



**Sunrise School  
Accountability Report Card  
Reported for School  
Year 2018-2019**

## **I. General Information**

### **Contact Information**

### **School Information**

Sunrise School

Principal: Sue Anne Kaples

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### **District Information**

Non-public school

### **School Description and Mission Statement**

The mission of the school is to facilitate students, with moderate to severe developmental disabilities, to achieve maximum independence across a variety of environments to improve their quality of living.

## **Achieving the Mission**

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 to 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 morning meeting, lunch, and closing activities.

The curriculum at Sunrise School is an alternate curriculum that is functional and aligned with the California Alternate Assessment blueprints, which address the basic core content domains, connectors and the essential understanding for each standard. Each student is assessed on a yearly basis with the Brigance, the Student Annual Needs Determination Inventory, Unique, and/or the VB-Mapp. The California Alternative Assessment is given each year in accordance to the LEA's testing schedules. In addition, data on functional academics, vocational tasks, and behaviors is collected throughout the school year.

## **Communication and Collaboration with Stakeholders**

Administration, teachers, and Speech and OT therapists, played a major role in the formation of the curricular structure that was formulated for Sunrise School. Parent communication is ongoing and plays an important

role in the success of the programming. Parent in-services and monthly gatherings are offered throughout the school year. The Help Group also sponsors a yearly conference open to staff, parents, and professionals, featuring guest speakers who are experts in the field of Autism and Developmental Disabilities.

### **Opportunities for Parental Involvement**

Sunrise School offers a variety of ways for parents to be involved with their child’s education. The Sunrise teachers send home a daily communication log with the students. A weekly 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 a monthly” Chat and Share” for parents and guardians that is a forum to discuss various relevant 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. The school also has quarterly family gatherings, such as the Family Fall Festival. 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.

## **II. Demographic Information**

### **Student Enrollment**

Kindergarten	2
Grade 1	1
Grade 2	10
Grade 3	10

Grade 4	7
Grade 5	15
Grade 6	11
Grade 7	11
Grade 8	7
Grade 9	13
Grade 10	8
Grade 11	10
Grade 12	7
Post graduate (Transition)	27

### **Racial and Ethnic Subgroups**

Hispanic- 45
White- 49
Black, Non Hispanic- 14
Asian Indian- 6
Other Asian- 15
Other- 10

## **III. Positive School Culture for Learning**

### **School Programs and Practices that Promote a Positive Learning Environment**

#### **SUNRISE BEHAVIOR MANAGEMENT PROGRAM**

**Board Certified Behavior Analyst, Ashley Bernal, Ryan Bergstrom  
Behavior Case Manager, Principal, Sue Anne Kaples**

#### **PHILOSOPHY**

The philosophy of Sunrise School is to provide every student with positive behavioral support. The collaborative behavior management system has a strong emphasis on data collection. The data is used for educational planning, decision-making, and creating achievable and measurable outcomes. The implementation of these behavioral practices are supported and evaluated by the data. Sunrise school has adopted principles of Applied Behavior Analysis as a foundation both on the classroom level and to meet individual needs. Sunrise school teaches students to use Functional Communication in lieu of problem behaviors

along with teaching students to engage in functionally equivalent replacement behaviors.

The behavior model 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 continuously

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.

Sunrise School is designed to provide the students with the skills and tools needed for them to function successfully and as independent as possible in all environments.

They include:

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

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

**Premack Principle-** Students are given clear expectations and reinforcers are contingent upon those expectations (i.e. “First, work. Then, reinforcer”)

**Success-level Activities/Task Modifications** – Learning activities are broken down into small steps and at a high success level with gradual introduction of new material as the student demonstrates interest or

mastery. Self-esteem is enhanced and maintained through success. Prompting procedures are used to teach students these new skills and the prompting level is reduced as the student succeeds. The Sunrise approach is summarized through a Three Step Guided Learning Process.

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

An easier way to remember the three steps is:

TELL  
SHOW  
DO

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

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

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

**Environment Enrichment** – Many students may require direct adult assistance to be most successful. Classes at Sunrise provide as much individual or small group learning interactions as are necessary to foster competence and independence in any given activity. Group activities and peer interactions are facilitated throughout the day. Students are given breaks as needed, frequent positive praise and attention and access to preferred items and activities throughout their day.

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

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

**Develop Appropriate Communication Skills** – since behavior is a form of communication, students are taught appropriate communication methods to get their wants and needs met. Alternative communication methods are used such as verbal requests, gestures, pictures, PECS, electronic voice output devices, and/or simple signing. Additionally, students are reinforced for the use of Functional Communication in lieu of engaging in problem behavior.

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

**Facilitate Appropriate Peer Interactions** – group activities are used with the teacher and assistants working as the facilitators to build positive social interactions between students. These include activities such as structured social skills lessons, cooperative play time on the playground, working together on a vocational job, “socials,” and interaction with other

students attending The Help Group schools on campus. These peer mentor students act as role models by exhibiting socially acceptable behavior for the Sunrise students to imitate.

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

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

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

Sunrise's overall behavior plan is to reward those students who are behaving appropriately, while redirecting, with minimal attention necessary to maintain safety, to those who are not. Most inappropriate behavior can be dealt with through removing the reinforcing component,



teaching alternative strategies with replacement behaviors to achieve such reinforcement and practicing these new skills.

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

### **Classroom Behavior Supports**

Classroom behavior plans vary according to the age and the developmental level of the students. However, each program is designed to provide immediate positive feedback for appropriate behaviors. All of the classroom behavior plans are designed to improve behavioral functioning through direct teaching methods, communication development, self-help and/or self-regulatory means. The programs at Sunrise operate on a positive reinforcement system, such that students receive reinforcement (tangible, activity, social, or sensory) within an individualized token economy system for desired/targeted behaviors. Initially, students may need to be placed on a continuous reinforcement schedule, so they are reinforced following every attempt/success of a given task. Once tasks become more familiar, and the routine is understood by the student, longer inter-reinforcement intervals are established. Sunrise's philosophy is that the way to strengthen all skills is to highlight what a student is doing correctly by attending to appropriate behaviors rather than inappropriate behaviors.

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

### **Individual Behavior Supports**

Each student within Sunrise has a behavior program that is tailored to his/her specific needs. In general, these programs are continuously reinforcing, have visual supports and are designed with the student's cognitive level in mind. For instance, a student who may be functioning

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

As students continue in Sunrise, for the Elementary and Middle School-aged students, the classroom system remains a token economy, but with modifications. Students are able to earn tokens throughout the day for an appropriate and/or targeted behavior. The inter-reinforcement interval varies depending on the cognitive level of the students. For instance, one student may receive a tangible reinforcer after earning 2 tokens. Another student may earn a tangible reward after earning 10 tokens. The overall goal is to be able to increase the number of tokens required to achieve reinforcement. Token boards are either placed at the student's desk or placed prominently within the classroom. At the beginning of every cycle of reinforcement, the student is given a choice as to what he/she would like to work for. The choices are offered through visuals (icons), written words, or verbal exchanges. For children who require visual reminders of what they are working toward, the icon/written word is placed directly next to the token board. This allows the teacher to remind students periodically what they are working for, and also motivates the student to complete the token board by seeing exactly what the reward will be. Teachers and support staff keep track of how many reinforcers a student is earning per day. Once a student is earning at least 90 % of their possible tokens, the reinforcement interval is increased. Students are also able to earn tokens outside of the class time, such as playground time or on Community Based Instruction.

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

Sunrise staff find “teachable moments” throughout the day to continually reinforce functionally equivalent replacement behaviors. While teaching, staff use potent reinforcers and fade their prompts accordingly to promote independence and success. In the event that a student is satiated on a reinforcer, staff conduct preference assessments to determine the most potent reinforcer to use.

### **Task Modifications**

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

### **Intervention**

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

### **Supports Include:**

**Extended Instruction**

**Individualized instruction**

**Peer Model supports**

**Direct and explicit instruction is modeled and practiced**

**Case Conferences**

**Team meetings**

**Behavior Support Plans**

### **Individual Behavior Plans**

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

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

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

Supports include, but are not limited to:

Intensive Instruction

Frequent progress monitoring through positive reinforcement schedule

Direct and explicit instruction

Small group/pairing instruction

Individual instruction

Controlled task difficulty

Intensive strategy instruction and application with BSP and frequent reinforcement schedule

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

Extended instructional time

Ongoing systematic and corrective feedback.  
Frequent Case Conferences and team meetings.

Due to the nature and severity of the disabilities of the Sunrise population, it is very rare that a student would be suspended. However, on that rare occasion that a student's behavior is severe enough and a suspension would be an appropriate consequence, Sunrise adheres to the suspension regulations and policies of the California Education Code and the Los Angeles Unified School District. Parents will be notified by a school administrator with a suspension letter including the infraction committed, and the consequences. Pupil Accounting Report forms will be completed and uploaded to the shared Google drive, along with an incident report, to the NPS Office within 24 hours. The school administrator will schedule a formal Case Conference to discuss the problem behavior(s) and to initiate a Functional Behavior Assessment (FBA). If a change needs to be implemented to the student's Individual Behavior Plan (IBP), an IEP meeting will be scheduled. This meeting will include the parents, all administrators listed above (as needed), and representatives from LAUSD.

When the team feels that the student's dangerous behavior has been adequately addressed via FBA and/or revisions to the IEP, the student may return to school. For in-home suspensions lasting longer than 10 consecutive days, regardless of the infraction committed, a manifestation IEP will be held.

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. All emergency interventions follow CPI's *Nonviolent Crisis Intervention* techniques.

When a behavioral emergency arises, Sunrise documents on the "Accident/Incident Report" and "Behavior Emergency Report". Parents and the LEA district are notified of such incident and an IEP is scheduled within 2 days to create a Behavior Intervention Plan.

### **Staff Development and Behavior Training**

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

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

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

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

Behavior modification and token economy.

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

Systematic teaching strategies.

Problem solving and troubleshooting skills.

A 7 hour training in social skill development

De-escalation and preventative techniques

De-escalation and preventative techniques

### **Suspensions and Expulsions**

<b>Number of Suspensions 2011</b>	<b>0</b>
<b>Number of Suspensions 2012</b>	<b>0</b>
<b>Number of Suspensions 2013</b>	<b>0</b>
<b>Number of Suspensions 2014</b>	<b>0</b>
<b>Number of Suspensions 2015</b>	<b>0</b>
<b>Number of Suspensions 2016</b>	<b>0</b>
<b>Number of Suspensions 2017</b>	<b>0</b>
<b>Number of Suspensions 2018</b>	<b>0</b>

Number of expulsions- Sunrise School has not expelled a student from school. If a student is not appropriately placed, Sunrise, and the LEA's assist their families in finding new placement.

### **IV. School Facilities**

**School Facility - See Map at the end of SARC Report**

### **V. Academic Data**

Sunrise students participate in California Alternate Assessment for Science in grades 5, 8, 11 and 1<sup>st</sup> year seniors (this year only).

Sunrise students participate in the California Assessment of Student Performance and Progress for English Language Arts and Math in grades 3-8 and 11.

California Physical Fitness Test- Sunrise School serves students with moderate-to-severe disabilities and offers a specifically designed physical education program to meet the individual needs of each student.

API- School wide

Sunrise School has 132 students enrolled.

## **VI. School Completion**

Sunrise School serves a population of students ages 5-22 years of age, with moderate-to-severe neurodevelopmental disorders. The students earn a Certificate of Completion and do not participate in the California High School Exit Examination.

## **VII. Class size**

Number of Classrooms 2018- 12

Number of students in each class- 2017

K-1st	3
2 <sup>nd</sup> -3rd	20
4 <sup>th</sup> -6th	30
7 <sup>th</sup> -8th	17
9 <sup>th</sup> -12th	37
Transition	30

## **VIII. Teacher and Staff Information**

### **Teacher Credentials**

Total teachers 2018	12
Teachers with full credential 2018	7
Teachers with Emergency Permits 2018	5

### **Vacant Teacher Positions**

There is 1 teacher vacancy at this time- 2018

### **Substitute Teachers**

Sunrise School uses credentialed teaching assistants from Sunrise as substitute teachers; this offers the students consistency with the familiar staff members.

### **Counselors and Other Support Staff**

Counselor	1
Librarian	1
Psychologist	2
Social Worker	0
Nurse	2
Speech and Language Pathologist	4
Occupational Therapist	2
BCBA	2

## **IX. Curriculum and Instruction**

### **Sunrise School Curriculum Framework**

Sunrise School serves children, adolescents, and young adults with global developmental delays at the moderate to severe level. Diagnostic criteria include: Autism, Intellectual Disabilities, Multiple Disabilities and Emotional Disturbance.

Sunrise provides instruction for students from ages 5 through 21. Classes are divided into the following six divisions: Early Elementary, Intermediate Elementary, Middle School, High School, Transition and Academic Mixed-Grades.

The approach to instruction in Sunrise School uses an Alternate Curriculum in alignment with the CAA Blueprints from California Department of Education. Skills are divided into six 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*



Functional Academics are broken down into four sub-domains, including Reading/English and Language Arts, Writing, Math, and Science. Instruction in all areas is customized to each individual student so they may access the Core standards at their own level to ensure maximum educational benefit and meaningful participation in the curriculum.

2) *Vocational*

Vocational skills begin in Early Elementary and continue through a student's culmination. Skills taught may include, but are not limited to expanding work related vocabulary, following directions, understanding and comprehending oral and written instructions, fine motor skills tasks, social skills in the work place, and community work experiences. Sunrise School is equipped with a Vocational Lab to facilitate students of all ages in developing their vocational skills as well as an on-campus Yogurt Bar to put their acquired skills into practice.

3) *Self Care/Independent Living*

Emphasizing and embedding independence across all domains promotes student confidence in the area of self-care and independent living. Sunrise School works on empowering students to complete tasks such as advocating for their needs (restroom, eating, hygiene, etc.). Sunrise School has a Daily Living Skills room to help develop independent living skills across all ages and ability levels.

4) *Behavior & Social Skills*

Students are able to explore a wide range of interests that serve as recreational and leisure activities. In developing a repertoire of interests, students are encouraged to seek out and engage with peers that have similar interests. In the structured learning environment, these facilitated peer interactions foster the development and enhance the students' social skills. Students work on various skills, from sharing work/activity spaces, to requesting items from peers, to commenting and conversing with peers, to developing friendships. With positive behavior supports, students are able to decrease maladaptive behaviors and replace them with socially appropriate behaviors based on each behaviors' function. Having positive relationships with peers and staff helps create a learning environment where students thrive across all domains.

5) ***Community***

Community, as a whole, encompasses not only the students' experience outside of school but with their families and in their neighborhoods. Sunrise creates a community of students, staff, and families by collaborating, to ensure students can be successful while they are in school, as they transition from school to post-secondary programs and adult living. Students begin practicing their school-based lessons on safety and social skills on campus. These practiced skills are replicated in the community while participating in Community Based Instruction. As students develop independence and gain safety awareness, their CBI trips become more vocationally based. For example, making purchases in the community and/or working at an off-campus job site. These work skills help prepare them for life after completion of school.

6) ***Communication***

Sunrise School helps students of all communicative levels to develop their skills so that every student's voice is heard. Using a multi-modal approach that is customized to each student's needs they are able to use sign language, picture exchange, eye gaze, voice output devices, and/or verbal language to express themselves and advocate for their own needs.

Curriculum at Sunrise School has aligned the alternate curriculum with standards-based core curriculum based on the CAA blueprints. This curriculum guide gives students the opportunity to reach their fullest potential. Each student is assessed on an ongoing daily/weekly and yearly basis with the VB-Mapp, Sunrise Functional Checklist, Brigance or Student Annual Needs Determination Inventory. Other assessments include data collection on functional academics, self-help skills, vocational tasks, and behaviors. Each student has a portfolio of their work that is updated as they make progress through their annual goals and achievements and highlights their strengths.

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 skills 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 to learn and gain specific skills. The students are rewarded with a positive reinforcement for each correct attempt and/or response. This is consistent with the behavioral philosophy of Sunrise, which focuses on positive reinforcement.

Sunrise adapts the LAUSD Division of Special Education Tiered Approach to Instruction and Services at Non-Public Schools. This approach calls for instruction and intervention to expose students to curriculum standards in a small-group setting. Intervention allows access to standards-based concepts that allow for the learning on foundational and functional skills. There are three tiers to this type of instruction:

**Tier 1** – providing intervention as part of initial instruction. Our students use remedial and functional reading programs such as Dolch, Edmark, Unique and various apps on the iPad's to expose them to reading. In addition, pre-reading skills are taught through the use of books and high-interest reading materials. This base instruction includes the use of immediate and corrective feedback, prompting, pictures to augment instruction, and 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 so they can focus and maintain attention to tasks. Programs such as Foresman's Phonics System are used in small groups of students who are grouped according to levels of ability. Intense intervention is addressed through targeting the students' individual needs. This extended instructional area includes the teaching of learning strategies, pre-teaching of content material, and providing immediate re-teaching.

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

instruction, intensive strategy instruction and application, ongoing and systematic corrective feedback.

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

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

**Aligned with the California Alternate Assessment (CAA) Blueprints.**

**Early Elementary**

- **Functional Academics**

Reading/Language Arts –

**Listening:**

Goal Stem 1 – Student will listen to gain information

..... R/LA-1

Goal Stem 2 – Student will listen to facilitate social interaction

..... R/LA-2

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

**CAA**

1.0 Listening and Speaking Strategies:

-Students listen and respond to oral communication.

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

-Orient in direction of speaker.

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

-Attend to speaker for duration of activity.

1.2 Comprehension:

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

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

**Communicating:**

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

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

.....  
..... R/LA-6

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

manner.....  
R/LA-8

**CAA**

1.0 Listening and speaking strategies:

1.1 Comprehension: Listen Attentively

-Orient in direction of speaker

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

-Attend to speaker for duration of activity.

1.3 Decoding and word recognition:

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

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

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

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

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

**Associating – Exploring Language Usage:**

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

**Associating – Emerging Language Usage:**

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

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

**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

.....  
.....

**CAA**

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

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

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

1.0 Students understand and use numbers up to 100.

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

**M -1**

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

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

**CAA**

1.0 Students sort and classify objects:

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

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

**Measurement and Geometry:**

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

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

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

**M -8**

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

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

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

**CAA**

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

5.1 Solve problems using combinations of coins and bills.  
-Identify penny, quarter, and dollar bill.

**Grade 3**

1.0 Students understand the place value of whole numbers.

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

1.2 Compare and order 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

**CAA**

2.0 Listening and Speaking Strategies:

Students listen and respond to oral communication.

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

-Orient in direction of speaker.

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

-Attend to speaker for duration of activity.

**Communicating:**



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

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

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

**CAA**

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

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

..... R/LA-6

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

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

**Associating – Exploring Language Usage:**

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

**CAA**

3.2 Narrative Analysis:

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

**Associating – Expanding Language Usage:**

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

**CAA**

1.3 Grammar:

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

**Mathematics –**

**Goal Stems:**

**Arithmetic and Number** – The purpose of this content area is to develop an understanding of number sense, place value concepts, fractions,

decimals, estimation of quantities, meaning of operations and thinking strategies for basic facts.

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

..... M -1

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

..... M -2

**CAA**

1.1 Read and write whole numbers:

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

1.2 Order whole numbers

- Order whole numbers up to 10

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

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

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

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

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

..... M -4

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

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

. M -8

**CAA**

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

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

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

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

**Middle School**

- **Functional Academics**

Reading/Language Arts –

**Listening:**

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

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

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

**Communicating:**

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

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

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

.....  
..... R/LA-6

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

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

**Associating – Exploring Language Usage:**

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

.....  
R/LA-10

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

**Associating – Emerging Language Usage:**

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

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

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

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

**Associating – Expanding Language Usage:**

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

**CAA**

1.1 Word recognition

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

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

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

2.1 Deliver narrative presentations

-use words to describe a picture.

**Mathematics -**

**Goal Stems:**

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

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

.....  
..... M -1

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

number

.....  
..... M -2

**CAA**

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

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

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

Goal Stem 2 - Student will demonstrate conceptual understanding of geometry and measurement.....  
..... M -5

**CAA**

- 1.1 Students choose the appropriate tool to measure volume.

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

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

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

**CAA**

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

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

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

..... M -17

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

**High School**

- **Functional Academics**

Reading/Language Arts –

**Listening:**

Goal Stem 1 – Student will listen to gain information

..... R/LA-1

Goal Stem 2 – Student will listen to facilitate social interaction

..... R/LA-2

Goal Stem 3 – Student will listen for

pleasure..... R/LA-3

**Communicating:**

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

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

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

.....  
..... R/LA-6

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

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

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

**Associating – Exploring Language Usage:**

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

..... R/LA-10

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

**CAA**

1.4 Students spell simple high frequency words.

**Associating – Emerging Language Usage:**

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

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

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

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

**CAA**

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

**Associating – Expanding Language Usage:**

Goal Stem 1 - Student will use a variety of word analysis 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

**CAA**

1.2 Order and compare whole numbers up to 100.

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

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

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

..... M -4

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

..... M -6

**CAA**

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

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

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

..... M -7

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

. M -8

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

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



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

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

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

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

- In addition, the alternate curriculum 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 alternate curriculum 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 Yogurt Bar.

## Technology Goals

### ELA Standards

FPI 7.3- Student will identify street abbreviations on bus schedules/maps/street signs.

FPI 12.1- Student will identify the location of desired information within a popular media source

FPI 12.2- Student will use printed material to obtain information on desired item

FPI 12.3- Student will use computer search engine to locate desired information

FPI 13.4- Student will make own public transport plan

FPI 16.1-5

Student will indicate awareness of computer

Student will use an input device for cause and effect

Student will make choices using single/multiple input devices

Student will utilize keyboard/device to access software

Student will utilize keyboard/device for writing functions

### Math Standards

FPI 3.4 Student will perform basic addition/subtraction using a calculator for functional activities

FPI 19.1-5

Student will visually attend to what is happening on screen

Student will use keyboard or switch in response to teacher request

Student will use keyboard or switch in response to computer

generated direction

Student will understand connection between screen and keyboard

Student will perform functional academic tasks via use of the computer

### Science Standards

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

### History/Social Science Standards

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

### **Health Standards**

FPI 1.12 Student will ask for permission or help

### **PE**

FPI 1.5 Student will use recreational equipment for its intended purpose  
FPI 12.1-2  
    Student will engage in activity by self  
    Student will engage in activity with another person

### **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

Functional Communication

Sensory Strategies

Community Based Instruction

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

CAA & CASPP Testing

## Unique Learning System

### Textbooks and Instructional Methods

Sunrise School uses an alternate curriculum which utilizes the *Unique Learning System*. Unique is a complete curriculum program provided monthly for students with special learning 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. In addition to this alternate curriculum, the following list of textbooks are provided to the students.

<b>Core Subject Abbreviations:</b>				
<b>English Language Arts (ELA)</b>		<b>Math (MAT)</b>	<b>Social Science (SS)</b>	<b>Science (SCI)</b>
<b>Grade Level</b>	<b>Core Subject Abbreviation</b>	<b>Current Textbooks and Instructional Materials (use Exact Title of Publication)</b>		<b>Publication Date</b>
<b>K-8th</b>	<b>Mat</b>	<b>Unique Learning System</b>		<b>2018</b>
K	Mat	My Math Kindergarten, Student Pkg Volume 1 & 2 - 2013		2013
K	Mat	My Math TE Kd. Volume 1 & 2		
1	Mat	My Math 1st Grade , Student Pkg. Volume 1 & @ - 2013		2013
1	Mat	My Math TE 1st Gr. Volume 1 & 2		
2	Mat	My Math 2nd Grade, Student Pkg Volume 1 & 2 - 2013		2013
2	Mat	My Math TE 2nd Gr. Volume 1 & 2		
3	Mat	My Math 3rd Grade, Student Pkg Volume 1 & 2 - 2013		2013
3	Mat	My Math TE 3rd Gr. Volume 1 & 2		
4	Mat	My Math 4th Grade, Student Pkg Volume 1 & 2 - 2013		2013
4	Mat	My Math TE 4th Gr. Volume 1 & 2		
5	Mat	My Math 5th Grade, Student Pkg Volume 1 & 2 - 2013		2013
5	Mat	My Math TE 5th Gr. Volume 1 & 2		
6	Mat	enVision Math Student Text 2009		2009
6	Mat	enVision Math Student Interactive Consumable Wkbk 2009		2009
6	Mat	enVision Math TE & Resource Pkg 2009		2009
Pre-K-8	Mat	Number World Math Remediation 2016		2016
6	Mat	Visual Learning Transparencies		

4,5,6	Mat	Diag & Intervention System II	
6	Mat	CA Math,Common Core Edition, Course 1 CA Edition 2015	2015
6	Mat	CA Math,Common Core Edition, Course 1 CA Edition 2015, TE	2015
7	Mat	CA Math,Common Core Edition, Course 2 CA Edition 2015	2015
7	Mat	CA Math,Common Core Edition, Course 2 CA Edition 2015, TE	2015
8	Mat	CA Math,Common Core Edition, Course 3 CA Edition 2015	2015
8	Mat	CA Math,Common Core Edition, Course 3 CA Edition 2015, TE	2015
****	Mat	<b>KEY TO BOOKS</b>	
4-HS	Mat	Key to Decimals, Student book 1, Decimal Concepts,1985 Ed.	1985
4-HS	Mat	Key to Decimals, Student book 2, Adding, Subtracting and Multiplying, 1985 Ed.	1985
4-HS	Mat	Key to Decimals, Student book 3, Dividing, 1985 Ed.	1985
4-HS	Mat	Key to Decimals, Student book 4, Using Decimals,1985 Ed.	1985
4-HS	Mat	Key to Decimals,Answers and Notes Books 1-4,1985 Ed.	1985
4-HS	Mat	Key to Decimals, Reproducible Tests Books 1-4, 1985 Ed.	1985
4-HS	Mat	Key to Percents, Student book 1, Percent Concepts,1988 Ed.	1988
4-HS	Mat	Key to Percents, Student book 2, Percents and Fractions,1988 Ed.	1988
4-HS	Mat	Key to Percents, Student book 3, Percents and Decimals, 1988 Ed.	1988
4-HS	Mat	Key to Percents, Reproducible Tests Book 1-3, 1988 Ed.	1988
4-HS	Mat	Key to Percents, Answers and Notes Books 1-3, 1988 Ed.	1988
MS/HS	Mat	Key to Algebra, Student book 1, Operations on Integers,1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Student book 2, Variables, Terms and Expressions, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Student book 3, Equations, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Student book 4, Polynomials, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Student book 5, Rational Numbers, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Student book 6, Multiplying and Dividing Rational Expressions, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Student book 7, Adding and Subtracting Rational Expressions, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Student book 8, Graphs, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Student book 9, Systems of Equations, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Student book 10, Square Roots and Quadratic Equations, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Answers and Notes books 1-4, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Answers and Notes Books 5-7, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Answers and Notes Books 8-10, 1992 Ed.	1992
MS/HS	Mat	Key to Algebra, Reproducible Tests Books 1-10, 1992 Ed.	1992

ES/MS	Mat	Key to Metric Measurement, Student book 1, Metric Units of Length 2000 Ed.	2000
ES/MS	Mat	Key to Metric Measurement, Student book 2, Measuring Length and Perimeter Using Metric Units, 2000 Ed.	2000
ES/MS	Mat	Key to Metric Measurement, Student book 3, Finding Area and Volume Using Metric Units, 2000 Ed.	2000
ES/MS	Mat	Key to Metric Measurement, Student Book 4, Metric Units for Mass, Capacity, Temperature and Time, 2000 Ed.	2000
ES/MS	Mat	Metric Measurement, Answers and Notes Books 1-4, 2000 Ed.	2000
ES/MS	Mat	Key to Measurement, Student Book 1, English Units of Length, 1995 Ed.	1995
ES/MS	Mat	Key to Measurement, Student book 2, Measuring Length and Perimeter, 1995 Ed.	1995
ES/MS	Mat	Key to Measurement, Student book 3, Finding Area and Volume, 1995 Ed.	1995
ES/MS	Mat	Key to Measurement, Student book 4, English Units for Weight, Capacity, Temp and Time, 1995 Ed.	1995
ES/MS	Mat	Key to Measurement, Answers and Notes Books 1-4, 1995 Ed.	1995
ES/MS	Mat	Key to Fractions, Student book 1, Fraction Concepts, 1980 Ed.	1980
ES/MS	Mat	Key to Fractions, Student book 2, Multiplying and Dividing, 1980 Ed.	1980
ES/MS	Mat	Key to Fractions, Student book 3, Adding and Subtracting, 1980 Ed.	1980
ES/MS	Mat	Key to Fractions, Student book 4, Mixed Numbers, 1980 Ed.	1980
ES/MS	Mat	Key to Fractions, Reproducible Tests Books 1-4, 1980 Ed.	1980
ES/MS	Mat	Key to Fractions, Answers and Notes Books 1-4, 1980 Ed.	1980
****	Mat	<b>TOUCH MATH</b>	
1,2,3	Mat	Student Number Cards	
1	Mat	1st Grade General Math Kit	1
2	Mat	2nd Grade Story Probs Kit	2
2	Mat	2nd Grade General Math Kit	2
1.....6	Mat	Desktop TouchLines	
1st	Mat	Story problems Kit	
1,2,3	Mat	Skip Counting CD Set	
4,5,6	Mat	Upper Grades Money Kit	
4,5,6	Mat	Upper Grades Time Kit	
4,5,6	Mat	Upper Grades Mult & Div Kit	Div
4,5,6	Mat	Touch Math Computation Kit B for Upper Grades	B
****		<b>SOCIAL STUDIES</b>	
K-8th	SS	Unique Learning System	2018
K	SS	Learn and Work (Consumable), 2006 Ed.	2006



K	SS	Learn and Work, TE,2006 ED.	2006
1	SS	Time and Place (Consumable), 2006 Ed.	2006
1	SS	Time and Place, TE, 2006 Ed.	2006
2	SS	Then and Now (Consumable),2006 Ed.	2006
2	SS	Then and Now, TE,2006 Ed.	2006
	SS	Then and Now Flip Chart	Chart
3	SS	Our Communities (Consumable), 2006	2006
3	SS	Our Communities, TE,. 2006 Ed.	2006
4	SS	Our California, 2006(Consumable)	2006
4	SS	Our California, TE, 2006 Ed.	2006
5	SS	Our Nation, 2006 Ed(Consumable)	2006
5	SS	Our Nation, TE, 2006	2006
6	SS	World History Ancient Civilizations, 2006 Ed.	2006
6	SS	World History, Ancient Civilizations, TE, 2006 Ed.	2006
6	SS	Ancient Civilizations, Alternative Assessment Handbook	Handboo
7	SS	Medieval & Early Modern Times, 2006 Ed.	2006
7	SS	Medieval & Early Modern Times,TE, 2006 Ed.	2006
8	SS	Creating America:A History of the US 2007	2007
8	SS	Creating America:A History of the US 2007,TE	2007
8	SS	Creating Am.Test Generator, CD Rom	CD
8	SS	Creating America, Workbook	
8	SS	Creating America, Wkbk Answer Key	Key
8	SS	Creating Am. Reading Study Guide	Guide
8	SS	Creating Am. Reading Study Guide Key	Guide
8	SS	Creating Am. Strategies for Test Prep PE	Test
8	SS	Creating Am. Strategies for Test Prep TE	Test
****		<b>ENGLISH</b>	
K-8th	ELA	Unique Learning System	2018
K	ELA	Wonders 2017 Grade K	2017
1	ELA	Wonders 2017 Grade 1	2017
2	ELA	Wonders 2017 Grade 2	2017
3	ELA	Wonders 2017 Grade 3	2017
4	ELA	Wonders 2017 Grade 4	2017
5	ELA	Wonders 2017 Grade 5	2017
6	ELA	Wonders 2017 Grade 6	2017
7	ELA	California Collections Grade 7	2017
8	ELA	California Collections Grade 8	2017
K	ELA	Treasures 2010, Activity Book 1	2010
K	ELA	Treasures 2010, Activity Book 2	2010
K	ELA	Treasures 2010, Activity Book 3	2010

K	ELA	Treasures 2010, Activity Book 4	2010
K	ELA	Treasures 2010, Activity Book 5	2010
K	ELA	Treasures 2010, Activity Book 6	2010
K	ELA	Treasures 2010, Activity Book 7	2010
K	ELA	Treasures 2010, Activity Book 8	2010
K	ELA	Treasures 2010, Activity Book 9	2010
K	ELA	Treasures 2010, Activity Book 10	2010
1	ELA	Treasures 2010, Book 1, SE	2010
1	ELA	Treasures 2010, Book 2, SE	2010
1	ELA	Treasures 2010, Book 3, SE	2010
1	ELA	Treasures. Book 4. Student Text	2010
1	ELA	Treasures, Book 5, Student Text	2010
1	ELA	Treasures, Book 6. Student Text	2010
1	ELA	Treasures 2010. Student Practice Book - Consumable	2010
1	ELA	Treasures 2010. Teacher Pkg	2010
2	ELA	Treasures 2010, Book 1, Student Text	2010
2	ELA	Treasures 2010, Book 2, Student Text	2010
2	ELA	Treasures 2010 Phonics/Spelling Practice Book	2010
2	ELA	Treasures 2010, Student Practice Book - Consumable	2010
2	ELA	Treasures 2010, Teacher Pkg	2010
3	ELA	Treasures 2010, Book 1, Student Text	2010
3	ELA	Treasures 2010, Book 2, Student Text	2010
3	ELA	Treasures 2010, Student Practice Book - Consumable	2010
3	ELA	Treasures 2010, Phonics/Spelling Practice Book Consumable	2010
3	ELA	Treasures 2010, Teacher Pkg	2010
4	ELA	Treasures 2010, Student Text	2010
4	ELA	Treasures 2010, Student Practice Book - Consumable	2010
4	ELA	Treasures 2010, Phonics/Spelling Practice Book Consumable	2010
4	ELA	Treasures 2010, Teacher Pkg	2010
5	ELA	Treasures 2010, Student Text	2010
5	ELA	Treasures 2010, Student Practice Book - Consumable	2010
5	ELA	Treasures 2010, Phonics/Spelling Practice Book Consumable	2010
5	ELA	Treasures 2010, Teacher Pkg	2010
6	ELA	Timeless Voices/Timeless Themes - Copper	2012
6	ELA	Timeless Voices/Timeless Themes: Copper,TE, Ed.	2012
7	ELA	Timeless Voices/Timeless Themes:Bronze, Ed.	2012
7	ELA	Timeless Voices/Timeless Themes:Bronze,TE, Ed.	2012
7	ELA	Literature and Language Arts, First Course, Ed.	2012
7	ELA	Literature and Language Arts, First Course,TE, Ed.	2012
7	ELA	Handbook-Literature and Language Arts, First course, Ed.	2013
7	ELA	Handbook-Literature and Language Arts,First Course TE, 2013 Ed.	2013

8	ELA	Literature and Language Arts Second Course, 2013 Ed.	2013
8	ELA	Literature and Language Arts,Second Course, TE, 2013 Ed.	2013
8	ELA	Handbook-Literature and Language Arts Second Course, 2013 Ed.	2013
8	ELA	Handbook-Literature and language Arts Second Course, TE, 2013 Ed.	2013
8	ELA	Timeless Voices/Timeless Themes:Silver, Ed.	2012
8	ELA	Timeless Voices/Timeless Themes:Silver,TE Ed.	2012
6,7,8,9,10.11.12.	ELA	Step Up to Writing, Secondary Teacher's Manual	2010
6,7,8,9,10,11,12	ELA	Step Up To Writing, Secondary CD ROM's	2010
6,7,8,9,10,11,12	ELA	Step Up to Writing, Secondary Tools	2010
*****	ELA	<b>HANDWRITING</b>	
K	ELA	Letters and Number for Me (Orange Book) Consumable	2016
K	ELA	Letters and Number for Me - Teachers Guide	2016
1	ELA	My Printing Book (Yellow Book) Consumable	2016
1	ELA	1st Grade Printing Teacher's Guide	2016
Pre-K	ELA	Get Set for School (Green Book) Consumable	2016
2	ELA	Printing Power (Teal Book)	2016
Pre-K	ELA	Pre-K Teacher's Guide	2016
K	ELA	Kindergarten Teacher's Guide	2016
3	ELA	3rd Grade Cursive Handwriting Wkbk	2016
3	ELA	3rd Grade CursiveTeacher's Guide	2016
4	ELA	4rh Grade Cursive Success Wkbk	2016
4	ELA	4th Grade Cursive Success Teacher's Guide	2016
5	ELA	5th Grade Can Do Cursive Student Wkbk	2016
*****		<b>SCIENCE</b>	
K-8th	SCI	Unique Learning System	2018
K	SCI	Foss Animals 2 X 2 Module	2014
K	SCI	Foss Trees Module	2014
K	SCI	Foss Wood and Paper Module	2014
1	SCI	Foss Air and Weather Module	2014
1	SCI	Foss Plants and Animals Module	2014
1	SCI	Foss Solids & Liquids Module	2014
2	SCI	Foss Insects & Plants Module	2014
2	SCI	Foss Pebbles, Sand & Silt Module	2014
2	SCI	Foss Balance & Motion Module	2014
2	SCI	Foss Grade 2 Exam View CD	2014
3	SCI	Foss Structures of Life Module	2014
3	SCI	FossSun, Moon & Stars Module	2014

3	SCI	Foss Matter & Energy Module	2014
3	SCI	Foss Grade 3 Exam View CD	2014
	SCI	Foss Magnetism & Elec Module	2014
	SCI	Foss Solid Earth Module	2014
4	SCI	Foss Environments Module	2014
4	SCI	Foss Grade 4 Exam View CD	2014
5	SCI	Foss Water Planet Module	2014
5	SCI	Foss Mixtures & Solution Module	2014
5	SCI	Foss Living Systems Module	2014
5	SCI	Foss Grade 5 Exam View CD	2014
6	SCI	CA Focus on Earth Science	2014
6	SCI	CA Focus on Earth Science TE	2014
6	SCI	CA Focus on Earth Science, Vocabulary Flashcards	2014
6	SCI	CA Focus on Earth Science, Lab Manual SE	2014
6	SCI	CA Focus on Earth Science Lab Manual TE	2014
6	SCI	CA Focus on Earth Science 2014, Reading & Note Taking Guide, Level A	2014
6	SCI	CA Focus on Earth Science 2014, Reading & Note Taking Guide, Level B	2014
6,7,8	SCI	CA Focus on Earth, Phys & Life Science Test Bank CD Rom	2014
7	SCI	CA Focus on Life Science 2014	2014
7	SCI	CA Focus on Life Science 2014 TE	2014
7	SCI	CA Focus on Life Science Lab Manual SE	2014
7	SCI	CA Focus on Life Science lab Manual TE	2014
8	SCI	CA Focus on Phys Science	2014
8	SCI	CA Focus on Phys Sci TE	2014
8	SCI	CA Focus on Phys Science Lab Manual SE	2014
8	SCI	CA Focus on Phys Science lab Maual TE	2014
6,7,8	SCI	Test Bank CD Rom for CA Earth, Life & Physical Science	2014
****		<b>HEALTH</b>	
6	Health	Teen Health, Course 1 CA Ed	2015
6	Health	Teen Health, Course 1 CA Ed, TE	2015
7	Health	Teen Health, Course 2 CA Ed	2015
7	Health	Teen Health, Course 2 CA Ed, TE	2015
ES/MS	ELA	<b>READ NATURALLY</b>	
****	ELA	<b>PHONICS SERIES</b>	
****	ELA	Level .8 - Word Families/Short Vowels	
	ELA	<b>Unique Learning System</b>	
	ELA	Level 1.3 - Word Families/Long Vowels	
	ELA	Level 1.8- blends and Digraphs	

	ELA	Level 2.6- Short Vowels	
	ELA	Level 2.7- Long Vowels	
	ELA	<b>MASTERS EDITION</b>	
*****	ELA	Level 1.0	
	ELA	Level 1.5	
	ELA	Level 2.0	
	ELA	Level 2.5	
	ELA	Level 3.0	
	ELA	Level 3.5 R	
	ELA	Level 4.0	
	ELA	Level 5.6	
	ELA	Level 5.8/6.0	
3,4,5,6		<b>LINDAMOOD BELL</b>	
*****		Visualizing/Verbalizing	
		LIPS	
		On Cloud Nine	
		LAC-3 Test Kit	

**Core Subject Abbreviations:**

<b>English Language Arts (ELA) Math (MAT) Social Science (SS) Science</b>			
<b>Grade Level</b>	<b>Core Subject Abbreviation</b>	<b>Current Textbooks and Instructional Materials (use Exact Title of Publication)</b>	<b>Publication Date</b>
*****		<b>MATH</b>	
9-12th	Mat	Unique Learning System	2018
9	Mat	BIG IDEAS MATH ALGEBRA I 2016 Teacher Edition	2016
9	Mat	BIG IDEAS MATH ALGEBRA I 2016	2016
11	Mat	BIG IDEAS MATH ALGEBRA II 2016 Teacher Edition	2016
11	Mat	BIG IDEAS MATH ALGEBRA II 2016	2016
10	Mat	BIG IDEAS MATH GEOMETRY 2016 Teacher Edition	2016
10	Mat	BIG IDEAS MATH GEOMETRY 2016	2016

9	Mat	Davison, et al: Pre-Algebra CA Ed 2001 TE	2001
9	Mat	Pre-Algebra, Solution Key	
HS	Mat	Success in Math Basic Algebra 1996 Ed.	1996
HS	Mat	Success in Math Basic Algebra,TE, 1996 Ed.	1996
HS	Mat	CA Alg 1 Concepts,Skills and Problem Solving 2008 SE	2008
HS	Mat	CA Alg 1 Concepts,Skills and Problem Solving 2008 TE	2008
HS	Mat	CA Alg 1 CD-Rom Exam Assess	
HS	Mat	Bass et. At: CA Geometry 2009 Ed SE	2009
HS	Mat	CA Geometry 2009 Student Workbook	2009
HS	Mat	Bass, et al: CA Geometry 2009 TE Workbook Guide	2009
HS	Mat	Bass, et al: CA Geometry 2009 Ed TE	2009
HS	Mat	CA Geometry, 2009 Ed,Teacher Online Access Pack	2009
HS	Mat	California Geometry	
HS	Mat	Geometry, CA 2009 Progress Monitoring Assessment	2009
HS	Mat	All in One Student Workbook, CA Geometry, Version A Consumable	
HS	Mat	All in One , CA Geometry, Version A TE	
HS	Mat	All In One, CA Geometry Version A, Progress Monitoring Assessments	
HS	Mat	Algebra 2 1st Edition SE	
HS	Mat	Algebra 2 1st Edition TE	
HS	Mat	Algebra 2 Chapter Resource Book	
HS	Mat	Algebra 2 Lab Data Sheets	
HS	Mat	Algebra 2 Assessment CD	
HS	Mat	Algebra 2 Lesson Plans	
HS	Mat	Larson:Precalculus with Limits,A Graphing Approach 4th Edition, 2005 Ed.	2005

HS	Mat	Larson, Precalculus with Limits, A Graphing Approach, 4th Ed, TE, 2005 Ed.	2005
HS	Mat	Larson et al: Study and Solutions Guide for Precalculus with Limits: A graphing Approach	
HS	Mat	Larson et al: Instructor's Solutions Guide and Test Item File for Precalculus with Limits: A Graphing Approach	
HS	Mat	Schultz, et al: Algebra 2, 2003 Ed.	2003
HS	Mat	Schultz, et al: Algebra 2, TE, 2003 Ed.	2003
HS	Mat	Schultz, et al: Algebra 2 Test Generator, 2003 Ed.	2003
HS	Mat	Finney, et al: Calculus-Graphical, Numerical, Algebraic, 3rd Ed 2007	2007
HS	Mat	Finney, et al: Calculus-Graphical, Numerical, Algebraic, 3rd Ed TE 2007	2007
HS	Mat	Finney, et al: Calculus-Graphical, Numerical, Algebraic, Solutions Manual	2007
HS	Mat	Finney, et al: Calculus-Graphical, Numerical, Algebraic, Transparencies	2007
HS	Mat	Finney, et al: Calculus-Graphical, Numerical, Algebraic, TestGen 7.2	2007
HS	Mat	Finney, et al: Calculus - Graphical, Numerical, Algebraic, TI Calculator Resource Manual	2007
HS	Mat	CAHSEE Boot Camp Math SE	2007
HS	Mat	CAHSEE Boot Camp Math TE	2007
HS	Mat	Gilbertson, Century 21 Accounting, Working Papers Chpts 1-17 TE	2012
HS	Mat	Gilbertson, Century 21 Accounting, Working Papers Chpts 18-24 TE	2012

	Mat		
	Mat	<b>PROGRAMMING</b>	
HS	Mat	Reas,Casey,Getting Started With Programming, 2010, SE	2010
	Mat		
*****	Mat	<b>APPLIED MATH</b>	
HS	Mat	Meeting the CA Challenge, 2008	2008
HS	Mat	Meeting the CA Challenge,2008 TE	2008
****	SS	<b>SOCIAL SCIENCE</b>	
9-12th	SS	Unique Learning System	2018
9	SS	Modern World History and Geography-SE	2018
9	SS	Modern World History and Geography-TE	2018
9	SS	World History, Teacher Resources	2014
10	SS	Boehm, World Geography	2015
10	SS	Boehm, World Geography,TE	2015
10	SS	Boehm, World Geog, Testmaker, CD ROM	2015
10	SS	World Georgraphy Note Taking Guide	2015
10	SS	World Georgraphy Reading and Study Guide	2015
10	SS	World History The Modern World	2012
10	SS	World History The Modern World, TE	2012
11	SS	IMPACT-U.S. History, SE	2018
11	SS	IMPACT-U.S. History, TE	2018
11	SS	Cayton,et al: America: Pathways to the Present,Test Generator CD	2015
11	SS	Cayton,et al: America: Pathways to the Present,Reading & Vocab Study Guide	2015
12	SS	Democracy-American Government SE	2018
12	SS	Democracy-American Government TE	2018



12	SS	McGlenaghan:Magruder's American Government, Interactive Textbook	2015
12	SS	Principles of Economics SE	2018
12	SS	Principles of Economics TE	2018
AP	SS	Alan Brinkley, American History: A Survey, 14th Ed SE	2013
AP	SS	Zinn, A People's History of the United States, 2013	2013
AP	SS	Strayer, Ways of the World, 2nd Ed SE 2013	2013

*****		<b>ENGLISH</b>	
9-12th	ELA	Unique Learning System	2018
9	ELA	StudySync Grade 9	2018
10	ELA	StudySync Grade 10	2018
11	ELA	StudySync Grade 11	2018
12	ELA	StudySync Grade 12	2018
9-12th	ELA	StudySync 2017	2017
9	ELA	Timeless Voices/Timeless Themes Gold, Ed.	2012
9	ELA	Timeless Voices/Timeless Themes: Gold, TE, Ed.	2012
9	ELA	Interactive Text on CD-Rom: Gold Level	2014
9	ELA	Reader's Companion, Gold Level	2014
9	ELA	Reader's Companion, Adapted Version, Gold Level	2014
9	ELA	Vocabulary and Spelling Practice Book Gold Level	2014
9	ELA	Selection Support: Skills Development Wkbk, Gold Level	2014
10	ELA	Timeless Voices/Timeless Themes:Platinum	2014
10	ELA	Timeless Voices/Timeless Themes:Platinum TE, Ed.	2014
10	ELA	Reader's Companion, Platinum Level	2014
10	ELA	Reader's Companion, Adapted Version, Platinum	2014

10	ELA	Interactive Text on CD-Rom: Platinum Level	2014
10	ELA	Vocabulary and Spelling Practice Book Platinum Level	2014
10	ELA	Review and Remediation Skill Book Platinum Level	2014
10	ELA	Resource Pro CD Platinum Level	2014
10	ELA	Selection Support: Skills Development Wkbk, Platinum Level	2014
11	ELA	Timeless Voices/Timeless Themes:The Am. Experience	2014
11	ELA	Timeless Voices/Timeless Themes:The Am.Exp,TE,Vol.1	2014
11	ELA	Timeless Voices/Timeless Themes,The Am Exp, TE Vol 2	2014
11	ELA	Blau,et al:The Writer's Craft,Yellow Level	2015
11	ELA	Blau, et al:Writer's Craft, Yellow Level,TE	2015
12	ELA	Writer's Choice	2015
12	ELA	Writer's Choice, TE	2015
6,7,8,9,10.11.12.	ELA	Step Up to Writing, Secondary Teacher's Manual	2015
6,7,8,9,10,11,12	ELA	Step Up To Writing, Secondary CD ROM's	2015
6,7,8,9,10,11,12	ELA	Step Up to Writing, Secondary Tools	2015
	ELA		
****	ELA	<b>SPEECH</b>	
HS	ELA	McCutcheon, et al: Glencoe Speech	2010
HS	ELA	McCutcheon, et al: Glencoe Speech TE	2010
HS	ELA	McCutcheon, et al: Glencoe Speech Lesson Plan/Planning Guide	2010
HS	ELA	McCutcheon, et al: Glencoe Speech Performance Based Activities	2010
*****		<b>SCIENCE</b>	

9-12th	SCI	Unique Learning System	2018
9	SCI	Sager, et al:Modern Earth Science	2012
9	SCI	Sager, et al:Modern Earth Science TE Ed.	2012
9	SCI	Sager,et al: Modern Earth Science,Test Generator, Ed.	2012
10	SCI	General Science, Third Edition, Ed.	2012
10	SCI	Miller,Levine:Biology, Foundation Edition 2016 Ed.	2016
10	SCI	Miller,Levine: Biology, Foundation Edition TE, 2016 Ed.	2016
10	SCI	Miller,Levine:Biology, 2016 Ed.,Computer Test Bank+CD	2016
10	SCI	Biology,Lab Manual A. TE	2016
HS	SCI	Marieb, Essentials of Human Anatomy and Physiology, 10th Ed. SE	2014
HS	SCI	Essentials of Human Anatomy and Physiology, Instructor's Guide with Test Bank	2014
HS	SCI	Essentials of Human Anatomy and Physiology, Instructor's Resource DVD with Test Generator	2014
HS	SCI	Hewitt, Conceptual Physics, 2013 Ed.	2013
HS	SCI	Hewitt,Conceptual Physics,2013 TE	2013
HS	SCI	Hewitt,Conceptual Physics,Test Bank with CD-Rom	2013
HS	SCI	Hewitt,et al:Conceptual Physical Science Explorations 2013 Ed	2013
HS	SCI	Hewitt,et al:Conceptual Phys Sci Explorations,Practice Book 2013 Ed	2013
HS	SCI	Hewitt,et al:Conceptual Phys Sci Explorations,Lab Manual. 2013 Ed	2013

HS	SCI	Hewitt, et al: Conceptual Physical Science Explorations TE 2013 Ed	2013
HS	SCI	Wysession, et al: Physical Science Concepts in Action 2006	2006
HS	SCI	Wysession, et al: Phys Sci Concepts in Action 2006 TE	2006
HS	SCI	Wysession, et al: Phys Sci CD Rom TE	2006
HS	SCI	Integrated Coordinated Science for the 21st Century, CA Ed SE	2012
HS	SCI	Integrated Coordinated Science for the 21st Century, CA Ed TE	2012
HS	SCI	Arms, Environmental Science	2016
HS	SCI	Arms, Environmental Science TE	2016
HS	SCI	World of Chemistry, SE Ed	2015
HS	SCI	World of Chemistry, TE Ed	2015
****		<b>HEALTH</b>	
9	Health	Lifetime Health, 2014 Ed.	2014
9	Health	Lifetime Health, TE, 2014 Ed.	2014
****		<b>CAREER PATHWAYS</b>	
HS		Sherfield et al: Solving the Professional Dev Puzzle 2009	2009
HS		Sherfield et al: Solving the Professional Dev Puzzle 2009 TE	2009
****		<b>SPANISH</b>	
HS	Spanish	Realidades Level 1 2014 Ed.	2014
HS	Spanish	Realidades Level 1 TE, 2014 Ed.	2014
HS	Spanish	Realidades Level 1, Guided Practice Activities for Vocab & Grammar, 2014 Ed. Audio CD	2014
HS	Spanish	Realidades Level 2 2014 Ed.	2014
HS	Spanish	Realidades Level 2 TE, 2014	2014

		Ed.	
HS	Spanish	Realidades Level 3, 2014Ed.	2014
HS	Spanish	Readlidades Level 3 TE, 2014 Ed.	2014
HS	Spanish	Realidades, Guided Practice Activities, Level 2 Audio CD	2014
<b>Supplemental Materials for Alternative Curriculum</b>			
HS	ELA-MAT-SS- SCI	Unique Learning System	2018
		MEville to WEville	
		MEville to WEville Unit 1	
		MEville to WEville Unit 2	
		The Big Timers	
		Explore your Community	
		Health, Growth, and Development	
		Looking Good, Personal Care and Grooming Skills	
		Time Management	
		Stepping Out (CBI)	
		Aligning Life Skills	
		Early Literacy Skills Builder	
		Explore Math	
		Adapting Math Curriculum(Money Skills)	
		Go Talk Buttons	
		Sequence Cards	
		Basic Sight Word flashcards	
		Social Skills Activities for Special Children	
		Brigance Comprehensive Inventory of Basic Skills	
		Brigance Inventory of Early Development II	
		Brigance Early Preschool Screening	
		CALIFONE	
		Big Money	
		Telling Time Modular Flipchart	

		Money Modular Flipchart	
		Alphabet Rubber Stamps	
		Toilet Training for Individuals with Autism & Related Disorders	
		Handwriting Without Tears, Kindergarten Teacher's Guide	
		Touch Math Counting Kit	
		Touch Math Addition Kit	
		Touch Math Subtraction Kit	
		Touch Math Story Problems Kits	
		Touch Math General Math Kit	
		Picture Pairs	
		Learning about numbers	
		Read and Write 1 <sup>st</sup> Words	
		Photo Cards	
		SEACO: Special Education Administrators County Offices Curriculum Guide for Students with Moderate to Severe Disabilities	
		Writing Simple Words Instant Learning Center	
		Simple Addition Instant Learning Center	
		Counting Instant Learning Center	
		Simple Sentences Instant Learning Center	
		Beginning Sounds Instant Learning Center	
		Building Words Instant Learning Center	
		Sequencing Lit Based Center	
		Sight Words Lit Based Center	

		Around Our Community Photo Card Library	
		My First Sorting Bears	
		Sorting Sense Box	
		Alphabet Bingo	
		Money Instant Learning Center	
		Addition & Subtraction Instant Learning Center	
		Dramatic Play Restaurant	
		Alphabet Photo Sort	
		Let's Go shopping Grocery Set	
		Sight words flashcards	
		Magnetic Time	
		Follow the dot stamps	
		Money Match Up	
		Transportation Literacy Box	
		Tall Stacker Pegs & Peg Board Set	
		60 Minute Jumbo Timer	
		Boardmaker	
		Unique Learning System	
		News-2-You	
		Cooking to Learn 2	
		Coin Abacus	
		Outdoor Survival Signs	
		Indoor Survival Signs	
		Bathroom Photo Bingo	
		Kitchen Photo Bingo	
		Meaningful Math	
		Produce Photo Bingo	
		Prepared Foods Photo Bingo	
		Real-World Writing	
		Super Store Money Math	
		UNIFIX 100 track	
		DASH 3- Developmental Assessment for Individuals with Severe	

		Disabilities	
		Steps to Success: Blueprints for the Achievement of all Students: The Star Program- Strategies for Teaching Based on Autism Research	
		Edmark Functional Word Series (Signs Around You)	
		Edmark Functional Word Series (Grocery Words)	
		Edmark Functional Word Series (Job Work Words)	
		Edmark Functional Word Series (Fast Food Restaurant Words)	
		PEP-3	
		The Picture Exchange Communication System Training Manual	
		Student Annual Needs Determination Inventory	
		Sight Words for Older Students	
		Alphasmart CD and Manual	
		Sight Words Learning Mats	
		Word Family Learning Mats	
		Classifying Learning Mats	
		Match and Trace Learning Mats	
		Zoo Phonics (Phonemic Awareness Activities that Cross the Curriculum)	
		Connecting Math Concepts	
		Connecting Math Concepts	
		SRA Concept Applications	



		Touch Math Kindergarten Kit	
		Touch Math Kindergarten Core Program	
		Touch Math Touch Point Posters	
		Touch to Learn	
		Money	
		Sequence, Counting, Multiplication	
		Math Flash Cards	
		Picture Words Flashcards	
		Telling Time Match Ups	
		Money Match Ups	
		Telling Time Flashcards	
		Tuned Into Learning	
		Vol. 1-5 Books, Vol. 1-9 CD's	
		Signing Exact English	

## **Sunrise School Assessments**

### **Brigance Inventory of Basic Skill**

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

### **School Function Assessments (SFA)**

The SFA examines a student's ability to perform important functional activities that support or enable participation in the academic and related social aspects of 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.

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

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

**Instructional Minutes**

<b>K-6<sup>th</sup> Grades</b> receive a minimum of 330 instructional minutes per day with 180 days of instruction per school year.
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<b>7<sup>th</sup>-12<sup>th</sup> Grades</b> receive a minimum of 330 instructional minutes per day with 180 days of instruction per school year.
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**X. Postsecondary Preparation**

The vocational program encompasses the entire school. Every student is assigned vocational tasks, from the youngest to the eldest.

Work skills are taught in the Vocational Lab on campus and at off-campus businesses.

The Vocational Lab provides students with the instructions and equipment to complete a variety of job tasks ranging from, but not limited to: collating papers, making copies, filling supply orders, laminating projects, such as PEC's and schedules, preparing classroom materials, binding packets, shredding papers, making assessment and curriculum packets for The Unique curriculum, making change at a cash register, sorting items, assembling boxes, pens, flashlights, plastic-ware as well as attaining foundational skills for future work such as clocking in and out, following a

visual task schedule, working with others, and maintaining a clean work environment with appropriate social skills for the work place.

Sunrise School also has a garden made up of 10 large raised planter boxes, 27 planting pockets, citrus trees, and a washing/drying station.

The students plant, maintain, and harvest the garden year round. In addition, they wash and dry fruit and vegetables harvested from the garden.

### **Elementary Skills**

The elementary school program focuses on teaching general work skills. The students are taught to follow directions and a visual schedule, complete their job, and get help when needed. Examples of this job assignment may include, but are not limited to:

- Put items in a designated area, (e.g. placing backpacks on a hook, putting work folder into a drawer)
- Clean up before and after meals, (e.g. spray cleanser and wipe tables)
- Basic food preparation, (e.g. opening containers and placing condiments on food item)
- Set the table with placemats and utensils
- Sort objects according to color or shape
- Move small furniture, (e.g. bring small chair to circle time)
- Sweep classroom floor

- Keep work space clean, (e.g. sort papers, markers and other school supplies)
- Wipe toys with sanitizing wipe
- Empty trashcan and take out to large bin

Expected work skills for this young age group may include, but are not limited to the following:

- Follow a picture schedule
- Follow one to two step directions
- Work without disturbing others
- Request permission to leave the work area or take a break
- Wait patiently for help
- Complete the job

### **Middle School Skills**

As the students get older they are given more responsibility. The middle school program teaches basic janitorial and food preparation skills. Examples of these types of job assignments may include, but are not limited to the following:

- Sweep hallways
- Food preparation, (e.g. use microwave, toaster, package food)
- Vacuum carpeting
- Wash windows

- Recycle bottles, papers, aluminum cans
- Office work, (e.g. deliver mail, apply labels, stuff envelopes, seal envelopes, collate papers, staple papers, make copies)
- Pick up yard equipment, (e.g. gather balls and equipment and place in storage shed)
- Mop floors
- Sort items by function, (e.g. sort pencils and spoons)
- Purchase items in the community

Expected work skills might include the following, but are not limited to:

- Follow a picture schedule
- Initiate work
- Follow directions-verbal or written
- Follow multiple step directions
- Give appropriate social greetings
- Accept non-preferred tasks
- Increase work speed
- Maintain appropriate quality of work
- Accept change in routine
- Tolerate disturbances
- Keep appropriate distance from others and refrains from disturbing others
- Ask for help, when needed
- Complete job and put materials away

## **High School Skills**

The high school classes perform various tasks including the jobs listed above. Expected work skills are as listed above in addition to the following, but not limited to:

- Work for longer periods of time
- Follow a schedule throughout the day
- Initiate work independently
- Increase work speed

## **Transition Skills**

The Transition program runs a store daily. The store is open for breakfast and lunch. The students:

- Purchase necessary items for the store in the community
- Stock the store
- Prepare the food
- Sell the items
- Manage the money

Expected work skills may include the above listed in addition to the following, but are not limited to:

- Clock in/out
- Follow a time schedule
- Initiate work independently

- Complete the job
- Work for the entire vocational period, purchase items in the community, complete necessary work to maintain store daily
- Generalize the information from one work environment to another

The students of Sunrise can become competent employees; it is in these vocational programs that they receive the necessary preparation and training it takes to be successful employees as they transition from school into an adult work environment.

#### **XI. Fiscal and Expenditure Data**

Sunrise is a non-public school that currently contracts with 6 different local educational agencies.

