2017-2018 Balanced Score Card:
The 2nd Year In A Two-Year Single Plan for Student Achievement

School	Sunset Elementary School
Principal	Sophie Lee

SCHOOL VISION & CONTEXT

Sunset Elementary School is a vibrant, multicultural community of engaged learners that is committed to providing the highest academic and social standards. Sunset embraces the culturally, linguistically, and economically diverse student population of 18% English Learners, 9% students with disabilities, and 25% who are eligible for free/reduced meals. Students at Sunset Elementary are motivated and enthusiastic about school as is evident in the 99% attendance rate in the past years. The academic program is differentiated, accessible, and challenging for Sunset's various learners. With a comprehensive and diverse curriculum that addresses individual needs, students will be challenged in the classroom and achieve success after they graduate. Sunset provides students with access to academic language development, individual and small group support, and extended learning opportunities using a variety of learning modalities. Teachers embrace best teaching practices and participate in ongoing professional development to stay abreast of Common Core State Standards, a Comprehensive Approach to Literacy focusing on Reading and Writing Workshop, interdisciplinary teaching strategies, differentiation for all learners, and professional academic learning. In addition, teachers meet within their grade level on a monthly basis to plan teaching strategies and analyze student work based on the rubrics. This allows all teachers within the same grade level to share best practices. Sunset is implementing Response to Intervention, a multi-tiered academic and behavioral system that promotes academic success and social and emotional development for all students including intensive support for at-risk students. Sunset's CARE team consisting of the Principal, Social Worker, School Psychologist, Resource Specialist Teacher, and Speech and Language Pathologist are available twice a month to meet with teachers and develop interventions to support at-risk students. The Sunset community takes advantage of every opportunity to improve the school so that everyone can learn, achieve, and succeed together. Sunset engages in STEAM activities including Outdoor Science, Water Week, and the Environmental Fair. At the Environmental Fair, students complete a variety of lessons about creating and maintaining a healthy environment. The school's community gardens enhance and beautify the schoolyard and contribute to hands-on activities through the Outdoor Science program. In 2017, Sunset received the Green Ribbon Award for demonstrating achievement in reducing environmental impact, improving the health and wellness of students and staff, and for providing effective environmental education. Sunset leads in environmental education with its award-winning Composting and Recycling programs, a greening of the schoolyard blooming with native plants and trees, a dry creek bed, and a Learning Garden where students learn about the life sciences and gardening. Students participate in the technology lab using a project-based approach. They learn typing, word processing, PowerPoint presentations, coding, and use of the internet as a research tool. The Visual and Performing Arts Programs feature dance, drama, visual arts, plus instrumental and choral music. Sunset students' educational path is enriched by excelling in technology with an advanced technology lab enhancing classroom learning. In 2016, Sunset received the Gold Ribbon. This award in both Technology and exemplary Visual Arts Program epitomizes Sunset's commitment to providing and embracing the concept of STEAM for all students. Sunset also received the 2006 California Distinguished School Award, the 2007 National Blue Ribbon nomination, and the State Title I Academic Achievement Award in 2006, 2007, and 2008. Recently Sunset Elementary received the 2017 National Blue Ribbon award as an exemplary high performing school. As an inclusive school community, Sunset continually fosters relationships throughout the diverse student population. 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 at Sunset School. Each week, "Star Students" from each class are awarded for demonstrating these values in their daily lives. The Caring School Communities program builds positive relationships through class meetings, cross-aged buddy activities, home-school connections, and school-wide activities. With the Caring School Community as a guide, the diverse students at Sunset Elementary learn and play in a rich and nurturing environment. The best part of Sunset Elementary is the dynamic community which affords all students the opportunity to succeed in the 21st century classroom and enjoy lifelong learning. Parent involvement is vital to the school's success and families participate in the SSC, the PTA, school wide events, and volunteer in the classroom and on field trips. As a community, Sunset cultivates academic success while educating the whole child. With strong parent engagement, the Families of Sunset PTA is able to support Sunset School and students with funds for technology, visual arts, outdoor science, and recess support, plus classroom supplies, field trip, and more. The harmonious balance between the staff, students, and families enables Sunset Elementary School to provide a safe and learning environment for all.

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Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the 2016-2017 school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan *Transform Learning, Transform Lives*.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of *Transform Learning, Transform Lives*, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

What Has Changed?	Why Has it Changed?
The School Data Profile section has been added	In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.
The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.	SFUSD's Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)

Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001*.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the **School Site Council must have parity**.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist

To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the "School Balanced Score Card" page *by **March 24, 2017**.*

1. Balanced Score Card/ Single Plan for School Achievement

☑ All 2016-2018 School-Wide Action Steps, aligned to the District's priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

2. School Site Council Roster*, Signatures, Bylaws & Agendas

☑ SSC Roster that has been verified to have parity, designating either "staff-alternate" or "parent/community-alternate" for any alternate members selected. Names listed should reflect elected members.

☑ SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note**: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

☑ SSC Bylaws

☑ SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

3. Budget

☑ Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

☐ All 2017-2018 Title I funds should be accounted for in the BSC

4. Title I Parent Involvement Policy

☐ All Title I schools have an SSC-approved *Parent Involvement Policy* (PIP) and *Home-School Compact* in their upload package

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school's BSC. This year, the data section has been eliminated and **schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.**

Follow this (https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "**16-17 Results**". Then look for these three folders:

1. **"###_Mid-year_Summary_2016-17"**
2. **"###_EnglishLearnerReport2016-17"**
3. **"###_Core_SQII_Reports_for_15-16"**

Mid-Year Summary (School-wide and sub-group performance in comparison to the district)	Strategies in Action • Instructional Core: ELA, ELD and Math • Student-Centered Learning Climate

Contents

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A's and% D&F's for English Language Arts, Math, Science, Social Science and GPA Average
- **NSC College Data (high school only)** provides college attendance trends for high school graduates

English Learner Report 2016-17 (AMAO Trends and performance school-wide and pathway)	Strategies in Action • Instructional Core: ELD

Contents

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

CORE SQII Reports for 15-16 (SQII Performance, definitions and thresholds)	Strategies in Action • Instructional Core: ELA, ELD and Math • Student-Centered Learning Climate • College and Career Readiness

Contents

- Overall and sub-group SQII domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new "growth" measure

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to **Illuminate** to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan *Transform Learning. Transform Lives*.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group: *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

Academic Tier One-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? WASC Ch.5
The summary of the School Quality Improvement Index for 2016-2017 indicated the school total SQII points was 100 out of 100.	The target/performance goals in the Academic Domain would focus on academic growth in ELA.	We will continue to monitor closely the focal students with strategies and interventions in reading and writing.
In Fountas and Pinnell at the beginning of 2016-2017, 72% Kindergarten students Met or Exceeded Benchmark. By the end of the year, 97% Met or Exceeded Benchmark showing a 25% increase. In 1st grade, 89% at the beginning of the year Met or Exceeded Benchmark. By the end of the year, 89% Met or Exceeded Benchmark showing the same percentage. In 2nd grade, 90% Met or Exceeded Benchmark at the beginning of the year. By the end of the year, 98% Met or Exceeded Benchmark showing a 8% increase.	Grades K and 2nd grade students demonstrated growth in F&P from the beginning to the end of the year. Kindergarten students showed the most growth. The performance goal is to move 8% of 1st grade students to meet or exceed benchmark by the end of this year. Our target for the end of the 2017-2018 school year is that 97% of kindergartners, 97% of 1st graders, and 98% of 2nd graders meet or exceed the F&P reading benchmark. We will monitor all students including the struggling readers and focal students.	Kindergarten teachers will use the Kindergarten Readiness Inventory to assess students following with F&P. Teachers in grades 1-2 will use F&P as the universal assessment. Teachers will use the data to inform instruction. They will implement Reading Workshop including guided reading to provide differentiated instruction, and focus on specific skills to support students in developing reading proficiency.
In 2016-2017 Reading Inventory, the 3rd grade students in window 1 showed 62% at Proficient or Advanced and 82% in window 2, an increase of 20%. The 4th grade students in window 1 showed 64% at Proficient or Advanced and 67% in window 2, an increase of 3%. The 5th grade students in window 1 showed 75% at Proficient or Advanced and 91% in window 2, increasing 16%. Overall, the 3rd-5th grade students were 77.6% Proficient or Above in window 2 as compared to 66.8% in window 1.	There was an increase of grades 3-5 students reaching proficiency for RI from window 1 to window 2. Our target for the end of the 2017-2018 school year is that 90% of third graders, 90% of fourth graders, and 80% of fifth graders are reading at Proficient or Above as measured by the Reading Inventory.	Teachers will implement Comprehensive Approach to Literacy. The shift will be towards Reading Workshop with small group instruction, interactive read aloud, shared reading, independent reading, and teaching students strategies for reading comprehension. The 3rd to 5th grade teachers will review the reading levels of students and will differentiate instruction.
In Integrated Writing Assessment, the average holistic score for 3rd grade students was 3.1 compared to 2.7 in 2015-2016, showing .4 growth. Overall, 33.8% of Sunset students were at Proficient and performed higher than the District's 20.8%. For 2017-2018, grades 3-5 students will participate in the Integrated Writing Assessment measuring writing proficiency.		Grade 3-5 students will participate in the Integrated Writing performance based assessment. At grade level meetings, the teachers will look at student writing using anchors and writing rubric. They will focus on the conventions of writing, implement Writing Workshop, and incorporate the skills in the writing process.

	There was positive growth in the 3rd grade IWA which increased by 18.3% at Proficient from 2015-2016. The performance goal this year is to move in an upward trend in grades 3-5 writing proficiency aligned with the Scope and Sequence and learning outcomes in the ELA Core Curriculum. The targets will be on incorporating the skills in the writing process: 1) focus, development, & organization 2) word choice & sentence structure 3) grammar, usage & conventions.	
In the 2016-2017 Smarter Balanced Baseline Performance Summary in English Language Arts, 86.2% of 3rd grade students were at Proficient increasing 14.3%; 65.1% of 4th grade students were at Proficient decreasing by 21.07%; and 93.8% of 5th grade students were at Proficient increasing by 4.86%. Overall, 81.8% of grades 3-5 students were Proficient showing a .52% decrease from last year.	In SBAC, our goal is to maintain 80% Proficient in grades 3-5. The target is to work with the current 4th grade students in which 13.8% were Not Proficient and current 5th grade students in which 34.9% were Not Proficient. We will monitor their progress through ongoing ELA assessments.	Teachers will continue to use the ELA Core Curriculum Scope and Sequences with embedded Common Core State Standards and the spirals to guide instruction. Curriculum maps, unit plans, and lessons will be used at each grade. We will shift to full implementation of Reading Workshop and Writing Workshop.
In assessing the implementation of the ELA curriculum including collaborative curriculum maps, unit and lesson plans aligned to the CCSS instructional shifts, and analysis of student work, we determined that 75% teachers are at the integration stage and 25% teachers are at the beginning stage.	In 2017-2018, we will focus our efforts on the Core Curriculum goal: analysis of student work in writing. We will move all teachers to the integrated stage of analyzing student writing work. All teachers, including beginning teachers, will implement Writing Workshop to support literacy and language development.	At grade level team meetings, teachers will collaboratively select and analyze student writing work based on the writing rubric. This will help develop consistency in identifying student work that meets the writing standards. Teachers will align the writing standards with the Integrated Writing Assessment measuring student writing proficiency.

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
The CARE team identified students based on teacher referrals who need additional support in reading and writing.	Our target goal is to discuss and create a learning plan for focal students below benchmark in reading and writing. We will focus on reading and writing strategies for reaching proficiency based on writing tasks and ELA assessment results (F&P, RI, IWA).	To reach proficiency, teachers will continue to use the spirals, curriculum maps, and unit plans to guide instruction. Teachers will implement the components of Reading Workshop and Writing Workshop. Small group instruction will be a focus for students needing the reteaching of specific skills. The CARE team will continue to use data to identify academically at-risk students and invite teachers to CARE meetings to develop a plan for intervention.

Focal Group: For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

Analysis of results for Language Arts-Focal Group	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
The School Quality Improvement Index for 2016 indicated an English learner redesignation rate of 52%. In 2015, the redesignation rate was 81%, showing a decrease of 29%. The change of index was at level 5 from 2015 to 2016.	We will continue to monitor our English learners' progress and redesignate students who meet the criteria on CELDT and report cards. We will strive to increase the EL redesignation rate. Beginning in 2018, the ELPAC assessment will be used to determine the performance target for English learners as well as redesignation of students.	English learners will receive 30 minutes of ELD instruction daily according to their language level. We will monitor closely the long term ELs. The California English Language Development Standards will be embedded in lessons built into and from content instruction. Students will interact in meaningful ways in reading and writing.
In Fountas and Pinnell, 50% Kindergarten ELs at the beginning of 2016-2017 Met or Exceeded Benchmark. By the end of the year, 87% Met or Exceeded Benchmark showing 37% increase. In 1st grade, 75% at the beginning of the year Met or Exceeded Benchmark. By the end of the year, 69% Met or Exceeded Benchmark showing a decrease of 6%. In 2nd grade, 59% Met or Exceeded Benchmark at the beginning of the year. By the end of the year, 92% Met or Exceeded Benchmark showing an increase of 33%.	We will continue to monitor our English learners' progress. Our performance goal is to make continuous use of the F&P assessment to inform instruction and identify needed differentiation for ELs. Last year's 1st grade students are now 2nd grade students and we will strive to move the students who decrease in the F&P.	English learners will receive 30 minutes of ELD instruction daily according to their language level. Grades K-2 teachers will meet in grade levels to reflect on their teaching practices and focus on examining student work to move students up on the F&P levels.

In Reading Inventory for ELs, 33.3% of grades 3-5 in window 1 were Proficient or Advanced, compared to 50% in window 2 indicating a 16.7% increase. In Reading Inventory for Special Education students, 46.2% of grades 3-5 in window 1 were 46.2% Proficient or Advanced compared to 58.3% in window 2, indicating a 12.1% increase.	The target goal is for all ELs and Special Education students to be Proficient or Above on the Reading Inventory.	Teachers will amplify and differentiate instruction within the core curriculum supporting literacy and English Language Development standards and strive for students to be reading at their level. Interactive writing, shared writing, and independent writing will be a focus.
IWA 2016-2017 average holistic score for 3rd grade ELs was 2.6 and 2015-2016 average holistic score was 2.7, showing a decrease of 0.1. The 2016-2017 average holistic score for 3rd grade Special Education Students was 3.1 and the 2015-2016 average holistic score was 1.9, showing an increase of 1.2.	The performance goal this year for ELs is to move in an upward trend. Grades 3-5 students writing will be aligned with the Scope and Sequence and learning outcomes in the ELA Core Curriculum. The targets will be for students to reach proficiency. The goals will be on to incorporate the writing process with: 1) focus, development, & organization 2) word choice & sentence structure 3) grammar, usage & conventions.	Teachers will deliver whole class, small group instruction, and one-on-one instruction. Strategies include alternative modes of engagement, adjustments to content, process, and product, and accommodations, scaffolds, and accelerations.
The Smarter Balanced Baseline Performance Summary in 2016-2017 showed 47.6% of ELs at Proficient and 52.4% Not Proficient showing an increase of 14.29%. In 2015-2016, 33.3% of ELs were Proficient.	Our goal is to move 15 of the 18 current students to be Proficient. Our target is for 75% of ELs to be Proficient or Above on the Smarter Balanced Baseline Performance Summary during the 2017-2018 school year.	English learners will receive 30 minutes of ELD instruction daily according to their language level. We will monitor closely the CELDT results in the Fall and ELPAC in the Spring. Teachers will provide small group instruction, intervention strategies, and ongoing academic conversation.

Mathematics Core Curriculum

Academic Tier One-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? WASC Ch.5
In the 2016-2017 Smarter Balanced Baseline Performance Summary in Mathematics, 87.7% of 3rd grade students were at Proficient increasing 4.88%; 73% of 4th grade students were at Proficient decreasing by 6.98%; and 79.7% of 5th grade students were at Proficient decreasing by 2.85%. Overall, 80.2% of the grade 3-5 students were Proficient showing an overall of 1.56% decrease from last year's 82.8%.	Our target is for 85% of grades 3-5 students to be proficient in mathematics by the end of the 2017-2018 school year. We will monitor ongoing Math Milestone Tasks and the SBAC assessment.	Teachers will use instructional strategies from the Math Teaching Toolkit including math talks, three read protocol, participation quiz, and group work feedback. All teachers will administer the Malh Milestone Tasks as ongoing assessments and analyze the data to inform instruction and engage students in meaningful and rigorous mathematics with the standards. Other strategies include math notebooks, technology tools, questioning strategies, and engagement strategies.

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
The Smarter Balanced Baseline Performance Summary in 2015-2016 showed 17.5% of 3rd grade students, 20.3% of 4th grade students, and 17.5% of 5th grade students Not Proficient. Overall, 18.4% of grades 3-5 students were Not Proficient.	Our goal is for 85% of grades 3-5 students to be Proficient or Above in math. We will focus on specific math skills for reaching proficiency based on ongoing math benchmark, math task, and SBAC math results.	To reach proficiency, teachers will use differentiation in small group instruction, provide technological resources to target instruction supporting student needs, and provide many opportunities for computational fluency through games and routines. The CARE team will use data to identify academically at-risk students and invite their teachers to CARE meetings to develop interventions.

***Focal Group**:** For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

Analysis of results for Mathematics-Focal Group WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5

The Smarter Balanced Baseline Performance Summary in 2016-2017 for ELs (14 students) in grades 3-5 showed that 42.9% were Proficient while 57.1% were Not Proficient. There was a decrease of 9.52% at Proficient from 2015-2016. For students receiving Special Education (13 students), 61.5% were Proficient while 38.5% were Not Proficient. There was an increase of 18.6% from 2015--2016.

Students will have the opportunities to engage in meaningful and rigorous mathematics for the development of the Standards for Mathematical Practice. Our goal is that 8 ELs who are Not Proficient will reach Proficient. We will strive for the 5 Special Education students who are Not Proficient to reach Proficient.

Students will engage in academic language during math instruction with guiding questions, higher order thinking, problem solving, and critical thinking. Teachers will provide strategies to move toward a more inquiry-based curriculum and students will be given wait time.

English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become **Reclassified Fluent English Proficient** (**RFEP**)?

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? WASC Ch.5
In 2016-2017, there was a redesignation rate of 22.9% at Sunset. The percentage on AMAO 1, the Annual Growth on CELDT in 2016-2017 was 77.6% compared to 69.8% in 2015-2016. There was a 7.8% increase from the previous year in AMAO 1, gaining one proficiency level. The percent attaining English Proficiency on CELDT in 2016-2017 was 45.6% as compared to 44.8% in 2015-2016 showing an increase of .8%.	There is success in moving students on the CELDT and being reclassified. As of September 2017, we reclassified 19 students in grades 2-5. In March 2017, we recommended 7 students to be reclassified. We will continue ELD instruction to ensure all students demonstrate growth and proficiency. Starting in the Spring semester of 2018, we will use the ELPAC to monitor progress for ELs.	Teachers will provide 30 minutes of ELD instruction daily to all ELs. Teachers will provide targeted instruction in small groups, provide sentence frames and conversation starters, extend wait time, peer partner sharing, conferencing, extension activities, reteaching, and engagement lessons. Teachers will use the three goals and eight talk moves for interacting in meaningful ways during designated and integrated ELD instruction as well as integrated focused academic language lessons and learning into content instruction.

Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

College and Career Readiness

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5

Elementary Schools

What is your plan for promoting college and career readiness?

Sunset Elementary is ensuring that every student has the technological skills to become a 21st century learner. This technology plan will bridge the learning gap by creating differentiated instruction and by enhancing the educational opportunities for all students including English learners and students with special needs. To promote college and career readiness, we will use resources from the District's Roadmap to College kit utilizing the read aloud library, flashcards, and bulletin board materials. The teaching themes and concepts will focus on goal setting, growth mindset, teamwork, career exploration, creativity, leadership, problem solving, and financial literacy. The college-going culture begins in kindergarten and will continue to fifth grade. We will use lessons and units to incorporate College and Career Day in all grades. We continue to promote the K2C program to prepare students for college. To promote career awareness, we annually host the Junior Achievement program where Deloitte consultants teach lessons on business and community development. We also host our annual Read Aloud Day where community and school district leaders read to each class and discuss their career path. Incorporating STEAM into the classroom setting teaches students college readiness with typing and presentation skills along with academic growth in the technology and engineering fields.

Strategies in Action: Schools

In *Transform Learning. Transform Lives*, the "**Strategies in Action: Schools**" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to "**Strategies in Action: Schools**" as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site's instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site's current context, what steps, from a leadership perspective, do you need to take to deepen your site's coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

How will you structure site-based and district professional development/learning?

The Instructional Leadership Team will discuss and plan the professional development topics for 2017-2018. Professional development will be implemented during the designated professional development days before the start of school and at our bi-monthly faculty meetings. Topics will include Assessments, Mathematics, English Language Arts, Science, English Language Development, Technology (Digital Citizen Learning), Inclusive Practices, RTI and PBIS. The school district departments will provide support with the professional development topics. Each department, such as Multilingual, Mathematics, Humanities, Science, Special Education, Pupil Services, Technology, and Assessment, Research, and Accountability, will involve teachers and staff to engage in academic conversations on the professional development agenda at our faculty meetings.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
Grade level meetings are used for collaborative learning and reflecting on teaching practices. During grade level meetings and common planning time, teachers will examine student work, analyze assessment data, utilize the rubrics, and prepare high leverage activities for a year long lesson plan tied to the Common Core State Standards.	Common planning time and release days will come from the Weighted Student Formula and LEP site budget. Prop A will be given to teachers for attending professional development and training.
Teachers have the opportunity to attend Reading Workshop and Writing Workshop professional development in the school district and in the Bay Area and apply their knowledge to their teaching practices with students.	Funds to attend Reading Workshop and Writing Workshop are from the site budget.
The school is beginning to move to STEAM as an educational approach to learning for guiding student inquiry and critical thinking. All teachers in grades K-5 will use a digital literacy tool to personalize reading for each student by recommending books based on their interests and just right reading level. Teachers will incorporate science, technology, engineering and the arts with elements of mathematics.	Site funds and PTA funds will fund a STEAM consultant. Funds will support the digital literacy program selected by the teachers based on grade level team discussions.

Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI^2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

Students with Disabilities/ Promotion of Inclusive Practices: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.

Student Engagement/Attendance: school attendance rates, chronic absenteeism rates

School Climate: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	**Targets**	**Strategies & Interventions**
Students with Disabilities/ Promotion of Inclusive Practices	At Sunset 100% of Special Day Class students are mainstreamed with general education classrooms for either art, music, physical education, outdoor science, or recess. Specific SDC students have targeted mainstream instruction for academics.	Our target is to promote a culture and climate that integrates all students with a focus on supporting special education students and at-risk students. Our goal is to increase Least Restricted Environment opportunities of students with moderate / severe disabilities and decrease the time in the SDC class by mainstreaming students in general education classes.	There will be ongoing participation and integration of SDC students in general education classrooms for targeted activities. Teacher lesson plans will include accommodations and modifications based on each student's IEP. General education students serve as buddies at lunch and recesses for SDC students and engage them in play. SDC students participate in two Special Olympic events. RSP students participate in the classroom to achieve to their highest potential.
Student Engagement/ Attendance	Our attendance in 2016-2017 was 99.6%, higher than the district average of 97.9%. For the past five years our attendance rate has been above 99.5%. 2% of students were chronically absent, compared to 11.1% of elementary students district wide. In the 2017-2018 survey, 82% of 4th and 5th grade students reported favorable rates of school connectedness, above the average of 75% in all elementary schools. 99% of families reported favorable ratings of safety and school connectedness.	Our goal is to maintain the high overall attendance percentage and improve attendance of the 8 students who were chronically absent.	The secretary will continue to make calls home to families regarding absences. The CARE Team, including the school social worker, will identify and support families with chilren who are chronically absent to improve attendance. BASIS will be used to monitor attendance and tardies. The social worker will call the students' families who are often tardy and support them in getting to school on time. We will continue to work with the school community to engage students in positive ways.
School Climate	Sunset issued no suspensions and had very few office referrals for discipline. The Social and Emotional Culture Climate Survey Results indicated that 4th and 5th grade students surveyed viewed school climate indicators favorably: 87% of students feel supported in academic learning, 84% reported knowledge of fair rules and norms, and 69% feel safe. These numbers are higher than elementary school averages, but have decreased a few percentages since the previous year. Families also responded favorably to indicators of school climate. 99% of families reported a favorable rating of school safety, school connectedness, and support for academic learning, exceeding district averages in every category. The 4th and 5th grade students also reported higher levels of self-efficacy, self management, and social awareness than district averages.	Overall, ratings of school climate indicators are higher than district averages, despite having dropped a few points since the 2015-2016 school year. Our goal is that at least 9 out of 10 students will report feeling safe at school on the 4th and 5th grade survey. Towards this end, we also aim to increase the number of students reporting knowledge and fairness of discipline and rules to 90% of 4th and 5th grade students surveyed. We plan to collect additional data about safety such as incident reports and office referrals to identify and address the causes of students' decreased safety ratings. Another target in 2017-2018 is to increase the favorable response rate to 77% in growth mindset, 82% in self efficacy, 90% in self management, and 85% in social awareness.	Teachers will provide student engagement activities and increase student centered learning. We use the Caring School Communities program to implement class meetings, cross-aged buddies, school wide events, and home-school connections. The Response to Intervention and PBIS Committee collaborates with staff to teach, publish, and positively reinforce school-wide rules. Teachers are also trained in verbal de-escalation and positive, proactive strategies for preventing disruptive or dangerous behavior. Weekly STAR student recognition at morning announcements and lunch with the principal also highlights positive behavior. The student ambassadors program gives 5th graders leadership opportunities as they design and implement service projects to improve the school climate. Volunteers from Experience Corps, the parent community, and Lincoln High School Teacher Academy help students feel connected to adults at school. Sunset is participating in the Project Secure Grant, which will provide support for all teachers to implement the Second Step curriculum and measure the impact. A recess coach facilitates structured play, reinforces positive recess behavior, and empowers 4th and 5th grade Junior Coaches to lead games and solve conflicts.

Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school's key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD's Family Engagement Standards

Family Engagement: Your school's family engagement strengths and challenges (And how you know…)

Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

Parent-School-Community Engagement		
Narrative describing Parent-School-Community culture Who you are reaching/ missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)	**Targets**	**Strategies & Impact** **What is the strategy & how will you know you were successful?**
At Sunset, the PTA supports many programs such as consultants, community events, and recess support. The number of our school community volunteers fluctuates year to year. We encourage parent volunteers to fill SSC, ELAC, PTA and committee positions.	We would like to increase the PTA committee members by 10%. We aim to increase ongoing communication between the SSC and PTA.	We plan to implement the following strategies and see an increase in the number of volunteers: Create a committee list with clearly defined positions and time commitments. Have clear specific committee descriptions for families. Recruit volunteers with a mission statement and positive messages. Promote volunteerism at minimum twice per year. Provide Parent Education workshops to general PTA meetings such as Science workshop and SBAC workshop. Reach out to parents in need of translation help.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = $2,400

The Special Education allocation of $2,400 will be used to purchase instructional materials and supplies to support students with special needs. This include manipulatives, games, and visual aids to help students with differing needs related to behavior challenges, communication systems, sensory modulation challenges, cognitive abilities, or the ability to sit and participate appropriately for long periods of time. These funds will be shared between the RSP Teacher, Speech and Language Pathologist, and Special Day Class teachers.

Select the Bryk Essential that most aligns to the use of these funds:
- ⦿ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = $22,062

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

The funds of $5,000 will be used to purchase supplemental instructional materials such as leveled readers for English learners and $6,062 will be used to purchase supplies and materials. The supplemental supplies that will especially benefit English learners include: technology supplies and software so students can do research at their ability level, journals, paper, writing folders, leveled books, art supplies, puzzles, word work materials and games. Teachers will have release days for common planning time and grade level collaboration ($10,000) to review the ELD standards, plan for meaningful access to the core curriculum, analyze student work, discuss assessment data, and to deepen the plan for students' academic language proficiency through designated and integrated ELD instruction.

Select the Bryk Essential that most aligns to the use of these funds:
- ⦿ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation =

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

LCFF Concentration Grant (SCG-C) 07092
Allocation =

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation =

If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Categorical Expenses

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = _____ (31500)

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

1% Title I Parent Set Aside = _____
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you __attach__ the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 2/15/2017

Select the Bryk Essential that most aligns to the use of these funds:
- ● Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Impact & Innovation Awards = _____

Referencing your plan, how do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Principal's Innovation Fund = _____ *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Equity Grant = _____ *(as applicable 16-17)*

Identify Sub-group & specific actions

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Other (PTA, external sources, School Quality Pairing/CoP work) = _____

How do you plan to use these funds to support your school-wide actions?

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Central Supports & Resources

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5 FTE		
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
IRF:	**Literacy Coach:**	**Academic RtI Facilitator:**	**Hard To Staff:**
Other:	**Other:**	**Other:**	**Other:**
	.4 FTE VAPA	.6 FTE Librarian	.6 FTE Physical Education

Two to three high leverage strategies that will be accomplished:

The Social Worker will collaborate with teachers to provide positive interventions to support students, meet with at-risk students in individual or small group counseling, and help families access resources in their community. To promote academic success and social emotional learning, the Social Worker coordinates the Student Success Team meetings, CARE Team meetings, Response to Intervention and Positive Behavior Support, and the Student Ambassador Program. The Social Worker teaches social and emotional learning skills to classes through the Second Step Social Skills curriculum and conducts community circles as needed. The Visual and Performing Arts program features dance, drama, visual art, choral music, and instrumental music. Students will develop their expressive skills, draw on their backgrounds, engage in various modalities of learning, participate in physical movement and artistic expression, and make connections to their real world. Our goal is to provide equity, access, and excellence in arts education for every student. The Librarian teaches students 21st century skills. Students learn to access digital resources, online catalogs, and research techniques to be lifelong readers. Every student is highly encouraged to read every day. The Physical Education Specialist conducts Physical Education classes using a variety of equipment. Based on PE standards, our program encourages students to achieve physical fitness goals, be active, and practice a healthy lifestyle. They participate in organized activities and games.

SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 24, 2017.
☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/27/2017
☐	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: 9/27/2017

School Site Council Roster and BSC/SPSA 2017-2018 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

Name	Role	Signature
Sophie Lee	Principal	
Marty Mannion	Social Worker	
Lisa Pollard	Classroom Teacher	
Darcy Estes	Classroom Teacher	
Kate Paping	Classroom Teacher	
Steve Klopf	Parent, Chairperson	
Mike Giometti	Parent	
Emily Moore	Parent	
Roger Sinasohn	Parent	
Karen Kauschen	Parent	