School Accountability Report Card
School Year 2016-17
(Published during 2017-18)

Sunset Elementary School

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SFUSD School ID # 750   **Calif.School ID #:** 6113997

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For more information about the school, parents and community members should contact the school principal or district office.

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

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Sunset Elementary School is a vibrant multicultural community of engaged students who are provided with the highest academic and social standards. Located in San Francisco, Sunset embraces the culturally, linguistically and economically diverse student population of English Learners, students with disabilities, and students of different ethnicities. The Sunset community takes advantage of every opportunity to refine school practices so that everyone can learn, achieve, and succeed together. With a comprehensive and varied curriculum addressing everyone's needs, the students are challenged in and out of the classroom to achieve success. Sunset engages in STEAM activities including Outdoor Science, Environmental Week, Technology, and Visual and Performing Arts.

The school's community gardens enhance and beautify the schoolyard and contribute to the hands-on activities of the outdoor science program. In the Learning Garden, students are educated about the life sciences as well as practical gardening skills. Within the Technology program, students are taught relevant typing and researching skills, coding, writing reports, and power point presentations. The Visual and Performing Arts Programs feature dance, drama, visual arts, plus choral and instrumental music.

Providing access and equity to all students ensures that social justice and academic growth are a reality at Sunset. The core values of being respectful, responsible, safe, caring, helpful and fair are taught. Additionally, Sunset is implementing Response to Intervention, a multi-tiered academic and behavioral system that promotes academic success and social and emotional development for at-risk students. With weekly lessons in positive values, the diverse students at Sunset Elementary learn and play in a rich and nurturing environment.

Sunset received the 2017 National Blue Ribbon School award from the United States Department of Education. This award highlights exemplary high performance in academics for English Language Arts and Mathematics. Sunset received two awards from the California Department of Education. The 2016 Gold Ribbon award in Technology and the Exemplary Arts recognizes how Sunset is committed to providing and embracing the concept of STEAM for all students. The 2017 Green Ribbon award demonstrates achievement in reducing environmental impact and effective environmental education.

Student Enrollment By Grade Level (School Year 2016-17)

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

Grade Level	Enrollment
K	66
1	69
2	67
3	68
4	68
5	65
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	403

Student Enrollment By Group (School Year 2016-17)

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

Group	Percent of Total Enrollment
African American	0.5
American Indian or Alaska Native	0
Asian	45.7
Filipino	5.2
Hispanic or Latino	5.7
Pacific Islander	0.7
White (Not Hispanic)	27.5
Two or More Races	10.7
Socioeconomically Disadvantaged	25.8
English Learners	14.1
Students with Disabilities	9.2
Foster Youth	0

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	24	21	3357
Without Full Credential	1	0	3	284
Teaching Outside Subject Area of Competence	0	0	1	125

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 10, 2017 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2017-2018, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 10, 2017 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:
http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains	X			Missing water fountain push button next to Room #1
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Inspection Date	SPRING 2017			

Additional Comments:

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

We have undertaken various school beautification projects. Through the Proposition A Bond Program, ADA renovations and modernization we received new ceiling, indoor lighting, flooring, operable windows and shades, interior and exterior painting, an elevator, new counters, sinks, and drinking fountains in classrooms, remodeled bathrooms, and the construction of three new modular classrooms. With the help of the PTA and community, our school has been beautifully landscaped with thriving outdoor gardens. We completed the Green Schoolyard project and we continue to work on our extended plans. New lighting has been installed in the school yard and parking lot. The school building is well maintained by our custodians and all community members help to keep our school clean.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

 - Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

California Assessment of Student Performance and Progress Results for All Students

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	79	78	53	55	48	48
Mathematics (grades 3-8 and 11)	79	77	49	50	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	201	99.01	78.11
Male	109	107	98.17	72.9
Female	94	94	100	84.04
African American	--	--	--	--
American Indian/Alaskan				
Asian	89	89	100	73.03
Filipino	--	--	--	--
Hispanic or Latino	16	15	93.75	80
Pacific Islander/Hawaiian	--	--	--	--
White	58	57	98.28	80.7
Two or More Races	24	24	100	91.67
Economically Disadvantaged	58	57	98.28	63.16
English Learners	58	58	100	67.24
Students with Disabilities	24	23	95.83	39.13
Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	201	99.01	77.11
Male	109	107	98.17	78.5
Female	94	94	100	75.53
African American	--	--	--	--
American Indian/Alaskan				
Asian	89	89	100	77.53
Filipino	--	--	--	--
Hispanic or Latino	16	15	93.75	80
Pacific Islander/Hawaiian	--	--	--	--
White	58	57	98.28	75.44
Two or More Races	24	24	100	83.33
Economically Disadvantaged	58	57	98.28	63.16
English Learners	58	58	100	68.97
Students with Disabilities	24	23	95.83	43.48
Migrant Education Services				
Foster Youth				

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Science (Gr 5,8 and 10)	80	92	--	58	57	--	56	54	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA) in grades five, eight, and ten.

Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The 2016-17 data are not available. CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
  - Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	39.4	31.8	
Grade 7			
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

We support the Caring School Community Program promoting values through class meetings for unity building, cross-age buddies activities for positive experiences, and school wide community building activities. This program creates a climate by deepening the connections of students, faculty, and families. The Caring School Community Program supports our behavior expectations of Be Safe, Be Respectful, and Be Responsible and we also integrate Coach Wooden's Pyramid of Success with our values and expectations.
The Emergency Response Team solicits feedback from the staff and school community to review and update the School Site Emergency Plan with current emergency procedures, evacuation routes, and an organizational chart. They meet to discuss safety measures, review resources, and create plans for a safe school climate. We integrate safety and health activities in the core curriculum. The Health Advocate coordinates health education programs and student activities.

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parent involvement is a key to our success. Families are encouraged to participate on the School Site Council to contribute to the Balanced Scorecard, budget, and make decisions about school programs. The PTA promotes activities to foster closer ties among families. They support the curriculum, sponsor school events, and provide after school enrichment programs such as language, creative drama, creative writing, and science, as well as sustain fundraising efforts. Parents volunteer in the classroom, library, office, cafeteria, schoolyard, field trips, and at school activities and events. Together as partners we have the understanding that children need nurturing and developing to be tomorrow's leaders.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Sophie Lee   **415-759-2760**

Section D (Other SARC Information) begins on next page.

Section D - Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	Avg Class Size	2014-15 Number of Classrooms			Avg Class Size	2015-16 Number of Classrooms			Avg Class Size	2016-17 Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		3		18	1	3		18	1	3	
1	21		3		22		3		22		3	
2	22		3		22		3		22		3	
3	21		3		21		3		22		3	
4	32		2		33		1	1	32		2	
5	25	1	1	1	32		2		32		2	
6												
Other	9	1			8	1			8	1		

Academic Counselors and Other Support Staff (School Year 2016-17)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker	1	----
Nurse		----
Speech/Language/Hearing Specialist	2	----
Resource Specialist (non-teaching)		----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

This table displays a comparison of the school's per pupil expeditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	$5,414	$197	$5,218	$73,395
District	----	----	$5,218	$73,395
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	$6,574	$74,476
Percent Difference - School Site and State	----	----	-21%	-3%

Types of Services Funded (Fiscal Year 2016-17)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

There are various programs and support services. All classes participate in a library program with the Library Media Specialist. The Social Worker helps students with social and emotional skills, works with individual and small groups of students, and builds strong relationships with families. Through the Student Success Team process, teams develop strategies and an intervention plan in order to support specific students with their individual needs. The ExCEL After School Programs provides homework support, academic focus on reading and math, and enrichment activities. Identified English learners receive academic language instruction daily at their fluency level through specific groupings. Students with disabilities who have an IEP works with the either the Inclusion Teacher or the Special Day Class Teachers and paraprofessionals. Students with speech and language needs are supported by the Speech Language Pathologist.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category

Beginning Teacher Salary	$42,631	$47,808
Mid-Range Teacher Salary	$69,913	$73,555
Highest Teacher Salary	$87,660	$95,850
Average Principal Salary (Elementary)	$107,156	$120,448
Average Principal Salary (Middle)	$113,292	$125,592
Average Principal Salary (High)	$116,399	$138,175
Superintendent Salary	$310,000	$264,457
Percent of Budget for Teacher Salaries	29	35
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2016-17)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	*Number of AP Classes Offered*	*Percent of Students in AP Courses*
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.