills and to develop a method for assessing, e.g., rubrics for each.

Additionally, Sunrise still upholds the definition of a 21st century educated person that was stated in our initial charter. We expect all of our students to:

- Be enabled to become self-motivated, competent, lifelong learners.
- Know *how* to learn – to know that much of what is learned now will be obsolete a decade from now, but to feel confident about their ability to adapt to new methods and to engage in lifelong learning.
- Speak with confidence and passion, write with clarity and persuasiveness, and read at grade level or above.
- Understand numeracy and how it applies to the real world.
- Have a strong knowledge of and interest in current events and the historical, political, social, and economic circumstances that led up to these events.
- Possess a strong command of information, communications, and technology.
- Understand the basic principles of earth, life, and physical science, and to be curious about exploring unproven theories and the natural world.
- Be critical and creative thinkers, someone who is not afraid to challenge popular beliefs and who is interested in discovering new ways to solve old problems.
- Appreciate music, art, and drama and perhaps to excel at one or more of these disciplines.
- Construct well-reasoned arguments to explain issues, accept challenges to assertions, and analyze conflicting descriptions of an issue.
- Be knowledgeable about physical, emotional and mental health and how to be healthy and peaceful in an often stressful society.
- Know how to persevere to attain their goals.

A 21st century educated person also achieves competencies of character:

- Students are willing to take risks and to persevere when they experience failure
- Students respect their classmates, teachers and community at all times
- Students strive to be in control of their actions and reactions, and accept responsibility for their actions and decisions when they are not
- Students learn the value of discipline and effort
- Students can work both collaboratively and independently
- Students develop self-esteem by setting goals and achieving these goals
- Students are curious about learning
- Students are optimistic that they can make the best of any situation

How Learning Best Occurs

The most successful schools at closing the achievement gap for low-income Latinos and African Americans are highly varied, but all generally have many of

the following characteristics, according to the National Education Association, Innovate Public Schools, and numerous educational articles. Sunrise is not one of the top “gap-closing” schools; however, with 46 percent of our students at grade level or above in English, we hope to be there soon!

High Expectations for all Students and Staff

At Sunrise all students are expected to achieve a certain level of competency. We strive to keep students from failing. Students who are not completing work at satisfactory levels are given extra tutoring in small “power groups” and assigned to “office hours” with their core teachers after school. Students also are recommended for extra tutorial help in our free after school and summer programs. Teachers receive considerable coaching from our academic leads and outside training so that they become successful. Teachers work on “at will” contracts and are not invited to return the following year if their students are not achieving at satisfactory standards.

Extended Learning Opportunities

Sunrise offers a high-quality, free after school program that includes one hour of homework assistance. Sunrise also acquires grants each year to provide a 20-day summer program that offers academics and project based learning in the morning; swimming, sports, enrichment and field trips in the afternoon; and a week-long camping trip at Mt. Shasta.

Providing Purposeful Professional Development to Improve Teachers’ Skills

Sunrise has a wide array of professional development that is jointly chosen by teachers and administrators to ensure that the most critical needs are being met. This year trainings on differentiation, student engagement and trauma-informed education were determined to be the areas of most critical need. Please see Appendix A.

Analyzing Student Data to Track Progress, Identify Needs, and Improve Instruction

Sunrise uses Edtec Inc. and its own data analyst to analyze all CAASPP, NWEA and ELPAC data after every test administration. The math and English teaching teams also analyze their students’ test data after every interim or benchmark test and modify curriculum as needed.

The English teachers, for example, observed that their students scored lowest on the listening portions of exams and therefore instituted the Listenwise program this past school year. The math/science team, reviewing SBAC data on student written responses, found weaknesses in communicating reasoning and problem solving. The team worked on teacher development and student skill building in

developing reading comprehension and writing for word problems. Some of the universal tools were selected for this – e.g., different methods for close reading and writing format such as CER – claim-evidence-reason.

Sunrise is implementing a multi-tiered system of support (MTSS) to support the school's continuous improvement efforts, beginning with data related to PBIS and RTI. The focus of aligning Sunrise programs and initiatives with MTSS is to assure that all students, especially those at risk of academic failure, receive the proper academic, behavioral, and personal growth services they need to succeed. This year we are continuing to develop our MTSS expertise by building our leadership's capacity to deliver and monitor systems-based intervention. The MTSS supports Sunrise's commitment to continuous improvement of its educational programs through the staff's regular practice of collecting student performance data and analysis to inform decision-making.

Providing a Rich Curriculum that is Aligned to the CCSS and NGSS

Sunrise curriculum is aligned to the CCSS and NGSS. All students have equal access to textbooks and online curriculum. Please see Appendix F and K for details. The teachers' work is to make this learning engaging and relevant to the students' lives!

Access to High Quality Staff

Sunrise has been building its staff over the past few years and now has what it considers its most energetic and qualified staff ever. Teachers are appropriately credentialed and excited to teach the Sunrise student population. However, Sunrise has not been able to offer the comparable salaries to all staff members and therefore, has lost some in recent years. We attempt to make up for this by offering teachers smaller class sizes than they would have at other schools and extra assistants in the classroom. This is good for the students as well! We also provide time for faculty to meet and plan and compensate teachers who take on extra duties. Many of our teachers also appreciate the close-knit community at Sunrise and the opportunity to make a major difference in the lives of traditionally underserved students.

Bridging the Gap Between School and Parents by Working Closely with Families

Sunrise reaches out to its parents on a regular basis. This begins before the school year starts with a back to school meeting for all families. Parents then are invited for a traditional Back to School night. We hold parent conferences for all students in November and in March. We make phone calls or arrange meetings for students who seem to be falling behind throughout the year. We invite all families to schoolwide events several times a year – usually around holidays. We also hold an 8th grade high school night to help parents start the process of finding the best high school for their students. Beginning this year we also are

initiating a Peacemakers model at our school, where the 15 most challenged students will get daily attention from an adult mentor, who also will work with their parents on a weekly basis so that the students may be more successful. We also provide morning and evening parent support/parent education groups in the Fall in both Spanish and English. All materials are sent home via text and/or regular mail, and in both Spanish and English. Forty-five percent of our staff is Spanish speaking.

Creating a Structure Where Students Can Learn and Teachers Can Teach

Sunrise traditionally has been somewhat challenged in this area. In large part because our school is so small, students know each other very well and can become quite chatty in the classroom. However, the establishment of a full PBIS model this year has already led to significant improvement in this area. We also have hired two new teachers who are highly skilled in classroom management, and are giving our teachers three full days of Kagan training in classroom management and engagement strategies. Students who nonetheless persist in disrupting the classroom environment will be referred to our Peacemaker mentor and held to other consequences outlined in the student handbook.

Leveraging Technology to Individualize Learning

Sunrise uses various online programs to individualize learning for its students. Students are able to work at their own pace in math on SuccessMaker, Imagine Learning (formerly Think Through Math), Wowzers, and Imagine Math Facts. Students are able to work at their own levels in English through Achieve3000 and Listenwise.

Creating a Joyful and Celebratory School Environment

Sunrise has always believed that learning should be fun and that students should want to come to school and not feel school is like a jail. After all, they are at school for as long as their parents are at work – why not make it a little fun!

We like that our students seem happy to come back to school each August. We praise them for all the great things they do and hold six awards ceremonies throughout the year, as well as honor roll luncheons. About a quarter of our students make the honor roll. We give awards primarily for growth and improvement and emphasize that this is what matters. We also give a Student of the Week award each week – this can be honoring a SCOPE trait or for a specific something special that a student does, such as helping to create peace between other students or cutting their hair to donate to victims of cancer. Classes also win free dress and pizza parties by showing great improvement, high scholarly achievement, or intense concentration and effort.

To round this out, we strive to make Sunrise a second home for our students by focusing on personal growth and offering numerous field trips and fun events. The deepest connections are made in our after school program, which maintains a high attendance rate due to the fun yet helpful energy of our after school staff.

We have managed to maintain this close-knit joyful atmosphere despite our growth in student population and are being careful not to grow so much that we will lose this second-home nature.

Annual Goals for All Students and Each Subgroup

As described in more detail in Element 2, Sunrise's annual goals for all students and for each subgroup of students, which are aligned to the state priorities, are as follows:

1. 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.
2. 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.
3. 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.
4. 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. In 2018-19 there will be extra emphasis on counseling, building self-confidence, developing grit and stamina, and living fearlessly.

The above goals apply to all Sunrise students (schoolwide) and to each of our subgroups of students, which include Hispanic or Latino, English Learners, and Socioeconomically Disadvantaged students.

The Sunrise Curriculum and Instructional Design

Sunrise has a fully inclusive, traditional academic program designed to put all students on the track for success at a four-year university and in their chosen career. The chosen curriculum, while aligned with California Common Core Standards and Next Generation Science Standards, is culturally relevant and works well for our target population. Students are expected to be ready for the college track at high school by the time they are promoted from eighth grade.

Students move through grade level curriculum in English, math, science and social studies. They also receive four to five hours of physical education weekly and are offered technology and visual and performing arts in their elective courses. Please see Appendix B for a full listing of this semester's elective courses.

This year Sunrise moved from offering ten hours a week in both math and English to offering eight hours in each subject area. The additional 2 hours have been replaced with a two-hour-a-week Learning Lab (which includes online math and English, reading time, and small group instruction) and a two-hour-a-week project-based class that explores various social issues. Please see Appendix F for more information on this class. The move ensures continued extra emphasis on math and English in an effort to bring our students to grade level or beyond, as well as a chance for all students to see how learning is relevant to their lives.

Students are expected to be in school daily from 8 a.m. to 3:45 p.m., and on Wednesdays, from 8 a.m. to 2 p.m. We may change this schedule but will continue to offer the same number of school hours. We have 180 days in the school year and, for the past three years, have been able to obtain funding for a 20-day summer program.

Please see our 2018-2019 master schedule in Appendix I.

The learning environment at Sunrise is deliberately designed to be small and personalized. We have an average of 27 students in a classroom, compared to 35 students at many middle schools. Additionally, our regular classes often have a second adult – either a special education teacher, a paraprofessional, or the ELD coordinator – assisting the classroom teacher. The second teacher or aide supports greater differentiation in the curriculum and also supports projects, science labs and a rotational model. This personalized approach is further supported with a small school design, where every teacher knows nearly every student in the school.

The Sunrise faculty consists of highly qualified and credentialed teachers who are authorized to teach in their subject area. In addition to their professional development and other trainings, the teachers also participate in four hours of collaborative time each month. This happens on Wednesdays, early release day.

THE CURRICULUM

The Sunrise curriculum is aligned to the CCSS and NGSS. All core classes integrate English language development standards and promote the use of academic language in teacher-student and peer-peer classroom interactions. A focus on literacy across the curriculum supports access to grade-level material for all learners, but especially for English learners. Teachers utilize a variety of resources that include digital and printed material as well as carefully designed hands-on activities that apply conceptual understanding and explore experiential learning.

Following is a curriculum summary for the 2018-2019 academic year. We continually revise our courses and curriculum, based on an improvement process that analyzes student performance data and educational trends. We continually review and determine how our curriculum can best meet the needs of our students.

ELA/ELD:

For grades 6-8 and grade 5 in 2019-20, if the addition of this grade level is approved:

English 3D
Renaissance Accelerated Reader and Renaissance Star Reading
Lucy Calkins Readers Workshop
Lucy Calkins Writers Workshop (beginning in 2019-20)
Character Based Literacy (in some classes)
Achieve 3000
Listenwise
IReady
IXL

Sunrise ELA teachers teach reading and language arts with an emphasis on reading academic materials; spelling and grammar; skills needed for research and organizing ideas; oral communication skills through classroom and small group discussions and presentations; and various types of writing including expository, narrative, business communication and scientific.

Math:

Big Ideas Math – grades 6-8
4 online programs – all grade levels
 SuccessMaker
 Wowzers
 Imagine Math (previously TTM)

Imagine Math Facts
EngageNY Math / Eureka Math for 5th grade, if approved

Math teachers teach the grade level curricular content specified in the state standards for mathematics, encourage the development of critical thinking skills, teach fluency with computation skills, and demonstrate the relevancy of math in technology and everyday life.

Science:

STEMscopes – all grades
FOSS – 5th grade
CPO Science (primarily for the lab equipment) – for grades 6-8

Aligned to the California Next Generation Science Standards, the Sunrise science program utilizes an approach that is heavy on hands-on scientific exploration. The program is designed to get students to think critically about biology, chemistry and physics. Students use the scientific method to identify a problem, state a hypothesis, conduct an experiment, analyze the data and reach a conclusion.

Social Science:

History Alive from TCI, grades 6-8
Social Studies Alive from TCI, grade 5 (tentative)

Sunrise follows the 2016 History-Social Science Framework for California Public Schools. We teach students a global perspective by studying other countries as well as our own, all with an eye toward how current events may be influenced by the past.

Please see Appendix K for our core subject curriculum maps and related course materials.

Pedagogy

Sunrise staff members believe that all students are capable of succeeding, and intelligence is not fixed but rather, can be grown. Therefore, all students are held to the same high expectations for academic growth and excellence, and those who fall short of these are encouraged and supported until they all reach certain established goals.

Built upon a classroom mindset of growth, Sunrise's instructional methods provide opportunities for every student to learn academic content and the skills necessary to support their conceptual understanding to the highest degree.

Many students enter Sunrise below grade-level in ELA and math. While Sunrise programs and research-based instructional methods have shown to accelerate the learning of students to grade-level status, Sunrise continues to face the challenge of supporting the wide range of proficiency levels towards high school, college, and career readiness.

Teachers deliver CCSS/NGSS-based instruction that is differentiated. Through the RTI model students in need of tier 2-3 supports are given more individualized attention. Classrooms are equipped for a blended learning experience, where technology is used as a tool to enhance the classroom experience as well as supports more individualized and differentiated learning. Through differentiated activities and carefully selected adaptive, computer-based programs, teachers help students access the curriculum.

This learning extends into the newly established learning lab time. The learning lab defines a separate space and time for students to engage in adaptive computer assignments. The embedded assessments within the programs as well as formative assessments designed by the teacher help in monitoring the progress of each student, low achieving or high-achieving, moving at his/her own pace towards identified goals.

Furthermore, standards from across the curriculum are connected through the practice of project-based learning which helps make classroom learning relevant to students' lives and also allows teachers to assess students' competence in 21st century skills such as communication, collaboration, and problem solving.

While Sunrise's main focus is on academics, we also maintain that a student cannot learn if he or she is not feeling emotionally and physically safe. We therefore also build whole-child education into our program through twice-month advisories, conflict resolution, a SCOPE character-building program, daily meditation, group and individual counseling, outdoor education, and 21-day challenges on kindness, gratitude and living fearlessly.

Professional Development

Sunrise is committed to ensuring equitable access to challenging and meaningful learning for all students. Professional development addresses student achievement and building our capacity to serve the needs of our student population. Embracing a professional culture of continuous improvement allows us to grow in the following key areas of focus:

- Test performance (pedagogy, culture, enhancing curriculum, intervention, ELD integration, 4C's),
- Access to technology (formative assessment, intervention, engagement),
- Improving pathways towards Alg1 (readiness),
- And, individual teacher professional growth

Each year teachers spend five-plus days in professional development prior to the start of school and continue this training with four or more hours each month.

This year, 2018-2019, new teachers replaced two members of our math team and two members of our special education team. We are continuing to solidify specific instructional practices across all classrooms. At times easier said than done, we need to find a way to keep our knowledge base current, but also find a way to sustain our shared depth of knowledge year after year.

Our learning environment integrates English language development standards to best serve our English language learners. We do believe that the integration serves all of our students as “academic English learners” in their readiness for college and career. As we continue to use strategies that include the works of Dr. Kate Kinsella and trainings offered by the SCCOE, this year we will continue to improve on formulating language targets based on the ELD standards and applying them to support our goal of building reading and writing skills to better respond to word problems. We see a need to improve our skills in facilitating more constructive academic conversations in the classroom.

Please see Appendix A for a listing of the professional development planned for 2018-2019.

Special Populations

Academically Low-Achieving Students

The majority of Sunrise Middle’s students are historically under-achieving and come to us from one to four years behind grade level in either math or English or both. Sunrise defines low-achieving students as those who score Level 1 (standard not met) or Level 2 (standard nearly met) on the prior year SBAC state exams, or below grade level on current year Fall NWEA exams; those students who score below the proficiency level on interim benchmark exams; and/or those students who earn one or more grades of D or lower per grading period.

Sunrise assesses students in the Fall to identify those who will need interventions on top of the regular differentiation that occurs within the core classrooms. Approximately every six weeks we re-assess the progress of these students to determine if they still need, no longer need, or need more of the additional interventions.

Academically low-achieving students are held to the same high expectations as other students and also are given the supports to meet these expectations. This occurs through a concentrated focus on differentiation within each classroom. This differentiation occurs through a rotational model employed in many of the English and math classes, adaptive online learning programs, push-in support

from other teachers or aides and other intervention strategies. We provide RtI for Tier 2 and Tier 3 students who require more attention and support, although our RtI model is not yet fully defined.

Low-achieving students also receive small-group intervention during our newly created learning labs. These students also are referred to “office hours” for extra help from their core teachers after school and are strongly encouraged to join the school’s after school program where they can receive extra tutoring and homework help. These students also are encouraged to participate in the school’s summer program, which includes English, math and project based learning each morning for 20 days.

Academically High-Achieving Students

Sunrise Middle’s higher achieving students are defined as those students who achieve Level 3 (standard met) or Level 4 (standard exceeded) on their prior year SBAC state assessments, or who demonstrate they are at grade level on the Fall NWEA assessments; who score at or above proficiency level on the interim benchmark exams; and who consistently earn A’s and B’s every grading period.

Currently, these students are invited to join a Challenge class, where they are pushed to excel beyond grade level. They are given the same curriculum as students in the regular classes, but also challenged to do more. Sunrise has not yet determined if it will phase out these Challenge classes; we have noticed pros and cons to having these.

Meanwhile, our high-achieving students are also given:

- Computer adaptive programs that allow them to work at their own pace. In math, for example, students can learn content beyond their grade level.
- A wide selection of literature, both in-house and through access to library visits, with books at higher Lexile levels.
- Enrichment opportunities such as through science fair participation or a girls STEM club, or coding elective class.
- Projects that allow the students opportunities to practice higher Depth of Knowledge (DOK) prompts, measured through projects and formative assessments.

The Sunrise English Learner Program

Sunrise is committed to help raise the academic level of each student, including our English learners, who comprise nearly 45 percent of our students. All eligible students enrolled receive appropriate English Learner services in accordance with federal and state law. All English Learners are held to high expectations and expected to meet state standards in academics. To ensure this, all Sunrise teachers serving ELs are appropriately credentialed and are trained in pedagogical strategies that scaffold both content and skills.

Teachers weave ELD strategies into their lessons, which are designed to accelerate the learning for all students:

- Specially Designed Academic Instruction in English (SDAIE)
- Scaffolding
- Frontloading of language for context
- Academic vocabulary
- GLAD strategies

The Sunrise English Language Development (ELD) Plan is part of a comprehensive school-wide effort that trains teachers to develop and strengthen their classroom ELD strategies. All teachers assume the responsibility in assuring that designated ELL students will be successful in progressing towards proficiency levels in the areas of English Language Arts, Math, Social Studies, and Science.

All of our teachers have received training – either directly or from our teacher mentors, who have been trained – from the Santa Clara County Office of Education’s ELA/ELD trainings and from Dr. Kate Kinsella’s Workshops on tools to prepare English Learners.

Identification of English Learners:

Sunrise takes the following steps to identify and assess English Learners (ELs):

- Upon enrollment, all students are given the Home Language Survey;
- Students who indicate that their home language is other than English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.
- Additionally, Sunrise contacts school personnel at all of its new students’ prior schools to determine their English Learner status – EL, EO, RFEP or IFEP.
- The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines and test contractor’s directions. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s Individualized

Education Program (“IEP”) or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP.

- Sunrise staff notifies parents of the school’s responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. Parents and guardians are informed of their rights, and they are encouraged to participate in the reclassification process.
- Once an EL is identified, a conference is scheduled with the child’s parents to outline the instructional program, the teacher’s role in its implementation, and the teachers’, parents’, and school’s roles in providing support.

Notice of assessment of a student’s English proficiency shall contain: (1) whether the child is a long-term English learner or English learner at risk of becoming a long-term English learner; (2) the manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners; and (3) the manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards.

Educational Program for English Language Acquisition

It is the responsibility of Sunrise Middle School to provide access to grade-level core curriculum for all English Learners. This is accomplished through utilizing designated blocks of instruction for Emerging (Level 1 and 2) ELs and integrated lessons for Expanding and Bridging ELs (Level 3 and 4) as well as Emerging ELs.

English learners are enrolled in regular classes and, depending on needs, may receive extra small group instruction four hours a week. This is in addition to the nine hours of English all students now receive each week. These students may also receive additional after school support in our after school program.

Our main instructional strategies for ELs focus on frontloading curriculum and vocabulary, phonemic awareness, utilizing academic language and close reading. This is accomplished in small group rotations, Lucy Calkins-style reading clubs, Linda Mood Bell’s Visualize and Verbalize reading recovery, Barton reading and spelling, studying Greek and Latin roots, EL Achieve discussions, and Productive Partners (using Kate Kinsella’s 4Ls – Look, Lean, Lower and Listen)

Sunrise Middle School is committed to hiring an instructional staff that can meet the needs of all students, including English Learners, by hiring teachers who have already obtained CLAD certification. Currently, all teachers except our new project based learning coordinator have obtained this. We continue this teacher training in-house and also by sending our teachers to outside trainings. We comply with all applicable federal law regarding the services and education of English Learners to ensure that they are: 1.) properly identified through ELPAC and a Home Language Survey, 2.) supported in reaching the same academic standards as other students, 3.) receiving all curricular materials, and 4.) given appropriate evaluations and exit criteria to monitor their progress and modify where needed.

Sunrise ELD Program Components
Integrated Reading, Writing, Listening, & Speaking with Differentiated Instruction • All subject areas: ELA, Math, Science, Social Science English Language Development- Designated Instruction (pull-out) • For ELs Levels 1 and 2, hour-long small group direct instruction 4x per week, for English and Math Extended Day Opportunities • After school tutoring during office hours • After School Program • Summer Program
English learners have access to core curriculum in math, science, and social studies through Specially Designed Academic Instruction in English. Sunrise recognizes three key characteristics of quality instruction especially for language learners: scaffolding for comprehensible input, structured opportunities to practice language, and cognitively challenging tasks to teach learning strategies. Instruction integrates: • Use of state-adopted or district-approved materials • Use of technology for skill-building • Academic language development is integrated across content areas • Instruction develops listening, speaking, reading, and writing skills and promotes academic discourse. • Teachers trained in scaffolding instruction, adaptive use of curricula, and supplemental materials • Differentiated instruction including emphasis on scaffolding techniques and experiential/engaged learning opportunities (teacher-guided approaches, cognitively challenging tasks, flexible grouping, structured academic talk, visuals, graphic organizers, multi-tiered intervention, positive behavior supports, etc.) Reading intervention programs based on students' lexile scores and learning style: • Achieve 3000

- Barton Reading and Spelling
- Linda Mood Bell “Visualize and Verbalize” for reading recovery
- Renaissance Accelerated Reader and Renaissance Star Reading

For Newcomers:

- Access Newcomers – Building Literacy Through Learning
- Inside Listening - Listenwise

Writing programs:

- Achieve 3000
- Scholastic English 3D (academic vocabulary, speaking, listening, and writing)
- IXL

Teachers are directed to address student needs through data-driven instruction and re-teaching if necessary.

Growth Measurement

Adequate growth will be measured throughout the year at “check points” described below.

Frequency	Assessment
Tri-annual	NWEA
Quarterly	Grade Reports, Achieve Lexile Reports, School-wide Writing Benchmarks
Annual	ELPAC, CAASPP

Intervention

The following interventions are put into place for students not meeting their growth targets:

- Regular parent/teacher and student-led conferences
- Additional support in smaller push-in or pull-out groups
- Environment supports in the classroom
- Review of teaching strategies
- Student Success Team Meetings for the most at-risk, or for those who are still not making progress at six weeks

- Counseling referrals for those who seem to be affected by other factors such as family or emotional factors

A more individualized approach may be required for language learners not making adequate growth. Modifications may include increasing or decreasing certain activities or the inclusion of other skills for mastery:

Activities that may be increased	Activities that may be decreased	Teach essential skills for
• Re-teaching time • Individual practice with feedback and monitoring • Teacher-student interaction • Student-student interaction • Academic English usage	• Size of instructional group • Number of concepts taught in one setting • Number of steps or processes • Complexity level of material	• Reading • Writing • Listening • Comprehension • Thinking Skills • Oral fluency • Collaboration

Program Effectiveness

A goal of the English Language Development Plan is to meet the academic and social needs of students identified as English Language Learners. Ongoing job embedded professional development, common collaborative teaming with instructional coaching, and school oversight is a means of assuring implementation of this plan. Overall implementation and collection of evidence of implementation involves the collaboration with the instructional staff. The Sunrise ELA team oversees the evaluation of this plan.

Indicators of program effectiveness include:

- Parent surveys (bilingual documents and translations services are available)
- Coherence with school improvement plans
- Professional development participation and feedback
- Formative and summative assessment results
- Classroom observations

Reclassification Process and Monitoring

Sunrise Middle School takes the reclassification of our English Learners very seriously. We believe that before any student is considered for reclassification they must meet specific standards and attain the appropriate level of proficiency in English. Approximately 40 to 45 percent of our students are English Learners

each year, and another 30 to 40 percent are reclassified, many within the last two to three years. Therefore, all of our students are given nine hours of ELA (and/or ELD) instruction daily. In addition, ELs are placed in pullout groups for individualized instruction, depending on their needs.

Sunrise students who are identified as ELs are given the ELPAC test each year until they are reclassified. If students have been reclassified within two years, they are placed on a list for monitoring.

Sunrise recognizes that the State Board of Education has established four reclassification criteria, based on Education Code Section 313(d), for schools to use in reclassifying students from English Learner to Fluent English Proficient.

- The first criterion is an assessment of English language proficiency, which in California is the ELPAC, coupled with mastery of ELD standards at the student's grade level.
- The next criterion is a review and analysis of the student's performance, which at our school is based on SBAC scores, Achieve3000 scores and NWEA MAP results.
- The third criterion for reclassification is teacher evaluation of a student's academic performance, which is based on the student's grades, writing sample, and formative assessments reflecting the mastery of State Standards.
- The fourth and final criterion is parent opinion and consultation, which involves parents or guardians discussing their student's English-language proficiency and meeting the guidelines of reclassification.

Sunrise follows the following decision guide when considering students for reclassification.

Question 1: Did the student score at Level 4 overall and in Listening, Speaking, Reading, and Writing? If no, the student remains an English Learner. If yes, the process continues.

Question 2: Does the student meet the school's cut point, a score of at least Level 2 in ELA, on the state's standardized SBAC test or the equivalent on NWEA? If no, the student remains an English Learner. If yes, the process continues.

Question 3: Does the student meet the academic performance indicators set by the school and English department (writing sample, grade and GPA, etc.) If no, the student remains an English Learner. If yes, the process continues.

Question 4: Parents/Guardians are advised of their right to participate in the reclassification process and are encouraged to participate in a meeting to discuss their student's assessment results. If the parent argues against

reclassification, the student would remain an English Learner. If the parent agrees to reclassification, school records are updated, and the students and families are given congratulatory letters and honored at an assembly.

The reclassified student's progress is then monitored for two years. If the student is a seventh or eighth grader, his/her high school is notified of the recent reclassification when the student is promoted so that the new school may continue the monitoring process. Similarly, Sunrise continues the two-year monitoring process for all recently reclassified students entering the school.

If a student is making unsatisfactory progress following reclassification, a student/parent/teacher conference is held to discuss the current academic achievement and to develop an appropriate intervention plan. Interventions may include but are not limited to: differentiated instruction during the school day; ELD follow-up after the school day; and access to computer-based intervention programs. If a student fails to make progress, it is necessary to intervene and not allow him/her to fall behind.

The Sunrise Special Education Program

At Sunrise Middle School we place emphasis on immersing all of our students in the general education curriculum alongside their peers. Sunrise strives to educate the whole child, while empowering all of our students to experience success regardless of skill or ability.

Currently, approximately 13 percent of Sunrise's student population, or 33 students, are receiving special education services. Sunrise provides consistent rigor and multi-sensory instruction that allows students to access the curriculum and help all students reach their full potential. As of August 2018, 6% of our special education students have a diagnosis of Intellectual Disability, 3% have a diagnosis of Autism Spectrum Disorder, 3% have a diagnosis of Emotional Disturbance (ED), 10% have a diagnosis of Other Health Impairment (OHI) 65% have a diagnosis of Specific Learning Disability (SLD), and 13% have a Speech and Language Impairment (SLI). The population of students with a secondary diagnosed disability includes 10% OHI, 13% SLD and 13% SLI. By grade level. 20% of our students receiving IEP services are in sixth grade, 33% in seventh, and 47% in eighth.

Sunrise recognizes that each student's needs are unique and takes the initiative in identifying students who not only require additional academic support but who also may require socio-emotional support. Of the students receiving separate setting services, 58% are enrolled in a SAI Study Skills class, and 20% are receiving counseling for anxiety or trauma.

Students with IEPs and 504 plans are closely monitored along with Tier 1 students in the general school population. During the previous 2017-2018 academic school year, 90% of our Special Ed students met their IEP goals.

Special Education Program Structure

Sunrise employs two credentialed Specialized Academic Instruction (SAI) teachers for its 33 students with disabilities. These teachers hold a combination of autism spectrum disorder authorizations, Structured English Immersion authorizations and graduate degrees in Special Education and Public Administration. Both teachers are collectively supporting the dynamic needs of students and teachers. The Sunrise Special Ed team works closely with a multidisciplinary instructional team that includes an English Language Development specialist, a speech therapist, an educational psychologist, a counselor and general education teachers.

Embracing Sunrise's adopted growth mindset initiative, the Special Ed team is pursuing professional development on its SELPA's database software (SEIS) and through seminars that address unique Special Education initiatives such as English Language Learners, dyslexia and trauma.

SAI teachers / case managers are assigned to provide academic services and to manage the IEPs of specific students. Caseload assignment depends on SAI teacher expertise, type of education specialist credential, and authorization. Sunrise's case managers currently have fewer than 20 students on their caseload. The case managers provide the majority of SAI support by pushing into the general education classroom – mainly math, English and science.

The Special Ed team also delivers 45 minutes of pull-out support two times a week to provide more intensive instruction, focusing on IEP goal support (e.g. math, English, behavior, attending and study skills). SAI pull-out sessions are referred to as a "Study Skills" elective, in which a structured, consistent, and, safe environment consistent with Sunrise's general education classroom settings is provided. Adhering to E.C. § 60119, both SAI teachers ensure that students have access to curriculum both in the bi-weekly Study Skills elective and in an electronic mobile format (e.g. audiobooks).

Inclusion Model

In alignment with Sunrise Middle School's philosophy that *every child's brain can grow*, Sunrise embraces the inclusion model and equity. To maximize 21st century skill development (critical thinking, collaboration, communication and creativity), the Special Education Department believes in placing our students in special education within the least restrictive environment. For this reason, our team of special education and general education teachers embrace the co-teaching model so that instruction in a general ed classroom is differentiated to

meet the needs of all students. Students are encouraged to take risks and to investigate in a safe environment with supportive peers and adults. While 94% of our special ed students participate in grade level academic courses, 6% of these students are placed in challenge classes, in which the academic content is designed to be more challenging and above grade level. Two instructional aides assist the credentialed special education teachers in providing emotional safety, personal safety, physical safety, mentorship and positive adult-peer relationships to all our students.

Case Managers write and share an IEP-At-A-Glance document with each student's general education teachers. These documents include IEP information such as goals, accommodations, services and supports. In addition to this, general education teachers receive both on-demand and weekly consultation on how to read and use these documents, as well as guidance on how each student's IEP goals, services and accommodations are monitored. Case Managers provide ongoing weekly support throughout the year in how to work effectively with individual students (including goal support), and how to resolve challenges to student learning. This collaboration is written into the IEP in the section, "Other Supports for School Personnel, Or for Student, Or on Behalf of Student," for all students.

IEP goals are updated by assigned Case Managers four times per year. During these updates, the special education teachers compile data both from their work with the students and from qualitative and quantitative reports from general education teachers. These are then synthesized and included in the goal update. Goals are updated in the online IEP system, printed, and sent to teachers. The special education team elicits feedback and suggestions from general education teachers when designing goals, as they have unique insight into what skills are truly holding back student performance in the classroom.

Sunrise's Special Education Responsibilities:

Sunrise recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with a Special Education Local Plan Area ("SELPA") pursuant to Education Code Section 476451(a) in order to ensure that a free and appropriate public education is provided to all students with special needs.

Sunrise will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and any other civil rights law enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). Furthermore, Sunrise will comply with SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by Sunrise for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code Section 47605(b).

SELPA Affiliation

Sunrise has been designated an independent Local Education Agency (LEA) member in the El Dorado SELPA for purposes of special education. Sunrise will make written verifiable assurances that it is an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

Sunrise assumes full responsibility for providing special education and related services to eligible Sunrise students, in accordance with state and federal law.

Sunrise currently follows policies and procedures of the El Dorado SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. Sunrise agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records. No child is denied admission based on disability or lack of services.

Child Find

Sunrise understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability or district of residence.

Sunrise shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or Sunrise staff member may request an initial evaluation at any time to determine if the child is a child with a disability. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. Sunrise may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

Sunrise shall be solely responsible for compliance with state and federal Child Find requirements. Sunrise shall implement policies and procedures of the El Dorado SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code.

Sunrise’s internal method for referral for assessment will be the Student Study Team (SST) process. Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that Sunrise receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. Sunrise shall respond to a written request for assessment within 15 days.

If Sunrise concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission, or a hearing decision authorizing Sunrise to assess a student over the objection of his/her parent(s). The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

Assessment

Sunrise shall be solely responsible for conducting special education assessments deemed necessary and appropriate by Sunrise. Case Managers are responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered is used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Sunrise follows the following assessment guidelines, unless a conflict exists with the El Dorado SELPA policies and procedures, in which case the SELPA policies and procedures shall govern:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;

- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. Sunrise will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

Sunrise shall be solely responsible for ensuring that all aspects of the IEP are appropriately implemented. Sunrise will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate
- The Executive Director/ Principal or its designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- Others familiar with the student may be invited as needed.

Sunrise will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by Sunrise. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The Designated Instructional Services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances;
- The goals and objectives will also be linguistically appropriate, as per Education Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills,

along with transition services needed to assist the student in reaching those goals; and

- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age; and
- When Sunrise seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

Sunrise shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed two times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the

IEP team at any time during the year via written notice to the school. Once the request is received, Sunrise will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

As stated above, Sunrise offers a comprehensive inclusion program that includes specialized academic instruction classes, learning center supports, extended school year, and sheltered instruction for students with moderate to severe disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, Sunrise will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Students

Sunrise shall comply with Education Code Section 56325 with regard to students transferring into the Sunrise within the academic school year.

Sunrise shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to Sunrise from another school within the same SELPA, Sunrise, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents and Sunrise agree to develop and implement a new IEP.

For students transferring to Sunrise from another school within a different SELPA, Sunrise, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Sunrise shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to Sunrise from a school outside of California, Sunrise shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until Sunrise conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Sunrise, and develops a new IEP, if appropriate, in accordance with federal and state law.

For students leaving Sunrise to another school, Sunrise shall provide notice to the student's home district.

Staffing

Sunrise is responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. Sunrise shall ensure that all special education staff hired or contracted by Sunrise is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

Current levels of staffing are summarized above; however, staffing is subject to change at the discretion of Sunrise in order to meet the unique needs of the students enrolled. These staff, in collaboration with Sunrise's leadership, will be the primary Sunrise representatives tasked with assuring that all aspects of the IEP are properly implemented.

All teaching staff at Sunrise will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Sunrise Staff

Sunrise administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

Sunrise shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

Sunrise, in collaboration with its SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

- The basis of exit from Sunrise of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Case Manager. The Case Manager will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Case Manager will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at Sunrise must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to meetings to develop their child's IEP.

Sunrise will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Sunrise will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. Sunrise will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

Sunrise acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of Sunrise's alleged failure to provide FAPE to students enrolled in the Sunrise. Sunrise may also initiate a due process hearing or request for mediation with respect to a student enrolled in Sunrise if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Transportation / Facility

Sunrise makes arrangements for transportation of its special education students, as required by law and in accordance with a student's IEP. Our facility does not present physical barriers that would limit a student's full participation in the school's educational and extracurricular programs.

Section 504 of the Rehabilitation Act

Sunrise Middle School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Sunrise Middle School. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for 504 accommodations.

Sunrise shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of Sunrise shall be accessible for all students with disabilities in accordance with the ADA.

A 504 team is assembled when new students with 504s enter the school or when a current student is found to possibly benefit from accommodations. For each such student the school principal sets up a team to write up the plan and to review an existing plan on an annual basis. The team includes the parent/guardian, the student and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate or continues to be appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, the 504 team makes a referral for assessment under the IDEIA. If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the Free and Appropriate Public Education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education receive a copy of each student's 504 Plan. The principal ensures that teachers include 504 Plans in their lesson plans for short-term substitutes and that the teachers review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, needed modifications, and continued eligibility.

Sunrise Middle School is a member of the El Dorado County Charter SELPA. We understand that any change in the charter school's SELPA affiliation or LEA status for purposes of special education shall require written notification to the SCCOE. Sunrise Middle School ensures that all children with disabilities enrolled in the school receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law, regardless of students' home districts.

EXTRA PROGRAMS

Sunrise offers many programs and experiences beyond what is state-required in an effort to give our students a true whole-child education. Here are some of the programs we currently are offering.

University Trips

We have established university overnight field trips for our new students and our 8th graders in an effort to help them believe that they can be the first in their family to graduate from a four-year university. The trips allow them to envision themselves in important spaces – to experience how the college environment feels, to know what it's like to eat and sleep on campus, to understand how classes work, and to learn about extracurricular organizations and programs. Students also get a chance to learn from other first generation college graduates, including our own staff members, who have inspiring stories. The students learn that college begins in middle school and are inspired to do well in their studies. The classmates also get an opportunity to bond with each other. The universities most often visited are UC Santa Cruz and Santa Clara University.

Outdoor Education

Sunrise Middle School believes that many young people are lacking in knowledge about the natural world and that experiencing the outdoors will not only provide them with tranquility and adventure, but also help them become better stewards of the Earth. For this reason we have developed an outdoor program that offers students the opportunity to be in nature once or twice a month, after school and on weekends. Depending on the amount of funds we are able to raise, we provide trips that include hikes, camping, backpacking, caving, snow science, horseback riding, high ropes courses, kayaking, rafting, rock climbing and more. For many of our students, these are the first time they have ever been able to experience these activities.

Summer School

Sunrise receives funding from the 21st Century Community Learning Center federal grant and private donors to put on a first-class summer program for four weeks, from late June to late July, each summer. Students learn math and reading and take part in project based learning during the morning. They enjoy swimming, sports, enrichment classes and field trips during the afternoon. Each summer we also offer an optional four-day cabin camping trip to Mt. Shasta. The theme for our summer project based learning this past summer was homelessness. Students created a video on the homeless, built a tiny home, designed tiny home communities, fed the homeless, and brought their ideas for solutions for homelessness to the mayor's office.

After School Program

Sunrise has its own summer school program, primarily funded by the ASES federal grant. We currently have 100 of our students in this program, and have a 95% attendance rate. The students love coming, thanks to the high energy of our after school staff. The program includes homework and other academic support,

enrichment activities, sports and recreational activities. Because this is our own program, there is strong communication between the teachers and the after school staff. The after school staff knows what the students are working on in the classroom and, therefore, can help them well in the after school program. The program also contributes greatly to the school's "second home" atmosphere. Many students continue to come to Sunrise long after they graduate to visit in the after school program.

League Sports

Sunrise believes in the importance of competitive sports for young people and therefore, offers various league sports to its students. In 2018-19 the school is offering girls volleyball, boys and girls basketball, coed flag football and boys and girls soccer. Our students compete against students from other charter and district schools. Students also can choose to join in non-competitive long distance runs with a Native American running team.

21-Day Challenges

Our annual 21-Day Challenges are events that serve as a tool to start conversation amongst students on one of three main themes – living fearlessly, gratitude or kindness. We hope that with these events students can better understand themselves and know that they are not alone during their difficult times as well as their phenomenal times. The students help staff in identifying the four to five major subcategories to explore within each theme. For the 21 days students then discuss and journal on a variety of topics that are related to that theme and its subcategories. We also hold events and invite speakers. We focus on each of the three topics for 21 days since that's how long it takes to create or break a habit. By the time students go through all three years at Sunrise Middle they will have explored each topic.

Harvest to Table / Restaurant

Harvest to Table, or *Cosecha a Mesa*, is a program that focuses on developing the students' minds through gardening and cooking. Essentially, this program aims to educate students about the importance of sustainability, with the hope that students begin to see this approach more of a lifestyle to better their community, their family and, most importantly, their bodies and minds. The goal is for students to become more in touch with the plants and food they eat on a regular basis. For the summer, the program recreates a restaurant where we aim to teach students about entrepreneurship skills as well as culinary skills. Students learn the importance on how to run their own restaurant by choosing the name of the restaurant, learning the different job positions, preparing the food and, lastly, serving the food to friends and family members!

Career Day

The Career Day program provides students with a tangible and phenomenal long-lasting experience that connects their academics goals with their professional career goals. The students have the opportunity to develop and build meaningful and personal connections with about 40 professionals who are invited to present that day. This day is very special for the students because they get an exposure to jobs they never knew much about and also to get a better understanding what those jobs really entail. By the time they head to high school students are well informed about a variety of job positions such as: police, firefighters, lawyers, engineers, artists, architects, financial consultants, business leaders, teachers, politicians, radio talk show hosts, doctors, veterinarians and more! More than anything, students walk away from the Career Days more excited about their learning and more aware of how their learning is relevant to their future.

ELEMENT 2: MEASUREABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil Outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school.” (Ed. Code § 47605(b)(5)(B).)

Goals and Actions Aligned with the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), Sunrise Middle School will comply with LCFF/LCAP and pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core) and reflect proficiency measures required by the new California Assessment of Scholar Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details Sunrise’s goals as of this renewal petition submission, for all students pursuant to Education Code Section 52052, for each of the eight state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the Education Code, Sunrise’s stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions Sunrise anticipates at this point in time.

Please note that the LCAP and any revisions necessary to implement the LCAP, including the outcomes and methods of measurement listed below, shall not be considered a material revision of the charter and shall be maintained by the school at the school site.

Sunrise Goals Aligned with State Priorities	
State Priority #1: Basic Services (Conditions of Learning)	
Goal:	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.

Applicable Student Groups:	All students (schoolwide), including Hispanic or Latino, English Learners, Socioeconomically Disadvantaged students, Students With Disabilities and homeless or foster youth.
Actions:	1.1 All teachers will hold valid teacher credentials and will receive salary increases designed to make their salaries competitive with those of other districts. 1.2 The school will support teachers in providing continued quality professional development and collaboration opportunities for teaching staff. 1.3 The school will support administrators in their efforts to obtain administrative credentials.
Sub-priorities:	• Teacher salaries • Professional development • Administrative training
Annual Measurable Outcomes (2018-19):	• 100% of teachers will hold valid teacher credentials and will receive salary increases of 3% plus \$3,000 for 2018-2019 • The school will provide a robust set of professional development opportunities to all of its core teachers • The school will provide administrators with funding and opportunities to obtain administrative credentials.
State Priority #2: State Standards (Conditions of Learning) State Priority #7: Course Access (Conditions of Learning) State Priority #8: Other Pupil Outcomes	
Goal:	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.
Applicable Student Groups:	All students (schoolwide), including Hispanic or Latino, English Learners, Socioeconomically Disadvantaged students, Students With Disabilities and foster or homeless youth.
Actions:	2.1 The ELD coordinator will focus on serving Beginning to Intermediate level English Learners in the designated block and during class time. She will help them access the curriculum through weekly collaboration sessions with the other teachers. 2.2 Our Designated ELD block for Beginning to Intermediate ELs will continue to support success in content areas by strengthening language skills. Sunrise will continue to utilize nine-week units for Performance Based Assessments, or PBA's, to dictate the language supports needed in each

	content area. 2.3 Sunrise teachers will continue to participate in focused ELD training.
Sub-priorities:	• ELD Coordinator • ELD Designated Block • ELD Training for Teachers
Annual Measurable Outcomes (2018-19):	• 50% of our continuing English Learners (returning 7th and 8th graders) will be reclassified in 2018-19 • 17% of our ELs will be proficient or above in English and 10% in math • Our internal writing rubric will show that 88% of our 8th grade English Learners are scoring at proficient or above in writing
Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes	
Goal:	Sunrise will provide a high quality and comprehensive instructional program that empowers all of our students and subgroups 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.
Applicable Student Groups:	All students (schoolwide), including Hispanic or Latino, English Learners, Socioeconomically Disadvantaged students, Students With Disabilities and homeless or foster youth.
Actions:	3.1 The assistant principals will continue to coach teachers utilizing a coaching model that includes frequent feedback, reflective planning, instructional coaching and small group coaching. The coaching plans will be jointly developed to reflect department-wide and schoolwide plans for developing teacher capacity. 3.2 We will deepen the scope and breadth of our PBLs by hiring a full-time PBL teacher/ coordinator. Our projects will focus on identity, economic disparity, immigration, ethnic diversity and other subjects of interest to our students. 3.3 Sunrise will improve its academics through aligning 21st century skills through MTSS, increasing student access to technology, increasing the number of education

	specialists and paraprofessionals, and offering various math and ELA intervention programs. 3.4 Sunrise will fully implement its Positive Behavioral Interventions and Supports (PBIS) system. 3.5 Sunrise will implement a Multi-Tiered System of Support (MTSS), which combines PBIS with its Response to Intervention (RtI) program.
Sub-priorities:	• Coaching Plans • Project Based Learning • Improved Academics • PBIS • MTSS
Annual Measurable Outcomes (2018-19):	• At least 43% of our students will be at Level 3 or 4 in ELA on the state SBAC exam • For the NWEA local testing, 78% of our students will meet or surpass their growth target in math and reading • 84% of our students will score a 3 or 4 on a 4-point rubric on our internal writing assessments
State Priority #3: Parental Involvement (Engagement) State Priority #5: Pupil Engagement State Priority #6: School Climate State Priority #8: Other Pupil Outcomes	
Goal:	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. In 2018-19 there will be extra emphasis on counseling, building self-confidence, developing grit and stamina, and living fearlessly.
Applicable Student Groups:	All students (schoolwide), including Hispanic or Latino, English Learners, Socioeconomically Disadvantaged students, Students With Disabilities and homeless or foster youth.
Actions:	4.1 Sunrise will continue its programs for college and career readiness, encourage summer program participation to prevent the so-called “summer slide,” and begin a mini AVID program on campus. 4.2 Sunrise will continue to encourage parent participation in the school through a seat on the school board, ELAC and School Site Council panels, volunteering, frequent communication home and an increased number of

	parenting classes and support groups (all in English and Spanish). Volunteering is never required, only encouraged. 4.3 Sunrise will continue to build upon its Socio-Emotional Learning program, believing that it is critical to success among its middle school youth. This will include the expansion of its counseling program.
Sub-priorities:	• College and Career Readiness • Parent Involvement • Socio-Emotional Learning
Annual Measurable Outcomes (2018-19):	• 98% parent satisfaction on internal surveys • 80% student satisfaction on internal surveys • Suspension rate of 7.5% or less • Expulsion rate of 0% • Attendance rate of 95-96%

ELEMENT 3: METHODS TO MEASURE PUPIL OUTCOMES

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. (Ed. Code § 47605(b)(5)(C).)

Sunrise Middle School shall meet all statewide standards, including the Common Core State Standards, and take the CAASPP (or California Alternative Assessment), California Science Test (CAST) any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools (e.g., ELPAC, Physical Fitness Test).

Please refer to Element 2 for a description Sunrise’s goals, which are aligned to the eight state priorities and demonstrate multiple measures for each subject area. Sunrise affirms that its methods for measuring pupil outcomes for the eight state priorities, as described in Element 2, shall be consistent with the way information is reported on a School Accountability Report Card, as required by Education Code Section 47605(b)(5)(C).

Sunrise uses a variety of additional assessment tools to track student progress and inform teaching. These assessments may be monitored and altered over time to best serve our students’ needs.

- Sunrise identifies students who may be at risk for academic failure utilizing local benchmarks – NWEA, quantitative and qualitative data, and teacher-driven formative assessments.
- Sunrise utilizes disaggregated data by student groups to assess discipline practices.
- Sunrise conducts student, staff and parent surveys to evaluate school climate.
- The school also has implemented a multi-tiered system of support (MTSS) to support the school’s continuous improvement efforts, beginning with data related to PBIS and RTI. The MTSS supports Sunrise’s commitment to continuous improvement of its educational programs through the staff’s regular practice of collecting student performance data and analysis to inform decision-making.
- Sunrise administrators report school performance data to the School Board, to parents, to students, and to its charter authorizer, the Santa Clara County Office of Education.
- Data is collected annually, periodically and on an ongoing basis.
- Data is analyzed by Edtec, the school’s own data analyst, and the school’s teaching staff.

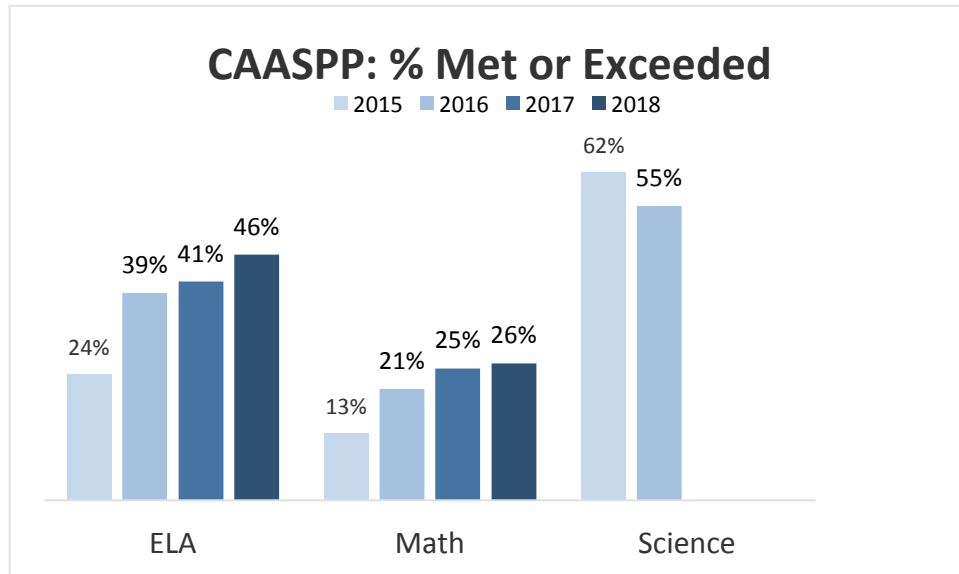
Here are the current assessments we use to track student outcomes. These may be modified over time. All identified subgroups will meet our performance goals.

Annual Assessments	Periodic Assessments	Ongoing Assessments
California SBAC State Assessments in ELA and Math The California Science Test (CAST) English Language Proficiency Assessments for California (ELPAC) California Physical Fitness Test (PFT) for 7 th graders	NWEA MAP assessments (beginning, middle and end of year) Progress toward achieving Individual Education Plan (IEP) goals (quarterly) Benchmark and / or SBAC interim exams (four times during the year) Progress reports in coursework, tests, quizzes, projects, homework, and class participation (six times per year)	Homework Daily exit tickets SuccessMaker and Imagine Math (formerly TTM) assessments for math Achieve 3000 progress Accelerated Reader assessments Alloy Learning assessments Informal classroom-based assessments Research projects Class discussions Essays Science Lab reports

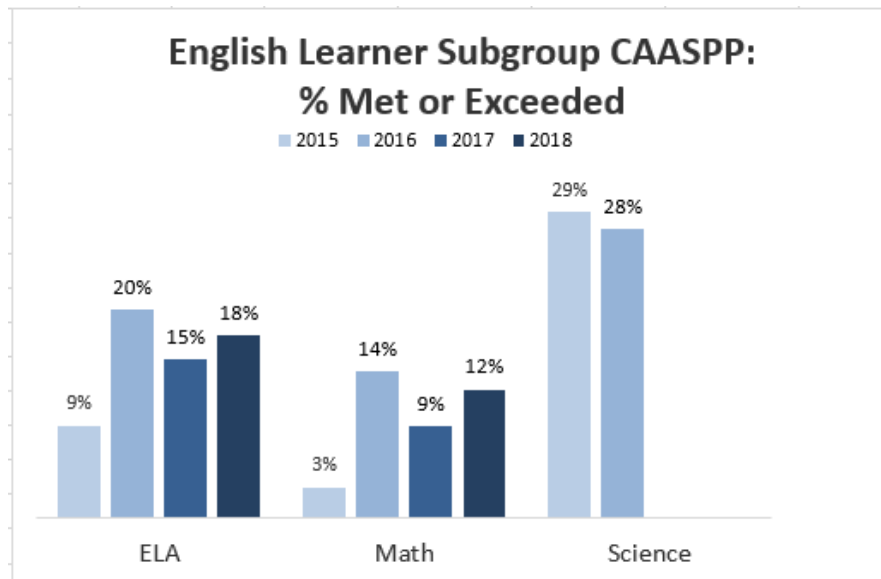
Performance Overview for Sunrise Middle

Summative Data

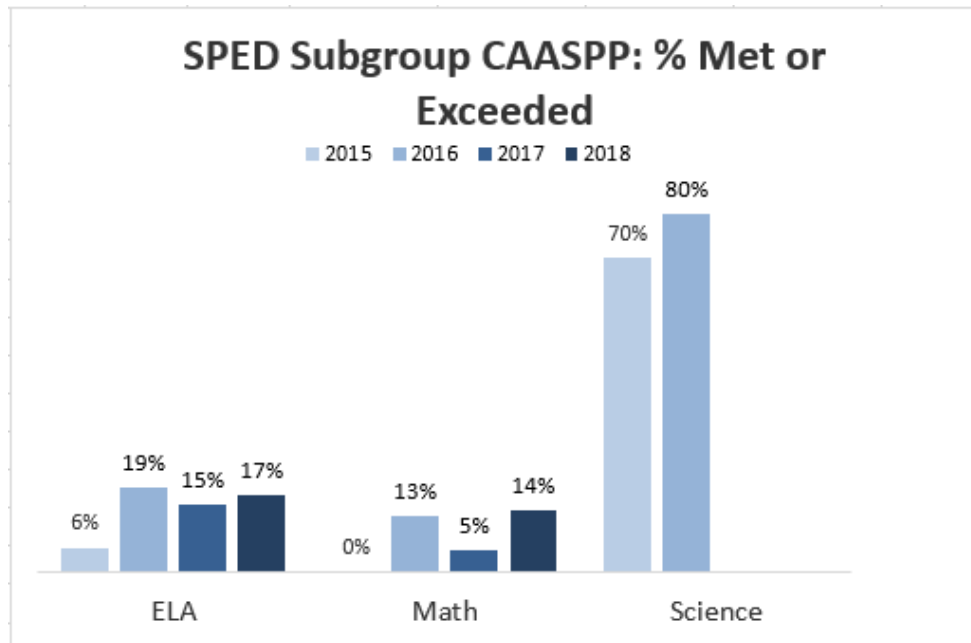
At Sunrise Middle School, school-wide performance on the Smarter Balanced assessments has continued to improve each year since the tests were introduced. The percentage of students scoring met or exceeded on the Smarter Balanced Assessments in 2018 rose five percentage points in ELA and one percentage point in Math, according to our internal data not yet released by the state as of this writing.



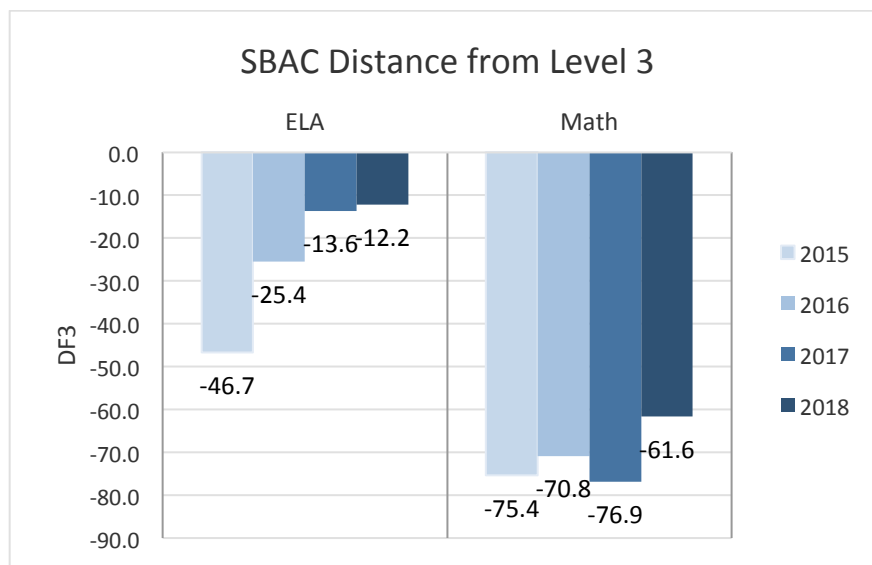
Just as the percentage of Sunrise Middle School students meeting or exceeding the standard grew in ELA and Math among the overall student population in 2018, we also see growth for the English Learner subgroup, with a gain of three percentage points each in ELA and Math in 2018.



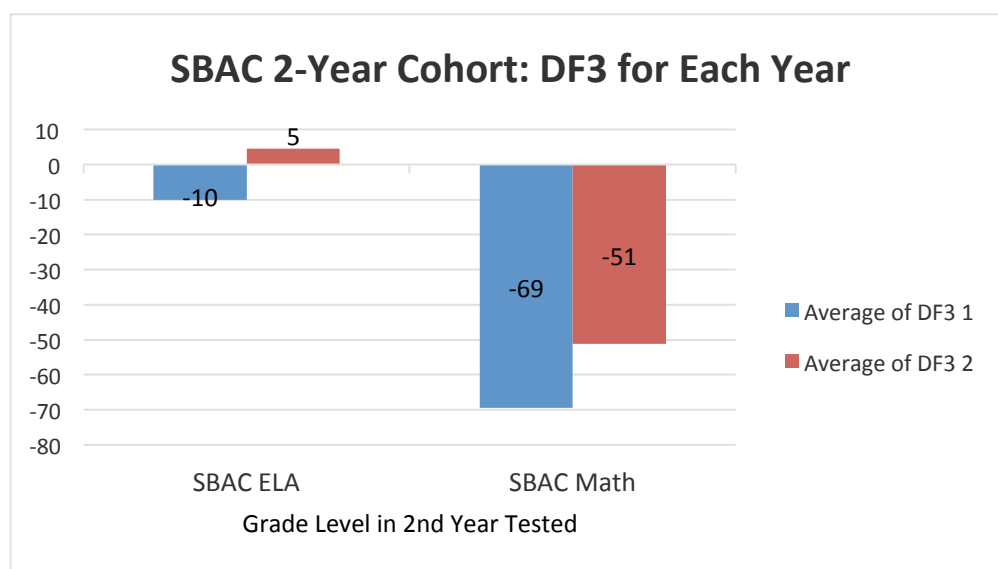
When looking at the percentage of students meeting or exceeding the standard in the Special Education subgroup, we also see growth in 2018, with a two percent increase in ELA and a nine percent increase in Math.



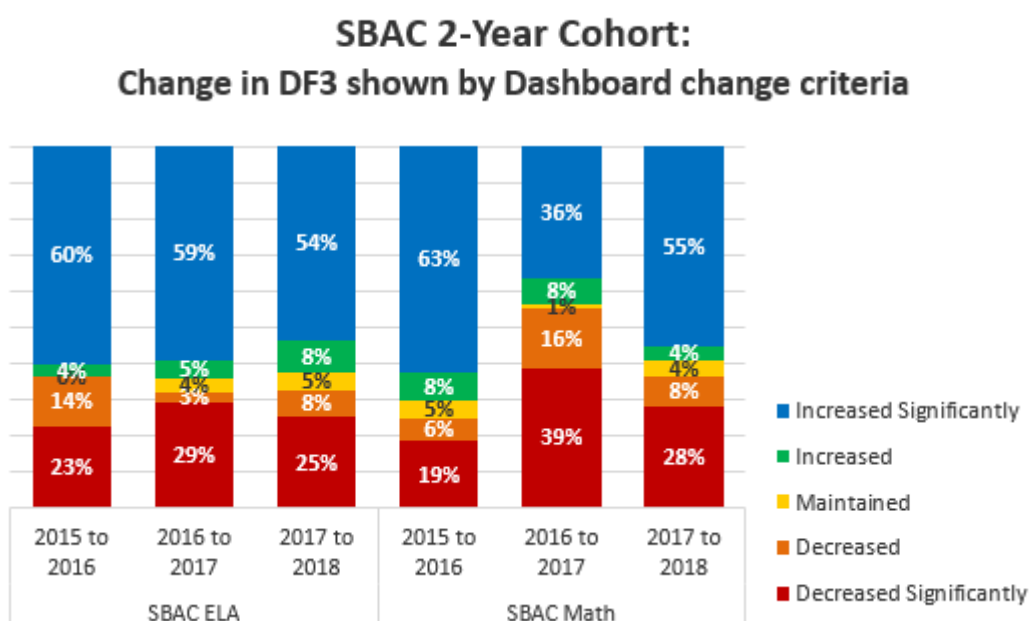
The CA School Dashboard uses the distance from level 3 (DF3) to measure status and change for the academic indicators and show improvement at the scale score level. Sunrise School improved its DF3 in both Math and ELA for 2018. The school-wide DF3 improved by 1.4 points in ELA and 15.3 points in Math for 2018. In Math, the 2018 DF3 measure shows more dramatic improvement from 2017 than the percentage met or exceeded measure, which tells us that the school average scale score improved significantly even though not as many students moved from one performance band to the next. Sunrise is at its best-ever DF3 for both subjects in 2018.



Looking at growth and achievement for students continuously enrolled can provide insight into the impact of the school program for students over time. We can see from the chart below that in ELA for the 2-year cohort of students tested in 2017 and 2018, the average DF3 rose 15 points in 2018. In Math, for the 2-year cohort, the average DF3 rose 18 points. This data suggests that Sunrise Middle School is bringing positive gains for students over time.

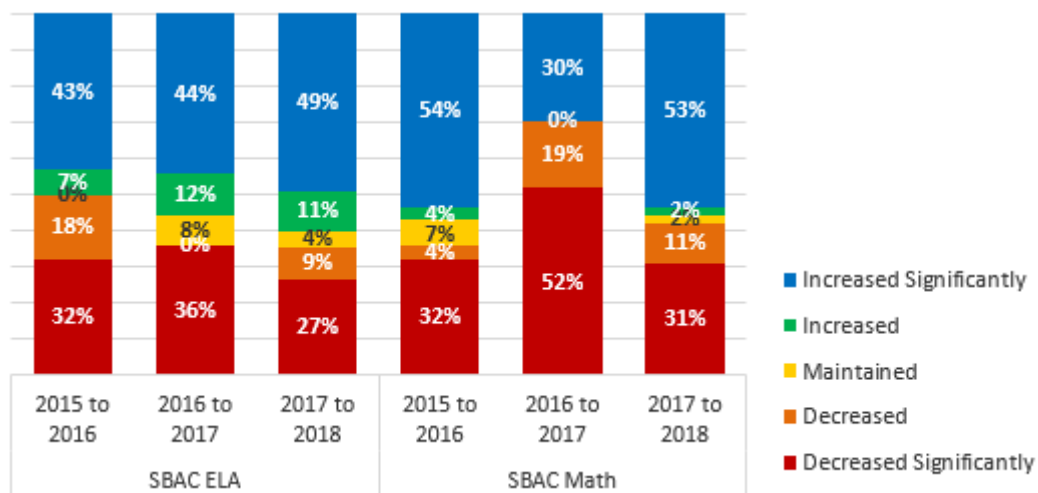


The CA Dashboard uses criteria to determine levels of change in DF3. When applying these criteria to a 2-year cohort at Sunrise, we see that a majority of students increased significantly in ELA and Math from 2017 to 2018. In ELA, across the past four years, the 2-year cohort consistently featured 54-60% of students increasing significantly. In Math, we see 55% increasing significantly in 2018 and 63% in 2016, with a dip to 36% in 2017.



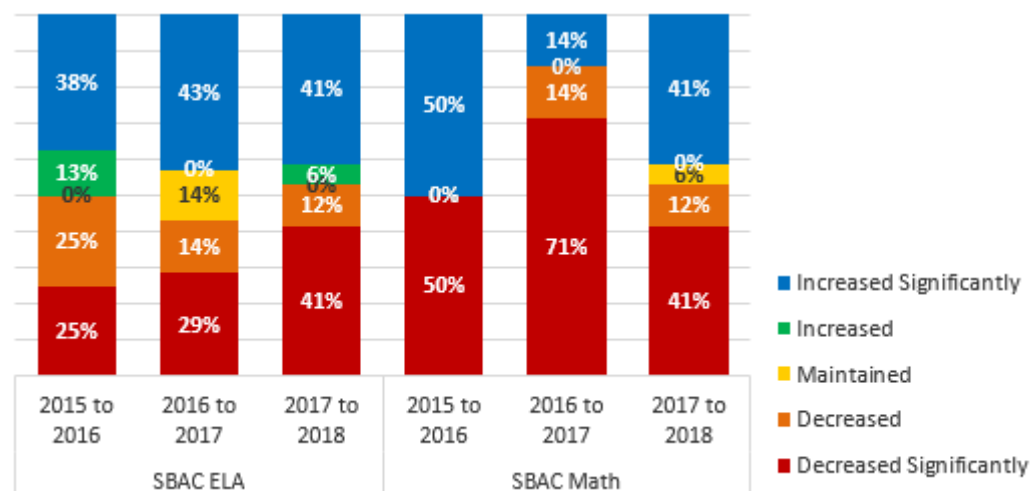
We can also look at the performance of continuously enrolled students by subgroup. When looking at change in DF3 2-year cohort for the English Learner subgroup 2017 to 2018, we can see similarly strong growth on par with the general population in Math and slightly lower but still strong growth in ELA.

English Learner Subgroup SBAC 2-Year Cohort: Change in DF3 shown by Dashboard change criteria

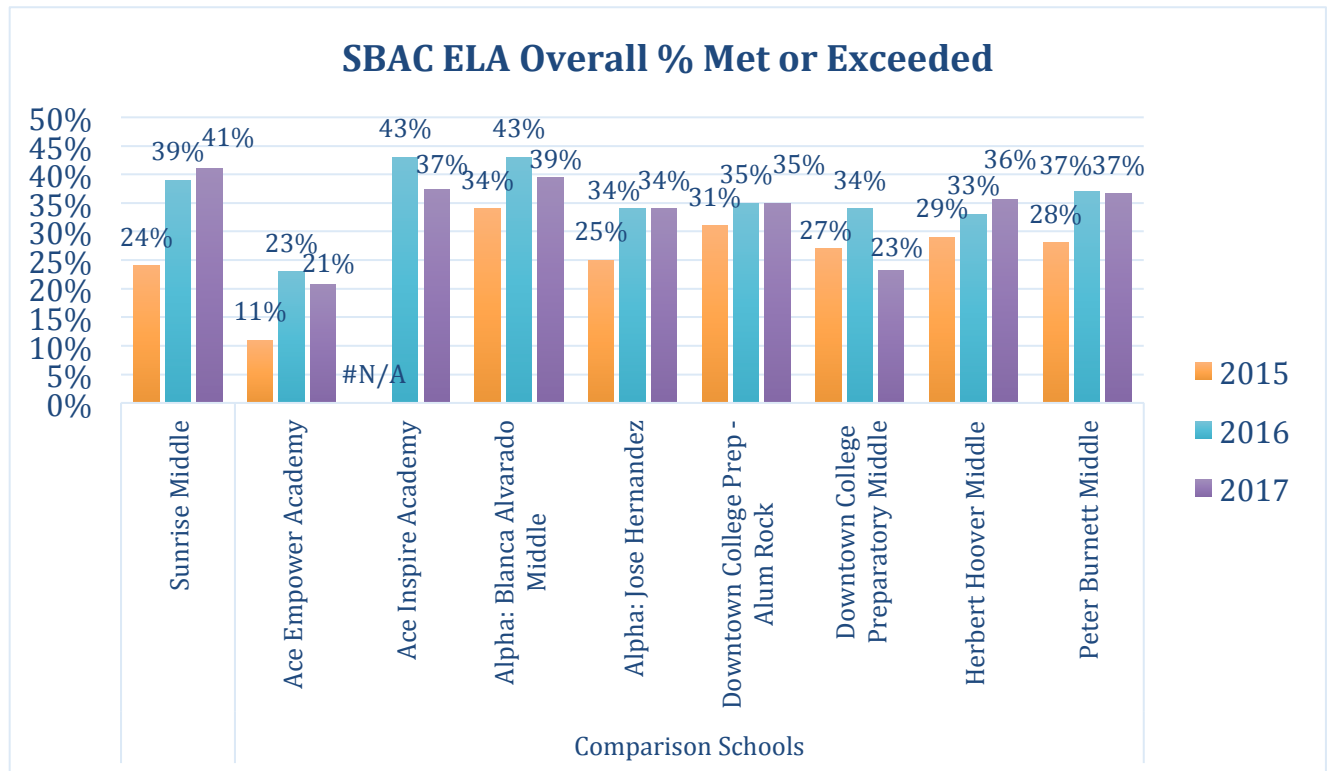


Examining change in DF3 2-Year Cohort for the Special Education subgroup, we see greater overall increases from 2017 to 2018 in both ELA and Math. In ELA, although the group that increased significantly dropped by two percentage points, there was an additional 6% in the increased category. In Math, the percentage of students that increased significantly grew from 14% for 2016-2017 to 41% from 2017-2018.

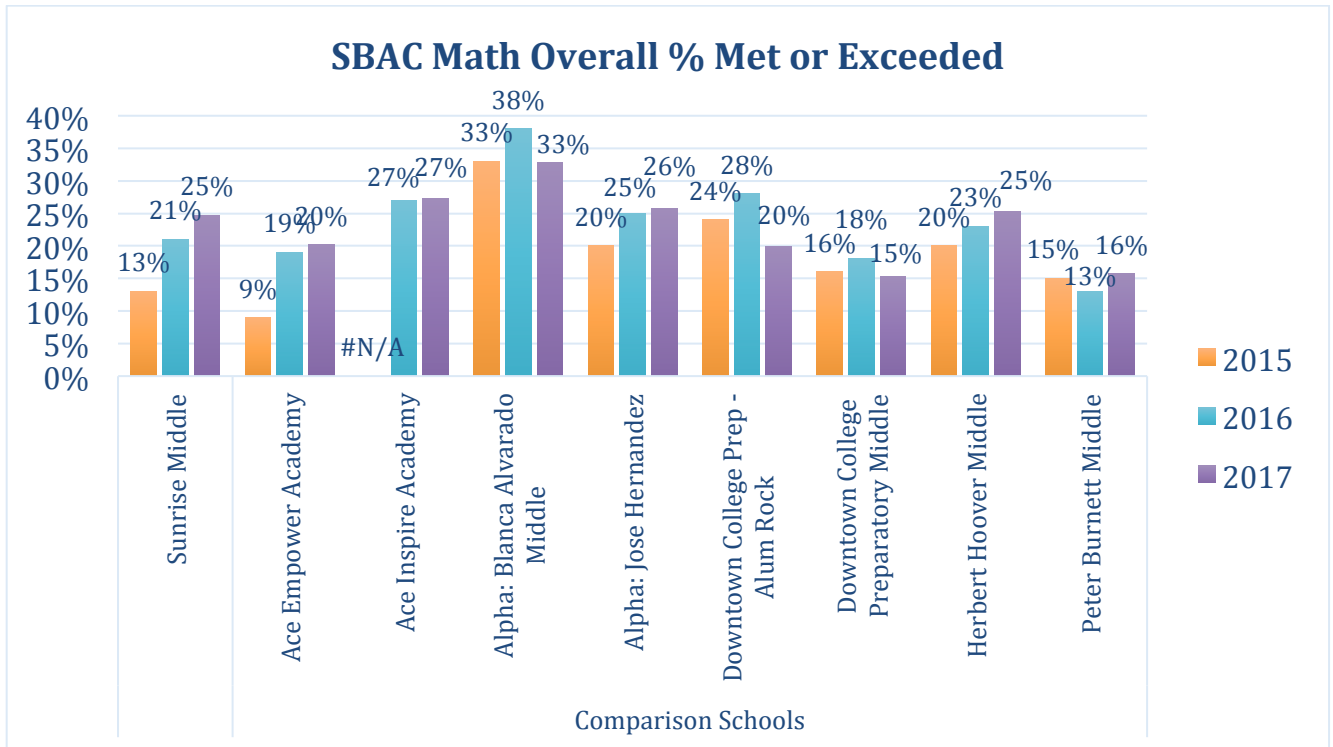
SPED Subgroup SBAC 2-Year Cohort: Change in DF3 shown by Dashboard change criteria



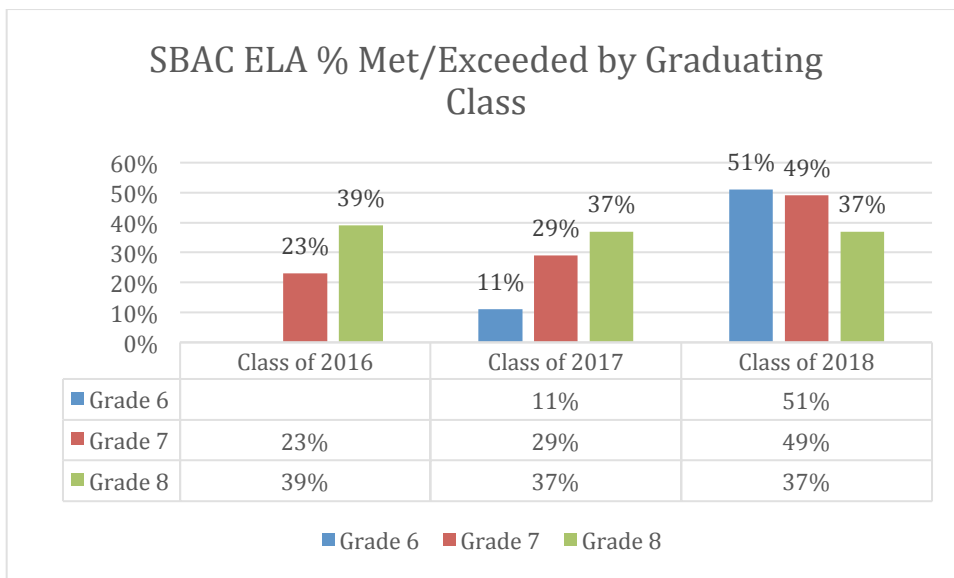
Looking at comparison schools' performance over time can provide valuable insight into Sunrise Middle School's growth and achievement relative to local schools. When comparing the overall percentage of students meeting or exceeding the standard on SBAC ELA for 2015-2017, we see that Sunrise Middle School grew each year from 2015 to 2017 and achieved the top percentage for the most recent year of available data, 2017.



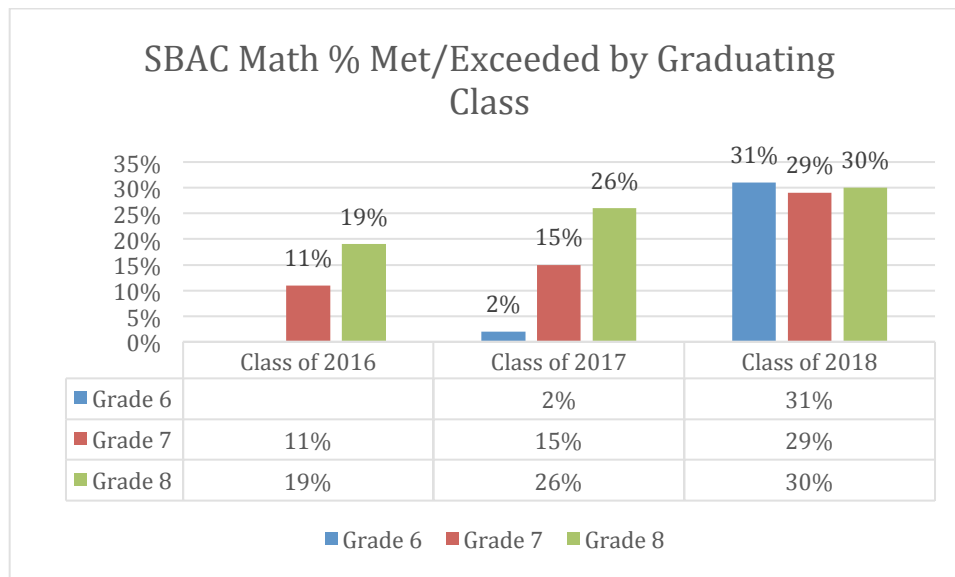
When comparing the overall percentage of students meeting or exceeding the standard on SBAC Math for 2015-2017, we again see that Sunrise grew each year in the percentage meeting or exceeding the standard. Sunrise Middle School performed in the mid-range of comparison schools in 2017.



We can also investigate the progress of a cohort of students through the grades to look for trends and achievement levels. When viewing percentages meeting or exceeding the standard on SBAC ELA, we see that the Sunrise Middle School graduating classes of 2016 and 2017 each grew consistently in achievement over the grades.



We see similar trends in SBAC Math when looking at the percentage meeting or exceeding the standard by graduating cohort. For the Sunrise Middle School classes of 2016 and 2017, there was growth each year. The class of 2018 hovered around 30% all three years, showing higher overall achievement than prior graduating cohorts.



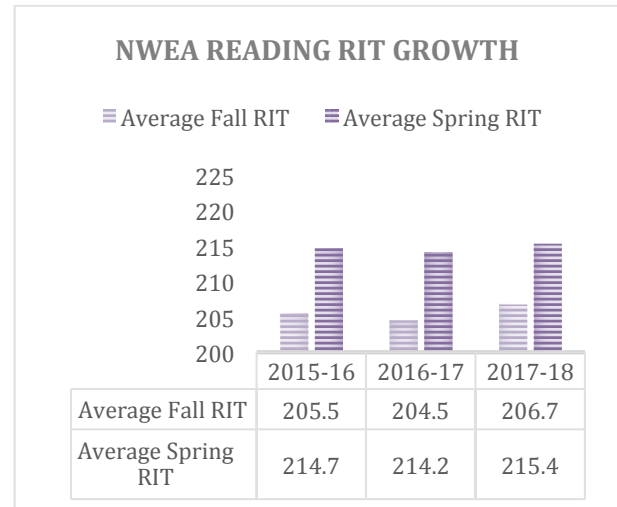
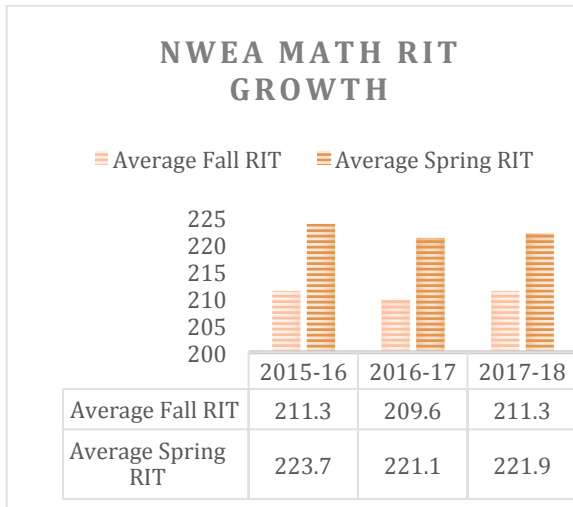
We are concerned that the class of 2018 did not show as much growth as prior 8th grade cohorts on the SBAC in both ELA and math. We attribute this primarily to severe emotional and behavioral issues in that class and are planning to correct this issue in future years. Beginning this year, we have instituted several measures to support our students in these areas: 1) a full PBIS program, 2) having a counselor on site three days a week, and 3) hiring a full-time youth mentor trained by Peacemakers Inc.

Already after the first month of school in 2018-2019 we have noticed a significant drop in referrals, and there were no suspensions.

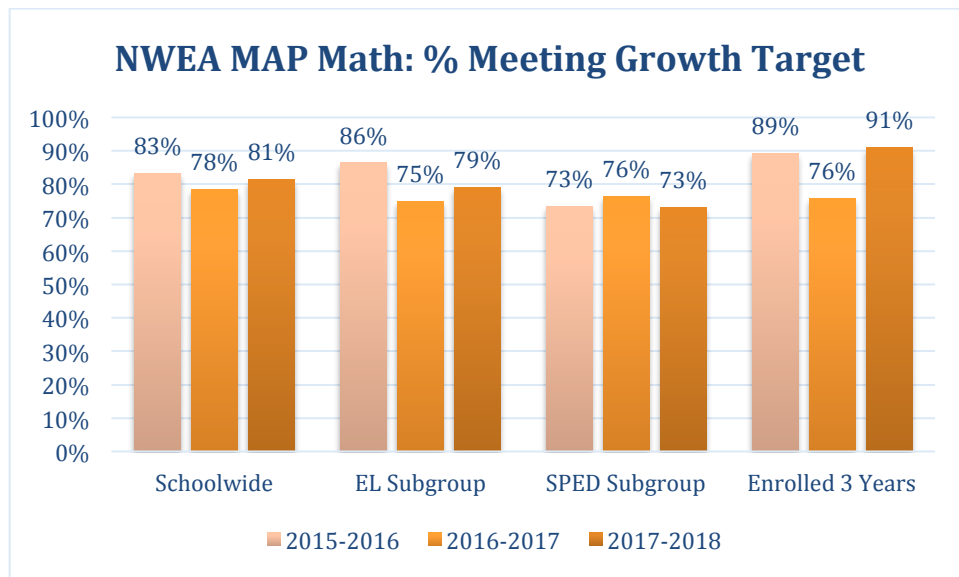
Additionally, we have strengthened our math department with the hiring of two new and experienced teachers.

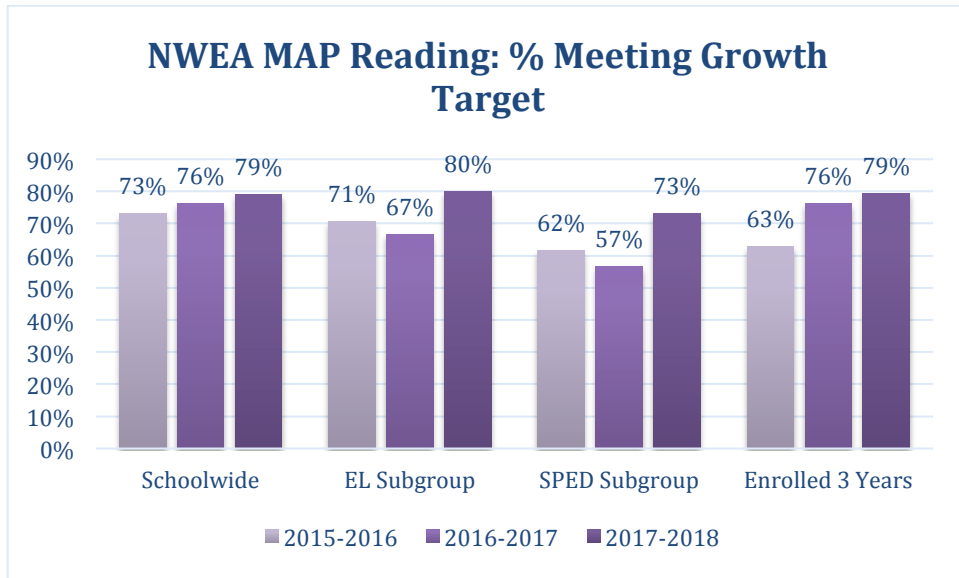
Formative Local Data

In addition to the CA state assessments, Sunrise Middle School has been administering the NWEA Measures of Academic Progress (MAP) assessments in math and reading three times a year for the past three years. Students have made substantial scale score (RIT score) growth from fall to spring every year.

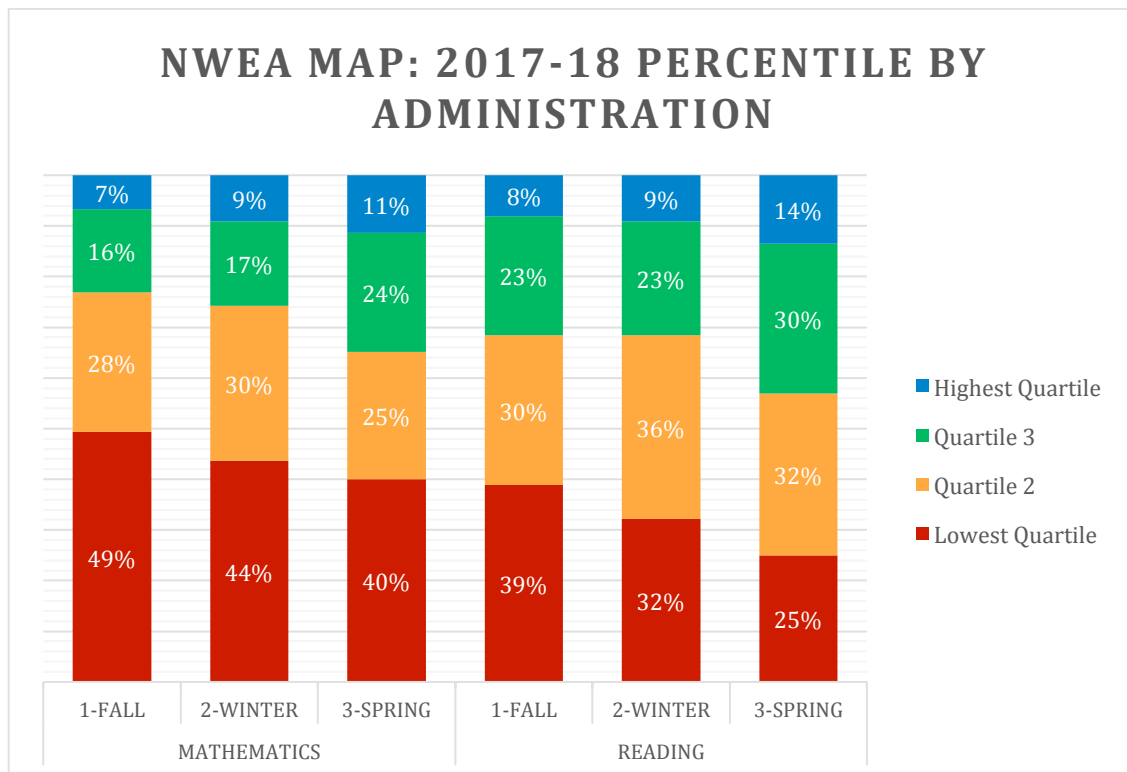


The NWEA MAP are nationally normed assessments with established targets for fall to spring growth based on the students' initial RIT score. The goal is for all students to meet their fall to spring growth targets annually. Approximately 80% of Sunrise students are meeting their growth targets in math and reading, both schoolwide and for English learners. Students who were continuously enrolled at Sunrise for 3 years showed stronger performance in math, with over 90% of students meeting their growth targets.

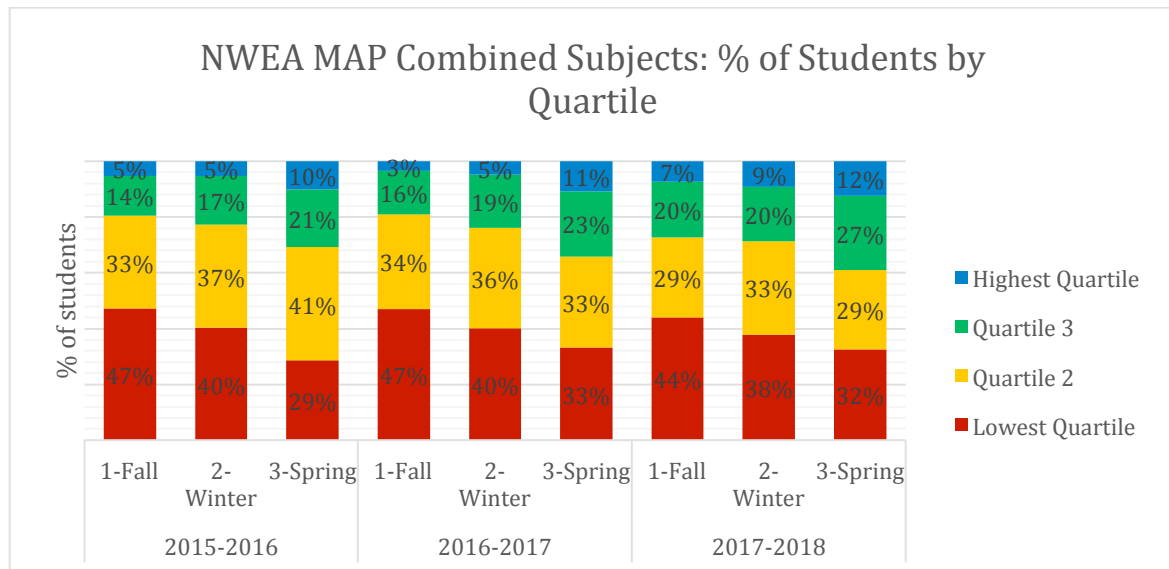




The NWEA MAP scores are also reported as percentiles, based on national norming studies. Each year, the percentage of students who scored in the top two quartiles has increased from fall to winter to spring, showing consistent growth over the course of the school year. ***For example, from Fall 2017 to Spring 2018, the percentage of students scoring above the 50th percentile increased from 23% to 35% in Math and 31% to 44% in Reading.***



If we combine both subjects and look at all administrations across years, it's apparent that the percentage of students in the top two quartiles has also improved with each year, increasing from 31% in spring 2016 to 34% in spring 2017 to 39% in spring 2018.

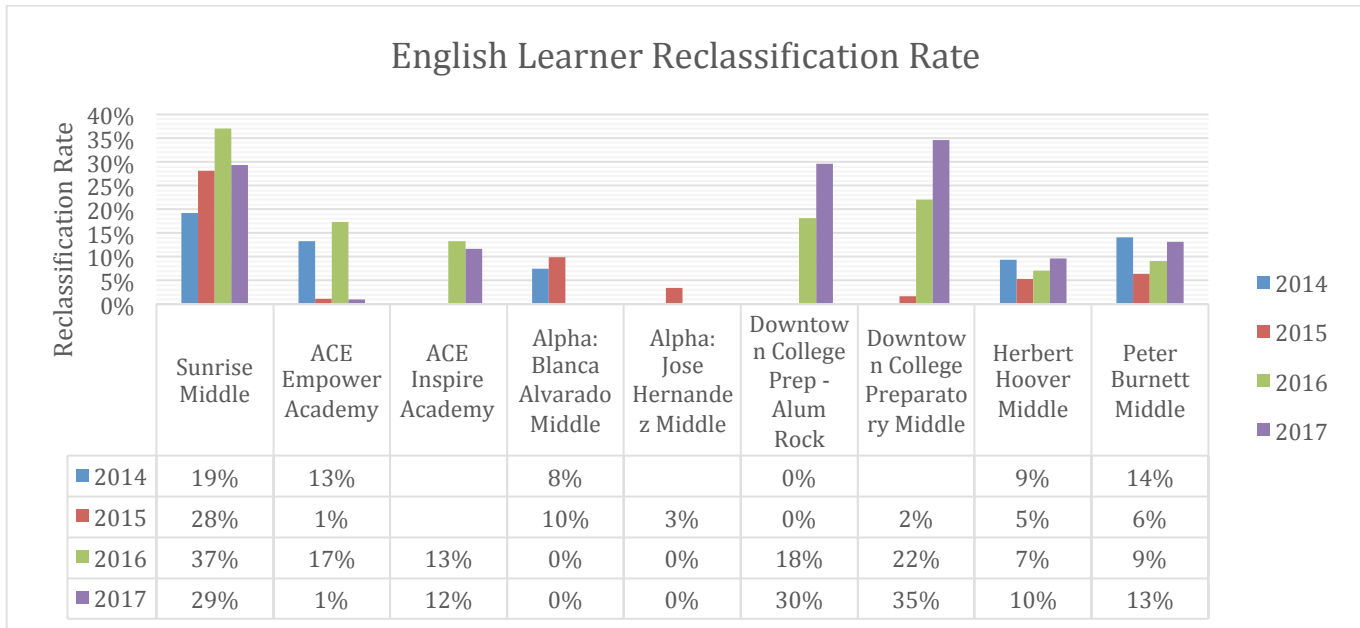


More Data on Our English Learners

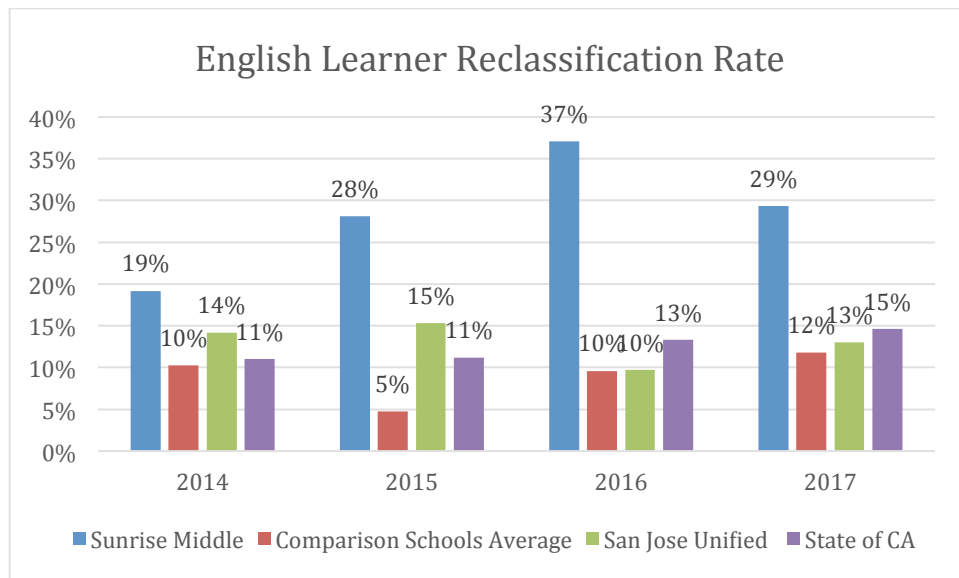
In addition to subgroup analysis of SBAC and NWEA tests, we can look at reclassification rates and progress on CELDT as indicators of progress for English Learners. The data is somewhat limited because the state test for English Learners was changed just two years ago. **However, in 2016-17, the last year we had CELDT, 66 percent of Sunrise Middle School students went up one level or more over the previous year.** Of these:

- 34% moved from Level 4 to Level 5
- 36% moved from Level 3 to Level 4
- 28% moved from Level 2 to Level 3 or higher
- 2% moved from Level 1 to Level 2 or higher

CDE calculates annual English Learner reclassification rates based on certain dates reported in CALPADS, with 2017 rates being the most current available at time of writing. When comparing the reclassification rates at Sunrise Middle School to those of neighboring middle schools, we see that Sunrise English Learners reclassified at a higher rate than all comparison schools in the years 2014 through 2016.

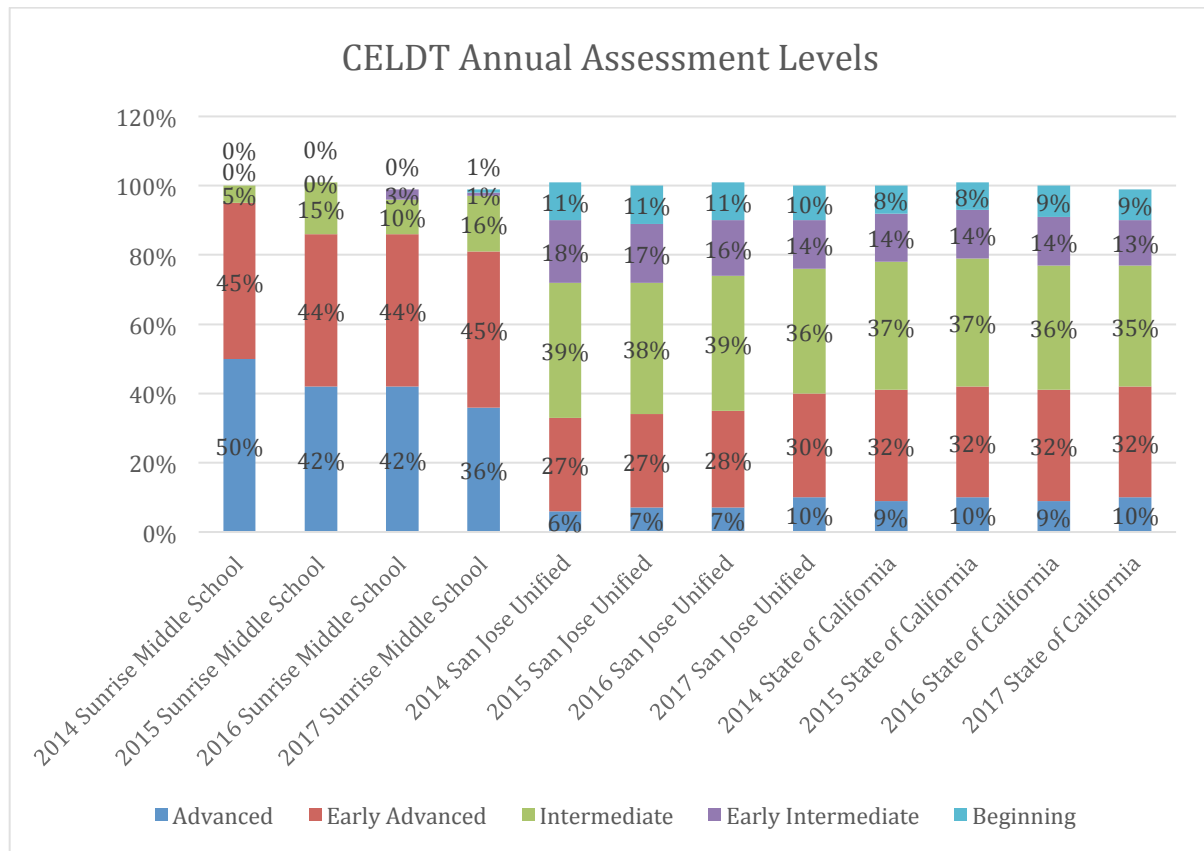


We can also look at Sunrise Middle School reclassification rates compared to the average of comparison schools as well as the local district of San Jose Unified and state of California. For the past four years, 2014 through 2017, Sunrise Middle School reclassification rates have been consistently higher than averages of comparison schools as well as the local district and state



Looking at Performance Levels on the CELDT Annual Assessment provides insight into the progress of English Learners who have not yet reclassified. When comparing the percentage of Sunrise Middle School English Learners testing at each performance level to percentages for the San Jose Unified School District and the state of California, we see consistently higher percentages of

students in the Advanced and Early Advanced Levels at Sunrise Middle School. Sunrise Middle School had a range of 15-18% of English Learners testing in the lower three performance levels, compared to the district and state, which had ranges of 60-68% (district) and 57-59% (state). This tells us that among those English Learners who did not reclassify in a given school year and therefore took the CELDT Annual Assessment, significantly more Sunrise Middle School students demonstrated high levels of English language development when compared to tested students in San Jose Unified School District and the state of California.



Qualitative Data

Non-Academic Indicators: School Culture and Parent Engagement

Sunrise Middle School has grown a positive school culture with significant parent satisfaction and engagement in its seven years of operation. Please note the following:

Attendance Rate: 95% or higher since the school was founded

Parent Satisfaction Rate:

From Parent Satisfaction Survey (March 2018, based on half of our parents responding)

99% of parents feel their participation is valued

97% feel the school does a good job of staying in touch

96% feel they receive information on how to help their student improve

99% feel the school is a friendly and safe place to learn

94% feel teachers hold high expectations for their students and give the academic support needed

Student Satisfaction Rate:

Actual results for 2017-18 (Surveyed in April)

74.3% feel school connectedness

88.7% feel academic motivation

89.5% feel they are held to high expectations

78.6% feel they have caring adult relationships at school

78% perceive the school as safe

Parent Involvement

- One parent on the school board
- Between five and ten parents consistently serving on the ELAC (English Learner Advisory Committee) and the School Site Council
- Parents encouraged to volunteer at brunch and lunch and in the office and classroom and on field trips
- Parents invited to teacher/student conferences twice a year
- Parents encouraged to part-take in parents education/support groups
- Parents help plan schoolwide events such as graduation, holiday events, etc.

Family Events:

- Beginning of year schoolwide meeting
- Back to School Night
- Haunted House and Halloween Dance
- High School Night for 8th graders and their parents
- Holiday Party and Awards Night
- Valentine Party and Awards Night
- Mother's Day celebration
- End of Year Celebration and Awards Night

School Events:

- Schoolwide field trip day in September and June
- 21-day Challenge focusing on Kindness, Gratitude or Living Fearlessly each year

- Student Council
- Spirit Week
- Sunrise Plaza school restaurant
- 8th grade Challenge Day
- League sports
- Career Fair
- College Day
- Science Fair

Field trips:

- University overnight trip for new students at UC Santa Cruz
- University overnight trip for 8th graders at Santa Clara University
- Schoolwide field trip day in September and June (various locations)
- One to two outdoor experiences each month, including rafting, sailing, horseback riding, camping, etc.
- Mount Shasta week-long camping trip in the summer
- Yosemite backpacking trip over Memorial Day weekend
- 8th grade snowboarding trip, 7th grade snow science camp (dependent on funding), and 6th grade Hidden Villa Farm overnight during the February winter break

ELEMENT 4 - GOVERNANCE STRUCTURE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605 (b)(5)(E).)

Legal

Sunrise Middle School is a directly funded independent public charter school operated as a duly constituted California Non-Profit Public Benefit Corporation with tax exempt IRS 501(c)3 status, and is governed in accordance with applicable California Corporations Code sections. Our corporate name is Escuela Xochitl Tonatihu, Inc.

As a taxpayer-funded entity, we further confirm that our school and its leadership operate in compliance with the Political Reform Act, the California Public Records Act, and the Brown Act, or open meetings law.

The school is non-sectarian in its programs, admissions policies, employment practices, and all other operations. The school does not charge tuition or discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(c), SCCBE shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as SCCBE has complied with all oversight responsibilities required by law.

Attached, as Appendices E and H, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.

Board of Directors

The charter school is governed by a corporate Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the organization.

The method of board member election, terms, replacement, etc., is addressed in detail in the Board bylaws, included in Appendix H.

Our Board of Directors still includes three of the founding members – Gabriel Clark, Lex Lauron and Marilyn Pimentel.

Gabriel Clark, Chair, has worked on reforestation efforts in South Africa and Australia, helped build a free medical clinic and school for poor villagers of rural India, volunteered his time as a naturopathic medical practitioner in Mexico, and created a higher education scholarship fund for an orphanage in India. He now is community director/liaison for the Romero Institute and the Lakota People's Law Project, and also directs the Santa Madre Center in Santa Cruz, where youth come for camping, horseback riding, and organic farming. (Term expires June 30, 2020)

Kermit Cuff, Vice Chair, is a transit planning supervisor and former Employee of the Year for the Valley Transportation Authority (VTA). He is also an ultramarathon runner and a team captain for the 500 Mile American Indian Spiritual Marathon team. Many Sunrise students have participated in the team training runs, and he is passionate about helping the students believe in themselves and search for greatness. His greatest satisfaction comes from being a mentor to young people. Kermit was recently honored for his nomination for a youth service award from Project Cornerstone. (Term expires June 30, 2020)

Marilyn Pimentel, Secretary, is an energy healer, massage therapist and artist, and also volunteers as a part-time art instructor at Sunrise. (Term expires June 30, 2020)

Lex Lauron, Treasurer, makes his living in construction but finds his passion in art, music and healthy living. He volunteers as a Parkour street calisthenics instructor at Sunrise and has created a local exercise community that meets weekly in Milpitas and focuses on creating a welcoming workout and healthy living space for people of all ages, fitness levels, ethnicities and socioeconomic backgrounds. (Term expires June 30, 2019)

Maria de Jesus Sedano, Member, is the parent representative on the Sunrise Middle School Board of Directors. She is the mother of an 8th grade student and an active volunteer at the school. She was born in Mexico and came to the United States when she was 16 years old. She was a medical assistant and has worked overseas training medical companies in Costa Rica on quality assurance. She became an American citizen in 2003. (Term expires June 30, 2019)

Jean Jaco, Member, is a marketing and operations associate at Samsung Semiconductor in San Jose. Before that he was a full-time consultant and sales program manager for Microsoft in San Francisco. "J.C." as friends call him, grew up in East Palo Alto, the child of immigrants. He then graduated from UC Berkeley and now wants to give back to his community. He is passionate about

social justice and also loves to travel and play sports. (Term expires June 30, 2021)

In accordance with Education Code Section 47604(b), the Santa Clara County Board of Education may appoint a representative to sit on the charter school's Board of Directors.

The Sunrise Board of Directors oversees the school's operations, evaluates the school's administrators, offers advice on an array of topics and, above all, continually watches to ensure that the school stays true to its mission.

It is up to the school's leadership team to run the school. This team currently includes Teresa Robinson, Founder and Executive Director/Principal; Jesus Meraz, Assistant Principal; Rusila Racinez, Assistant Principal; and Jessica DeAnda, English Chair.

The teachers are also an important part of the school leadership team. We meet weekly, and teachers take an active role in developing curriculum and benchmarks, developing school priorities, organizing school activities, etc.

Parents are encouraged to visit, observe their child, volunteer, and serve on advisory committees, but this is not required. We currently hold eight parent meetings and family oriented events each year. We also hold morning and evening parenting classes / support groups in Spanish, and evening parenting classes / support groups in English. We have up to a dozen parents attending our ELAC meetings on a regular basis, and our School Site Council has three parents and two school staff members.

Specifically, the Board of Directors is responsible for:

1. Upholding the mission and vision of the school.
2. Overseeing the implementation of the charter.
3. Approving the general policies of the school.
4. Evaluating school and student performance.
5. Approving and monitoring the school's annual budget.
6. Annual review/revision of the Local Control Accountability Plan (LCAP).
7. Approving all major contracts.
8. Receipt of funds for operation of the school in accordance with charter school laws.

9. Solicitation and receipt of grants and donations consistent with the mission of the school.
10. Hiring, supervision, evaluation and, if necessary, termination of the school's Executive Director.
11. Making final decisions on student expulsion matters.
12. Approving the school's personnel policies and monitoring the implementation of these policies.
13. Hiring and dismissal of all employees upon recommendation of the Executive Director.
14. Participation in the dispute resolution procedure and complaint procedures when necessary.
15. Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, bylaws or this charter that are necessary to ensure the proper operation of the school.

The Board may also initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Sunrise Middle School also complies with the Brown Act.

The School has a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which is updated on a regular basis, usually at the recommendation of the Santa Clara County Counsel. As noted above, the Conflict of Interest Code is attached within Appendix E. As required, the Conflict of Interest Code is submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Any delegation of duties:

- Is in writing;
- Specifies the entity designated;
- Describes in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Requires an affirmative vote of a majority of Board members.

The Board of Directors has been trained on their responsibilities, what constitutes a conflict of interest, and the Brown Act.

Board Meetings

The Board of Directors holds regular monthly meetings. Additional meetings may be called as necessary and all meetings will comply with the Brown Act. Meetings shall be held at the school site, or another suitable location within the boundaries of the Charter School's jurisdiction that is accessible to the school community and the public. Agendas for regular meetings are published in advance and posted near the entrance of the school, at the school's main office, and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours in advance.

A majority of the actual number of directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the directors at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, except when the law requires more than a majority vote to take action, such as adding items to the meeting agenda under the Brown Act.

Members of the Board of Directors may participate in meetings by teleconference as long as the requirements of the Brown Act are complied with, including:

1. Agendas shall be posted at all teleconference locations;
2. Each teleconference location shall be identified in the agenda and shall be accessible to the public;
3. At least a quorum of the members shall participate from locations within the boundaries of the Charter School's jurisdiction;
4. The agenda must provide the opportunity for the public to address the board directly at each teleconference location; and
5. All votes must be by roll call.

Accurate minutes of meetings are maintained by the secretary or other individual as designated by Board. Meeting agendas, minutes, and documents shall be maintained in the school office.

Nature of Charter Leadership Team and Support for Student Achievement

The leadership team is comprised of 5 entities: The Board of Directors, the director/principal and assistant principals, the teaching staff, the parent/stakeholder advisory committees (English Learner Advisory Committee (ELAC) and School Site Council), and the Student Council. Each entity has its set of roles with respect to supporting the academic achievement of all students.

1. The Board of Directors: It was the members of the board who saw the need for a school dedicated to the education of low-income students and English learners in the Julian Street area between San Jose's downtown and the East Side. In writing the charter, the board members set forth the manner in which Sunrise would serve the students. That is, they defined the holistic approach of the school wherein the intellectual, social, and personal growth of each student is nurtured consciously. They determined that there would be a focus on experiential learning, social justice issues and outdoor education. They have maintained the vision that first defined the school and, in their monthly meetings, they examine current work at the school as well as potential initiatives in light of the charter and the defined purposes of the school.

2. The Executive Director/Principal, Assistant Principals, and ELA/ELD Chair: The director/principal, assistant principals and English chair currently form the on-site administrative team. The director/principal reports to the board and is responsible for advising the board regarding the day-to-day functioning of the school as well as for implementing the provisions of the charter. The principal serves as the link between the board, which sets policy and oversees implementation of the charter, and the teaching, tutoring, mentoring, and counseling staff, all of whom are charged with supporting the academic advancement of all the students. The assistant principals and English chair are veteran teachers who work with the teachers singly and collectively to continuously improve teaching and to develop teacher professional development. One assistant principal also oversees all safety and discipline at the school.

3. The Teachers: The teaching staff works as a team to see that all students achieve to their highest potential. Teachers meet weekly to assess events and activities of the week, to discuss issues that may arise with respect to individual students, to compare experiences, views and ideas, to partake in professional development and to collaborate and develop curriculum. In addition, all staff members hold periodic retreats to provide time for in-depth discussion and mid-to long-term planning. A key to continuous improvement is continuous, open and supportive communication. Sunrise fosters such communication through the family atmosphere it maintains and by providing a number of formal venues for the teachers to work together on behalf of their students.

4. The Parent Advisory Committees (English Learner Advisory Committee and School Site Council): The School Site Council is currently comprised of three parents, two school staff and the principal. The council's role is to advise the principal and the board on all matters pertaining to the education of the students at Sunrise as well as the LCAP and plan for student achievement. It is through the council that school board members formally obtain the views of parents and teachers. The members of the council are elected by those they represent. They, thus, also gather information from and report to their constituents. The council is a means within the school governance structure for parents and teachers to have a voice in policy making, program development,

and accountability for the quality of education at Sunrise. The SSC meets once a month in the evening.

The English Learner Advisory Committee (or ELAC) has a dozen regularly attending members and meets monthly in the morning. The committee is open to all families, and the school ensures that ELs comprise at least the same percentage of the ELAC membership as they constitute the school's total student population. The committee's main focus is to track and promote the programs and services for the school's many English Learners; however, the parent members are also asked to advise the school's leadership on numerous other issues ranging from financial decisions to safety to parent involvement.

5. The Student Council: Students share in the responsibility to make Sunrise a great school. The Student Council is the organizational device by which they exercise that responsibility within the governance structure of the school. The council's first role is to attend to the student experience at Sunrise. The council plans school events, leads fundraisers, and represents student interests and priorities in interchanges with the principal, teachers, and the school board. Because the school exists for the benefit of the students, it is fitting that there is a formal mechanism by which students can influence policies, events, programs, and practices at Sunrise. The students also learn about leadership and practice their leadership skills when serving on the Student Council. The council currently has a representative from each of the school's nine classes. The representatives then choose the council chair and vice chair.

Parent Involvement

Sunrise Middle School seeks the support and participation of its students' families, and engages in ongoing dialogue with these individuals to ensure the charter school remains an open, welcoming environment where their student feels safe and supported. We have parents serving on the School Board, the School Site Council and the English Learner Advisory Committee, or ELAC. All three groups meet on a monthly basis. We find that our parents provide the most valuable input to the school on numerous issues, including program improvement, student support and budget priorities.

All parents are invited to visit the school whenever they like. Parents are urged to participate in parent nights, parent teacher conferences, special events, and student productions – all of which are held in Spanish and English. Parents receive reports in English and Spanish – at least six times a year – on their student's progress at Sunrise. Key personnel ensure that staff members make regular contact with parents and guardians via telephone, conferences, and mail to inform them of new programming and procedures, as well as any concerns or other feedback regarding their students and school programs. We send information on school activities home to parents/guardians in both English and Spanish at least 12 times a year – via regular mail, the students, and automated

text messages and phone calls. We also make personal calls home to each parent at least twice a year.

Parents also are encouraged to participate in the school's parenting classes, parent support groups and high school nights. We provide these to assist our parents in the huge task of raising productive and happy people. These trainings are conducted in both English and Spanish.

The school also makes a special effort to involve parents by inviting them to parent/teacher/student conferences in the Fall and in the Spring. Special meetings are set for students who benefit from further attention, and these are also attended by a principal or assistant principal.

We recognize that healthy families play the most crucial role in nurturing healthy youth and a vital community. To this end, the school also offers family counseling and other support services to its interested families, either through its own staff or through referrals to outside agencies.

While parents are invited to volunteer at the school, we recognize that our parents are hard-working individuals and therefore, volunteering has never been required. Sunrise notifies its parents and guardians of applicants and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the school.

Please see Appendix H for the school's Organizational Chart.

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." (Ed Code § 47605(b)(5)(E).)

General Qualifications

Sunrise Middle School recruits personnel who are well qualified for their positions. They understand and care deeply about our youth and their families and strongly believe in their ability to be successful and happy in life. Our teachers and other staff members set high expectations, have the ability to maintain safety and discipline, are team players, have high moral and ethical standards, and are resilient and flexible. They inspire our students to develop a growth mindset and they themselves also have a growth mindset. Their intellectual curiosity is infectious and inspiring, and they are passionate about helping our students become conscious and powerful leaders in their community and world.

Sunrise is nonsectarian in its employment practices and all other operations. Sunrise does not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics), citizenship, age, marital status, physical disability, medical disability, medical condition, genetic information, pregnancy, military and veteran status, or any other characteristic protected by California or federal law. All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening). All employees are subject to state and federal employment laws. Performance evaluations are administered once or twice a year, depending on the employee's experience.

Key School Administrators

Key school personnel include the Charter School's Executive Director / Principal, who will be responsible for maintaining the overall vision and operation of the Charter School, and will report directly to the Board, and the Charter School's Assistant Principals and English Department Chair, who will be responsible for the Charter School's academic program, and will report directly to the Executive Director / Principal.

Primary job qualifications for the Executive Director / Principal include:

- Ability to effectively lead an educational non-profit.

- Experience in non-profit governance, program development, and implementation.
- Experience in teaching, counseling, and/or administration in schools that serve underachieving students.
- Expertise in school program development and implementation.
- Strong communication, community outreach, and coalition-building skills.
- Demonstrated success developing and cultivating productive relationships with children.
- Fund raising skills to ensure the financial viability of the Charter School.
- Educational background to include a teaching, counseling, and/or administrative credential, along with a Masters of Arts degree in education or a related field.
- Ability to inspire and motivate underserved youth and their teachers.
- Commitment to helping underserved or disenfranchised youth.
- Unwavering commitment to Sunrise Middle's whole-child approach.
- Exceptional writing/editing and verbal skills.

The Executive Director / Principal will oversee the operation of the Charter School. Responsibilities will include, but are not limited to:

- Reporting to the Board of Directors all relevant information regarding the operation of the Charter School.
- Developing the Board of Director's meeting agenda and supporting materials in conjunction with the Board secretary and the Brown Act.
- Establishing procedures designed to carry out Board of Directors policies.
- Acting as a liaison between the County and the Board of Directors.
- Appointing and participating on the hiring committee.
- Supervising and evaluating school employees.
- Developing and administering the budget in accordance with generally accepted accounting principles.
- Making budget line item revisions when necessary and reporting changes regularly to the Board.
- Recruiting new students and planning and coordinating student orientation.
- Creating and implementing student disciplinary policies and procedures, along with enforcing and overseeing discipline. (Currently, the majority of this role is delegated to an assistant principal.)
- Providing a safe environment for staff, students and all other individuals involved with the school.
- Facilitating communication and positive relationships among all the individuals and groups within the school, the County, and the community.
- Communicating with school legal counsel.
- Overseeing the special education program and attending IEP meetings as needed, or appointing another administrator to attend.

- Overseeing preparation of the master schedule, the Student Handbook and the Employee Handbook each academic year.
- Staying abreast of school laws and legislation.
- Developing the Charter School's LCAP and annual performance report and presenting it to the Board of Directors and the County.
- Overseeing the dispute resolution procedure and the complaint procedure when necessary.
- Securing grants and, in other ways, seeking operating funds from outside contributors.
- Planning professional development, with the assistance of the assistant principals and ELA/ELD chair.
- Establishing and implementing enrollment procedures.
- Overseeing the counseling, outdoor, and extracurricular programs.

Primary job qualifications for the Assistant Principals and English Chair include:

- Experience and expertise in teaching low-achieving students and English Learners.
- Unwavering commitment to the mission of Sunrise and it's whole-child approach.
- Proven managerial skills.
- Relationship building and the ability to lead by influencing.
- Clear teaching credential and, preferably, administrative credential or Masters of Arts degree in education or a related field.
- Several years teaching experience.
- Proven enthusiasm for motivating and inspiring underserved youth and their teachers.
- Interest in engaging, relevant and experiential instruction.
- Ability to hold courageous conversations with other staff when needed.
- Ability to mentor and coach other teachers and to formulate effective academic, mentoring and professional development plans.

The Assistant Principals and English Chair report to the Director / Principal. This individuals guide the academic program, discipline and safety, and may also have teaching responsibilities. Responsibilities include but are not limited to:

- Approving the core curriculum.
- Assisting the Director on the hiring committee.
- Mentoring the teaching staff.
- Providing assistance to the certificated staff in the development of curriculum, English Learner and Special Needs instruction, classroom management, and content area as well as interdisciplinary instruction.
- Coordinating the administration of standardized testing.
- Establishing and updating the school's Response to Intervention program
- Assisting the Director in setting up yearly staff development programs.

- Assisting the Director in providing a safe environment for staff, students and other individuals involved with the Charter School.

Currently, one of the Assistant Principals also assumes responsibility for:

- Discipline and PBIS.
- Health and safety.

Teacher Qualifications

Sunrise strives to hire a diverse faculty comprising qualified, fully credentialed teachers in our core subject areas. At the minimum, all teachers and staff meet the legal requirements for employment, including credential requirements in Education Code Section 47605(l), which states: “Teachers in charter schools shall be required to hold a Commission on Teaching Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses.”

Core and college prep teachers at all levels also meet or exceed all qualification requirements under the Every Student Succeeds Act (ESSA). Accordingly, a teacher of core academic subjects must have:

- A bachelor’s degree.
- A state credential or have an intern certificate/credential for no more than three years while actively working toward completion of their state credential.
- Demonstrated core academic subject matter competence.

In addition to academic expertise, Sunrise Middle School also seeks teachers with:

- A BCLAD or CLAD credential.
- Knowledge and experience with active learning.
- Outstanding classroom management skills.
- A belief that all of our students will succeed.
- A willingness to work as part of a team for the improvement of our school.
- A willingness to work extra with students and their parents to ensure student success.
- Enthusiasm for teaching.
- Flexibility and humor.
- The desire and ability to engage in continuing education and professional development.

Our goal is that half of our staff, if not half of our teaching staff, are bilingual/bicultural. We recognize the importance of having Latino teachers, administrators and other staff serving as role models for our largely Latino student population.

Some of our non-core instructor positions are staffed by non-certified teachers who are competent in the area they are teaching (e.g., physical education). Our counselors are certified or nearing completion of their certification program and working under a certified counselor.

Professional Development

Sunrise views its teachers and administrators not only as educators, but also leaders and mentors for the youth and other staff. We focus on placing instructional and other staff where they can best serve our youth and the school, and then work with them to continually improve their skills, following the same growth mindset we expect from our students. Our goal is that each staff member is fully challenged and inspired in the position they hold.

We provide numerous professional development opportunities for our teachers and administrators; they have a large say in the trainings in which they would like to participate. We hold ten days of staff orientation and professional development before school starts and at least one day during the school year. We also hold trainings and/or collaboration time every Wednesday afternoon, as well as flexible release times so that teachers may observe each other. Our assistant principals coach and mentor our teachers. Some of these teachers are in the BTSA induction program as well.

Business Personnel

The Charter School's business operations currently are divided between three entities and overseen by the Executive Director. While our business set-up could change in the future, it will always support a well-managed charter school that uses its public funds carefully and wisely.

Edtec, a back office support company for charters, handles all of our attendance accounting and federal reporting. Attendance is currently kept in the PowerSchool student data system and reported monthly. Regular reports are submitted to the County Office of Education and support our state average daily attendance claims and our annual audits.

AccuCom Business Services handles our financial accounting and monthly financial reports.

Edpro Consulting helps formulate our budget, our interim reports, and our cash flow analyses, and advises us on our long-term financial plans.

ELEMENT 6 - HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237." (Ed. Code § 47605(b)(5)(F).)

General Procedures

Sunrise Middle School has adopted a comprehensive set of policies to ensure that the health and safety of students and staff are protected by following all federal and state safety laws as they pertain to educational programs and facilities. A comprehensive set of health and safety policies is maintained at the school site. A summary of these provisions is as follows:

Procedures for Background Checks

Employees and Contractors at Sunrise are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers working outside of direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse Reporters

All staff, volunteers and contractors who work with students are required to take annual training on being a mandated child abuse reporter and follow reporting laws.

TB Testing

Sunrise requires tuberculosis testing of all employees, volunteers and contractors who have frequent or prolonged contact with students prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

Sunrise follows all laws related to required immunizations for students entering our school, including the Tdap booster shot for rising 7th graders. All enrolled students will be required to provide records documenting immunizations as is

required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

CPR / First Aid Training

Sunrise provides CPR and First Aid training to all employees supervising students at the beginning of each school year.

Medication

The school adheres to Education Code Section 49423 regarding administration of medication in school.

Epinephrine Auto-injectors

The school maintains emergency epinephrine auto-injectors at the school site and trains office staff how to store and use them in accordance with Education Code Section 49414.

Vision / Hearing / Scoliosis / Diabetes

The school provides vision, hearing and scoliosis screenings, and a diabetes information sheet for rising 7th graders, in accordance with Education Code Section 49450 *et seq.*

Suicide Prevention Policy

Sunrise shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

Sunrise shall stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

The school conducts training for all its staff on what to do in a natural disaster and other emergencies. A safety and disaster plan is kept at the site and is available for inspection.

This plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. So long as Sunrise continues to operate in a facility previously used as a school site, any existing

emergency preparedness plan for the school site shall be used as a starting basis for updating the plan for Sunrise.

Sunrise staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Blood Borne Pathogens

Sunrise shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol if exposed to blood or other bodily fluids through injury or accident.

Facility Safety

Sunrise shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or school facilities are in compliance with the state building code. The school district regularly tests sprinkler systems, fire extinguishers, and fire alarms to ensure that they are maintained in proper working condition. The school conducts regular fire drills as required under Education Code Section 32001, as well as earthquake and active shooter drills.

Drug, Alcohol and Smoke Free Environment

Sunrise is a drug, alcohol and tobacco free zone.

Lead Testing of School Water System

Sunrise shall cooperate with the community water system and San Jose Unified School District to allow lead testing in the water fountains and faucets used for drinking or preparing food at the school site prior to January 1, 2019. If lead levels are found to exceed safe thresholds, Sunrise will shut down the fountains or faucets with elevated levels, and will notify the parents/guardians of Sunrise students in accordance with Health & Safety Code Section 116277.

Food and Beverage Advertising

Sunrise shall not advertise any food or beverage during the school day, or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted under Education Code Section 49431.9.

Emotional Safety

Sunrise is committed to providing an atmosphere that is free from sexual harassment, as well as any harassment based upon actual or perceived race, ethnicity, color, religion, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, immigration status, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Sunrise maintains a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Sunrise's anti-discrimination and harassment policies.

Special Considerations

Sunrise Middle School makes its premises a safe place of learning for students and staff, despite the fact that some of our students may have had exposure to violence. To this end we:

- Build a positive relationship with neighborhood police to ensure a quick response to any situation at the school, which could threaten the safety of students or staff.
- Hire staff members who have experience working in challenging situations.
- Invite qualified volunteers to help at the school, thereby increasing the adult presence.
- Encourage veteran students to act as role models for the newer students.
- Provide outreach to support families to become free of substance abuse and domestic violence.
- Provide on-site counseling that empower students to protect themselves from physical, emotional and sexual abuse.

In addition, Sunrise firmly believes that our school's daily meditation program has a favorable impact on the incidence of fights and classroom disruption at our school. This is indicated by the data from schools that have instituted daily meditation time into their bell schedule, as well as by our own experience.

Please see Sunrise Middle's School Site Emergency Plan in Appendix G.

ELEMENT 7 - RACIAL AND ETHNIC BALANCE

"The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(b)(5)(G).)

Sunrise Middle School observes all California and federal laws pertaining to non-discrimination. Sunrise Middle School strives to recruit a student population that is similar to that of the middle school age population of the San Jose Unified School District.

This recruitment plan includes:

- An enrollment process and timeline that is user friendly and allows for a wide variety of students to apply to Sunrise.
- Develop and share promotional and informational material about the school that appeals to the various racial and ethnic groups represented in the local community and school district in which Sunrise is located, which is primarily the Hispanic community.
- Develop and share promotional and informational materials in Spanish and/or other languages as needed to appeal to limited English proficient populations.
- Bilingual informational sessions and flyers for prospective students, where allowed, at schools, social service agencies, family resource centers, youth agencies, libraries and medical clinics.

Each year Sunrise will review and analyze post-enrollment data and the school's racial and ethnic balance to assess and determine what changes/adjustments in the recruitment and outreach processes would be appropriate for future years. The checks and balances will hold us accountable for results but also gives us the flexibility to make adjustments to the marketing and branding strategy immediately.

Sunrise maintains an accurate accounting of the ethnic and racial balance of enrolled students along with documentation of its efforts to achieve racial and ethnic balance in accordance with the charter petition and applicable law.

We primarily recruit in the low-income neighborhoods surrounding our school, as we are a community school. However, we welcome all families to our school.

ELEMENT 8 - ADMISSIONS REQUIREMENTS

"Admission policies and procedures, consistent with subdivision (d) [of Education Code Section 47605]." (Ed. Code § 47605(b)(5)(H).)

Sunrise Middle School is nonsectarian in its programs, admission policies, employment practices, and all other operations, and it does not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

No test or assessment is administered to students prior to acceptance and enrollment in the school. The school also complies with all laws establishing minimum and maximum age for public school attendance. Admission, except in the case of a public random drawing, is not determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. While parental involvement is strongly encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, Sunrise Middle School.

Although Sunrise has identified its target audience to be underserved Latino students, its admissions policies ensure admission and warm welcome of all students who wish to attend the school, as outlined in Education Code §47605(d)(2)(A). Sunrise will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

Sunrise requires students who wish to attend our school to complete a one-page application form. After admission, students are required to submit an enrollment packet, which includes the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Prospective students, along with their parents or guardians, are encouraged to meet with the school's Executive Director / Principal or designee to learn about the school and ensure that Sunrise is an appropriate fit for them. All admissions materials are provided in Spanish and English and other languages upon request.

Public Random Drawing

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school then holds a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing were set as follows when Sunrise was established in 2011:

1. Siblings of enrolled students (exempt)
2. Children of charter school teachers and staff (up to 10% of total enrollment; exempt)
3. Residents of the District
4. All other applicants

Any changes in Sunrise's priority order for any preference shall be determined in our charter petition in accordance with the following:

- a. Each type of preference shall be approved by the chartering agency at a public hearing.
- b. Preferences shall be consistent with federal law, the California constitution, and Section 200 of the California Education Code.
- c. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, students who are economically disadvantaged, foster youth, or students based on nationality, race, ethnicity or sexual orientation.
- d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate Sunrise's growth and shall not take any action to impede the school from expanding enrollment to meet demand.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times are communicated in the application form (Spanish and English) and on the school's website. Public notice for the date and time of the public random drawing are also posted once

the application deadline has passed. The charter school also informs parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The charter school will conduct the lottery in December for enrollment the following August.

If a student is expelled or leaves Sunrise without graduating or completing the school year for any reason, Sunrise shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to Sunrise within 30 days if Sunrise demonstrates that the student had been enrolled in Sunrise.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(l).)

An annual independent financial audit of the books and records of the Sunrise Middle School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

Sunrise’s Board of Directors will form a finance/audit committee to oversee the selection of an independent auditor and the completion of an annual audit of the school’s financial affairs. The members of the audit committee shall not have a direct, personal financial stake in the matters audited.

Sunrise will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is forwarded to the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15th of each year.

The audit committee will review any audit exceptions or deficiencies and report them to the Charter School’s Board of Directors with recommendations on how to resolve them. The Board of Directors then submits a report to the County describing how the exceptions and deficiencies have been or will be resolved. Any exceptions or deficiencies resulting from such audits are resolved to the satisfaction of the Charter School and the County in a timely fashion. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

To date, there has been only one finding in the Charter School’s seven annual audits. Please see Appendix M for the school’s latest audit report.

ELEMENT 10 - SUSPENSION AND EXPULSION

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, 'involuntarily removed' includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."

[Ed. Code § 47605 (b)(5)(J).]

General Provisions

The full implementation of PBIS this year has greatly reduced the number of referrals, suspensions and other disciplinary measures we have needed to take. We noticed a significant reduction within the first month of implementing the new system, as discussed below. Although middle school is a challenging time for many students – caught in the mix of hormonal change, vulnerability, self-image issues, and anxiety over the future – we believe we can do much to alleviate issues at school through our new Multi Tiered System of Supports, which includes positive discipline, academic interventions, and socio-emotional support, and, above all, support and access to success for ALL students.

Sunrise maintains the following supports to benefit our students:

1. Small school and class size
2. Positive teaching for pro-social behavior

3. On-site counseling
4. Academic interventions
5. Socio-emotional learning / advisory periods
6. Daily meditation or quiet time

We will strive to always maintain our current level of support for on-site counseling, which this year includes:

- a. An onsite counselor three days a week
- b. A full-time youth mentor trained by Peacemakers Inc. Please see Appendix J.
- c. Various grief or gender counseling groups

The Multi-Tiered System of Supports



Sunrise Middle School's PBIS expectations matrix:

Aztecs use Self Control, Curiosity, Optimism, Perseverance, Effort

Sunrise Middle School PBIS EXPECTATIONS MATRIX							
	Classroom	Cafeteria	Bathrooms	Outside Recess	Assemblies and Special Events	Gym and P.E facilities	Field Trips
Respect	- Follow directions - Raise your hand - Use appropriate language - Use an appropriate tone - Keep your hands & feet to yourself	- Follow directions - Listen to adults - Exhibit good table manners - Keep food on your plate or in your mouth - Keep food in cafeteria	- Respect the privacy of others - Keep the facilities clean	- Keep hands & feet to yourself - Observe personal space - Listen to adults - Use your normal voice - Follow adult directions - Use appropriate language - Obey fire drill procedures	- Follow directions - Keep body feet and objects to self. - Track Speaker - Be seated, stay seated - Use appropriate language - Wait for arrival and dismissal signs	- Follow directions - Raise your hand to be recognized - Track the speaker	- Actively Listen - Represent Sunrise Middle School in a positive way - Follow designating noise limit
Responsibility	- Employ active listening - Participate actively	- Stay in designated area - Clean up your eating area - Enter lunch number	- Do your business & leave - Flush the toilet - Throw trash in appropriate receptacles - Wash hands	- Carry a valid pass - Go straight to your destination - Pick up litter - Use equipment correctly	- Enter and Exit calmly and quietly - Sit in designated areas	- Follow rules and guidelines - Use equipment correctly	- Follow all bus rules - Stay seated - Keep area clean - Observe noise limit - Return field trip slips on time
Safety	- Keep your hands & feet to yourself - Remain in assigned location	- Wait in line for your turn - Clean up spills immediately	Report problems, vandalism, etc.	- Walk in the safe zones - Wear appropriate shoes at all times	- Listen and pay attention to presenter(s) - Applaud Appropriately - Stay for entire assembly - Be aware of others viewing needs.	- Enter and exit gym/ field and multipurpose room in orderly fashion - Report any incidents	- Stay with designated chaperones - Follow the rules of the area you are visiting - Follow timelines - Make connections to your academic classes

PBIS Version 1.1 - 5/9/2018

The Results for the First Month of 2018-2019:

Referrals: 0
Suspensions: 0
Expulsions: 0

Suspension and Expulsion – Last Resort

Sunrise Middle School views suspension and expulsion as the last resort for inappropriate student behavior, and expects to keep such administrative actions to a minimum through the implementation of Positive Behavior Interventions and Supports, counseling where needed, and daily meditation. This is based on our belief that inappropriate student behavior is usually caused by: 1) insufficient training of students in the appropriate manner in which to behave, or insufficient encouragement and acknowledgement of positive behaviors; 2) students' reaction to trauma, stress, and other challenging issues in their personal lives; or 3) insufficient time for quiet reflection.

We explain the basic school rules in person to students and their parents when they come to apply at our school. In addition, they are given a student handbook, which includes the code of conduct for our school. This is a list of expectations for our students, which is used on a school-wide basis to teach them positive behavior and to establish clear, consistent and enforceable guidelines for student conduct. Each student and their parent or guardian sign a form indicating they have reviewed and understand the policies during the first week of school. Elements of the code of conduct are then reviewed on a regular basis in school-wide meetings, individual student conferences, etc., and students are acknowledged on a consistent basis for adhering to the code.

Administrators and teachers have developed an agreement regarding which behaviors are to be handled within the classroom (minor problem behaviors that may require verbal re-direction, teacher consequence, and reminders about expected behavior), and which behaviors are to be handled by the office (significant issues that are having a negative impact on instructional time). All major problem behaviors are recorded and tracked in the school's student data information system in an effort to track behavior referrals. Staff meet regularly to discuss this behavior data and to move forward with interventions where necessary. Parents are also involved in the process. They are notified of our behavioral expectations and are informed both when they are being met by their student and when they are not. They also are asked for input on how to resolve their students' issues. At times they may be encouraged to visit the school and observe what is taking place.

Our behavior plan attempts to help our students engage in positive behaviors and to recognize, understand, and eliminate inappropriate ones. We recognize that students may need to experience both the positive and negative

consequences of inappropriate behavior in addition to being taught about positive behavior.

The positive behaviors that we teach and uphold include:

- Showing up at school every day on time
- Dressing and speaking appropriately
- Completing schoolwork
- Telling the truth
- Respecting others and their property
- Staying clean and sober
- Living with courage
- Caring
- Learning from every experience
- Making a difference

We at Sunrise Middle School also maintain that the school can do much to reduce the occurrence of inappropriate behavior by providing students with group and/or individual sessions to release feelings about anger or grief resulting from trauma in their personal lives. We recognize that many of our students have emotional needs that may distract them at school and keep them from behaving appropriately and performing at their regular ability level. For this reason, we offer one-on-one and group counseling to these students, when needed. This school's founding director is a certified educational counselor and oversees the student counseling program, which also draws on community resources.

Finally, we believe that giving students time each day for silence and reflection – something that often is not possible at their homes – greatly reduces their likelihood to fight, be disruptive in class, or act out in other negative ways.

Nevertheless, there are still times when students need to realize consequences for serious violations of our code of conduct. Parents are notified and consulted – in person, if at all possible – after each of these violations.

Sunrise Middle School, in conjunction with the parent advisory committees and Student Council, has established a comprehensive set of discipline, suspension and expulsion policies that are included in the student handbooks distributed at the beginning of each school year. These policies are informed by applicable federal constitutional, statutory, and case law and by non-charter school laws governing suspensions and expulsions in school districts (Education Code sections 48900 et. seq.) and are in accord with the procedures described below. These rules and procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. At no time will corporal punishment be used as a disciplinary measure against any student.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for the prohibited misconduct if the act is related to school activity or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

The Sunrise Middle School Executive Director, or a designee, makes final decisions regarding suspensions and makes recommendations to an Administrative Panel appointed by the Board of Directors regarding expulsions, subject to the required notification and hearing procedures set forth below. In general, the Executive Director attempts to balance the rights of the offending student, bearing in mind that he/she is still very young, along with the rights of any victim and the need to protect the safety of the entire student population.

Sunrise Middle School follows Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Discretionary Suspension Offenses:

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except in self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For purposes of this offense, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this offense, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this offense, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying

it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this offense, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Sunrise.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess.

Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director's or designee's concurrence.

Discretionary Expellable Offenses:

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For purposes of this offense, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this offense, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this offense, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For purposes of this offense, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Sunrise.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the

students had obtained written permission to possess the item from a certificated school employee, with the Executive Director's or designee's concurrence.

If it is determined by the Executive Director and/or Administrative Panel that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Authority to Suspend:

Only the Executive Director or his/her designee may suspend a student.

Informal conference:

Suspension shall be preceded by an informal conference conducted by the Executive Director or designee and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the Executive Director.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense orally and in writing.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the safety or health of students or school personnel. If a

student is suspended without this conference, both the parent/guardian and the student shall be notified of the right to go to school for the purpose of a conference.

Notice to Parents/Guardians:

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by phone, by email, or in person. The parent/guardian shall also be notified in writing of the suspension. This notice shall state the specific offense committed by the student, and the date and time when the student may return to school. This notice shall state the specific offense committed by the students. If the Executive Director or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Suspension Time Limit:

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. Sunrise Middle School does not provide appeals of suspensions. If a suspension is extended, the student may be suspended pending an expulsion hearing.

Upon a recommendation of expulsion by the Executive Director or designee, the student and parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The Executive Director will make a decision upon either of the following determinations: (1) the student's presence may be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either finding, the student may be placed in an alternative setting pending the results of the expulsion hearing.

For suspension of ten days or more, the student will be provided written notice of the charges and an explanation of the student's basic rights, and will be provided a hearing adjudicated by a neutral hearing officer within a reasonable number of days. The Board or Executive Director may select the hearing officer.

Students with Disabilities or Section 504 Services:

A student with an IEP or receiving Section 504 services may be suspended for up to ten days total in a school year. An IEP team meeting shall be convened within ten days of any decision to change the placement of disabled student for disciplinary reasons. If the IEP team determines the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, or the conduct was the direct result of Sunrise Middle School's failure to implement the IEP, then the conduct shall be deemed a manifestation of the student's disability and the IEP team shall either conduct a functional behavioral assessment and implement a behavioral intervention plan, or review and modify an existing plan. The student shall be returned to the same placement unless

Sunrise and the parent agree to change of placement. If the IEP team determines the conduct was not a manifestation of the student's disability or the result of Sunrise's failure to implement the IEP, then Sunrise may apply the relevant disciplinary procedures in the same manner as applies to students without disabilities.

Expulsion Procedure

Authority to Expel:

Only the Executive Director or designee may recommend expulsion or refer a student for an expulsion hearing. A student may be expelled by an Administrative Panel assigned by the Board of Directors, as needed. In lieu of an Administrative Panel, the Board may designate a single hearing officer to serve in that role (a "Hearing Officer"), so long as that person is neutral (i.e., has no connection to or independent knowledge of the incident.) If an Administrative Panel is used, it should consist of at least three individuals, including one teacher of the student, a school administrator, and at least one Board member. The decision of the charter school's Administrative Panel or Hearing Officer is final.

Procedure:

Students recommended for expulsion are entitled to a due process hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty school days after the Executive Director or designee determines that the student has committed an expellable offense. The hearing will be presided over by the Administrative Panel or Hearing Officer.

Written notice of the hearing shall be forwarded to the student and parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include: the date, time and place of the expulsion hearing; a statement of specific facts, charges and offenses; a copy of the school's disciplinary rules; notice of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment; the opportunity for the student and parent/guardian to appear in person and to be represented by counsel or a non-attorney advisor; the right to inspect and obtain all documents used at the hearing; the opportunity to question all witnesses testifying at the hearing; and the right to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses. The hearing shall be conducted in a confidential, private setting.

Record of Hearing:

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written record of the proceedings can be made.

Presentation of Evidence:

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel or Hearing Officer to expel must be supported by substantial evidence that the student committed an expellable offense.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel or Hearing Officer shall be in the form of an expulsion determination, which shall be the final determination regarding the expulsion. If the Administrative Panel or Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel:

Following a decision of the Administrative Panel or Hearing Officer to expel, the Executive Director or designee shall send written notice of the decision to the student and parent/guardian that includes: notice of the specific offense committed by the student; and notice that the student is obligated to inform any new district or school in which he/she seeks to enroll of his/her status with Sunrise.

If a student is expelled or leaves the charter school without completing the school year for any reason, the charter school shall notify the superintendent of the district of the student's last known address within thirty days and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information. Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Rehabilitation and Readmission:

Students who are transferred or expelled from Sunrise Middle School may be given a rehabilitation plan, as developed by the Administrative Panel or Hearing Officer at the time of the expulsion order, that shall allow for periodic review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Sunrise for readmission.

The decision to readmit a student shall be at the discretion of the Sunrise Middle School Executive Director or Board, following a meeting with the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the

student poses a threat to others or will be disruptive in the school environment. The student's readmission is also contingent upon Sunrise's capacity at the time the student seeks readmission.

Special Education/Section 504 Expulsion Policy:

If a student who has been recommended for expulsion has an IEP or receives Section 504 services, a manifestation determination meeting of the IEP team hearing will be held to determine if the expellable offense was a manifestation of the student's disability or due to Sunrise Middle School's failure to implement the student's IEP, as discussed above.

Procedures for Students Not Yet Eligible for Special Education Services:

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards under this policy only if the school knew or should have known that the student was disabled before the behavior occurred.

Sunrise Middle School shall be deemed to have that knowledge if the parent or a teacher had expressed concern about a disability and/or had requested an evaluation. Sunrise shall not be deemed to have that knowledge if the parent had not allowed an evaluation or refused services, or if the student has been evaluated and determined to not be eligible.

Involuntary Removal:

Notwithstanding any of the foregoing procedures, no student shall be involuntarily removed by Sunrise Middle School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described above.

ELEMENT 11 - RETIREMENT SYSTEM, BENEFITS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security." (Ed. Code § 47605(b)(5)(K).)

For certificated employee retirement benefits, Sunrise participates in the State Teacher's Retirement System ("STRS") and works directly with the Santa Clara County Office of Education to provide payroll information.

Sunrise offers a school-sponsored retirement plan and Social Security to full-time non-certificated staff. Currently, this is a 403b tax-sheltered annuity (TSA) plan administered by Employee Benefits Services and Advisors, a California-based retirement plan services company that offers third party plan design and administration.

The Executive Director / Principal or designee is responsible for ensuring that appropriate arrangements for coverage are made. All compensation, benefits and other terms and conditions of employment shall be determined and implemented in accordance with Sunrise policies, approved by the Board of Directors and updated as needed.

Sunrise also provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare and Social Security.

Sunrise provides medical, dental and vision insurance to all qualifying employees. Sick leave and vacation leave does not carry over from another school or to another school, unless allowed by the school to which the employee is going.

The schools' administrative team oversees all staff recruitment, selection and termination. The Board has the final say on all hiring and termination.

The school's Human Resources Director monitors teacher credentials as needed and provides an updated Employee Handbook to all new or prospective employees, advising them of their rights.

For the purposes of the Educational Employment Relations Act (EERA), Sunrise is the exclusive public school employer of the school's employees. Therefore, the collective bargaining contract of the local school districts are not controlling. Sunrise, however, recognizes the employees' rights to organize for collective bargaining purposes.

ELEMENT 12 - ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(b)(5)(L).)

No student is required to attend Sunrise Middle School. Students who decide not to attend this school may attend other public schools within their school district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents and guardians of each student enrolled in our school are informed upon enrollment that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in Sunrise, except to the extent that such a right is granted by the local education agency.

ELEMENT 13 - RETURN RIGHTS OF EMPLOYEES

“The rights of an employee of the school district [or county office of education] upon leaving the employment of the school district [or county office of education] to work in a charter school, and of any rights of return to the school district [or county office of education] after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

No employee of San Jose Unified School District or of the Santa Clara County Office of Education shall be required to work at Sunrise Middle School.

Employees of the school district or county office of education who choose to leave their employment to work at Sunrise Middle School shall have no automatic rights of return to their former employment after leaving Sunrise Middle School unless specifically granted by that school district or county office of education. These employees also shall have no right to continue to earn service credit (tenure) in a district or the county while at the charter school unless specifically granted that by the school district or county office of education.

ELEMENT 14 - DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(b)(5)(N).)

Disputes Between Sunrise Middle and the County Office of Education

We realize that we cannot bind the County Office to a dispute resolution procedure to which it does not agree, and we do expect to have amicable relations with the County. Hence, the following is meant only as a starting point for discussion on dispute resolution procedures. We will always be willing to consider changes to this process in a mutually agreed upon MOU.

Sunrise Middle School and the County Office thus far have not had any disputes, and will be encouraged to attempt to resolve any future disputes amicably and reasonably without resorting to formal procedures.

In the event that a dispute between the charter school and the County does arise, the following process will be followed. Nothing in this section is intended to impair the authority or ability of the County to revoke the charter in accordance with the procedures detailed in Education Code Section 47607.

1. Sunrise Middle School and the County agree to first frame the issue in written format (dispute statement) and to refer the issue to the Superintendent of the County (or designee) and the Executive Director of Sunrise. In the event that the County believes that the dispute relates to an issue that could lead to revocation of the charter, Sunrise requests that this be specifically noted in the written dispute statement.
2. The charter school's Executive Director, along with any other school staff deemed appropriate, will meet with the County Superintendent and/or designee, and any County staff deemed appropriate, within ten business days after issuance of the dispute statement.
3. If this meeting fails to resolve the dispute, then two members of the charter school's Board of Directors and two members of the County's Board of Education will meet along with the school's Executive Director / Principal and the County Superintendent within twenty business days after receipt of the dispute statement.
4. If there still is no resolution, then the matter will be brought before an independent mediator, such as from the state Mediation and Conciliation Service, in a manner that is agreeable to both parties. This will happen within sixty business days of receipt of the dispute statement. Each party shall bear its own costs of dispute resolution, with the cost of the mediator being split equally amongst the parties.
5. If there still is no resolution, then either party may pursue any alternative legal options for resolution. All timelines in this procedure may be revised upon mutual agreement by the parties.

Disputes Arising from Within the Charter School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school's Board of Directors.

It is the charter school's desire that the County agree to promptly inform the school, in writing, if it is contacted regarding a conflict at the school, and to inform the involved parties of the school's community complaint procedures.

It is the charter school's desire that the County agree not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the school's Board of Directors has requested the County to intervene in the dispute.

Generally,

- Disputes will first be brought informally to the charter school's Executive Director / Principal for resolution.
- If the dispute is not resolved at this level, the matter will be brought before the school's Board of Directors. The Executive Director will provide a written summary of the dispute and all attempts at resolution for the school Board of Directors. All involved individuals will also be allowed to submit their own summaries. The decision of the school's Board of Directors will be final.

Please see Appendix D for the school's Uniform Complaint Policy.

ELEMENT 15 – SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.” (Ed. Code § 47605(b)(5)(O).)

The following procedures will take place in the event that Sunrise closes. These procedures will take place regardless of the reason for school closure.

Closure of the Charter School will be documented by official action of the Sunrise Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors, or the designated person responsible for closure-related activities, will promptly notify parents and students of the Charter School, the Santa Clara County Office of Education, the Charter School’s SELPA, the charter’s landlord (the San Jose Unified School District), the retirement systems in which the Charter School’s employees participate (e.g., State Teachers’ Retirement System), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the reason for closure; the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in obtaining their students’ records and in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or

cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. Sunrise shall return any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix L, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Term

The term of this charter renewal will commence July 1, 2019, and expire on June 30, 2024.

Budget and Financial Reporting

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation." (Ed. Code § 47605(g).)

Attached, as Appendix L, please find the following documents:

- A projected budget including cash-flow
- Budget narrative and assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

Sunrise Middle School shall provide reports to the County as follows, and may provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the coming fiscal year
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Sunrise also:

- Utilizes an attendance recording and accounting system that complies with state law and the County requirements.
- Is a directly funded charter school and deposits its funds in a non-speculative and federally insured bank account for use by the school.
- Provides the following reports required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance (ADA) reports, Local Control Accountability Plan (LCAP) and LCAP Federal Addendum, and the School Accountability Report Card (SARC).

Facilities

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” (Ed. Code § 47605(g).)

Sunrise Middle School intends to remain at its current location at 1149 East Julian Street, San Jose, and to re-apply for a facility use agreement under Proposition 39 or for another five-year lease in lieu of a Proposition 39 agreement. These discussions have already begun.

Administrative Services

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, ... the manner in which administrative services of the charter school are to be provided.” (Ed. Code § 47605(g).)

We provide or procure nearly all of our administrative services independent of the County, and coordinate with the County Office of Education to report pertinent STRS payroll data. Any services that the Charter School would like to purchase from the County will be negotiated and established under an operational agreement, or memorandum of understanding.

The County provides oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

The County may charge the maximum supervisorial oversight fee allowed under the for doing the above.

Civil Liability Impact

"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, ... potential civil liability effects, if any, upon the charter school and upon the District. Education Code Section 47605(g).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law.

Sunrise Middle School and the County work diligently to ensure that all oversight obligations are met. Further, the Charter School and the County annually enter into a memorandum of understanding wherein the Charter School indemnifies the County for the actions of the Charter School under this charter.

The Charter School purchases liability, property, and errors and omissions insurance, as appropriate and necessary, to protect the Charter School's assets, staff, and board members. The County is named as an additional insured on the Charter School's general liability insurance.

Furthermore, the Sunrise Board of Directors maintains and implements appropriate risk management practices as discussed in this charter petition, including screening of employees, establishing codes of conduct for students, and dispute resolution.

ADDITIONAL MISCELLANEOUS PROVISIONS

County Visitation/Inspection

Sunrise complies with County requests to inspect the school and welcomes the County staff to visit the school at other times as well, announced or unannounced.

Response to Inquiries

The school responds to all inquiries for information, such as financial information, as soon as possible.

Public Record

Sunrise recognizes that as a public school it is required to respond to all requests for public records on a timely basis, including those from the County.

Notification

Should this charter petition be granted, Sunrise will provide notice of approval and a copy of the petition to the California Department of Education and the State Board of Education.

Attendance Accounting

The school reports daily attendance requirements to the County in a format acceptable to the County and state. Required reports regarding daily attendance are completed and submitted to requesting agencies.

CONCLUSION

By approving the renewal of the charter for Sunrise Middle School, the County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992, which is to improve student learning, create new professional opportunities for teachers, create healthy competition in public education, and provide families with more choices in schools.

Sunrise is looking forward to continue working independently yet cooperatively with the SCCOE to become a model middle school for San Jose youth. We are happy to work with the County Office to answer any concerns regarding this charter renewal petition, which is for the 2019-2024 term.

If the charter renewal is granted, we will provide a written notice of the approval and a copy of the petition to the California Department of Education and to the State Board of Education.

APPENDICES

APPENDIX A:

Sunrise Middle's Professional Development Plan for 2018-2019 - A Sample

Sunrise is committed to ensuring equitable access to challenging and meaningful learning for all students. Professional development addresses student achievement and building our capacity to serve the needs of our student population. Embracing a professional culture of continuous improvement allows us to grow in the following key areas of focus:

- Test performance (pedagogy, culture, enhancing curriculum, intervention, ELD integration, 4C's),
- Access to technology (formative assessment, intervention, engagement),
- Improving pathways towards Alg1 (readiness),
- And, individual teacher professional growth

Each year teachers spend five-plus days in professional development prior to the start of school and continue this training with four or more hours each month.

This year, 2018-2019, new teachers replaced two members of our math team and two members of our special education team. We are continuing to solidify specific instructional practices across all classrooms. At times easier said than done, we need to find a way to keep our knowledge base current, but also find a way to sustain our shared depth of knowledge year after year.

Our learning environment integrates English language development standards to best serve our English language learners. We do believe that the integration serves all of our students as “academic English learners” in their readiness for college and career. As we continue to use strategies that include the works of Dr. Kate Kinsella and trainings offered by the SCCOE, this year we will continue to improve on formulating language targets based on the ELD standards and applying them to support our goal of building reading and writing skills to better respond to word problems. We see a need to improve our skills in facilitating more constructive academic conversations in the classroom.

MATH

This year, Sunrise will continue its “learning community” for math. It is comprised of Sunrise teachers and teachers from nearby high schools to which Sunrise feeds this year. Teachers will attend common profession trainings and discuss their implications on instruction.

Furthermore, we see a need in continuing to improve our interventions for math, planning for more individualized instruction. Some of our adaptive computer math programs serve the purposes of remediation as well as extension (e.g., pathways to or in Algebra 1).

Description	Details	Who
Growth Mindset	ONGOING: Stanford Center for Professional Development Online Course: XEDUC115N - 007 How to Learn Math for Teachers	1 Math/1 Science
TBD: Elevate Math (Silicon Valley Education Foundation)	Teacher training summer Elevate Math program or Afterschool program	1 Math
Math/Science Collaborative PD	I. Full Day Saturday Workshop 2: A) Follow-up curriculum unit planning and finalizing lesson plans. teachers in small groups to develop curriculum units that integrate topics and practices that are covered in the learning community workshops. (4 hrs.) B) Formative assessment development of content understanding and language use using ALLOY. (2 hrs) II. After-School PD Application Follow-Up 1: Real word mathematical applications (2 hrs) III. After School PD Application Follow-Up 2: Teaching for social justice in the math classroom. (2 hrs) IV. Coaching/Observation Session: Pre-plan a lesson, observe each teacher individually, and debrief post -	All Sunrise Math Latino College Preparatory Academy (LCPA) Roberto Cruz Leadership Academy (RCLA) Cristo Rey SJ Jesuit High School

lesson.

V. Growth Mindset & brain development (2 hrs)

CA ELD Standards	ELD based language objectives: In-house: Overview of ELD Standards, Integration into Math/Science & more on how to write Language Targets	New Math teachers
Math Computer Adaptive Programs	- Training for Pearson SuccessMaker program - ImagineMath (previously TTM) training	New Math teachers
CAASPP Handscoring Workshop (date TBD)	Training for Performance Task Scoring	2 Math/1 Science
CAASPP Post-Test Workshop (date TBD)		
SDE National Conference	Differentiated Instruction – Summer 2019 – one week	Two Math Teachers
SCCOE – Equitable Assessment	Equitable Assessment for English Learners: ELD Performance Tasks	Math Lead
UC Davis Mathematics Project – monthly, October 2018- May 2019	Saturday Series focuses on using the math practices as a vehicle for weaving critical thinking and reasoning into daily teaching practices	New Math Teacher

ELA / ELD

Reading and Writing Project Summer 2019 (Reading Institute attended in Summer 2018)	Lucy Calkins Teachers College Writing Summer Institute: - Teaching that fosters independence and a growth mindset in student writers - Genre studies in writing essays, narratives, research-based arguments, and informational texts - Developing classroom and school cultures that value self-assessment	English Teachers
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- Teaching reading in the writing workshop

SCCOE EL training – Nov. 2018 **	Blueprints for Effective Leadership and Instruction for our English Learners' Future (BELIEF) Institute – two-day training	English Teacher
CABE (California Association for Bilingual Education) – State Convention – March 2019 **	Professional development on ELD strategies, curriculum, and trends	English Teachers
SCCOE – Fall 2018 **	English Learners with Disabilities Community of Practice	ELD Coordinator (and Special Education Director)
September 2018 **	ELPAC Academy Year 2: Focusing on the Classroom	ELD Coordinator
ELPAC Admin and Scoring Training Session – November 2018	From California Department of Education – Mandatory training for scoring the ELPAC	ELD Coordinator
SCCOE – California English Learner Roadmap – September 2018 **	Supporting local capacity building and continuous improvement based on evidence of effectiveness from local experiences as well as the most current rigorous research evidence that speaks to the strengths and needs of English Learners	English Department Chair

** Participants train other staff upon return

SCIENCE

SCCOE – NGSS – One day, December 2018	On developing effective and meaningful performance tasks to challenge, gauge, and follow up on contents and skills taught.	Science Teacher
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SOCIAL STUDIES

Association for Middle Level Education webinars	Best practices for middle school social studies http://www.amle.org/ServicesEvents/Webinars/031418/tabid/1074/Default.aspx	Social Studies Teacher
	Tools for Engaging History Classes http://www.amle.org/ServicesEvents/Webinars/041917/tabid/966/Default.aspx	

PROJECT BASED LEARNING

SCCOE PBL Practicum at Bullis Charter School – September - March	Five-day practicum on integrated PBL with STEAM activities	Science teacher, PBL Coordinator
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SCHOOLWIDE TRAINING

Kagan Professional Development – August 2018 and January 2019	1 Day – Engaging underserved youth 2 Days – Cooperative Learning	All Teachers
Solution Tree – August 2018	1 Day – Differentiated Instruction	All Teachers
Trauma Informed Practices – September 2018	Dr. Darlene Hall, Intersections Consulting, providing Trauma Informed Behavior Support in education	All Staff
PBIS / MTSS – August 2018	1 Day – In-house	All Staff
Peacemakers – Sept. 2018	2 hour – Introducing new youth mentoring program at Sunrise	All Staff
Health and Safety	Online – Mandated Reporter, Youth Suicide In-house – School Safety Procedures	All Staff

ADMINISTRATIVE TRAINING

LEAP Administrative Credential Program, 2018-2019	2 nd year – Administrative Clear Credential	Jesus Meraz, Assistant Principal
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LEAP Administrative Credential Program, 2018-2019	1 st year - Administrative Preliminary Credential	Jessica De Anda – English Department Chair
SCCOE Truancy Training, September	Nuts & Bolts – A Shift from Truancy to Chronic Absenteeism	Jesus Meraz, Assistant Principal

HUMAN RELATIONS

SCCOE- September 2018	Day-long training on the basics of Human Relations	School Operations Manager
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SPECIAL EDUCATION

SEIS 101 – Fall 2018 - From the El Dorado SELPA	For a deeper understanding of the SEIS system and the importance of thorough documentation of student needs and related supports. Teams will development a plan based on a reasonably calculated IEP that results in educational benefit for each student.	Special Education Team
El Dorado SELPA - TBD	Best practices for detecting and assisting students with dyslexia	Special Education Team
SCCOE – Fall 2018	English Learners with Disabilities Community of Practice	Director of Special Education (and ELD Coordinator)
El Dorado SELPA – January 2019	Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP) for Educational Success	Resource Specialist
El Dorado SELPA- February 2019	Writing Grade Level Standards-Aligned Compliant IEP Goals Focused on Outcomes	Resource Specialist
El Dorado SELPA – April 2019	Tiered Instruction for English Learners	Resource Specialist

APPENDIX B -

SUNRISE MIDDLE'S ELECTIVE COURSE OPTIONS – Fall 2018 Sample

(Course offerings vary from semester to semester)

Mural Painting	The students designed and are now painting at their school a mural that depicts them in a position of greatness. They are the kings and queens of their school and of their individual lives. The school mascot is the Aztecs and in this way they are reflecting on their culture by adding the Aztec crown of Montezuma, the last Aztec emperor. The symbols that are depicted are all birth glyphs of the students and they all represent, different parts of their personalities. The mural includes the Unab-Ku a symbol for a spiral galaxy our Milky Way Galaxy and also a type of Yin Yang. To finish this beautiful mural the students feel it is important to reflect their innocence and connection to the elements and Mother Earth by depicting sage, fruits, veggies and flowers. Surrounding a type of mother hand holding a flower is a way of saying we are here passing by just like the wind takes the petals of a flower.
Cosecha a Mesa (HARVEST TO TABLE)	Cosecha a Mesa (Harvest to Table) is a program that focuses on developing the students' minds through gardening and cooking. This program educates students about the importance of sustainability, with the hope that students begin to see this approach more of a lifestyle to better their community, their family and most importantly their bodies and minds. The goal is for students to become more in touch with the plants and the food they interact and eat on a regular basis. We grow together! "Crecemos Juntos!"
Rhythm and Roots - Dance	The purpose of this class is to learn, celebrate and appreciate the history and dancing styles of the many genres that are heard around our students' neighborhoods. Most of the music that students dance and listen to comes from the Americas (North and South), but little do they know that its' rhythms and musical instruments can be traced back to Europe and Africa. The first semester we focus on learning choreography and the history of songs/music that come from North and Central America. - September celebrates Latinx Heritage Month. The class not only learns the historical context of the month but also the genres that are used for Latin-American independence day celebrations

	- In October & November we would look into American Hip-Hop and Mexican genres to create a choreography for Halloween and Dia de Los Muertos - In December we learn the history of ballet (Canada) to create a choreography for the Winter holidays The second semester we focus on learning choreography and the history of songs/music that come from the Caribbean and South America. -In January we would focus on the origins of Salsa. Using one specific song, we introduce Black History month -- since many students seem to ignore the fact that slavery also existed in Latin-America and that because of that many Latinx have black ancestry. - February is not only a month that celebrates black history but also celebrates Dominican Republic's Independence and so we again on the Afro-Latinx experience through Bachata -In March we focus on a hip hop routine with dancehall reggae from Jamaica and Brazil to celebrate the significance of Mardi Gras & Carnaval in South America - In April & May we will finish off the semester focusing on the rhythm and roots of Tango (Argentina and Uruguay)
Boxing	Students learn the basics and fundamentals of boxing and get a great workout and learn self discipline - all while having fun! There is no physical contact, but students do have punching bags and mitts.
Running	Students run several miles at a time in this class and have the opportunity to run 10, 20 or more miles with a Native American team on weekend field trips. Students learn the ancient indigenous way of carrying a message for positive self change and health for the entire planet. In June, students who have participated in enough weekend runs have the opportunity to run in a week-long 500-mile Native American relay from Northern California to the Bay Area, visiting reservations and sacred sites along the way.
Lego Robotics	Students use play to open up the world of math, science, and language skills. Students discover and investigate, think critically and solve problems while building and designing robots.
Volleyball	The volleyball elective is for the girls who are interested and/or who will join the volleyball team. Basic skills are taught, and girls have the opportunity for league play against other charter and district schools.

Cheerleading	Students learn and make up their own cheers for the Aztec volleyball, basketball, soccer and flag football teams. They attend games and lead the audience in cheers to encourage those playing to give it their all. Dance steps are included.
Arts & Crafts	In this class students learn about all types of crafts ranging from jewelry making to painting or gift making. Students use upcycled materials wherever possible. The class is free flowing and also therapeutic for many students.
Gaming Community	This is a club-type elective where students practice collaborative skills including: planning and hosting events/competitions, developing and presenting newsletters, taking turns practicing leadership roles, etc. All is accomplished around the theme of gaming (any kind, video games, card games, board games, etc.).
Animal Rights	The animal rights elective looks at the different ways we treat animals in our society, how that links to other critical social justice issues, and the many ways that we as individuals have power to make a difference in our world.
Learning Skills	Provides intensive instructional support in various academic subjects. Our instructional team members frequently check student grades and attempt to track student assignments. Parents/Guardians are encouraged to contact the teacher if their student is struggling or to request that a student get help on a particular assignment. We also have our class syllabus on WikiEducator: http://wikieducator.org/User:Lbrown/Courses
Business Fundamentals	The business club covers basic and sophisticated business practices geared to 8th grade comprehension, simultaneously weaving in advanced vocabulary and concepts. <u>Topics:</u> Demographics/target market – what to sell, to whom, why and how, various business structures Professional protocol, eye contact, introductions, handshakes, customer interaction Fair-trade and ethical practices, supply chain (why does that t-shirt label say “made in China?”) Finance and taxes SWOT: strengths, weaknesses, opportunities threat analysis Field trip to Nordstrom, Trader Joe’s and Starbucks to familiarize and prepare for top entry level jobs paying \$18/hr. at age 16. Mock-up of online job applications.

	Weekly sessions culminate in sales where students market the event, set up logistics, sell and distribute profits. This is a very key exercise because it makes what they have learned real and practical. They get to try out their new skills real time, customers waiting in line, and with pressure. There is a palpable sense of pride in accomplishment and teamwork.
Filmmaking	Filmmaking teaches the fundamental basics of the motion media process. Students learn the history and techniques of filmmaking, as well as the teamwork and responsibilities necessary to produce a short film. Students will work together to produce several short films on a variety of topics.
Sewing & Textile Arts	Students explore embroidery and sewing, beginning with its Latin American roots. The class then explores the ways that the Otomi indigenous people of Mexico changed their techniques and adopted a European style of embroidery. Students create functional art such as pencil pouches and patches for clothing and develop their creative thinking abilities while working individually or on group projects. The class culminates in a public showing of the student work.
Computer Coding	Students learn the fundamentals of computer coding. They practice coding and create software programs.
Minecraft	We use an educational school version of the Minecraft sandbox video game for this class. The game allows players to build with a variety of different cubes in a 3D procedurally generated world, requiring creativity from players. Students learn how to explore creativity virtually.
Basketball	This class is for students whether or not they want to compete on the school's basketball team. Students develop their skill in basketball while also learning about teamwork and leadership. They later may choose whether or not they want to play in our league competition.
Painting	In this class students learn about famous artists and their different techniques in painting. They also will create their own paintings, journals, folders, bookmarks, etc., using oil and water colors.
Dodgeball & Other Sports	This is a class for students who cannot get enough of sports. They will learn how to play dodgeball - an Aztec favorite - and other fun games, including traditional sports such as baseball or tennis.

Board Games	This class involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Some games are based on pure strategy, but many contain an element of chance; and some are purely chance, with no element of skill. Some of the games the students play: Chess, Monopoly, Scrabble, Risk, Settlers of Catan, Clue, Ticket to Ride, and Uno.
Street Hockey	Street hockey is a variation of the sport of ice hockey where the game is played outdoors on foot, using a ball or puck. Students explore a sport that they are not typically exposed to. They also learn the value of teamwork.
Beauty & Health	This class is designed to help young adolescents gain confidence, good posture, and positive body language and speech. Students also learn how to take care of their skin, control acne, and avoid foods that may cause breakouts. Students learn about colors, hair styling and, with parent permission, appropriate makeup application.

SUNRISE MIDDLE SCHOOL

Charter School of the Santa Clara County Office of Education

San Jose, California

School Culture Playbook

Sunrise Middle School is a charter school for sixth through eighth grade students who are seeking a small school environment with holistic, meaningful and stimulating education that prepares them for high school, college and life.

INTRODUCTION and BACKGROUND

Sunrise Middle School is a community of educators, parents and students who believe that learning should be rigorous, stimulating, relevant, and fun.

We are committed to educating traditionally underserved students and recognize that learning experiences that engage rigor, relevance and relationship can close the achievement gap, even among the most at risk.

We meet students' academic and developmental needs through a "second-home" nurturing environment that includes small class size (25:1), daily meditation, character-building, field trips, outdoor education and counseling.

We work relentlessly to ensure equitable access to challenging and meaningful learning for all students.

The school was founded in 2011 by a group of like-minded individuals who cared deeply about serving the most underserved students of San Jose at a most vulnerable time in their lives. This group also was committed to providing a rigorous, stimulating and well-rounded education that addresses the whole child and all his or her needs. Many of the school's original board members still serve on its Board of Directors.

We maintain whole child education is the best way to ensure that students will be successful and happy, not only in high school, but also in college and in life.

Today Sunrise Middle School serves a population that is 95 percent Latino, 98 percent low income, 71 percent below federal poverty level, 50 percent English Learner, and 15 percent special education. Our population is among the most underserved in San Jose. We strive to give them the same opportunities that students from more advantageous backgrounds enjoy.

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Acknowledgments

This document was prepared with assistance from Amanda Gardner of Innovate Schools, and UP Academy, Charter School of Boston.

OUR CULTURAL MISSION AND VISION

Our Mission

Sunrise Middle School is a charter school for sixth through eighth grade students who are seeking a small school environment with holistic, meaningful, and stimulating education. We maintain high expectations for each of our students while offering them experiential and investigative learning that is relevant to their lives, allows them to explore and challenge prevailing thought, requires them to take responsibility for their actions, and prepares them for later success in high school, college, and life.

Our Vision

Sunrise Middle School is a school where we focus on the whole child. This includes academic excellence, exposure to career opportunities, character development, promotion of self-esteem, internal balance, global and environmental awareness, gratitude, and encouragement of kindness toward others.

We believe that students – particularly students of very low income levels – have the best chance for long-term success in higher education, their careers and in life if they are exposed to all of these themes throughout their middle school years.

Additionally, we believe that school should be a joyful experience, and that students should be in an environment where they want to come to school every day, excited to learn about themselves and the world around them, encouraged to explore and question, and confident about analyzing and comparing the many situations they face.

Our Values

To this end, we believe:

The best teachers are those who are highly energetic, engaging and humorous, who literally sweep students off their feet with their contagious enthusiasm about the subject matter at hand. Our teachers listen and ask questions, and allow the students to do the speaking. Our teachers continually praise students for their inherent intelligence and goodness, and who focus on how things can be done better rather than on what was done wrong. Our school has a growth mindset.

All students are capable of succeeding, and intelligence is not fixed but rather, can be grown. Therefore, all students are held to the same high expectations for academic growth and excellence, and those who fall short of these are encouraged and supported until they all reach certain established goals.

Students will be more enthusiastic about studying in school if they have an idea of why this is relevant to them now and why it will be important to them in life. To this end they are exposed to various careers that may interest them. Their teachers continually correlate various topics to how they might be used in life. And, students are encouraged and shown how to apply what they are learning to their present day situations. Students are not only told that a certain skill may be useful when they “grow up,” but they are encouraged to use that skill for the betterment of their community now.

Rules are important but simple and centered on respect – respect for oneself, respect for one’s classmates, for one’s school, parents, teachers, and surrounding community. Everything falls into the category of respect, and when considerations are made about the violations of respect, everyone recognizes that the group, or school, comes before the individual.

Our students will build their character as well as their minds. Through our SCOPE character-building program, students will learn the importance of self-control, curiosity, optimism, perseverance and effort. Of all of these traits, perhaps perseverance will be the most important for them, as many struggle to break the chain of poverty that has plagued their families for generations. Teachers and other staff continually model these traits and praise students for practicing them.

Our students learn how to balance their lives through daily meditation, which, studies have shown, increases focus, improves memory, reduces anxiety and stress, reduces fatigue, and boosts immunity. Hard work as well as play is encouraged. Exercise and healthy eating are promoted. Stress is eliminated as students see all their activities in balance.

Through our outdoor education program, students also learn to become good stewards of the Earth and to recognize the healing and calm that can come from outdoor experience. Our students learn that life is connected, and what harm may come to one affects all. They are taught to respect animals, plants, the air we breathe, the ground we walk on, the bodies of water from which we drink.

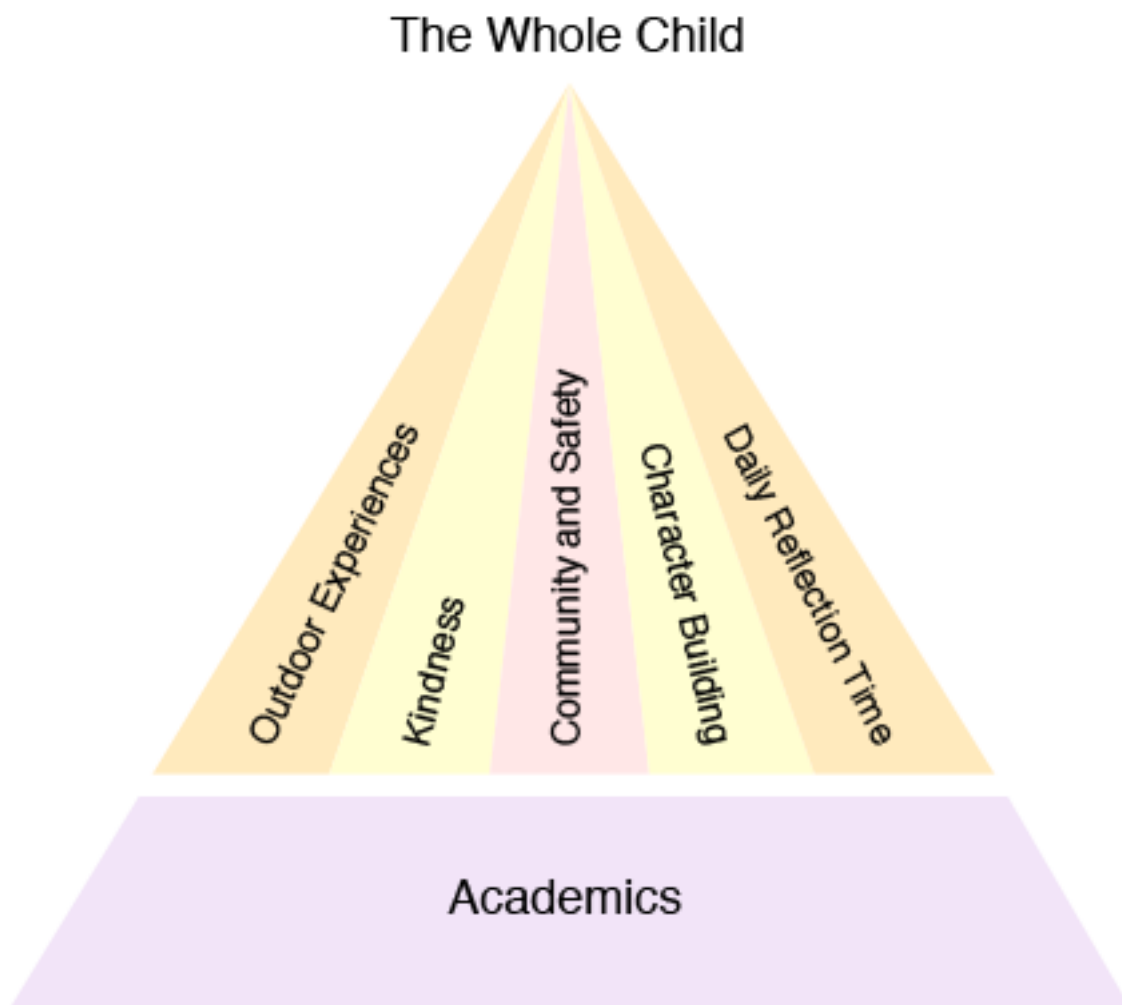
Our students have global awareness. They know what’s going on in the world around them and think of ways they can improve that world. They are aware that they are important and powerful beings – even though young – and that, to quote Margaret Meade, “a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.”

Finally, and perhaps most importantly of all, students focus on the importance of gratitude and kindness toward others. They see how more comes into their lives as they become more grateful for the blessings they have. They recognize purity of heart, false power, and real power. They are kind to others, and learn how

kindness does not take away from their life, but rather, brings more joy into their life.

The Foundation

The foundation for the students' learning, of course, is rigorous academics, taught by inspiring teachers.



At Sunrise, teachers:

- Take no excuses – all students can succeed!
- Are relentless in making sure students complete their work – no F's!
- Teach with energy, humor and understanding.
- Are passionate about the core subject areas that they teach.
- Know how to make school relevant to their students' lives.
- Believe in the potential of each youth.
- Contribute to the creation of a school-wide culture.
- Build close connections with students, their families, and the school community.
- Are willing to participate in all aspects of school life.

We borrow here a Positive Force of Nature (PFN) concept here from the School Culture Playbook of the UP Academy, Charter School of Boston:

“We believe that the rules of school are the rules of life, thus the character values that we instill are practiced in the classroom, school and community. Whenever we set an expectation for students, we ensure that there is a rational and concrete explanation for that expectation. The adults in the building ensure that students see that our expectations of them will lead them on a path to building a successful future.

“We recognize that the single most important factor in determining the strength of a school's culture is the efficacy of teachers. Master teachers engage even the most reluctant students and value positive motivation over negative consequences. They narrate positive actions and habits they observe in their classes while consistently, and respectfully, correcting the slightest misbehavior. They understand the importance of paying attention to details, “sweating the small stuff”, in a way that makes school culture stronger. They take personal responsibility for creating a positive school culture – they are positive forces of nature (PFNs) who effectively sweep kids up into the lessons they present.

“These two ideas – being a positive force of nature and sweeping students up into lessons – are fundamental parts of our school's culture. The text below illustrates these concepts:

Sunrise Positive Force of Nature (PFN)

“A successful school culture is steadily built, day by day, in every interaction between its teachers and students. The best teachers, the “culture builders,” are able to get kids *swept up* in the school experience. They are the reason kids show up and they create the heart. We call these teachers Positive Forces of

Nature (PFN), and we actively seek to develop the genuine PFN in every faculty member.

1. PFNs showcase their personality in the classroom.

The best teachers find ways to be themselves and commanding at the same time. Three personality traits that tend to get kids swept up are humor, energy and intensity. Rather than attempting to change a humorous, but generally calm teacher's energy, we work to amplify his or her humor. Let teachers be the best of themselves to get kids *swept up* rather than trying to make all teachers look and sound the same.

2. PFNs “go there” to bring lessons to life.

When planning a lesson, there are often opportunities for teachers to design challenging or unexpected activities that will ensure a lesson's objective is memorably reached. This is where the teacher's creativity meets his or her ability to design goal-oriented lessons. Maybe the teacher uses media to deliver new information, adds performance-based activities to a lesson, teaches a concept through a new, more relevant context, or changes the mode of assessment to encourage the more high-level, independent thinking. While many teachers shy away from these type of lessons, or these activities without successfully linking them to objectives, PFNs take calculated risks to make well-aligned, but typical lessons more memorable.

3. PFNs demonstrate an unwavering belief in their students' best intentions and abilities.

In a PFN's classroom, every student feels special because the teacher always “catches them” doing something good. When students mess up, PFNs immediately use the moment to teach the “right way” and motivate the student to get better. PFNs don't waste time lecturing students or dwelling on mistakes. They refocus the class on the next challenge and, through their willingness to invest in every student's success, show that all students can be successful. PFNs build these skills through mastering Lemov's Taxonomy of effective teaching and modifying these strategies to suit their own personality.

4. PFNs are the toughest teachers in the school.

It seems counter-intuitive, but it is true that the more positive a teacher is, the stricter he or she can be. This is because every positive interaction by a PFN creates buy-in and trust with students and motivates them to comply with the teacher's rules and systems, no matter how demanding. It is also true that students *swept up* in lessons are less likely to act out.

RATIONALE FOR RULES

At Sunrise we believe that the school culture will not be strong without effective systems to help manage students behavior and choices. A student can grow and change with love, but this growth and change will happen much more quickly with a combination of love and discipline. Therefore, our teachers are partners with the students' parents, and they also are, in a sense, the students' second parents. We believe this role is particularly vital at the middle school age, an age when students often decide, consciously or unconsciously, which direction they will choose in life. It is our role to help them choose the path that may be the most difficult, but that will also help them reach the joy, self-pride, and contentment that they are seeking.

As children progress through middle school they should rely less and less on extrinsic motivators and be more and more focused on their own intrinsic motivation. Our strongest motivator is a student's own desire to succeed.

The first step to avoid misbehavior is an engaging lesson, and Sunrise teachers know this. Clear procedures for all activities also lead to less confusion, less rule breaking and less waste of valuable instructional time. If a student still chooses to misbehave, despite these efforts on the part of the teacher, there must be firm, fair and consistent consequences – consequences that the child is held accountable to each time he or she chooses to go against the rules. This takes energy, but our teachers have energy, and the administration has the energy to back the teachers up whenever needed.

The most important concept is for all faculty members to remember, the group comes first. No student should be allowed to take away from the school culture and respect, or from valuable instructional time. We need to teach “bell to bell”.

RULES, ROUTINES AND SYSTEMS

Dress Code

Sunrise Middle School students have a dress code for two reasons: safety and cost. Sunrise is located in a neighborhood where there are two opposing gangs. One gang claims red, and the other claims blue. To make things simple and to avoid wasting class time, we do not allow any red or blue. This means that students may wear white, black, gray and khaki and the school colors, yellow or purple. They need to wear collared shirts and pants or shorts and skirts that come just above the knee or lower. Their shoes, socks and backpack may be any color, but never red or blue, or any shade thereof.

The majority of parents have asked that Sunrise has a dress code so that they don't have to spend money on school clothes. We respect this desire, since more

than 40 percent of our students are living below federal poverty level, and about 88 percent all of our students are on the government free lunch program.

The principal and office staff keep an eye out for students who violate the school uniform policy and meet with these students in the office. Teachers also need to scan their students for uniform violations as they are entering the classroom. Any student who is not properly dressed is sent to the office to change.

Entering and exiting the classroom

Student behavior in the classroom must begin before a student enters. Students form a line before entering the classroom. Playground behavior ends, so there is no playing with balls or rough housing in line. Students should be facing forward and ready to greet the teacher, who is at the door before the gong rings. The teacher's warm welcome makes the student feel excited about the lesson ahead. Students immediately go to their seats, put their backpacks on the ground and take out their notebooks, homework and pencils. Within a minute or two, both teachers and students are ready to start class – no time wasted.

A few minutes before class is to end, students throw away any trash and pack up their bags. The teacher dismisses the class table by table. Students line up outside with a responsible student at the lead. Once all students are out of the classroom, the teacher walks them over to the cafeteria for brunch or lunch. Or, they simply go to their next class.

The classroom environment

The classroom is always to be recognized as a professional space, similar to a work atmosphere. Students and teachers use professional language and treat each other with respect.

The best way to show respect is to be quiet while another student or the teacher is talking. Students “track” the speaker, meaning they are quiet and have their eyes focused on whoever has received permission to speak. If students are sitting in a group around a table, they should turn their chairs around so that they can more easily see the speaker. Students show the same respect to other students who are speaking as they do to the teacher.

Students are expected to raise their hand and wait to be called on to answer or ask questions.

Teachers address students in a professional and respectful manner that acknowledges they are scholars and future professionals. For example, teachers may say “students” or “ladies and gentlemen.”

Classroom guests, whether announced or unannounced, are also treated with respect. Each classroom has an assigned “greeter,” who is responsible for welcoming the guest while the rest of the class stays focused on the lesson. This

“greeter”, who likely is someone seated near the door, will rise up and walk over to the guest, introduce himself, shake the guest’s hand and briefly explain what the class is learning about, then invite the guest to walk around the room. This is an important student role, which may change from week to week or month to month. A student may feel honored to be chosen as a greeter.

Bathroom use and water breaks

Students should use the bathroom during brunch and lunch, and should never need to use the bathroom the first or last 15 minutes of class unless they have a note from their doctor or parent. A teacher may not dismiss more than one student at a time to use the bathroom. Each teacher will have a sign out / sign in sheet at the door. Students will note their name and date and the time they leave and return to the classroom.

We encourage students to have their own water bottles at all times.

Eating

Students may not eat anywhere except inside the cafeteria. This is so the school grounds remain clean. Students may not at any time chew gum, eat candy, Takis or Hot Cheetos, or drink soda, sugary drinks or caffeinated drinks. These items are taken away from the student, if brought to school, and may be returned at the end of the day.

Office rules

Students upon entering the office remember that it is a place of work and the “face” of the school. Students therefore, need to remain quiet in the office and to sit respectfully while waiting to be helped.

Students are not allowed in the office during class time unless they have a pass from their teacher or they are accompanied by another adult, such as the counselor or special education teacher. Students may use the office phone to call home with permission from office staff.

Tardies and attendance

Teachers take attendance on PowerSchool during the first ten minutes of class. Any student coming into class late must report to the office for a tardy pass.

The office will handle excessive and unexcused absences through the school’s SARB system.

Getting students’ attention

The preferred way for Sunrise teachers to get their students’ attention is by raising their hand and “Give me five!” or something similar. Students, upon seeing the teacher’s hand raised, should do the same until everyone is quiet and has their hand raised.

Noise levels

Varying noise levels are allowed at different times, and the teacher should advise students as to what noise level is allowed at a particular time.



Group work

Teachers instruct their students on the norms for group work during the first days of the school year. Students use soft voices and academic and professional language during group work. They learn to disagree respectfully and only use language that they would use in the workplace. For example, “I disagree with what you’re saying because –” Students track the person in their group who is speaking. Put-downs are never allowed.

Individual to Individual Behavior	Individual to Group Behavior	Group to Individual Behavior
<u>Examples</u> <i>No put downs</i> <i>Give praise</i>	<u>Examples</u> <i>Be on time to meetings</i> <i>Be prepared</i>	<u>Examples</u> <i>No scapegoats</i> <i>Bring everyone into the Group</i>

Teachers set expectations for moving in and out of groups, for student roles within groups, for student responsibilities after group work, for communicating the flexible groupings to students efficiently, and for how students will be graded for their group work.

Student materials

Teachers always have their materials ready before class starts. Students are asked to hand out materials, as needed. Doing these two things minimizes wasting instructional time.

Students who have a problem with their materials should raise their hand.

Our most expensive and valuable materials are our computers. The school has worked hard to have a device for each student, and to have several online learning programs in addition. Student misuse of computers is not allowed.

From time to time students come to class without paper or pencils. Teachers will be allowed to handle this in their own manner. We recognize that students need to learn responsibility. We also recognize that class time cannot be wasted.

Finishing early

When students finish a project early they should raise their hand if the teacher has not noticed. The teacher should always have extension activities ready for further learning.

Managing space and resources

Teachers ensure that their classrooms are kept neat throughout the day. This communicates a sense of professionalism to the students. Teachers have a list of student names and jobs that will ensure the classrooms are free of litter and that student materials are stored properly.

Classroom whiteboards are cleaned regularly, floors are swept as needed, material bins are kept stocked, student materials are stored properly, student desks are handled orderly, and classroom materials such as staplers are in working order.

Cell phones, iPods, and electronics

Electronics are allowed on campus only if they are not taken out during the school day or seen by staff members. The reason for this is that they interfere with instruction and safety.

If a phone, iPod, etc., is seen by a staff member the student will need to hand it over to the teacher or an administrator and pick it up from the front office at the end of the day. If this happens a second time, the administrators will keep the item until the parent can pick it up. If there is a third offense, a parent meeting will be held, and the student will need to sign a contract with the school requiring the item to be turned in to the office at the beginning of every school day.

Homework is assigned as follows:

Monday through Friday, each student should receive about 60 minutes of homework. This should include:

About 30 minutes of English

About 30 minutes of math

Students who don't turn in their homework or who need extra help may be asked to attend office hours with their teachers after school.

Grading

A student's grade is based as follows:

25 percent on homework

25 percent on tests and quizzes or other assessments

25 percent on classwork

25 percent on class participation

Consistency

Sunrise teachers know that these rules need to be followed in a consistent manner in order to be effective. No breaks are given just because it's Friday, or the day before a vacation, or because it's April and nearing the end of the year!

Special Education Students

Teachers need to be aware who in their classroom as an IEP or 504 and they need to consult with the special education director to ensure that their legal rights are being met, both academically and behaviorally.

English Learners

Teachers also need to be aware of which students are English Learners and which students are Level 1 or 2 ELs so that they can scaffold their instruction accordingly.

EVENTS AND CULTURE

Sunrise Middle School believes that frequent acknowledgements of students who are doing the right thing help create a joyous atmosphere at school and encourages students to continue to put forth their best efforts. To this end, the school acknowledges:

Student of the week
SCOPE awards
Academic excellence and improvement awards
Community service
Sports achievements
Acts of Kindness, etc.

Classes also are awarded marbles for great performance, behavior, etc. The marbles are collected in little jam jars which, when filled, means that the class has earned a free dress day that Friday.

Sunrise holds student, parent, and community assemblies on a regular basis, as well as fun nights, such as the Halloween carnival and Holiday Party.

Two school days each year are devoted to field trips for outdoor adventure, learning outside the classrooms or team building. In addition, the school receives grants to hold one to two outdoor trips each month. These range from simple hikes to camping, backpacking, snow trips, horseback riding and caving. The trips are designed to build environmental awareness, teamwork, and self esteem, and are a great way for students and teachers to bond.

The school emphasizes daily meditation to help the students learn how to center and balance their lives. Values are also taught through Kindness Days and other Challenge Days. A counselor comes to the school to help students with individual and group issues.

These regularly scheduled activities are supplemented by constant awareness on the part of the staff that we are here to serve the whole child and not only academic needs. We recognize that for our student population the need to grow self-esteem is paramount. To this end, we expect that each teacher will recognize each student every day, or at least once a week.

APPENDIX D – UNIFORM COMPLAINT POLICY

UCP Board Policies and Procedures 2018-2019

Sunrise Middle School
1149 E. Julian St.
San Jose CA 95116
408-659-4785

UCP Policies and Procedures
adopted by our
Governing Board on
July 12, 2016

Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by *Sunrise Middle School* of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities in which we receive state or federal funding. A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Programs and activities that are implemented by our district and subject to the UCP in which we receive state or federal funding include some of the following:

Adult Education; After School Education and Safety; Agricultural Vocational Education; American Indian Education Centers and Early Childhood Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teachers; Career Technical and Technical Education and Career Technical and Technical Training; Career Technical Education; Child Care and Development; Child Nutrition; Compensatory Education; Consolidated Categorical Aid; Course Periods Without Educational Content; Economic Impact Aid; Education of Pupils in Foster Care and Pupils who are Homeless; Every Student Succeeds Act / No Child Left Behind; Local Control Accountability Plans (including Charter Schools as described in *EC* §§ 47606.5 and 47607.3); Migrant Education; Physical Education Instructional Minutes; Pupil Fees; Reasonable Accommodations to a Lactating Pupil; Regional Occupational Centers and Programs; School Safety Plans; Special Education; State Preschool; and Tobacco - Use Prevention Education.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to *Education Code* Section 52060(d).

The responsibilities of Sunrise Middle School:

We have the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations including, including, but not limited to, allegations of discrimination, harassment, intimidation, bullying or noncompliance with laws relating to all programs and activities implemented by the district that are subject to the UCP.

We shall ensure annual dissemination of the written notice of our complaint procedures to students, employees, parents or guardians of its students, school and district advisory

committees member, appropriate private school officials or representatives, and other interested parties that includes information regarding unlawful pupil fees and LCAP requirements.

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also include information regarding the requirements of Education Code sections 49010 through 49013 relating to pupil fees and information regarding the requirements of Education Code section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

The following is responsible for receiving and investigating complaints and ensuring our compliance:

Name or title: Teresa Robinson, Director, or a board member if the complaint concerns her

Unit or office: Sunrise Middle

Address: 1149 E. Julian St. San Jose CA 95116

Phone: 408-659-4785 E-mail address: info@sunrisemiddle.org

The above, responsible for compliance and investigations, is knowledgeable about the laws and programs assigned to investigate.

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

An unlawful discrimination, harassment, intimidation and bullying complaint shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The time for filing a discrimination, harassment, intimidation or bullying complaint may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing a discrimination, harassment, intimidation or bullying complaint may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. Our superintendent shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an

individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

We ensure that complainants are protected from retaliation.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Complainants are advised of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Civil law remedies, including, injunctions, restraining orders, or other remedies or orders may also be available at any time.

If we find merit in a pupil fees, LCAP, and/or a Course Period without Educational Content complaint, we shall provide a remedy. Specifically, in Course Period without Educational Content complaints the remedy shall go to the affected pupil. In LCAP and pupil fee complaints, the remedy shall go to all affected pupils, parents and guardians, which in the case of pupil fees, also includes reasonable efforts by us to ensure full reimbursement to all affected pupils, parents and guardians subject to procedures established through regulations adopted by the state board.

We submitted our UCP policies and procedures to our local governing board or authorized designee for approval and adoption.

Filing a complaint with Sunrise Middle School

Except for Williams complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our agency of federal or state law or regulation governing a program. A pupil fees complaint may be filed with the principal of a school.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

The investigation shall provide an opportunity for the complainant, or the complainant's representative, or both, to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Sunrise Middle School to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Except for Williams complaints and pupil fees complaints, a UCP complaint will be investigated and a written report (also known as the Decision) issued to the complainant within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

We shall issue a Decision based on the evidence and will contain the following elements:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our agency Decision to the CDE,
 - We shall inform the complainant of his or her right to appeal the agency Decision to CDE and
 - The complainant may appeal our Decision of a UCP complaint regarding all specified federal and state educational programs subject to the UCP.
- (vii) procedures to be followed for initiating an appeal to the CDE.
 - To appeal our UCP Complaint Decision the complainant must file a written appeal within 15 days of receiving the Decision to the California Department of Education (CDE). This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of the agency's Decision are incorrect and/or the law is misapplied.
 - The appeal shall be sent with (1) a copy of the locally filed complaint and (2) a copy of the Decision.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Copies of these Uniform Complaint Procedures shall be available free of charge.

APPENDIX E – CONFLICT OF INTEREST CODE

CONFLICT OF INTEREST CODE FOR SUNRISE MIDDLE SCHOOL

Adoption

The California Political Reform Act (Govt. Code § 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference.

Regulation 18730 and the text here along with the attached Exhibits A and B designating positions and establishing disclosure categories shall constitute the conflict of interest code of Sunrise Middle School. The full text of 2 California Code of Regulations § 18730 may be found at <http://www.fppc.ca.gov/content/dam/fppc/NS-Documents/LegalDiv/Regulations/Index/Chapter7/Article2/18730.pdf>.

The Governing Board of Sunrise Middle School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of the Charter School.

Following approval by the Governing Board of Sunrise Middle School, the code must be submitted to the code-reviewing body, the County of Santa Clara Board of Supervisors. This conflict of interest code, and any amendment to it, is not effective by law until reviewed and approved by the code-reviewing body.

Definition Of Terms

As applicable to a charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

Designated Employees

Employees of this Charter School, including Board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in Exhibit “A” attached to this policy and incorporated by reference herein.

Statement Of Economic Interests: Time Of Filing

Each designated employee, including governing board members, shall file a Statement of Economic Interests (“Statement”) at the time and manner prescribed in 2 California Code of Regulations § 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category to which the employee’s position is assigned in Exhibit A.

An investment, interest in real property, business position, or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

Statements of Economic Interests: Place of Filing

Statements Filed With the Charter School

All Statements shall be filed with the Charter School's Filing Official. If statements are received in signed paper format, the Charter School Filing Official shall make and retain copies and forward the originals to the County of Santa Clara Clerk of the Board of Supervisors. If statements are electronically filed using the County of Santa Clara's Form 700 e-filing system, both the Charter School's Filing Official and the County of Santa Clara Clerk of the Board will receive access to the e-filed statement simultaneously. Copies of all Forms 700s retained by the Charter School will be available for public inspection and reproduction pursuant to Govt. Code § 81008.

Disqualification

Refer to 2 California Code of Regulations § 18730 for information on disqualification requirements.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

Manner Of Disqualification

When a designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure

shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way.

Amendments to Conflict of Interest Code and Biennial Review

When a change in this conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days.

Additionally, upon direction by the code-reviewing body, Sunrise Middle School shall review this conflict of interest code and submit any changes to the code reviewing body.

When reviewing and preparing this conflict of interest code, Sunrise Middle School shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views.

EXHIBIT A

Designated Positions

<u>Designated Position Category</u>	<u>Assigned Disclosure</u>
Member of the Governing Board	1
Director of Charter School	1
Operations Manager	1
Consultant	4
Newly Created Position	*

***Newly Created Position**

A newly created position that makes or participates in the making of governmental decisions that may foreseeably have a material effect on any financial interest of the position-holder, and which specific position title is not yet listed in an agency's conflict of interest code is included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Director may determine in writing that a particular newly created position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the broadest disclosure requirements, but instead must comply with more tailored disclosure requirements specific to that newly created position. Such written determination shall include a description of the newly created position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code.

As soon as the Charter School has a newly created position that must file statements of economic interests, the Charter School shall contact the County of Santa Clara Clerk of the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County's electronic Form 700 record management system, known as eDisclosure. Upon this notification, the Clerk's office shall enter the actual position title of the newly created position into eDisclosure and the Charter School shall ensure that any individual(s) holding the newly created position is entered under that position title in eDisclosure.

Additionally, within 90 days of the creation of a newly created position that must file statements of economic interests, the Charter School shall update this conflict-of-interest code to add the actual position title in its list of designated positions, and submit the amended conflict of interest code to the County of

Santa Clara Office of the County Counsel for code-reviewing body approval by the County Board of Supervisors. (Gov. Code Sec. 87306.)

EXHIBIT B

Disclosure Categories

1. Category 1

Designated positions assigned to this category must report:

- A. Interests in real property located in whole or in part either (1) within the Charter School's jurisdiction boundaries, or (2) within two miles of the Charter School's jurisdiction boundaries, or of any land owned or used by the School; and
- B. Business positions with, investments in, and income (including gifts, loans, and travel payments) from sources that: (1) are contractors or sub-contractors that are or have been within the previous two-year period engaged in the performance of building construction or design within the Charter School's jurisdiction; or (2) engaged in the acquisition or disposal of real property within the jurisdiction; or (3) manufacture or sell supplies, books, machinery, or equipment of the type used by the department for which the designated employee is Manager or Director; or (4) are contractors or subcontractors engaged in the performance of work or services of the type used by the department for which the designated employee is Manager or Director. For purposes of this category, the Board's department is the entire school.

2. Category 2:

Designated positions assigned to this category must report:

- A. Interests in real property located in whole or in part either (1) within the Charter School's jurisdiction boundaries, or (2) within two miles of the Charter School's jurisdiction boundaries, or of any land owned or used by the School; and
- B. Business positions with, investments in, and income (including gifts, loans, and travel payments) from sources that: (1) are contractors or sub-contractors that are or have been within the previous two-year period engaged in the performance of building construction or design within the

Charter School's jurisdiction; or (2) engaged in the acquisition or disposal of real property within the jurisdiction.

3. Category 3:

Designated positions assigned to this category must report business positions with, investments in, and income (including gifts, loans, and travel payments) from sources that (1) manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director; or are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director.

4. Category 4:

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in the School's conflict of interest code, subject to the following limitation: The Director may determine in writing that a particular consultant although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

Sunrise Middle School: PBL 2018-2019

Overview of standards:

- Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Topic: Food and The Mind-August

Essential Questions: Why does learning about food and the effect it has on our brain matter? How is food related to our mind? What are better alternatives to the junk food we eat every day? How many tablespoons of sugar are in sport drinks, juice, soda, snacks? Write in journal: What does food insecurity mean? How does poverty affect nutrition? Who is affected by it the most? What does food insecurity look like in other countries?

Learning Objectives:

Students will be able to conduct short research project to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Standards: WHST. Grade 6-8: 1.
WHST. Grade 6-8: 2.
WHST. Grade 6-8: 8.
WHST. Grade 6-8: 9.
CAELD. P1. 6-8.1.Ex
CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsela

Final Product: Research Project on ingredients found in processed foods. Students will create a bank of healthier food options and make a snack replacement for popular unhealthy chips; "takis".

Topic: Climate Change-September

Essential Questions/Objective: Global Climate Change Awareness. Indigenous people and climate change. How is the Dakota Pipeline affecting the surrounding communities? How does fracking overall affect the globe? Which countries are leading in reducing climate change? What are some initiatives that are being done to lessen the impact of climate change? Going Green Projects. How does poverty and climate change relate? Why is it important to look at water shortages around the world? How is our community being affected by climate change. Learning about the recent wildfires in California. Waste of food and how that is affecting climate change. Oceans and waste: new tech helping with these issues.

Learning Objectives:

Students will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Use technology, including the Internet, to produce, publish, and update individual or

shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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WHST. Grade 6-8: 8.
WHST. Grade 6-8: 9.
CAELD. P1. 6-8.1.Ex
CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsela

Final Product: One day at school dedicated to reducing carbon emissions – walk or ride your bike to school, lights out, etc.

Powerpoint Presentation, Project illustrating different climate change issues depending on the students interest. Gallery walk of students tangible solution ideas, such as recycling projects, being mindful of waste, minimizing plastic use, etc.
"Design it clean" <http://pblu.org/projects/design-it-clean>

Topic: Immigration/ Refugees-October

Essential Questions/Objective: Migrant Workers. Why is it important to look at immigrant journeys? What makes people take a risk? How has immigration reform changed over the years? What are the accomplishments of Cesar Chavez and Dolores Huerta? Braceros program. How did ICE come to be? Children at the Border. Why were families separated at the border? How does this mirror past separations? Japanese concentration camps California. Mapping Migration; looking at the migrations in California.

Learning Objectives:

Students will connect this project to history and social science.
Students will be able to conduct short interviews to better understand immigration, as

well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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WHST. Grade 6-8: 9.

CAELD. P1. 6-8.1.Ex

CAELD.P2.6-8.5.Ex

CAELD.P2.6-8.9.Ex

CAELD.P2.6-8.12.Ex

Projects: Narrative of an immigrant close to them, "An Immigrant Experience" (6th grade):

<http://modelsofexcellence.education.org/projects/immigrant-experience>

"This American Life: An immigration project" (7th and 8th grade)

<https://www.hightechhigh.org/htmnc/project/american-life-immigration-project/>

"Choosing Your Own Adventure": students will answer the driving question; "what makes people take a risk?"

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsela

Final Product: Powerpoint Presentation, Narrative, Art displays

**Topic: Self Identity/Trans rights/ Body Positivity-
November**

Essential Questions/Objective: How did Pride start? Inclusivity: Why is it important to learn about LGBTQ? Exploring identity. How can we help those who are discriminated by society based on their sexuality? How has same sex marriage changed over the years? Why is it so political? Understanding of different identities, self concept, identity and community.

Learning Objectives:

Students will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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WHST. Grade 6-8: 8.

WHST. Grade 6-8: 9.

CAELD. P1. 6-8.1.Ex

CAELD.P2.6-8.5.Ex

CAELD.P2.6-8.9.Ex

CAELD.P2.6-8.12.Ex

Projects:

“Off and Running” <http://www.pbs.org/pov/offandrunning/lesson-plan/> (8th grade)

“This is Me: Self Identity Project” Mini movies describing where students are from and what defines them.

Tolerance activities: <https://www.tolerance.org/classroom-resources/tolerance-lessons/my-multicultural-self> , Art project “I Am” ; Students create portrait with positive remarks about themselves

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: Powerpoint Presentation, Art Project, Movie Maker file.

Topic: Homelessness-December

Essential Questions/Objective: Homelessness in America. Homelessness in other countries. How do other countries help homeless people? What are different solutions to this problem? What is the best way of giving back? Why are Veterans disproportionately affected? How can our government better help with this issue? Children being homeless in the bay area. Contrasting the wealth in silicon valley and the number of homeless people. Housing crisis.

Learning Objectives:

Students will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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WHST. Grade 6-8: 9.

CAELD. P1. 6-8.1.Ex

CAELD.P2.6-8.5.Ex

CAELD.P2.6-8.9.Ex

CAELD.P2.6-8.12.Ex

Projects: volunteering at shelters/food drives/giving back to the community, hearing the stories of people who homeless once, poverty simulations, What would i do without? Creating care packages, raising awareness. GIS, mapping

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsela

Final Product: Powerpoint Presentation, Community Engagement

Topic: Economic Justice/Poverty-January

Essential Questions/Objective:

What is income inequality? Breaking the poverty cycle. Why is there unequal pay? Who is affected by unequal pay? Social insurance, economies around the world, global poverty . Child poverty in the united states. How are children being exploited in other countries such as using them for labor or war? How has the immigration changed for children over time? Which countries are guilty of using child labor? Boycotting: How can we learn about products that use child labor? What laws can we push for so that other countries enforce no child labor?

Learning Objectives:

Students will be able to conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Standards: WHST. Grade 6-8: 1.

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WHST. Grade 6-8: 8.

WHST. Grade 6-8: 9.

Projects:

Researching income inequalities around the world,

“A day in the life” and “Global Oneness Project”

Resource: <https://www.cultofpedagogy.com/social-justice-resources/>

Research congressmen, Letters to congressmen to ask them what changes they would like to see for the new year, researching companies that may use child labor

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsela

Final Product: Powerpoint Presentation, Research Project

Topic: History of Human Rights-February

Essential Questions: History of human rights. How is healthcare different around the world? Why doesn't the US have universal healthcare? How can we push for change so that children don't go hungry? What are the disparities in education? What countries are still fighting for education for all? Human rights around the world, diversity, cultures, and disabilities.

Learning Objectives:

Students will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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CAELD. P1. 6-8.1.Ex

CAELD.P2.6-8.5.Ex

CAELD.P2.6-8.9.Ex

CAELD.P2.6-8.12.Ex

Projects: Human's right's tree, 10 steps to taking action, community events

Resources:

<http://hrlibrary.umn.edu/edumat/activities.shtm>,

http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-4/2_ten-tips.htm

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsela

Final Product: Powerpoint Presentation

Topic: Racism/Colorism/Resilience -March

Essential Questions/Objective: Black Lives Matter. Black Panthers. How has discrimination changed over the year? Old and new ways of discrimination. Why is racism still a problem today? What are the root causes of racism? Freedom riders. Systematic ways of oppression. Mass incarceration: School to prison pipeline. Where do stereotypes stem from? How can we stop them from being perpetual? Understanding prejudice, implicit/explicit bias.

Learning Objectives:

Students will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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CAELD. P1. 6-8.1.Ex

CAELD.P2.6-8.5.Ex

CAELD.P2.6-8.9.Ex

CAELD.P2.6-8.12.Ex

Projects: Partners against Hate, Race and Privilege, letters to end hate, creating informational videos, Reconstructing race, first encounters with race and racism
Resources: <https://www.zinnproject.org/materials/reconstructing-race/>
<http://inservice.ascd.org/six-classroom-activities-to-spark-discussion-of-racism-and-privilege/> <https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.html>
"Resilience Cafe" <http://pblu.org/projects/resilience-cafe>

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsela

Final Product: Powerpoint Presentation, Portfolio

Topic: Peace and Conflict-April

Essential Questions/objective: To think constructively about our global future. To develop empathy with other communities. What are the impacts of war? Understanding post 9/11: terrorism. How does it affect certain groups of people? Do corporations profit from war? How can we promote peace? Modern day holocausts: Yemen.

Learning Objectives:

Students will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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CAELD. P1. 6-8.1.Ex

CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Projects: “Making sense of world conflicts” Students will have: examined, hypothesised and discussed non-fiction material; and developed skills of enquiry and communication.
Evaluating campaigns for war and replacing them with campaigns for peace.

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, News1a

Final Product: Research Project, Powerpoint Presentation

Topic: Animal Rights-May

Essential Questions/objectives: Which companies use animals for testing? Endangerment of species due to over land use. Animals and mass food production. Are animals being ethically executed for our consumption? Could our society move towards a more plant based diet to mitigate negative effects of animal over consumption?

Learning Objectives:

Students will be able to conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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WHST. Grade 6-8: 2.
WHST. Grade 6-8: 8.

WHST. Grade 6-8: 9.
CAELD. P1. 6-8.1.Ex
CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Projects: volunteer at shelters, create drives, researching companies that still use animals for testing.
“Cyber Shelter Program” Students write descriptions of animals in shelters near school to help them get adopted
“Save an Animal” Students create a campaign and raise money to save an endangered animal
“Schoolyard Habitat Project” <http://pblu.org/projects/schoolyard-habitat-project>

Final Product: Powerpoint Presentation, Research Project, Fundraiser

End of Year Project-June

End of Year Project: Students can pick a topic of their choice that they are really interested in and create a portfolio to showcase at the end of the year. They can deep dive into a problem and work on their researching skills and come up with a paper discussing what they researched, why they chose that topic, possible solutions, and pick a project they can help with an organization. At the end students can display an art piece or a presentation to the whole class. This will allow students to practice research, presenting, and give them the space to dive into something they care about.

