

SCHOOL ACCOUNTABILITY REPORT CARD

I. General Information

Contact Information

School Information

Sunrise School
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District Information

Non-public school

School Description and Mission Statement

The mission of Sunrise School is to facilitate students with moderate to severe developmental disabilities to achieve maximum independence across a variety of environments and, in so doing, will enable our students to become contributing members of society.

Achieving the Mission

With the onset of this school year, Sunrise has redefined its approach toward reaching the goal addressed in our mission statement. The administration, teachers, and DIS service providers of Sunrise School have worked together to create a framework that thoroughly addresses individualization of instruction for our students. The framework provides for small group instruction (three or four students) in the areas of reading/language arts, mathematics, communication, self care/independent living, vocational, recreation/leisure, and community based instruction. In addition history/social sciences, health, science, visual/performing arts, and physical education are addressed and modified through thematic units and age/appropriate activities. Students also participate in whole – group

classroom instruction during homeroom for morning greeting, lunch, and closing activities.

Curriculum at Sunrise School is also taking a slightly different direction as we are in the process of aligning alternate curriculum with standard-based core curriculum. Teachers are in serviced in according to the Special Education Alternate Curriculum Guide for Students with Moderate to Sever Disabilities (SEACO). This resource drives our instructional practices as assessment drives the instruction itself. Each student is being formally assessed on a yearly basis with the Brigance, the SANDI, Unique, VB-Mapp test, and the California Alternative Assessment. Other assessments will continue to include data collection on functional academics, vocational tasks, and behaviors.

Communication and Collaboration with Stakeholders

Administration, teachers, and speech therapists, played a major role in the formation of the new curricular structure that was formulated for Sunrise School. Parent communication is ongoing and plays an important role in the success of the programming. (See Parent Communication section) Parent in services regarding best practices for Sunrise students are offered several times per year. The Help Group also sponsors a yearly conference open to staff, parents, and professionals featuring guest speakers who are experts in the field of Autism and developmental disabilities.

Opportunities for Parental Involvement

Sunrise School offers a variety of ways for parents to be involved with their child's education. The Sunrise teachers send home a daily communication log with the students. A weekly news letter is sent home posting current events. The school has a parent association that meets once a month in the evenings. The school's Speech and Language and Occupational Therapy Departments offer a training once a month for parents to attend. Sunrise School also offers a monthly "Chat and Share" meetings for parents and guardians that is a forum to discuss various rotating topics and provide a parent support network. Parent conferences are conducted twice a year. The school has a "Back-to-School Night" in the Fall and an "Open House Night" in the Spring for parents to attend. Once a year The Help Group sponsors a conference that is open to our parents; these meetings feature guest speakers who are experts in the field of Autism and developmental disabilities.

II. Demographic Information

Student Enrollment

Kindergarten- 8
Grade 1- 6
Grade 2- 9
Grade 3- 18
Grade 4- 7
Grade 5- 4
Grade 6- 15
Grade 7- 7
Grade 8- 4
Grade 9- 14
Grade 10- 17
Grade 11- 10
Grade 12- 7
Post graduate- 25

Racial and Ethnic Subgroups

African Americans- 16
Filipino- 9
Hispanic- 40
White- 63
Korean-11
Other- 12

III. School Safety and Climate for Learning

School Safety Plan

Pending Facilities Department

School Programs and Practices that Promote a Positive Learning Environment

Tier I

Base Instruction

1) PHILOSOPHY

SUNRISE BEHAVIOR MANAGEMENT PROGRAM

The philosophy of Sunrise School is to provide every student with positive behavioral support. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve quality of life (personal, health, social, family, work, recreation) for all students by making problem behavior less effective, efficient, and desired behavior, more functional.

Behavior Management emphasizes (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

- 1) Develop a continuum of scientifically based behavior and academic interventions and supports
- 2) Use data to make decisions and solve problems
- 3) Arrange the environment to prevent the development and occurrence of problem behavior
- 4) Teach and encourage pro-social skills and behaviors
- 5) Implement evidence-based behavioral practices with fidelity and accountability
- 6) Screen and monitor student performance & progress continuously

Positive Behavior Support is behavior management based on the principles of Applied Behavior Analysis. It not only addresses the individual student, but those around the student with the understanding that we can only bring about behavior change if we change the environment around the child while providing them with instruction giving them the tools they need to be successful.

Sunrise School is designed to provide the students with the skills or accommodations needed for them to function more independently and successfully in all environments.

They include:

Ecological Manipulations- are planned environmental changes that in turn produce a change in behavior.

Motivation – Learning materials are of high interest and to some degree chosen by the student him/herself. Choice is an important factor in reducing behavioral difficulties. Students within Sunrise School are given a choice of reinforcers to work toward, and may be given a choice of activities to perform. For instance, a student may have “work time” on their schedule, but be allowed to determine if they want to do a Math task or a Vocational task. When students are involved in choice making and have motivation to engage in school activities, positive behaviors increase.

Success-level Activities – Learning activities are broken down into small steps and at a high success level with gradual introduction of new material as the student demonstrates interest or mastery. Self-esteem is enhanced and maintained through success. Prompting procedures are used to teach students these new skills. The Sunrise approach is summarized through a Three Step Guided Learning Process.

There are three separate steps used in this procedure: a verbal prompt, a gestural prompt, and a physical prompt. In the first step, the verbal prompt, the instructor TELLS the student what he/she wants him to do. Directions are specific and simple to understand (e.g., “Fold the paper”). If the student does not complete the task within approximately 5 seconds of the verbal prompt, the instructor moves on to the next step. In the second step, the gestural prompt, the instructor SHOWS the student what he/she wants him to do by actually doing it him/herself. The initial instruction is repeated while the completion of the task is modeled (e.g., “Fold the paper like I am. Now you do it.”). After the student is shown *how* to complete the task, the task should be “undone” to give the student an opportunity to complete it himself. Again, if the student does not comply with instructions after 5 seconds, the instructor moves on to step 3. In the third step, the physical prompt, hand over hand guidance is used to have the student complete or DO the task himself. The instructions are repeated as the instructor physically guides the student to complete the task (e.g., “Fold the paper like this.”).

An easier way to remember the three steps is:

TELL
SHOW
DO

Staff should be careful to give instructions, not make requests, when using the 3-step procedure. The objective is telling the student what needs to be done, not asking if the student wants to complete the task. The idea is to follow through with the instruction so that the student learns he will have to complete the task regardless of whether or not he completes it independently.

In addition, the staff follows through with the completion of one task before giving the student another instruction. For example, Johnny is seated at the table and you tell him to fold a towel. He gets up from the table before folding the towel. Staff should follow through with 3-stepping him to fold the towel before he/she tells him to sit back down at the table. Another way to handle the situation is to guide Johnny back to the table without saying anything and then following through with the next step of folding the towel. It is important to maintain consistency with the instructions in order to help the student focus on one task at a time.

If the student successfully completes the task independently (i.e., after the first or second steps only), staff gives him praise or other reinforcers for doing a good job.

Supportive Interactions – Many students may require direct adult assistance to be most successful. Classes at Sunrise provide as much individual or small group learning interactions as are necessary to foster competence and independence in any given activity. Group activities and peer interactions are facilitated throughout the day.

Structured Choices – Structured choice allows a student more control over his/her environment in a way that is acceptable to others. This involves providing students with a choice board, where they may pick the activity that they would like to engage in. This is especially effective when a student is demonstrating “warning” signs of escalation. At this point, when students are presented with a choice of taking a walk, or taking a brief break from the activity, the undesirable behavior can be eliminated.

Educational Programming - must be appropriate to the developmental level of students within Sunrise. The overall goal for each student is to become as functional and independent as is possible. Sunrise teaches more effective and socially acceptable ways of getting one’s needs met (through communication development and behavioral control) and coping skills to deal with realities of the physical and interpersonal environments in which the person must act and interact.

Develop Appropriate Communication Skills – since behavior is a form of communication, students are taught appropriate communication methods to get their wants and needs met. Alternative communication methods are used such as verbal requests, gestures, pictures, PECS, electronic voice output devices, and/or simple signing.

Expand and Develop Appropriate Social Interactions – Sunrise staff builds on social interactions by providing acknowledgement when a student shows an appropriate interest in a topic or is attempting to engage staff’s attention in an appropriate social interaction.

Facilitate Appropriate Peer Interactions – group activities are used with the teacher and assistants working as the facilitators to build positive social interactions between students. These include activities such as structured social skills lessons, cooperative play time on the playground, working together on a vocational job, “socials,” and interaction with other students attending The Help Group schools on campus. These peer mentor students act as role models by exhibiting socially acceptable behavior for the Sunrise students to imitate.

Review and Rehearse Daily Schedule – Preparation for transitions can prevent anxiety around the issue of change in routine. All classrooms in Sunrise utilize a first-then visual or written schedule of daily activities. For students who are unable to read or recognize their name, schedules (and all supporting materials) are color-coded to facilitate discrimination. Students are taught to independently change their schedules upon completion of one task and transition into another. The use of visual schedules allows the students to be prepared for upcoming activities and transitions. For the students who possess an understanding of the full school day, their schedules are reviewed at the beginning of the day and reviewed at the middle of the day so that students may anticipate transitions and/ or changes in their typical routine.

Review and Rehearsal of Classroom Rules – Each classroom within Sunrise has classroom rules, which are unique to the population of students within that room. These rules are posted in either visual or written form (or a combination). Rules are taught at the beginning of the semester (or when a new student enters the classroom). In addition, the classroom rules are reviewed on a regular basis with modeling and visual supports to ensure that the students understand and remember these rules. Behavioral data is used to determine how effectively students are able to follow the classroom behavior plan.

Teach Coping Skills When Rules Aren't Working – When a particular student is not able to follow the rules set forth within the classroom, an analysis is conducted to determine why the student cannot comply with the rules. It may be determined that the student is not yet at a developmental level that would allow them to follow the rules (e.g. the student may only be able to attend for up to 1 minute at a time, and thus would require more frequent breaks rather than being expected to stay seated and calm for 5 minutes). It may also be determined that the student is relying on maladaptive forms of communication to get his/her needs met; that the current form of reinforcement is not effective. Individualized plans are created to support all students in following the rules to the best of their ability.

Sunrise's overall behavior plan is to reward those students who are behaving appropriately, while redirecting, with minimal attention necessary to maintain safety, to those who are not. Most inappropriate behavior can be dealt with through removing the reinforcing component, teaching alternative strategies with replacement behaviors to achieve such reinforcement and practicing these new skills.

At Sunrise there are two types of positive behavior systems –classroom behavior programs and individual behavior plans. All students participate in the classroom behavioral system and have a behavioral support plan in place to support the student in following the classroom plan. Students within each class have general behavioral guidelines that they are expected to meet. For students who are unable to meet the goals of the classroom behavior plan, or who show significant maladaptive behaviors, the individual behavior plan is reviewed and revised as necessary.

Classroom Behavior Supports

Classroom behavior plans vary according to the age and the developmental level of the students. However, each program is designed to provide immediate positive feedback for appropriate behaviors. All of the classroom behavior plans are designed to improve behavioral functioning through direct teaching methods, communication development, self-help and/or self-regulatory means. The programs at Sunrise operate on a positive reinforcement system, such that students receive reinforcement (tangible, activity, social, or sensory) within an individualized token economy system for desired/targeted behaviors. Initially, students may need to be placed on a continuous reinforcement schedule, so they are reinforced following every attempt/success of a given task. Once

tasks become more familiar, and the routine is understood by the student, longer inter-reinforcement intervals are established. Sunrise's philosophy is that the way to strengthen all skills is to highlight what a student is doing correctly by attending to appropriate behaviors rather than inappropriate behaviors.

In addition, as motivation for learning and complying may be low within our target population, Sunrise strives to find external motivators for each student while shaping up more appropriate (intrinsic) motivators. Sunrise employs a pro-active approach, which means that an attempt is made to deal with any situation known to lead to negative behaviors before the problem behavior occurs. This includes building up any necessary skills that the student requires in order to handle stressful, over-stimulating, or non-preferred situations/environments. When students feel at ease and understand the rules of their environment, a positive learning situation is created, and disruptive behaviors decrease.

Individual Behavior Supports

Each student within Sunrise has a behavior program that is tailored to his/her specific needs. In general, these programs are continuously reinforcing, have visual supports and are designed with the student's cognitive level in mind. For instance, a student who may be functioning within a 2 to 5 year old developmental/cognitive level would be introduced to behavior modification through a reinforcement token system. This is most common in Discrete Trial Teaching and younger elementary school level classes. Each time the student follows a teacher-given instruction, he will have a token placed on a chart. Initially, this token may need to be paired with another more reinforcing item, such as an edible or self-stimulatory item based on a Reinforcement Checklist. This checklist is created by the teacher with information provided by staff and family members. The student is told, "Good job, you get a _____." After earning all tokens, the student is given a "break" and allowed to engage in a preferred activity for a certain amount of time. The number of tokens and earned time will vary for each student. This reinforcement system continues until 1) the token takes on its own reinforcing qualities and no longer needs to be paired with another reinforcer and 2) the student maintains his/her behavior for longer increments without needing to earn a token. Thus, while a student may start out earning a token and reinforcement for every trial, as he/she progresses through the program, he/she may be able to earn up to 10 tokens before any tangible reinforcement is given. The ultimate goal is to have the student's behavior fading out the need for external reinforcement and extending the intrinsic reinforcement interval for longer periods of time.

As students continue in Sunrise, for the Elementary and Middle School-aged students, the classroom system remains a token economy, but with modifications. Students are able to earn tokens throughout the day for an appropriate and/or targeted behavior. The inter-reinforcement interval varies depending on the cognitive level of the students. For instance, one student may receive a tangible reinforcer after earning 2 tokens. Another student may earn a tangible reward after earning 10 tokens. The overall goal is to be able to increase the number of tokens required to achieve reinforcement. Token boards are either placed at the student's desk or placed prominently within the classroom. At the

beginning of every cycle of reinforcement, the student is given a choice as to what he/she would like to work for. The choices are offered through visuals (icons), written words, or verbal exchanges. For children who require visual reminders of what they are working toward, the icon/written word is placed directly next to the token board. This allows the teacher to remind students periodically what they are working for, and also motivates the student to complete the token board by seeing exactly what the reward will be. Teachers and support staff keep track of how many reinforcers a student is earning per day. Once a student is earning at least 90 % of their possible tokens, the reinforcement interval is increased. Students are also able to earn tokens outside of the class time, such as playground time or on Community Based Instruction.

Within the Transition classrooms, students are expected to be more independent with their token systems. Students are taught to determine for themselves if they met their required behavior goals for that reinforcement period. For instance, after 30 minutes a staff member checks with student that he/she has met all of the behavior goals for that time period. Rather than the teacher automatically giving a token to the student, the student is asked if he/she followed the rules. They are then able to give themselves a token if they believe they have followed the rules. The teacher recognizes that desirable behavior by acknowledging in front of the class. At the end of the day, tokens are used to determine the level of reinforcement the student earned (e.g. 15 minutes on the computer).

Controlled Task Difficulty

Tasks are broken down into small steps. Frequent breaks are given. Repetition, reinforcement, and practice are continuous.

Intervention

Intervention is provided during the regular instructional period. It is designed to be immediate, related to the core instruction, and based on ongoing progress monitoring. It consists of opportunities for remediation, provision of immediate and corrective feedback and prompting, and pictures to augment instruction, and active engagement in learning.

Supports Include:

- Extended Instruction
- Individualized instruction
- Peer Model supports
- Direct and explicit instruction is modeled and practiced
- Case Conferences
- Team meetings
- Behavior Support Plans

Individual Behavior Plans

When students do not follow the teacher's directives, are non-compliant or exhibit physically assaultive behaviors, the purpose/function of these behaviors will be determined. Depending on the purpose of the behavior, specific intervention techniques will be utilized. Students who are task-avoidant may be switched to a system where they are reinforced for staying within the room exhibiting safe behavior for a specific time period, without any further instructions being placed on them. As the student becomes comfortable staying within the room, they will be reinforced for sitting in a chair, or simply responding to a teacher-directed preferred activity. Systematically the student's behavior is shaped so that they become compliant for the entire session. Slowly more challenging tasks are added to the schedule.

The initial step for students who continue to show inappropriate behaviors despite the classroom-wide behavior system is to revise the Behavior Support Plan. Behavior Support Plans look at ecological factors, antecedents, behaviors, consequences, responses, frequency of behavior, and intensity of behavior. The behavior support plans are typically written by the classroom teacher in collaboration with the Behavior Analyst. The plan is then reviewed with the staff working with the student and how to implement the plan and record the data is modeled and practiced. The individual behavior plans for students are posted in the classroom so the staff may refer to them at all times. Both teachers and support staff are responsible for implementing the individual support plans and for recording the data. The data is analyzed by the Behavior Analyst, who determines the efficacy of the plan, and makes any revisions as needed. Depending on the nature of the plan and the frequency of the behaviors it addresses, the plan will be reviewed as often as necessary.

If the Behavior Support Plan fails to remediate the maladaptive behavior, then a Functional Behavior Assessment is conducted to determine what behavioral supports may be necessary for a student to benefit from his/her educational program.

Supports include, but are not limited to:

Intensive Instruction

Frequent progress monitoring through positive reinforcement schedule

Direct and explicit instruction

Small group/pairing instruction

Individual instruction

Controlled task difficulty

Intensive strategy instruction and application with BSP and frequent reinforcement schedule

Generalizing the skills acquired by practicing desired behaviors in other settings and situations

Extended instructional time

Ongoing systematic and corrective feedback.

Frequent Case Conferences and team meetings.

Due to the nature and severity of the disabilities of the Sunrise population, it is very rare that a student would be suspended. However, on that rare occasion that a student's behavior is severe enough and a suspension would be an appropriate consequence, Sunrise adheres to the suspension regulations and policies of the California Education Code and the Los Angeles Unified School District. Parents will be notified by a school administrator of the infraction committed, and the consequences. Pupil Accounting Records (PAR) forms will be completed and faxed, along with an incident report, to the NPS Office within 24 hours. The school administrator will schedule a formal Case Conference to discuss the problem behavior(s) and to initiate a Functional Behavior Assessment (FBA). If a change needs to be implemented to the student's Individual Behavior Plan (IBP), an IEP meeting will be scheduled. This meeting will include the parents, all administrators listed above (as needed), and representatives from LAUSD. When the team feels that the student's dangerous behavior has been adequately addressed via FBA and/or revisions to the IEP, the student may return to school. In-home suspensions cannot last longer than 10 consecutive days, regardless of the infraction committed.

On the student's first morning back to school, a re-entry meeting will be held. The purpose of this meeting is to assess the student's current mental and behavioral status, and to review his/her behavioral expectations. These expectations will be outlined for the student in whatever form can best be understood. A parent or guardian of the child must attend this meeting.

Procedures for Developing Behavioral Emergency Interventions

A behavioral emergency is defined as any situation in which a student is clearly at risk for causing harm to himself and/or others. During behavioral emergencies, hands-on management may be required only if the absence of hands-on management could potentially lead to serious injury requiring immediate medical attention. When a behavioral emergency arises, Sunrise documents on the "Accident/Incident Report" the use of the least restrictive intervention techniques that have been utilized, but were not effective. All emergency interventions follow CPI's Nonviolent Crisis Intervention techniques. The following interventions will not be used and are prohibited at Sunrise School:

1. Any intervention that is designed to, or likely to, cause physical pain.
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the student's face.
3. Any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
4. Any intervention which is designed to subject the student to verbal abuse, ridicule, humiliation or other procedures expected to cause excessive emotional trauma.
5. Restrictive interventions that simultaneously immobilize all four extremities, including the procedure known as prone containment.
6. Locked seclusion.
7. Any intervention that leaves the student without adequate supervision.
8. Any intervention that deprives the student of one or more senses.

Staff Development and Behavior Training

In addition to the above-mentioned training in CPI procedures, all staff at Sunrise attends in-services throughout the year on behavior management. On going supervision and training is also given to teaching and support staff from a Board Certified Behavior Analyst. Examples of topics include:

Non-aversive behavior management techniques, including differential reinforcement and emergency management strategies.

More intensive training in Autism, particularly as it relates to behavioral issues.

How to collect, record and analyze data on student programming.

Behavior modification and token economy.

Positive programming strategies such as relaxation, environmental manipulation, social skills training and active listening.

Systematic teaching strategies.

Problem solving and troubleshooting skills.

A 7 hour training in social skill development

De-escalation and preventative techniques

Staff Development and Behavior Training

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Systematic teaching strategies.

Problem solving and troubleshooting skills.

A 7 hour training in social skill development

De-escalation and preventative techniques

Suspensions and Expulsions

Number of Suspensions 2011- 0

Number of Suspensions 2012- 0

Number of Suspensions 2013- 0

Number of Suspensions 2014- 0

Number of Suspensions 2015- 0

Rate of Suspensions 0

Number of expulsions- Sunrise School does not expel students from school. If a student is not appropriately placed, the districts assist their families in finding a new placement.

IV. School Facilities

School Facility Conditions

V. Academic Data

Sunrise students participate in California Alternate Performance Assessment

California Physical Fitness Test- Sunrise School serves students with moderate-to-severe disabilities and offers a specifically designed physical education program to meet the individual needs of each student. Adaptive Physical Education is provided to those students that have the service written in their Individualized Educational Program.

API- School wide

Sunrise currently has 151 students enrolled (1 private pay), so therefore does not participate in an API Program.

VI. School Completion

Sunrise School serves a population of students ages 5-21 years of age, with moderate-to-severe neurodevelopmental disorders. The students age out of the program and do not participate in the California High School Exit Examination.

VII. Class size

Number of Classrooms 2011- 14

Number of Classrooms 2012-15

Number of Classrooms 2013- 13

Number of Classrooms 2014- 13

Number of Classrooms 2015- 13

Number of students in each class- 2015

K-1st Grade- 14

2nd-3rd Grade- 27

4th-6th Grade- 26
7th-8th Grade- 11
9th-12th Grade- 48
Young Adult Vocational Class- 25

VIII. Teacher and Staff Information

Teacher Credentials

Total teachers 2011- 14
Total teachers 2012-15
Total teachers 2013- 13
Total teachers 2014- 13
Total teachers 2015- 13

Teachers with full credentials 2011- 14
Teachers with full credentials 2012-15
Teachers with full credential 2013- 13
Teachers with full credential 2014- 13
Teachers with full credential 2015- 12

Teachers with Emergency Permits 2011- 0
Teachers with Emergency Permits 2012- 0
Teachers with Emergency Permits 2013- 0
Teachers with Emergency Permits 2014- 0
Teachers with Emergency Permits 2015- 0

Teacher Education Level

Vacant Teacher Positions

There is 1 teacher vacancy at this time- 2015

Teacher Evaluations

See attached copy for teacher evaluations.

Substitute Teachers

Sunrise School uses credentialed teaching assistants from Sunrise as substitute teachers; this helps the students as they have the consistency of familiar staff members.

Counselors and Other Support Staff

Counselor- 0
Librarian- 1
Psychologist- 2
Social Worker- 0
Nurse- 2
Speech and Language Pathologist- 5
Resource Specialist (non-teaching) - 0
Other- Occupational Therapist- 4
Other-Adapted Physical Education Teachers - 2

IX. Curriculum and Instruction

Sunrise School Curriculum Framework

Curriculum and Instruction

The Sunrise School serves children, adolescents, and young adults with global developmental delays. Diagnostic criteria include Autism, Intellectual Disabilities, Multiple Disabilities and Emotional Disturbance.

Sunrise provides programming for students from five through 21 years of age. Classes are divided into the following six divisions: Early Elementary, Intermediate Elementary, Middle School, High School, Transition and Academic Mixed-Grade.

The approach to instruction in Sunrise School follows the Individualized Critical Skills Model as well as the Special Education Alternate Curriculum Guide for students with moderate to severe disabilities (SEACO) and the CAA Blueprints. Skills are divided into five domains and are taught in the context of where they will be used to provide meaningful learning experiences for the students. The domains are as follows:

- 1) Functional Academics:
 - a) Reading/Language Arts (*Unique*-addressed in Sunrise School Curriculum section)
 - b) Mathematics (addressed in Sunrise School Curriculum section)
 - c) Writing (when appropriate)

- 2) Vocational
With the emphasis placed on community integration of individuals with developmental delays, it naturally follows that there is a need for vocational placement of individuals in their communities. All people, regardless of their functioning level, have the right to earn a living or contribute in some way to their economic maintenance. To reach the goal of providing meaningful work for all individuals, vocational training must

begin early and continue, with increasing emphasis, throughout a student's educational career.

3) Self Care/Independent living

It is often the individual's level of self-help ability which determines whether that person will live independently or with varying levels of support. Because children with developmental delays do not learn domestic skills incidentally the way non-disabled children do, the Sunrise curriculum teaches the skills daily. The Sunrise School has a Daily Living Skills room to teach domestic skills in a natural environment.

4) Recreation/Leisure

An area of instruction that individuals with developmental delays often do not possess skills needed to choose and participate in recreation and leisure activities that give them pleasure. For this reason, such individuals often spend large amounts of their free time engaged in pointless, uninteresting activities. The Sunrise School takes play time seriously. Recess is an instructional time as well as a reward time a student has earned. Sunrise School also has a Recreation Club where the students go to a recreational activity of their choice with a wide mixture of students.

5) Community

The community domain encompasses all the things we do outside of a job and the home. If Sunrise students are to become functioning, integrated members of their communities, they must be given every opportunity to develop the skills needed to participate in those communities, and the instruction they are given needs to take place in natural community settings as much as possible.

Curriculum at Sunrise School has aligned alternate curriculum with standard-based core curriculum. Teachers are in-serviced according to the Special Education Alternate Curriculum Guide for Students with Moderate to Severe Disabilities (SEACO). This curriculum guide gives students the opportunity to reach their full potential. The content areas addressed by SEACO are adapted from the framework geared for general education students. Unifying areas of this Alternate Curriculum are related to the frameworks of the general education grade levels.

In addition, Sunrise School focuses on other areas that are necessary functional skills in the domains of recreation/leisure, vocational skills, self-care/independent living, and community-based instruction. This resource drives our instructional practices as assessment drives the instruction itself. Each student is being formally assessed on a yearly basis with the Brigance or SANDI. The Unique Learning System provides biweekly assessments and annual benchmark assessments in reading writing and math. Other assessments will continue to include data collection on functional academics, self-help skills, vocational tasks, and behaviors.

Individual educational programming in Sunrise School is determined by cognitive ability, adaptive skills, the Individualized Education Program (I.E.P.), and present level of functioning in each of the critical skill domains. Teachers work together with other

members of the multidisciplinary team to create individualized programs that address the student's areas of need utilizing multimodal techniques, remediation, compensatory strategies, and appropriate coping skills.

Instructional methods include Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), Floor Time, Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), Picture Exchange Communication System (PECS), and Sensory Integration. Teachers work collaboratively with speech therapists, occupational therapists, parents, etc., to provide a comprehensive delivery of services.

Sunrise School incorporates Best Practices for Designing and Delivering Effective Programs for Individuals with Autistic Spectrum Disorders. Effective program planning is derived from age-level expectations that allow for curriculum modifications used in IEP goals and objectives. Using the TEACCH model allows for a linked relationship between assessment and the planning of interventional programs. Best Practices is also incorporated in program delivery at Sunrise. Intervention programming that incorporates a behavioral approach is the basis of ABA, which is used at Sunrise systematically teach slight, yet noticeable steps toward achieving specific skills. The students are rewarded with a positive consequence for each correct attempt and/or response. This is consistent with the behavioral philosophy of Sunrise, which focuses on positive reinforcement. Sunrise adapts the LAUSD Division of Special Education Tiered Approach to Instruction and Services at Non-Public Schools. This approach calls for instruction and intervention to expose students to curriculum standards in a small-group setting. Intervention allows access to standards-based concepts that allow for the learning on foundational and functional skills. There are three tiers to this type of instruction:

Tier 1 – providing intervention as part of initial instruction. Our students use remedial and functional reading programs such as Dolch, Edmark, Unique and various apps on the iPad's to expose them to reading. In addition, pre-reading skills are taught through the use of books and high-interest reading material. This base instruction includes the use of immediate and corrective feedback; prompting; pictures to augment instruction; active engagement in learning.

Tier 2 – small-group instruction is fundamental to our instructional activities. Small-groups give students the necessary amount of behavioral support. Programs such as Foresman's Phonics System are used in small groups of students who are grouped according to levels of ability. Intense intervention is addressed through targeting the students' individual needs. This extended instructional area includes the teaching of learning strategies; pre-teaching of content material; and providing immediate re-teaching.

Tier 3 – intensive, targeted intervention is used where needed and broken down into basic skills instructional strategies. This is monitored through individual data collection and tracking of progress. This intensive instruction includes the following strategies: frequent progress monitoring of student learning; direct and explicit instruction; small

group instruction; intensive strategy instruction and application; ongoing and systematic corrective feedback.

These Tiers are discussed by the teachers, assistants, administration, and support staff through staff meetings, trainings, and collaboration amongst teachers and service providers.

Behavior management plays an important role in shaping the challenging behaviors of these students. The team of professionals look at the functions of the students' behavior from a variety of perspectives including, but not limited to, sensory, environmental, communicative and neuropsychological issues. Positive Behavior Support Plans are written for those students with behaviors that impede the learning process. The plan is coordinated with the classroom staff. Teachers, teacher assistants and other members of the support team attend regular in-services from the Board Certified Behavior Analyst, training seminars, and outside conferences in order to develop expertise in functional behavioral assessment and in identifying and implementing interventions, which promote social-emotional development. Sunrise also has available electives such as: computers, art, PE, and recreation club. This program has access to a fully equipped computer lab. The computer lab houses a wide variety of instructional and supplemental computer programs from pre-K to beyond 12th grade level. The art room provides students access to a wide variety of art media such as paints, charcoal, pens, inks, canvasses, beads, collage material, and clay. The P.E. classes are comprised of small groups and are modified to meet the needs of the students. There is a weekly recreation time where students participate with students from other classrooms in a variety of activities, including Music, Dance, Movies, Cooking and Art.

Special Education Alternate Curriculum Framework (SEACO Guide) aligned with the California Alternate Assessment (CAA) Blueprints.

Early Elementary

• **Functional Academics**

Reading/Language Arts –

Listening:

Goal Stem 1 – Student will listen to gain information

R/LA-1

Goal Stem 2 – Student will listen to facilitate social interaction

R/LA-2

Goal Stem 3 – Student will listen for pleasure.....

R/LA-3

CAA

1.0 Listening and Speaking Strategies:

-Students listen and respond to oral communication.

1.1 **Comprehension:** Understand and follow one-and-two-step oral directions.

-Orient in direction of speaker.

-Respond to voice by stopping activity or going to source of sound.

-Attend to speaker for duration of activity.

1.2 **Comprehension:**

-Communicate wants/needs using a gesture, action, voice output device or vocalization.

-Communicate choice using a gesture, action, voice output device or vocalization.

Communicating:

Goal Stem 2 – Student will express information by verbal and/or non-verbal means

R/LA-5

Goal Stem 3 – Student will participate verbally and/or non-verbally in social interactions

.....
R/LA-6

Goal Stem 5 – Student will communicate in an intelligible and understandable manner.....

R/LA-8

CAA

1.0 Listening and speaking strategies:

1.1 Comprehension: Listen Attentively

-Orient in direction of speaker

-Respond to voice by stopping activity or going to source of sound.

-Attend to speaker for duration of activity.

1.3 Decoding and word recognition:

-Students will identify their first name and names of classmates or teachers.

1.7 Vocabulary and Concept Development-Sorting same and different (e.g., picture vocabulary accompanied by text)

2.1 Structural Features of Informational Materials-Find the title on the cover of a book.

2.3 Comprehension and Analysis -Answer who, what and where questions.

2.4 Comprehension and Analysis -Use pictures to recall major points in a sequence.

Associating – Exploring Language Usage:

Goal Stem 2 – Student will view literature as a pleasurable experience.....

R/LA-11

Associating – Emerging Language Usage:

Goal Stem 1 – Student will develop an understanding of the patterns of language....

R/LA-12

Goal Stem 3 – Student will develop a variety of word analysis strategies

R/LA-14

Goal Stems:

Arithmetic and Number – The purpose of this content area is to develop an understanding of number sense, place value concepts, fractions, decimals, estimation of quantities, meaning of operations and thinking strategies for basic facts.

Goal Stem 1 – Student will demonstrate knowledge of basic skills in arithmetic and number

CAA

1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):

1.2 Count, recognize, represent, name, and order a number of objects (up to 30)

- indicate quantity of “1”
- Indicate quantities of more than 1.
- Match printed numerals to same.

1.0 Students understand and use numbers up to 100.

- Identify one more than.
- Identify more and less.
- Demonstrates the ability to give “one more”

M -1

Function and Algebra – The purpose of this content area is to develop an understanding of pattern recognition and description; using variables to express relationships; developing and using tables, graphs and rules to describe situations; and interpreting among different mathematical representations.

Goal Stem 2 - Student will demonstrate conceptual understanding of function and algebra.....

CAA

1.0 Students sort and classify objects:

1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group

- Match colors
- Match shapes.
- Match sizes.
- Sort items by a single attribute.
- Classify objects by category (i.e., food, clothing, animals)

Measurement and Geometry:

1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made referring to those properties:

1.2 Demonstrate an understanding of concepts of time: (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (clock, calendar)

- Identify day and night from a set of pictures
- Match activity to time of day
- Follow a picture/word sequence schedule/calendar.
- Using pictures, identify activity which comes next on a given schedule system.
- Identify a clock.

M -8

Problem Solving and Mathematical Reasoning – The purpose of this content area is to develop an understanding of word problems with a variety of structure; formulating problems from everyday and mathematical situations; using problem solving approaches to investigate and understand mathematical content; and representing situations verbally, numerically, geometrically, or symbolically.

Goal Stem 1 – Student will demonstrate skills in problem formulation.....M
-13

- In addition, the SEACO areas of science, history/social science, health, physical education, and visual & performing arts are addressed and modified through thematic units and age-appropriate activities.

CAA

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:

5.1 Solve problems using combinations of coins and bills.

- Identify penny, quarter, and dollar bill.

Grade 3

1.0 Students understand the place value of whole numbers.

1.1 Count read and write whole numbers -Count and identify numbers from 1 to 15 and write numbers from 1-15

1.2 Compare and order whole numbers-Order whole numbers to 5

2.0 Students calculate and solve problems involving addition and subtraction.

2.1 Find the sum or difference of two whole numbers

- Find the sum of two whole numbers limited to single digits and sums up to 10.

3.3 Solve simple one-step problems involving addition of money amounts using either pennies or dollars.

Intermediate Elementary

- **Functional Academics**

Reading/Language Arts-

Listening:

- Goal Stem 1 – Student will listen to gain information
R/LA-1
- Goal Stem 2 – Student will listen to facilitate social interaction
R/LA-2
- Goal Stem 3 – Student will listen for pleasure.....
R/LA-3

CAA

2.0 Listening and Speaking Strategies:

Students listen and respond to oral communication.

1.1 **Comprehension:** Understand and follow one-and-two-step oral directions.

- Orient in direction of speaker.
- Respond to voice by stopping activity or going to source of sound.
- Attend to speaker for duration of activity.

Communicating:

Goal Stem 1 – Student will demonstrate understanding of language concepts.....
R/LA-4

Goal Stem 2 – Student will express information by verbal and/or non-verbal means
R/LA-5

Goal Stem 3 – Student will participate verbally and/or non-verbally in social interactions

CAA

1.3 Concepts About Print: Understand that printed materials provide information.

- identify environmental symbols/signs/cues.
- Match symbol or cue to activity or function

.....
R/LA-6

Goal Stem 4 – Student will use a socially acceptable communication style such as appropriate eye contact, personal space, intonation, volume, stance, and/or posture R/LA-7

Goal Stem 5 – Student will communicate in an intelligible and understandable manner
R/LA-8

Associating – Exploring Language Usage:

Goal Stem 2 – Student will view literature as a pleasurable experience.....
R/LA-11

CAA

3.2 Narrative Analysis:

- Identify the action of a character
- Identify the emotions of a character

Associating – Expanding Language Usage:

Goal Stem 4 – Student will develop an appreciation for various types of literature ...
R/LA-20

CAA

1.3 Grammar:

- Identify pictures of action verbs or objects.
- Identify a period and a question mark.
- Identify words that start with capital letters.
- Spell/write your first name (first syllable only)
- Arrange letters in alphabetical order

Mathematics –

Goal Stems:

Arithmetic and Number – The purpose of this content area is to develop an understanding of number sense, place value concepts, fractions, decimals, estimation of quantities, meaning of operations and thinking strategies for basic facts.

Goal Stem 1 – Student will demonstrate knowledge of basic skills in arithmetic and number

M -1

Goal Stem 2 - Student will demonstrate conceptual understanding of arithmetic and number

M -2

CAA

1.1 Read and write whole numbers:

- Write whole numbers to 15
- Count and read whole numbers to 20.
- Identify the ones and tens place value of a whole number up to 15.

1.2 Order whole numbers

- Order whole numbers up to 10

2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of decimals.

- using a calculator, determine the whole numbers up to 20.

3.1 Using a set of numbers 1-5, find the difference of two whole numbers.

Geometry and Measurement – The purpose of this content area is to develop an understanding of geometric figures, relationships, spatial shapes and process /use of measurement.

Goal Stem 1 - Student will demonstrate knowledge of basic skills in geometry and measurement.....

M -4

Function and Algebra – The purpose of this content area is to develop an understanding of pattern recognition and description; using variables to express relationships;

developing and using tables, graphs and rules to describe situations; and interpreting among different mathematical representations.

Goal Stem 2 - Student will demonstrate conceptual understanding of function and algebra.....
M -8

CAA

1.1 Students use information taken from a graph to answer simple questions.

Problem Solving and Mathematical Reasoning – The purpose of this content area is to develop an understanding of word problems with a variety of structure; formulating problems from everyday and mathematical situations; using problem solving approaches to investigate and understand mathematical content; and representing situations verbally, numerically, geometrically, or symbolically.

Goal Stem 1 – Student will demonstrate skills in problem formulation.....M -13

- In addition, the SEACO areas of science, history/social science, health, physical education, and visual & performing arts are addressed and modified through thematic units and age-appropriate activities.

Middle School

- **Functional Academics**

Reading/Language Arts –

Listening:

Goal Stem 1 – Student will listen to gain information
R/LA-1

Goal Stem 2 – Student will listen to facilitate social interaction
R/LA-2

Goal Stem 3 – Student will listen for pleasure.....
R/LA-3

Communicating:

Goal Stem 1 – Student will demonstrate understanding of language concepts.....
R/LA-4

Goal Stem 2 – Student will express information by verbal and/or non-verbal means
R/LA-5

Goal Stem 3 – Student will participate verbally and/or non-verbally in social interactions
.....
R/LA-6

Goal Stem 4 – Student will use a socially acceptable communication style such as appropriate eye contact, personal space, intonation, volume, stance, and/or posture R/LA-7

Goal Stem 5 – Student will communicate in an intelligible and understandable manner R/LA-8

Associating – Exploring Language Usage:

Goal Stem 1 – Student will develop a perception of him/herself as a reader, writer and a communicator R/LA-10

Goal Stem 2 – Student will view literature as a pleasurable experience..... R/LA-11

Associating – Emerging Language Usage:

Goal Stem 1 – Student will develop an understanding of the patterns of language.... R/LA-12

Goal Stem 3 – Student will develop a variety of word analysis strategies R/LA-14

Goal Stem 4 – Student will build both a reading and writing vocabulary R/LA-15

Goal Stem 5 – Student will develop the ability to communicate using written language..... R/LA-16

Associating – Expanding Language Usage:

Goal Stem 4 – Student will develop an appreciation for various types of literature ... R/LA-20

CAA

1.1 Word recognition

-Read a simple four to five word sentence composed of high frequency words.

2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents.

-Identify the key features of consumer materials e.g., telephone book, newspaper, magazine)

2.1 Deliver narrative presentations

-use words to describe a picture.

Mathematics -

Goal Stems:

Arithmetic and Number – The purpose of this content area is to develop an understanding of number sense, place value concepts, fractions, decimals, estimation of quantities, meaning of operations and thinking strategies for basic facts.

Goal Stem 1 – Student will demonstrate knowledge of basic skills in arithmetic and number M -1

M -1

Goal Stem 2 - Student will demonstrate conceptual understanding of arithmetic and number M -2

M -2

CAA

- 1.0 Students understand the place value of whole numbers.
- 1.4 Students round off prices to the nearest dollar.
- 3.1 Using a calculator, solve addition problems with sums up to 75.
- 1.1 Order and compare numbers up to 75.
- 2.1 Using a calculator, solve addition and subtraction problems with sums of 75
- 2.1 Use repetitive addition to explain multiplication.
- 2.3 Using a calculator, solve real life addition and subtraction problems with sums up to 30.

Geometry and Measurement – The purpose of this content area is to develop an understanding of geometric figures, relationships, spatial shapes and process /use of measurement.

Goal Stem 1 - Student will demonstrate knowledge of basic skills in geometry and measurement.....

M -4

Goal Stem 2 - Student will demonstrate conceptual understanding of geometry and measurement.....

M -5

CAA

- 1.1 Students choose the appropriate tool to measure volume.

Function and Algebra – The purpose of this content area is to develop an understanding of pattern recognition and description; using variables to express relationships; developing and using tables, graphs and rules to describe situations; and interpreting among different mathematical representations.

Goal Stem 1 - Student will demonstrate knowledge of basic skills in function and algebra.....

M -7

Goal Stem 2 - Student will demonstrate conceptual understanding of function and algebra.....

M -8

CAA

- 2.1 Students will convert one unit of measurement to another (e.g., feet to inches , feet to yard)

Mathematical Communication – The purpose of this content area is to develop the ability to listen to, discuss, read, and write mathematical ideas and situations, and to relate everyday language to mathematical language and symbols.

Goal Stem 2 - Student will demonstrate conceptual understanding in mathematical communication..... M

- In addition, the SEACO areas of science, history/social science, health, physical education, and visual & performing arts are addressed and modified through thematic units and age-appropriate activities.

High School

- **Functional Academics**

Reading/Language Arts –

Listening:

Goal Stem 1 – Student will listen to gain information

R/LA-1

Goal Stem 2 – Student will listen to facilitate social interaction

R/LA-2

Goal Stem 3 – Student will listen for pleasure.....

R/LA-3

Communicating:

Goal Stem 1 – Student will demonstrate understanding of language concepts.....

R/LA-4

Goal Stem 2 – Student will express information by verbal and/or non-verbal means

R/LA-5

Goal Stem 3 – Student will participate verbally and/or non-verbally in social interactions

.....
R/LA-6

Goal Stem 4 – Student will use a socially acceptable communication style such as appropriate eye contact, personal space, intonation, volume, stance, and/or posture

..... R/LA-7

Goal Stem 5 – Student will communicate in an intelligible and understandable manner

R/LA-8

Goal Stem 6 – Student will use standard language structure and grammar

R/LA-9

Associating – Exploring Language Usage:

Goal Stem 1 – Student will develop a perception of him/herself as a reader, writer and a communicator

R/LA-10

Goal Stem 2 – Student will view literature as a pleasurable experience.....

R/LA-11

CAA

1.4 Students spell simple high frequency words.

Associating – Emerging Language Usage:

Goal Stem 1 – Student will develop an understanding of the patterns of language....

R/LA-12

Goal Stem 2 – Student will demonstrate basic understanding of written material
R/LA-13

Goal Stem 4 – Student will build both a reading and writing vocabulary
R/LA-15

Goal Stem 5 – Student will develop the ability to communicate using written
language..... R/LA-16

CAA

2.1 Students will analyze environmental print, e.g., labels, signs, menus.

Associating – Expanding Language Usage:

Goal Stem 1 - Student will use a variety of word analysis strategiesR/LA-
17

Goal Stem 2 - Student will expand reading and writing vocabulary.....
R/LA-18

Goal Stem 4 – Student will develop an appreciation for various types of literature ...
R/LA-20

Mathematics -

Goal Stems:

Arithmetic and Number – The purpose of this content area is to develop an
understanding of number sense, place value concepts, fractions, decimals, estimation of
quantities, meaning of operations and thinking strategies for basic facts.

Goal Stem 1 – Student will demonstrate knowledge of basic skills in arithmetic and
number
M -1

Goal Stem 2 - Student will demonstrate conceptual understanding of arithmetic and
number
M -2

CAA

1.2 Order and compare whole numbers up to 100.

5.1 Students model and solve problems using combinations of coins and bills, rounded to
the nearest dollar.

Geometry and Measurement – The purpose of this content area is to develop an
understanding of geometric figures, relationships, spatial shapes and process /use of
measurement.

Goal Stem 1 - Student will demonstrate knowledge of basic skills in geometry and
measurement.....
M -4

Goal Stem 3 - Student will demonstrate problem solving in geometry and
measurement.....
M -6

CAA

1.1 Measure the liquid volume of a given quantity (i.e., ¼, ½, and 1 cup)

Function and Algebra – The purpose of this content area is to develop an understanding of pattern recognition and description; using variables to express relationships; developing and using tables, graphs and rules to describe situations; and interpreting among different mathematical representations.

Goal Stem 1 - Student will demonstrate knowledge of basic skills in function and algebra.....
M -7

Goal Stem 2 - Student will demonstrate conceptual understanding of function and algebra.....
M -8

Problem Solving and Mathematical Reasoning – The purpose of this content area is to develop an understanding of word problems with a variety of structure; formulating problems from everyday and mathematical situations; using problem solving approaches to investigate and understand mathematical content; and representing situations verbally, numerically, geometrically, or symbolically.

Goal Stem 1 – Student will demonstrate skills in problem formulation.....M
-13

Goal Stem 2 – Student will demonstrate skills in problem implementation..... M
-14

Mathematical Communication – The purpose of this content area is to develop the ability to listen to, discuss, read, and write mathematical ideas and situations, and to relate everyday language to mathematical language and symbols.

Goal Stem 1 - Student will demonstrate basic skills in mathematical communication... M
-16

Goal Stem 2 - Student will demonstrate conceptual understanding in mathematical communication..... M
-17

- In addition, the SEACO areas of science, history/social science, health, physical education, and visual & performing arts are addressed and modified through thematic units and age-appropriate activities.

Transition

- **Functional Academics**

Reading/Language Arts –

Listening:

Goal Stem 1 – Student will listen to gain information
R/LA-1

Goal Stem 2 – Student will listen to facilitate social interaction
R/LA-2

Goal Stem 3 – Student will listen for pleasure.....
R/LA-3

Communicating:

Goal Stem 1 – Student will demonstrate understanding of language concepts.....
R/LA-4

Goal Stem 2 – Student will express information by verbal and/or non-verbal means
R/LA-5

Goal Stem 3 – Student will participate verbally and/or non-verbally in social interactions
.....

R/LA-6

Goal Stem 4 – Student will use a socially acceptable communication style such as
appropriate eye contact, personal space, intonation, volume, stance, and/or posture
..... R/LA-7

Goal Stem 5 – Student will communicate in an intelligible and understandable manner
R/LA-8

Goal Stem 6 – Student will use standard language structure and grammar
R/LA-9

Associating – Exploring Language Usage:

Goal Stem 1 – Student will develop a perception of him/herself as a reader, writer and a
communicator
R/LA-10

Goal Stem 2 – Student will view literature as a pleasurable experience.....
R/LA-11

Associating – Emerging Language Usage:

Goal Stem 1 – Student will develop an understanding of the patterns of language...
R/LA-12

Goal Stem 2 – Student will demonstrate basic understanding of written material
R/LA-13

Goal Stem 4 – Student will build both a reading and writing vocabulary
R/LA-15

Goal Stem 5 – Student will develop the ability to communicate using written
language..... R/LA-16

Associating – Expanding Language Usage:

Goal Stem 1 - Student will use a variety of word analysis strategiesR/LA-
17

Goal Stem 2 - Student will expand reading and writing vocabulary.....
R/LA-18

Goal Stem 4 – Student will develop an appreciation for various types of literature ...
R/LA-20

Mathematics -

Goal Stems:

Arithmetic and Number – The purpose of this content area is to develop an understanding of number sense, place value concepts, fractions, decimals, estimation of quantities, meaning of operations and thinking strategies for basic facts.

Goal Stem 1 – Student will demonstrate knowledge of basic skills in arithmetic and number

M -1

Goal Stem 2 - Student will demonstrate conceptual understanding of arithmetic and number

M -2

Goal Stem 3 - Student will demonstrate problem solving in arithmetic and number

M -3

Geometry and Measurement – The purpose of this content area is to develop an understanding of geometric figures, relationships, spatial shapes and process /use of measurement.

Goal Stem 1 - Student will demonstrate knowledge of basic skills in geometry and measurement.....

M -4

Goal Stem 3 - Student will demonstrate problem solving in geometry and measurement.....

M -6

Function and Algebra – The purpose of this content area is to develop an understanding of pattern recognition and description; using variables to express relationships; developing and using tables, graphs and rules to describe situations; and interpreting among different mathematical representations.

Goal Stem 1 - Student will demonstrate knowledge of basic skills in function and algebra.....

M -7

Goal Stem 2 - Student will demonstrate conceptual understanding of function and algebra.....

M -8

Problem Solving and Mathematical Reasoning – The purpose of this content area is to develop an understanding of word problems with a variety of structure; formulating problems from everyday and mathematical situations; using problem solving approaches to investigate and understand mathematical content; and representing situations verbally, numerically, geometrically, or symbolically.

Goal Stem 1 – Student will demonstrate skills in problem formulation.....M -13

Goal Stem 2 – Student will demonstrate skills in problem implementation..... M -14

Mathematical Communication – The purpose of this content area is to develop the ability to listen to, discuss, read, and write mathematical ideas and situations, and to relate everyday language to mathematical language and symbols.

Goal Stem 1 - Student will demonstrate basic skills in mathematical communication... M -16

Goal Stem 2 - Student will demonstrate conceptual understanding in mathematical communication..... M
-17

- In addition, the SEACO areas of science, history/social science, health, physical education, and visual & performing arts are addressed and modified through thematic units and age-appropriate activities. (see attached sample of thematic units)
- Students in the Transitional program also work on many vocational skills, such as setting up, supplying, and running the Sunrise Store

SEACO Technology Goals

ELA Standards

- FPI 7.3- Student will identify street abbreviations on bus schedules/maps/street signs.
- FPI 12.1- Student will identify the location of desired information within a popular media source
- FPI 12.2- Student will use printed material to obtain information on desired item
- FPI 12.3- Student will use computer search engine to locate desired information
- FPI 13.4- Student will make own public transport plan
- FPI 16.1-5
 - Student will indicate awareness of computer
 - Student will use an input device for cause and effect
 - Student will make choices using single/multiple input devices
 - Student will utilize keyboard/device to access software
 - Student will utilize keyboard/device for writing functions

Math Standards

- FPI 3.4 Student will perform basic addition/subtraction using a calculator for functional activities
- FPI 19.1-5
 - Student will visually attend to what is happening on screen
 - Student will use keyboard or switch in response to teacher request
 - Student will use keyboard or switch in response to computer generated direction
 - Student will understand connection between screen and keyboard
 - Student will perform functional academic tasks via use of the computer

Science Standards

- FPI 18.6/19.6 Student will record daily weather conditions to show weather trends

History/Social Science Standards

FPI 1.1b Student will distinguish own property; distinguish from others
FPI 1.3b Student will treat other's property with care
FPI 3.12 Student will take part in a class vote/survey
FPI 9.3 Student will research the duties/tasks of a specific job in the home or community
FPI 12.5/13.5 Student will locate a geographical landmark on a map
FPI 12.6/13.6 Student will explain the meaning of symbols in a map key
FPI 17.1-3
Student will identify a picture of a person associated with a holiday or event
Student will match a holiday/traditional symbol with the holiday
Student will answer questions about a holiday or tradition

Health Standards

FPI 1.12 Student will ask for permission or help

PE

FPI 1.5 Student will use recreational equipment for its intended purpose

FPI 12.1-2

Student will engage in activity by self

Student will engage in activity with another person

- In addition, the SEACO areas of science, history/social science, health, physical education, and visual & performing arts are addressed and modified through thematic units and age-appropriate activities. (see attached sample of thematic units)
- Students in the Transitional program also work on many vocational skills, such as setting up, supplying, and running the Sunrise Store

Professional Development

The following is a list of professional development inservices provided to the Sunrise teachers and support staff for 2015-2016.

Policies and Procedures of Sunrise School

Suspected Child Abuse Reporting Procedures

Curriculum in Alignment with the State Standards

IEP's- Writing present levels of performance

IEP's- Writing measurable goals

Outcome Measures (Portfolios, report cards, progress reports)

Data Collection (Task Analysis, Behavior Charting)

Positive Behavior Management

PEC's Workshop

Sensory Strategies

Community Based Instruction

Teaching Transition (Creating ITP's, Implementing the plans, making linkages)

CAPA Testing

Quality and Currency of Textbooks and Instructional Methods

The core curriculum of Sunrise School is based on the core areas adopted by the Special Education Alternate Curriculum Guide (SEACO), which addresses the California State Department of Education Curriculum Framework. This is integrated with the Individualized Critical Skills Model, which addresses the functional skills students need in order to become as independent as possible. The Alternate Assessment Functional areas for Sunrise School are:

- Functional Academics – reading/language arts and mathematics
- Self-Care/ Independent Living
- Vocational
- Recreation/Leisure
- Community-Based Instruction

SEACO standards are carried throughout the grade level areas in an age-appropriate manner. This is due to the need for re-teaching and assurance that the primary skills are learned and applied across all grade levels.

The following is a guideline for the academic standards of each grade-level area of Sunrise School. They are grouped by the following: early elementary, intermediate elementary, middle school, high school, and transition.

Following the academic standards is an attachment that lists the curriculum used in Sunrise School, divided into the same groups addressed above.

Sunrise School Assessments

Brigance Inventory of Basic Skill

This inventory is designed for use with students whose achievement is between kindergarten and sixth grade level. Sunrise uses it to devise individualized education programs to meet the specific needs of each student. It assesses basic readiness and academic skills in key subjects areas: reading, language arts, and math

School Function Assessments (SFA)

The SFA examines a student's ability to perform important functional activities that support or enable participation in the academic and related social aspects of an educational program. Sunrise uses this assessment to prioritize among areas of need for program planning, facilitating collaboration with team members, developing IEP goals, preparing for the student's educational transitions, and documenting progress and effects of intervention.

Student Needs Annual Determination Inventory (SANDI) from Steps to Success-Blueprints for the Achievement of All Students

This assessment tool is divided into three sections based on the California Alternate Performance Assessment blueprints and include English/Language Arts, Math, and Science. The assessment identifies student needs, guides development of standards-based IEP goals, and plans future instruction.

Instructional Minutes

K-6th Grades receive a minimum of 314 instructional minutes per day with 180 days of instruction per school year.

7th-12th Grades receive a minimum of 314 instructional minutes per day with 180 days of instruction per school year.

X. Postsecondary Preparation

Not applicable to Sunrise School

XI. Fiscal and Expenditure Data

Sunrise is a non-public school that contracts with many different local educational agencies.