School Accountability Report Card
Reported Using Data from the
2020–2021 School Year
California Department of Education

For Sunrise West School

Address: 4160 Grand View Blvd.   **Phone:** 310-751-1100
Principal: Jason Vaske   **Grade Span:** K- Transition

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

➢ For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

➢ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

➢ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Los Angeles Unified School District
Phone Number	213-241-1000
Superintendent	Megan Reilly
Email Address	megan.reilly@lausd.net
Website	https://achieve.lausd.net/domain/4

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Sunrise West School
Street	4160 Grand View Blvd.
City, State, Zip	Los Angeles, CA 90026
Phone Number	310-751-1100
Administration/ Principal	Pamela Clark, Jason Vaske
Email Address	jvaske@thehelpgroup.org
Website	http://www.thehelpgroup.org
County-District-School (CDS) Code	19-64733-6157457

Table 3: School Description and Mission Statement (School Year 2021–2022)

The mission of Sunrise West 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

Sunrise West implements a multidisciplinary approach to serving our students with moderate/severe challenges. Team members work 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, writing, 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 West is comprised of the Alternative Curriculum aligned with standard based core curriculum. Formal and informal assessment drives our instructional practices as assessment drives the instruction itself. Each student is formally assessed on a yearly basis with the Brigance, the SANDI, Unique and the California Alternative Assessment, as appropriate. Other assessments include data collection on functional academics, vocational tasks, and behaviors.

School Programs and Practices that Promote a Positive Learning Environment

SUNRISE WEST BEHAVIORAL SUPPORT PROGRAM

The philosophy of Sunrise West is to provide every student with positive behavioral supports. Positive Behavior Support is behavior management based on the principles of Applied Behavior Analysis. It addresses the individual student, with the understanding that we can only bring about behavior change if we adapt the environment and instruction to meet the needs of every individual child. In Sunrise West behavioral support programming is 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 continually

Sunrise West is designed to accommodate curriculum and the environment to teach students the skills needed to function more independently and successfully in all environments.

Ecological Manipulations- 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 are given a choice of reinforcers to work toward, and may be given a choice of activities to learn from.

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

Structured Choices – Structured choice allows a student more control over his/her environment in a way that is acceptable to others.

Educational Programming - must be appropriate to the developmental level of students. The overall goal for each student is to successfully engage in functional, meaningful tasks and function as independently as is possible.

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.

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

Appropriate Peer Interactions – Group activities are used with the teacher and assistants working as the facilitators to build positive social interactions between students.

Review and Rehearse Daily Schedule – Preparation for transitions can prevent anxiety around the issue of change in routine. All classrooms in Sunrise West utilize a visual or written schedule of daily activities.

Review and Rehearsal of Classroom Rules – Each classroom in Sunrise West has classroom rules, which are unique to the population of students in that room.

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 also be determined that the student is relying on maladaptive forms of communication to get his/her needs met, or 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.

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

At Sunrise West there are multiple layers of behavioral supports, including school wide supports, classroom supports 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 West operate on a positive reinforcement system, such that students receive reinforcement (tangible,

activity, social, or sensory) with 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. As students develop understanding of a token economy system, they are taught to be more independent with this skill.

Individual Behavior Supports
Each student at Sunrise West has a behavior support program that is tailored to his/her specific needs. 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.

Due to the nature and severity of challenges 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 students 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 the district. 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 West 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 West:
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 attend in-services throughout the year on behavior management. Ongoing supervision and training are also given to teaching and support staff from a Board-Certified Behavior Analyst.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	0
Grade 3	2
Grade 4	3
Grade 5	6
Grade 6	8
Grade 7	8
Grade 8	1
Grade 9	8
Grade 10	2
Grade 11	8
Grade 12	11
Post 12th	10
Total Enrollment	68

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	18%
Male	82%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	3%
Black or African American	40%
Filipino	3%
Hispanic or Latino	45%
Native Hawaiian or Pacific Islander	0%
Two or More Races/ Identify Other	0%
White	9%
English Learners	22%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	
Students with Disabilities	100%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2	33%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	1	17%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	50%	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	-	-	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	-	-	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	6	100%	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Table 8: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	3
Local Assignment Options	0
Total Out-of-Field Teachers	3

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: 1/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes (2021)	0
Mathematics	2016	Yes (2021)	0
Science	2017	Yes (2021)	0
History-Social Science	2017	Yes (2021)	0
Foreign Language	2016	Yes (2021)	0
Health	2017	Yes (2021)	0
Visual and Performing Arts	2017	Yes (2021)	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

CURRICULUM AND INSTRUCTIONAL MATERIALS

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

Sunrise West provides programming for students from five through 22 years of age. Classes are divided into the following six divisions: Early Elementary, Intermediate Elementary, Middle School, High School, and Transition.

The instruction in Sunrise West follows an Alternate curriculum, utilizing *Unique* Learning System as our Core curriculum, as designated by Los Angeles Unified School District. The curriculum 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 and the California Alternate Assessment components.

Unique Learning System® is an award-winning, online, standards-based set of interactive tools specifically designed for students with special needs to access the general curriculum. Used daily in school districts and classrooms across the country, Unique Learning System provides preschool through transition students with rigorous, standards-based materials specifically designed to meet their instructional needs. Unique Learning System is comprised of five grade bands: Elementary, Intermediate, Middle School, High School and Transitional. Each month a new thematic unit contains all the materials needed, including leveled reading books. The units are centered on a science or social studies topic and incorporate reading, writing, math, science and history lessons. Users interact with text to speech, interactive components, hundreds of activities and multiple opportunities to show what they know. Books, lessons & activities are viewable on a variety of hardware platforms, including tablets, whiteboards, and smartboards. Additionally, n2y's proprietary user interface and tools combine with touch technology to encourage engagement and exploration of many types of content.

Sunrise West's highly structured and individualized curriculum focuses on functional academics, communication development, self-help life skills instruction, pre-vocational and vocational training using a positive behavioral approach. Students participate in community based instruction with social skills and positive behavior intervention integrated throughout the day. Specific strategies used include Discrete Trial Training (DTT), Applied Behavior Analysis (ABA) and Picture Exchange Communication (PEC's). The curriculum is based on a multidisciplinary team approach implemented in the classrooms that include, speech therapy, counseling, adaptive physical education, occupational therapy and positive behavior intervention as designated in the individual student's IEP.

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
   b) Mathematics
   c) Writing
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 always learn domestic skills incidentally, by observing in their environment, the Sunrise curriculum teaches the skills daily. Sunrise West 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. Sunrise West takes play time seriously. Recess is an instructional time as well as a reward time a student has earned. Sunrise also has a Recreation Club where the students go to a recreational activity of their choice with their peers.

5)	Community: The community domain encompasses all the things we do outside of a job and the home. If Sunrise West 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.

In addition, Sunrise West 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 additional biweekly assessments and annual benchmark assessments in reading writing and math. Other assessments include data collection on functional academics, self-help skills, vocational tasks, and behaviors.

Individual educational programming 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.

Sunrise West incorporates Best Practices for Designing and Delivering Effective Programs for Individuals with Autistic Spectrum Disorders. 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 West 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.

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 West also has available electives such as: computers, art, and recreation clubs. This program has access to a fully equipped computer lab. The computer lab houses a wide variety of instructional and supplemental computer programs form 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 participate with their peers in a variety of activities, including Music, Dance, Movies, Cooking and Art.

Sunrise West Student Assessments
<u>Brigance Inventory of Basic Skill</u>
This inventory is designed for use with students whose achievement is between kindergarten and sixth grade level. Sunrise West 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

<u>School Function Assessments (SFA)</u>
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 and 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.

<u>Student Needs Annual Determination Inventory (SANDI)</u> from Steps to Success-Blueprints for the Achievement of All Students
This assessment tool is divided into three sections based on the California State Standards and include English/Language Arts, Math, and Science as well as adaptive skill domains. The assessment helps to identify student needs, guide development of standards-based IEP goals, and plan future instruction.

Table 11: School Facility Conditions and Planned Improvements

Sunrise West maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There is a maintenance crew on site to provide immediate assistance to staff and students. Floors and carpets are cleaned and waxed thoroughly during pupil-free days. There is an on-going schedule of touch-up and repairing to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments. Sunrise West staff submit Maintenance Requests on the intranet.

Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Applicable

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A			
Interior: Interior Surfaces	N/A			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A			
Electrical: Electrical	N/A			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A			
Safety: Fire Safety, Hazardous Materials	N/A			
Structural: Structural Damage, Roofs	N/A			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A			

Overall Facility Rate

Year and month of the most recent FIT report: Not Applicable

Table 13: Overall Rating

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

Standardized Testing and Reporting Program: **Sunrise students 3rd grade and up are assessed with alternate achievement testing.**

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

  o Aligned with CA CCSS for ELA and mathematics;
  o Available to students in grades 3 through 8, and grade 11; and
  o Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments

for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- o Smarter Balanced ELA and mathematics summative assessments;
- o Other assessments meeting the SBE criteria; or
- o Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 16: CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s):   [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

Students in Sunrise West begin Transition planning through their IEP the year they will turn 14 years old. Transition planning helps the IEP team develop skills that a student will need for their eventual transition post-graduation. Students in Sunrise West begin to learn pre-vocational skills starting in elementary school and further develop these vocational skills throughout their education. Sunrise West offers many opportunities for vocational skills training on campus in the classroom as well as in school opportunities (e.g., student store, vocational skills lab, and adaptive skills room) as well as during Community Based Instruction (CBI) and work placements. During CBI and work placements, students generalize the skills they are learning in school, into the community.

**Table 22: Career Technical Education (CTE) Participation
(School Year 2020–2021)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

Sunrise West 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. During Distance Learning parents and teacher were in communication on a daily basis utilizing a variety of modalities. A weekly newsletter is sent home posting current events. The school has a parent association that meets once a month in the evenings. Sunrise School also offers 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. Since 2020 these have been held virtually due to campus closures. Once a year, The Help Group holds a conference that is open to our parents; these meetings feature guest speakers who are experts in the field of Autism and developmental disabilities.

Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
Non-Binary	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A
Homeless	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0
Female	0	0	0	0
Male	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0
White	0	0	0	0
English Learners	0	0	0	0
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	0	0	0	0

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;

- Pupil expulsion rates; and

- Other local measures on the sense of safety

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018–2019	School 2020–2021	District 2018–2019	District 2020–2021	State 2018–2019	State 2020–2021
Suspensions	0	0				
Expulsions	0	0				

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0		
Expulsions	0		

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Table 32: School Safety Plan (School Year 2021–2022)

Sunrise West makes every effort to provide a safe environment for learning. Students participate in emergency drills held on a monthly basis for earthquake and fire preparedness. All staff receives mandatory yearly training regarding Child-Abuse Reporting, Sexual Harassment, Cultural Awareness, and Blood-Borne Pathogens. The Safety Committee meets to discuss concerns and correct safety issues. Earthquake supplies are available on site. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The front gate is kept locked and visitors are required to contact the front office to enter the premises. Teachers are aware of lock-down procedures and procedures for requesting immediate assistance.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11	1		
1	11	1		
2	11	1		
3	11	1		
4	11	1		
5	11	1		
6	11	1		
Other	Classes are blended grade levels			

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11	1		
1	11	1		
2	11	1		
3	11	1		
4	11	1		
5	11	1		
6	11	1		
Other	Classes are blended grade levels			

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11	1		
1	11	1		
2	11	1		
3	11	1		
4	11	1		
5	11	1		
6	11	1		
Other** PK/K	Classes are blended grade levels			

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Average Class Size and Class Size Distribution (Secondary)

(School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	1:68

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)- Clinical Director	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other: Occupational Therapist	2
Other: Paraprofessionals/ BII	23
Other: Behaviorist/ Behavior Interventionist	2

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	[DPL]	[DPL]	[DPL]	[DPL]
District	N/A	N/A	[DPL]	[DPC]
Percent Difference – School Site and District	N/A	N/A	[DPL]	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

Note: Cells with N/A values do not require data.

Table 42: Types of Services Funded (Fiscal Year 2020–2021)
Sunrise School provides Speech and Language, Occupational Therapy, Behavior Intervention Implementation and Behavior Intervention Development as indicated in a student's IEP.

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses: N/A

Subject	Number of AP Courses Offered*
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered*	N/A

*Where there are student course enrollments of at least one student.

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	10+	10+	10+

Professional development is a crucial part of Sunrise School. To provide quality education for the students, the teachers participate in on-going training. A high level of professionalism and a commitment to excellence is expected of all teachers.

Instructional Planning
Teachers attend weekly faculty meetings, as well as weekly team meetings to discuss student needs, curriculum and develop effective teaching strategies, collaboration and the use of best practices is an integral element of the school.

Professional Development
Prior to the beginning of each school year the teachers participate in a one week orientation. Training topics range from learning characteristics of students, child abuse reporting, social skills instruction, emergency procedures, I.E.P. development, Behavior Management, implementation of differentiated instruction and data tracking.
Minimum days are scheduled once every month for staff development. The following topics are addressed during teacher-training workshops:
- ✓ Curriculum aligned with State Standards
- ✓ Assessment (e.g., Brigance and supplemental; State Assessments)
- ✓ Guidelines for IEP development and writing
- ✓ Data Collection (e.g., data on goals, task analysis, behavior charting)
- ✓ Applied Behavioral Analysis based teaching strategies (E.g., PECS, PRT, ITT)
- ✓ Classroom Integration of OT strategies
- ✓ Teaching Transition (Creating ITP's, Implementation of Plans,
- ✓ Multi-Tiered Behavioral Supports
- ✓ Positive Behavioral Support Plans
- ✓ Augmentative Communication & Positive Communication Strategies
- ✓ During 2020 there was a heavy emphasis on distance learning, DL teaching modalities, DL curriculum, and engagement.

INSTRUCTIONAL DAYS

This table displays a comparison of the number of instructional days offered at the school compared to the state requirement for each grade.

GRADE LEVEL	Instructional Days	
	Offered	State Requirement
K-Transition	180 days	180 days

The following table indicates the number of required Basic Education minutes.
Sunrise School supersedes these expectations through elementary and middle school.

Grade Level	Minimum Number of Basic Education (BE) Minutes
Kindergarten	1,000 minutes/week = 36,000 yearly minutes
1st through 3rd grade	1,400 minutes/week = 50,400 yearly minutes
4th through 8th grade	1,500 minutes/week = 54,000 yearly minutes
9th through 12th grade	1,800 minutes/week = 64,800 yearly minutes

MAP OF CAMPUS

THE HELP GROUP
CULVER CITY CAMPUS
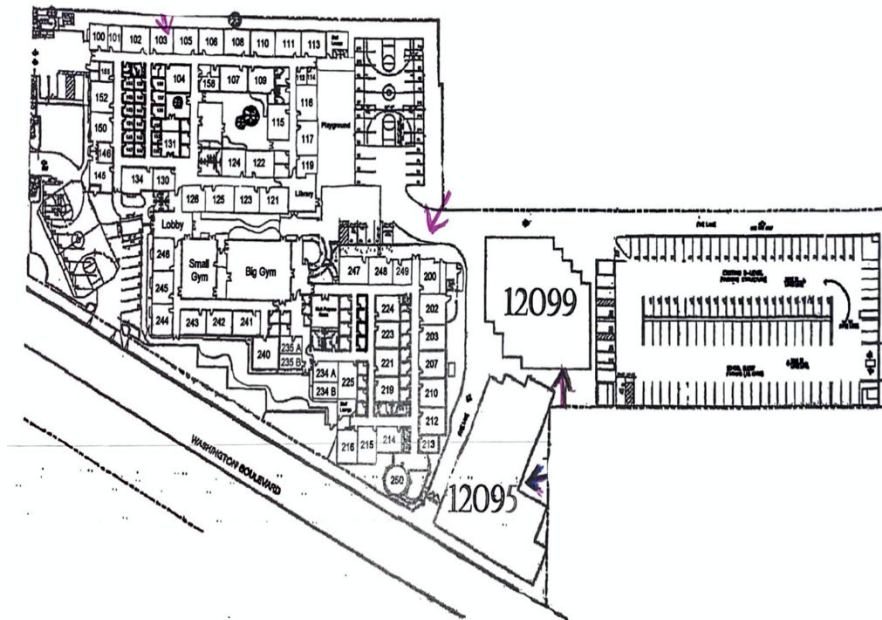
Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

Table 1: LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide					
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide					
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.