Executive Summary School Accountability Report Card, 2009-2010

For Sunrise School

Address: 13130 Burbank Blvd. Sherman Oaks Ca 91401   **Phone:** (818)779-5144 **Fax:** (818)947-5511
Principal: Sue Anne Brocca
www.thehelpgroup.org
sbrocca@thehelpgroup.org
#19647337102015

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal.

About the School

Student Enrollment

Group	Enrollment
Number of students	137
African American	21
American Indian or Alaska Native	0
Asian	10
Filipino	3
Hispanic or Latino	29
Pacific Islander	0
White (not Hispanic)	56
Other or Multiple	17
Socioeconomically Disadvantaged	0
English Learners	137
Students with Disabilities	137

Teachers

Indicator	Teachers
Teachers "Highly Qualified"	12
Teachers not "Highly Qualified"	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Students do not participate in the California Standardized test; they do participate in the CAPA (California Alternative Performance Assessment).

School Completion

Students either complete the program, or they age out of the system.

Postsecondary Preparation

This does not apply to sunrise students; however they do participate in acquiring life skills and vocational skills.

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School Accountability Report Card
Reported for School Year 2009-010
Published During 2009-10

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Dataquest, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	Sunrise	**District Name**	Non-Public
Street	13130 Burbank Blvd.	**Phone Number**	
City, State, Zip	Sherman Oaks CA 91401	**Web Site**	
Phone Number	(818)779-5144	**Superintendent**	
Principal	Sue Anne Brocca	**E-mail Address**	
E-mail Address	sbrocca@thehelpgroup.org	**---**	---

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 ELAP or the LAP test. Other assessments will continue to include data collection on functional academics, vocational tasks, and behaviors.

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. 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.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	8	Grade 8	12
Grade 1	3	Ungraded Elementary	0
Grade 2	7	Grade 9	9
Grade 3	3	Grade 10	13
Grade 4	15	Grade 11	9
Grade 5	8	Grade 12	10
Grade 6	12	Post Secondary	11
Grade 7	15	Total Enrollment	137

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	15.5%	White (not Hispanic)	41
American Indian or Alaska Native		Multiple or Other	12.4%
Asian	7.3%	Socioeconomically Disadvantaged	
Filipino	2.2%	English Learners	100%
Hispanic or Latino	21.2%	Students with Disabilities	100%
Pacific Islander		---	---

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-2008 Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+	2008-09 Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+	2009-010 Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	12	10			12	11			12	12		

II. School Climate

School Programs and Practices that Promote a Positive Learning Environment

Tier I
Base Instruction

1) PHILOSOPHY
The Sunrise School believes that children show the most growth in their academic, social, communication, emotional, and behavioral skills when they are provided with a safe, predictable, and structured learning environment. The most effective manner in which this is achieved is through the establishment of "clear-cut" rules and consistent and frequent consequences.

The Sunrise 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. Once a student knows how to respond appropriately, and receives positive feedback for such, the likelihood is that he/she will continue to respond appropriately. When too much attention is focused on a student's poor behavior, motivation decreases and maladaptive (negative/inappropriate) behaviors increase.

In any school setting it is often found that children display negative behaviors because the more severe their outburst: 1) the more attention they receive; 2) the more likely are to withdraw demands; 3) the more assistance they will be given and 4) staff may allow the student increased time with a preferred adult or activity (such as letting a child avoid a task while "taking a walk").

What are missing in many programs are increased attention, assistance, and preferred activity time for appropriate behaviors. The behavior management system at Sunrise seeks to change this way of responding. Sunrise students will receive desired reinforcement for "good" behaviors and following rules, and not for undesirable behaviors. In order to accomplish this, students work toward building up the necessary skills to deal effectively with their need for attention, assistance or break-time, handling anger, frustration and over-excitement appropriately, and developing social and problem-solving skills which allow them more control in dealing with negative situations.

Sunrise employs positive behavioral strategies, which are those interventions designed to provide the student with the skills or accommodations needed for him/her to function more independently and successfully in all environments. They include:

- Ecological Manipulations
- Educational Programming

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

  1. **Motivation** – Learning materials are of high interest and to some degree by the student him/herself. Choice is an important factor in reducing behavioral difficulties. Students within Sunrise School are given a choice of rein forcers 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 language task or a self-help task. When students have motivation to engage in school activities, positive behaviors increase.

  2. **Success-level Activities** – Learning activities are kept short 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.

  3. **Supportive Interactions** – Many students may require direct adult attention to be most successful. Students at Sunrise may not be able to function independently for an entire school day. Additionally, they may be unable to attend and function in a large group activity without adult support. Classes at Sunrise provide as much individual or small group learning interactions as are necessary to produce competence and independence in any given activity.

  4. **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 an outburst. At this point, when students are presented with a choice of taking a walk, getting a tight squeeze or taking a brief break from the activity, the outburst can be eliminated.

B.   **Educational Programming** must be appropriate to the developmental level of the students within Sunrise. The overall goal for each student is to become as functional and independent in society 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.

1. **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, and electronic voice output devices, and sign.
2. **Expand and Develop Appropriate Social Interactions** – Sunrise staff builds on social interactions between the staff and each student. Additional attention is given when a student shows an appropriate interest in a topic or is attempting to engage staff's attention in appropriate social interaction.
3. **Facilitate Appropriate Peer Interactions** – group activities are used with the teacher as the facilitator to build positive social interactions between students. These include activities such as structured social skills lessons, free time on the playground, working cooperatively at a job, "socials," and interaction with other students attending The Help Group schools on campus.
4. **Review and Rehearse Daily Schedule** – Preparation for transitions can prevent anxiety around the issues of change and transition. All classrooms in Sunrise utilize a 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, so that students may anticipate transitions and or changes in their typical routine.
5. **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 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.
6. **Teach Coping Skills When Rules Aren't Working** – When the behavioral data indicates that a particular student is not able to follow the rules set forth within the classroom, and 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 staff are actually reinforcing maladaptive behaviors or that the current form reinforcement is not appropriate. Please see the next section for more specific information regarding classroom behavior plans and reinforcer assessment.

Sunrise's overall behavior plan is to reward those students who are behaving appropriately, while redirecting, with minimal attention, to those who are not. Most inappropriate behavior can be dealt with through removing the reinforcing component, teaching alternative strategies 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 (BSP or FAA). All students participate in the classroom behavioral system. 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, an individual behavior plan is designed.

Classroom Behavior Plans
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. Part of the behavior management system used at Sunrise is described in detail under the specific programs of instruction, in the section on Discrete Trial Training. All of the classroom behavior plans are designed to improve behavioral functioning through direct teaching methods, communication development, self-help 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 comfortable and understand the rules of their environment, a positive learning situation is created, and disruptive behaviors decrease dramatically.

Each student within Sunrise has a behavior program that is tailored to his/her specific needs. In general, these programs are continuously reinforcing, visual and within the cognitive level of the child. 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 reinforce board system. This is most common in the DTT based, and younger elementary school level classes. Each time the student follows a teacher-given demand, he will have a sticker placed on a board. This sticker may need to be paired initially with another more reinforcing item, such as an edible or self-stimulatory item (reinforcements are determined based on a "Reinforcement Checklist" (see attached). The student is told, "Good job, you got a sticker." After earning 5 stickers, the student is given a "break" and allowed to engage in a preferred activity for up to 120 seconds. This reinforcement system continues until 1) the sticker takes on its own reinforcing qualities and no longer needs to be paired with another reinforcer and 2) the student maintains his behavior for longer increments without needing to earn a sticker. Thus, while a student may start out earning a sticker and reinforcement for every trial, as he progresses through the program, he'll be able, for example, to earn up to 10 stickers before any tangible reinforcement is given (and may have to successfully complete 10 trials to earn each sticker). The ultimate goal is to have the student's behavior come under the control of the teacher through the use of fading out the need for external reinforcement and extending the inter-reinforcement interval for longer periods of time.

As students continue on in Sunrise, or for our upper Elementary and Middle School-aged students, the classroom system remains as a token economy, but with some 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 (for lower functioning children) 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 student's 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 inter-reinforcement interval is increased. Students are also able to earn tokens outside of the class time, such as playground time or CBI.

Within the Young Adult 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, a child may need to be compliant with teacher directions, and this is assessed every 20 minutes. Rather than the teacher automatically giving a token to the student, the student is asked if they followed the "rules." If they approximately answer yes, they are able to give themselves a token. At the end of the day, tokens are used to determine the level of reinforcement the child earned (e.g. 10 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, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning.

Accommodations within the class co-planning between special education teacher, professionals, and behavior specialists. Exhibiting appropriate behaviors. Role of teacher. Role of paraprofessional support student prompting to create student success. Direct and explicit instruction (practice through social scenarios) Model desired behaviors prompt student and reward for practicing desired behaviors. Build upon practiced skills.

Tier 2

Extended Instruction
Small group instruction
Peer supports
Students exhibit appropriate behaviors
Acting as models
Direct and explicit instruction is given and practiced
Team meetings
B.S.P.

Individual Behavior Plans
When students do not follow the teacher's directives, are non-compliant or aggressive, and the purpose/function of this behavior will be determined. Is the student overwhelmed, task avoidant, seeking attention, etc.? Depending on the purpose of the behavior, specific intervention techniques will be utilized. Students who are task-avoidant may be switched to system where they are reinforced for staying within the room for a specific time periods, without any further demands 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.

The initial step for students who continue to show inappropriate behaviors despite the school-wide and classroom-wide behavior systems is to write a Behavior Support Plan (see attached example). Behavior support plans look at the antecedents, behaviors and consequences, frequency of behavior, intensity of behavior and ecological factors. The behavior support plans are typically written by the Behavior Specialist, and then all staff working with the student are "in serviced" on how to implement the plan and record the data. The individual behavior plans for students are posted in the classroom so that staff may refer to them at all times. Both teachers and staff are responsible for implementing the individual support plans and for recording the data. The data is analyzed by the Behavior Specialist, who determines the efficacy of the plan, and when it needs to be revised. Depending on the nature of the plan and the frequency of the behaviors it addresses, the plan will be reviewed weekly, bi-weekly or monthly.

If the Behavior Support Plan fails to remediate the maladaptive behavior, then the student will require a full Functional Analysis Assessment (Hughes Plan) to be performed. The FAA can only be performed by a certified Behavior Intervention Case Manager (BICM). However, it is devised as a team with the student (when appropriate, the student's parents, the therapist, teacher, support staff, and applicable administrative staff.

Sunrise seeks permission from the parents to conduct a functional assessment. Within 48 hours of obtaining the permissions, a request for an IEP is made. The IEP is to be held within 30 days. The full functional analysis and the new behavior intervention plan are presented at the IEP, and all parties involved must agree to the guidelines set out in the behavioral plan. Data are recorded as specified in the FAA, and analyzed by the BICM. All FAA's are reviewed with the entire treatment team on a bi-weekly or monthly basis.

Tier 3

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 team meetings.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School		
	2007-08	2007-08	2008-09
Suspensions	0	0	0
Expulsions	0	0	0

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.

III. School Facilities

School Facility Conditions and Improvements

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With considered "Highly Qualified"			12	
Without not considered "Highly Qualified"			0	
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	12	0
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

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

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teacher Evaluation Forms

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THE HELP GROUP
EMPLOYEE PERFORMANCE EVALUATION

</div>

Employee Name: _____   **Date of Evaluation:**

Position: **Assignment:**
_____ **Teacher**   **High School** _____
_____ **Teacher Assistant**   **Middle School** _____
_____ **Interventionist**   **Elementary** _____
_____ **Other** _____   **Kindergarten** _____
                                                                      Other _____

Evaluation Rating Guide: **5 - Superior**
                                 4 - Strong
                                 3 - Satisfactory
                                 2 - Limited
                                 1 - Unsatisfactory

		LOW			HIGH	
PROFESSIONAL ORIENTATION	**N/A**	**1**	**2**	**3**	**4**	**5**
1. Assumes assignment in a professional manner						
2. Establishes and maintains rapport with supervisors, staff and students regardless of ethnicity, gender or disability						
3. Participates in school activities						
4. Actively participates as a treatment team member						
5. Has regular and punctual attendance						
6. Uses Oral communication skills effectively						
7. Uses written communications skills effectively						
ORGANIZATIONAL SKILLS						
1. Accepts supervision and implements suggestions for improvement in a timely and effective manner						
2. Demonstrates initiative in implementing responsibilities						
3. Responds to required and requested written records in a timely manner						
4. Attends required meetings regularly and promptly; provides requested follow up in a timely manner						
5. Attends to assigned duties in a consistent and responsible manner						
6. Takes responsibility for the care and management of school property						
PROGRAM PLANNING						
1. Assesses student needs and individual learning characteristics effectively						
2. Prepares appropriate instructional objectives						
3. Prepares appropriate behavioral objectives						
4. Plans and selects effective instructional methods and materials						
5. Researches and develops meaningful curriculum and resources to meet the diverse needs of students						
PROGRAM IMPLEMENTATION						
1. Communicates effectively with students						
2. Adopts and utilizes positive management techniques with students						
3. Establishes and maintains positive and respectful rapport with students						

4. Maintains consistent supervision of students and implements school policies consistently and fairly						
5. Effectively utilizes conflict resolution techniques with students while avoiding power struggles						
6. Responds to unique situations/problems with flexibility						
7. Demonstrates variety and versatility in methods of instruction						
8. Demonstrates variety and versatility in methods of instruction						
9. Actively engages students in the learning process						
10. Effectively evaluates student performance, progress and growth						

SUPERVISORY COMMENTS:

_____
_____
_____
_____
_____
_____
_____

DEVELOPMENT PLAN/GOALS/OBJECTIVES: (This area must be completed and the goals for the specific period of time must be indicated.)

_____
_____
_____
_____
_____
_____
_____

I have read and received a copy of this evaluation.

_____

_____   _____

Employee Signature   Date:

_____   _____
Supervisory Signature: Date:

_____   _____
Principal/Director Signature: Date:

Comments:

V. Support Staff

Academic Counselors and Other Support Staff
This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per

		Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse	2	---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VI. Sunrise School Curriculum Framework

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 and the California Alternate Performance Assessment (CAPA) Blueprints. The CAPA links directly to the California academic content standards at each grade level. These new blueprints have been developed to accurately reflect the portions of the content standards from kindergarten through high school that are accessible to students with significant cognitive disabilities.

. 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.

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

CAPA
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

CAPA
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

     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 …...

CAPA
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……………………………………………………………………………….....

CAPA
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.

CAPA
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 wholes 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

CAPA
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

CAPA
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

CAPA
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

CAPA
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

CAPA

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

CAPA

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

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

CAPA
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

CAPA
      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……………………………………………………17……………………………..... M -8

CAPA
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 -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.

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

CAPA
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

CAPA
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 strategies ………………R/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

CAPA
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

CAPA
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 strategies ………………R/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

Curriculum and Instruction

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Sunrise School serves children, adolescents, and young adults with developmental delays. Diagnostic

criteria include Autism, Mental Retardation, Fragile X, Down syndrome, Psychosis, or Schizophrenia.

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 CAPA 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 (addressed in Sunrise School Curriculum section)
    b) Mathematics (addressed in Sunrise School Curriculum section)
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 at least try 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 in 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. Other assessments will continue to include data collection on functional academics, 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 and Cove to expose them to reading. In addition, pre-reading skills are taught through the use of books on tape 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 Soundabet 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 though staff meetings, trainings, and collaboration amongst teachers.

Behavior management plays an important role in shaping the challenging behaviors of these students. 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 a pattern of inappropriate behaviors. The plan is coordinated with the classroom behavior plan. Teachers, teacher assistants, and other members of the support team attend regular in services, training seminars, and outside conferences in order to develop expertise in functional analysis 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 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 comprises of small groups and are modified to meet the needs of the students. There is a weekly Recreation club where students choose an activity to participate in. Activities include arts & crafts, cooking, sports, board games, outdoor scavenger hunts, and music.

VI. Curriculum and Instructional Materials

VII. School Finances

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

VIII. Student Performance
Sunrise students participate in California Alternate Performance Assessment (CAPA)

California Physical Fitness Test Results
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.

IX. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API- Schoolwide

Sunrise currently has 105 students enrolled, so therefore does not participate in an API Program.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program

X. School Completion and Postsecondary Preparation

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

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Sunrise School serves children, adolescents, and young adults with developmental delays. Diagnostic criteria include Autism, Mental Retardation, Fragile X, Down syndrome, Psychosis, or Schizophrenia.

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). 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:

6) Functional Academics:
   a) Reading/Language Arts (addressed in Sunrise School Curriculum section)
   b) Mathematics (addressed in Sunrise School Curriculum section)

7) 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 at least try 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.

8) 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.

9) 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.

10) 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 in 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. Other assessments will continue to include data collection on functional academics, 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 and Cove to expose them to reading. In addition, pre-reading skills are taught through the use of books on tape 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 Soundabet 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 though staff meetings, trainings, and collaboration amongst teachers.

Behavior management plays an important role in shaping the challenging behaviors of these students. 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 a pattern of inappropriate behaviors. The plan is coordinated with the classroom behavior plan. Teachers, teacher assistants, and other members of the support team attend regular in services, training seminars, and outside

conferences in order to develop expertise in functional analysis 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 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 comprises of small groups and are modified to meet the needs of the students. There is a weekly Recreation club where students choose an activity to participate in. Activities include arts & crafts, cooking, sports, board games, outdoor scavenger hunts, and music.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.
The following is a list of professional development in-services provided to the Sunrise teachers and support staff for 2006-2007.

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

Instructional Minutes

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

K-6th Grades receive a minimum of 310 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.

Grade Level	Instructional Minutes	
	Offered	**State Requirement**
K	180 days	180 days
1	180 days	180 days
2	180 days	180 days
3	180 days	180 days
4	180 days	180 days
5	180 days	180 days
6	180 days	180 days

7	180 days	180 days
8	180 days	180 days
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year
There are a total number of 10 minimum school days in throughout the school year during which time the teachers and staff attend in-services for professional development.