



**2016-2018 Balanced Score Card:
A Two-Year Single Plan for Student Achievement**

School	Sunset Elementary School
Principal	Sophie Lee

SCHOOL VISION & CONTEXT

Sunset Elementary School is a diverse community of engaged and joyful learners that is committed to providing the highest academic standards in a safe and nurturing environment. We afford all students the opportunity to succeed in the classroom and as lifelong learners in the 21st Century. In order to achieve our vision, Sunset Elementary School community will... □ Provide access and equity to all students in order to ensure that social justice and academic growth are a reality at Sunset. □ Provide a comprehensive and diverse curriculum that addresses the needs of each student so that they will be challenged in the classroom and achieve success after they graduate. □ Model our core values of being respectful, responsible, safe, caring, helpful, and fair. □ Take advantage of every opportunity to improve our practices so that we can learn, achieve, and succeed together as a community. Our academic program is differentiated, accessible, and challenging for our various learners. We embrace our culturally, linguistically, and economically diverse student population of 14% English Learners, 10% students with disabilities, and 27% who are eligible for free/reduced meals. We provide students with access to academic language development, individual and small group support and extended learning opportunities using a variety of learning modalities. 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. Sunset engages in STEAM activities including Outdoor Science, Water Week, and the Environment Fair. Our community gardens enhance and beautify our school and contribute to the hands-on activities of our science program. 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. Teachers incorporate technology through the use of interactive boards, LCD projectors, iPads and computers, and provide students enhanced access to the Core Curriculum. The Visual and Performing Arts Program features dance, drama, visual arts, and instrumental and choral music. We strive to have all students be problem solvers and creative thinkers. Teachers embrace best teaching practices and participate in ongoing professional development to stay abreast of Common Core State Standards, Balanced Literacy focusing on Reading and Writing Workshop, interdisciplinary teaching strategies, differentiation for all learners, and professional academic learning. One of our many successes is our positive school community with commitment to the Caring School Community Program that focuses on building relationships through class meetings, cross-aged buddy activities, home-school connections and school-wide activities. We are an inclusive community fostering relationships throughout our student population. Parent involvement is vital to our success and families participate in the SSC, the PTA, school wide events, and volunteer in the classroom and on field trips. As a community, we cultivate academic success while educating the whole child. Our students, parents and staff are proud to be members of the Sunset School community.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? *(For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)*
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

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 - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
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 - Other Subject Areas (Secondary Schools, optional for Elementary)
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2. ***Strategies in Schools:***
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 - School Climate
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SECTION IV: School Budget & Resource Priorities**SECTION V: Recommendations and Assurances****Supplemental Reference Documents**

- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budget Guide

SECTION I: Overview and Key Components

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.

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 2015-2016 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).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 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?
<i>The School Data Profile section has been added</i>	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.
<i>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</i>	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 25, 2016**.

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 2016 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
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are 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

*The 2016-18 BSC template also incorporates your *School Site Council Roster*, *SSC Signature & Assurances* page, and *Title I Parent Involvement Policy* into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.

SECTION II: School Data Profile

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 "**SchNum_Balanced_Scorecard_2016-18**". This folder includes the following reports:

Report Title (Description)	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task
CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELD 	Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels
SQII 2014-15 (SQII Performance, definitions, thresholds and targets)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets
Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness School Profile** (Performance on college readiness indicators)	<ul style="list-style-type: none"> College and Career Readiness 	3-year trend data on SAT, ACT, AP and EAP with number tested and average scores

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 Focal Report List** to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- 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 2015-2016 indicated the school total SQII points was 100 out of 100. The Academic Domain and SE/CC Domain index levels were at 10.	The School Quality Improvement Index target is to continue to reach 10 in Academic Performance in ELA and Math and to reach 10 in chronic absenteeism, suspension rate, and EL redesignation rate.	We will continue to monitor closely the students who have high absences by phone calls to families and through the BASIS system.
In Fountas and Pinnell, 62% Kindergarten students at the beginning of 2015-2016 Met or Exceeded Benchmark. By the middle of the year, 87% Met or Exceeded Benchmark. At the end of the year, 95% of students Met or Exceeded Benchmark. In 1st grade 86% Met or Exceeded Benchmark. By the middle of the year 91% Met or Exceeded Benchmark. At the end of the year, 90% Met or Exceeded Benchmark. In 2nd grade 84% Met or Exceeded Benchmark. By the middle of the year, 86% Met or Exceeded Benchmark. At the end of the year, 96% Met or Exceeded Benchmark.	Students in grades K-2 demonstrated continuous growth in F&P through the beginning, middle, and end of the year. Kindergarten students had the highest gains moving 33%. The percentage of students in a grade meeting or exceeding the benchmark tends to decrease over the summer. The performance goal is to move 10% of 1st grade students and 17% of 2nd grade students to Meeting Benchmark. We will monitor all students including the struggling readers and focal students.	Teachers in grades K-2 will use F&P Benchmark Assessment System as the universal screening 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 2015-2016 Scholastic Reading Inventory, the 3rd grade students in window 1 showed 63% at Proficient or Advanced and 77% in window 2. The 4th grade students in window 1 showed 61% at Proficient or Advanced and 80% in window 2. The 5th grade students in window 1 showed 66% at Proficient or Advanced and 76% in window 2. Overall for 3rd-5th grade students there was 14% growth from window 1 to window 2.	There was an increase of students reaching proficiency for SRI from window 1 to window 2. In window 2 at Basic, we decreased the percentage from 29% to 16% and increased the percentage in Advanced from 25% to 38%. The target goal is to move 7% of students scoring at Below Basic to Basic and 16% from Basic to Proficient or Above.	Teachers will implement SFUSD's Comprehensive Approach to Literacy. The shift will be towards Reading Workshop with small group instruction, interactive read aloud, shared reading, and 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.
	There was positive growth and we increased 6.9% at proficient from 2014-2015. The goal is to continue with an upward trend and to move students to Level 5 and Level 6.	

In Integrated Writing Assessment, the 2015-2016 average holistic scores for 3rd grade students was 2.8 and 2014-2015 was 2.7 showing a growth of .1. The holistic scores by performance levels for 2015-2016 showed Level 1 (Emerging) at 3.2%, Level 2 (Developing) at 39.7%, Level 3 (Approaching Proficient) at 33.3%, Level 4 (Proficient) at 23.8%. There were no students at Level 5 (Commendable) or Level 6 (Exceptional).

The 3rd grade students will participate in the district-wide Integrated Writing Assessment. At grade level meetings the 3rd grade teachers will look at student writing using the IWA rubrics. They will focus on organization and purpose, evidence and elaboration, and conventions of writing. They will implement Writing Workshop.

In the 2015-2016 Smarter Balanced Baseline Performance Summary in English Language Arts, the data showed that 71.4% of 3rd grade students, 87.5% of 4th grade students, and 88.9% of 5th grade students were at Proficient. Overall, 82.6% of the 3rd-5th grade students were Proficient while the District was at 53.4%. The 3rd-5th grade students increased 2.8% at Proficient from 2014-2015. The 4th grade students increased 6.3% while the 5th grade students increased 7.6%. The 3rd grade students decreased 5.5%.

In SBAC, our goal is to maintain 80% in 3rd-5th grades at Proficient. We will monitor their progress through our IAB ELA assessments.

Teachers will continue to use the SFUSD ELA Core Curriculum Scope and Sequences with embedded Common Core State Standards and spirals to guide instruction. Curriculum maps, unit plans, and lessons will be used at each grade level. The shift is for full implementation of Reading Workshop and Writing Workshop.

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?
<p>In Kindergarten the change in F&P from Window 3 in 2015-2016 to window 1 in 2016-2017 indicated that 3% of the students were at Not Yet Benchmark and 2% of the students were at Approaching Benchmark. In 1st grade the change in F&P from Window 3 in 2015-2016 to window 1 in 2016-2017 indicated that 2% of the students were at Not Yet Benchmark and 8% of the students were at Approaching Benchmark. In 2nd grade the change in F&P from window 3 in 2015-2016 to window 1 in 2016-2017 indicated 2% of the students were at Not Yet Benchmark and 3% of the students were at Approaching Benchmark. We are above the District in making progress.</p>	<p>Our goal is to move the students at Not Yet Benchmark and students at Approaching Benchmark to Meeting Benchmark which is a 15% movement in 1st and 2nd grades.</p>	<p>To reach mastery, teachers will use guided reading, LLI kits, small group instruction, word work, mini lessons, leveled classroom libraries with just right books, reading intervention strategies, and academic conversation language.</p>

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?
<p>The School Quality Improvement Index for 2015-2016 indicated an EL redesignation rate of 81%. In 2014 we redesignated 88%. There was a decrease of 7% in the change in metric performance from 2014-2015.</p>	<p>We will continue to monitor our English learners' progress and redesignate as appropriate.</p>	<p>English learners will receive 30 minutes of ELD instruction daily according to their language level.</p>
<p>In F&P, EL Kindergarten students at the beginning of 2015-2016 showed 38% Met or Exceeded Benchmark. By the middle of the year 81% Met or Exceeded Benchmark. At the end of the year 88% Met or Exceeded Benchmark. Going into 1st grade the same group of students at the beginning of the year showed 78% Met or Exceeded Benchmark. By the middle of 2015-2016 94% of 1st grade students Met or Exceeded Benchmark. At the end of 2015-2016 84% Met or Exceeded Benchmark.</p>	<p>We want all EL students to meet benchmark or above on Fountas & Pinnell.</p>	<p>Teachers will implement SFUSD's Comprehensive Approach to Literacy with interactive read aloud, shared reading, guided reading, independent reading, and reading conference.</p>
<p>In SRI, 3rd-5th grade English Learners in window 1 showed 27% at Proficient or Above. Window 2 showed 40% at Proficient or Above. In SRI, 3rd-5th grade Special Education students in window 1 showed 27% at proficient or advanced. Window 2 showed 43% at Proficient or Advanced.</p>	<p>We want all EL and Special Education students to be proficient or above on SRI.</p>	<p>Students will be reading material at their level.</p>

In IWA the 2015-2016 average holistic score for 3rd grade ELs was 2.7 and 2014-2015 average holistic score was 1.7, showing an increase of 1.0. The performance levels for ELs in 2015-2016 showed Level 1 (Emerging) at 7.7%, Level 2 (Developing) at 38.5%, Level 3 (Approaching Proficient) at 30.8%, Level 4 (Proficient) at 23.1%. There were no students at Level 5 (Commendable) or Level 6 (Exceptional). There was an increase of 8.8% from 2014-2015 at the Proficient level. The 2015-2016 average holistic score for 3rd grade Special Education Students was 1.9 and 2014-2015 average holistic score was 2.0 showing a decrease of .1. The performance levels for Special Education Students in 2015-2016 showed 100% at Level 2 (Developing).

We want 3rd grade students all 3rd grade English Learners and Special Education students to be at Level 4 (Proficient) on the IWA.

Interactive writing, shared writing, and independent writing will be a focus.

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
The Smarter Balanced Baseline Performance Summary in 2015-2016 showed that 82.5% of 3rd grade students were at Proficient, 79.7% of 4th grade students were at Proficient, and 82.5% of 5th grade students were at Proficient. Overall, 81.6% of the 3rd-5th grade students were Proficient while the District was at 49.6%.	In SBAC, our goal is to maintain 80% school wide. We will monitor this through IAB Mathematics assessments.	Teachers will use instructional strategies from the Math Teaching Toolkit with an inquiry-based style, problem solving, critical thinking, higher order questioning, and engagement strategies. Teachers will administer the IABs and Milestone tasks as ongoing assessments and analyze the data to inform instruction and engage students in meaningful and rigorous mathematics with the standards.

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 7.5% of 3rd grade students were Not Proficient, 20.3% of 4th grade students were Not Proficient, and 17.5% of 5th grade students were Not Proficient. Overall, 18.2% of 3rd-5th grade students were Not Proficient while the District was at 50.4% Not Proficient. The 3rd grade students had a change of -3.3% and 4th grade students had -2.8%.	All students in 3rd, 4th, and 5th grade will strive for proficiency. We will focus on specific math areas for reaching proficiency.	To reach proficiency, teachers will use differentiated small group instruction, technological resources to target instruction supporting student needs, and provide many opportunities for computational fluency through games and routines.

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
	Our target goal is to increase 22% of English Learners to reach Proficient. For Special Education students the goal is to increase 13% to reach Proficient.	Students will engage in academic language during math instruction with guiding questions, higher order thinking, problem solving, critical thinking, and use of wait time.

The Smarter Balanced Baseline Performance Summary in 2015-2016 for ELs (21 students) in 3rd-5th grades showed that 52.4% were Proficient while 47.6% were Not Proficient. There was a decrease of 22.6% at Proficient as compared to 2014-2015. English Learners at Sunset scored higher than the District at 20% Proficient and 80% Not Proficient. For students receiving Special Education (16 students), 38.5% were Proficient while 57.1% were Not Proficient. There was a decrease of 13.4% from 2014-2015. Special Education students at Sunset scored higher than the District which was at 15.2% Proficient and 84.8% Not Proficient.

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)**?

<p>Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</p> <p>In a narrative, describe what your analysis of the data says about your school.</p> <p>WASC Ch.2</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What interventions are required to ensure all students reach mastery?</p> <p>WASC Ch.5</p>
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Other Subject Areas (Secondary Schools, optional for Elementary)

<p>Analysis of Results - All Students</p> <p>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</p> <p>WASC Ch.2</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</p> <p>WASC Ch.5</p>
<p>In 2015-2016 there was a redesignation rate of 81% at Sunset. The percentage on AMAO 1, Annual Growth on CELDT in 2015-2016 was 69.8% compared to 73.5% in 2014-2015. There was 3.7% slight decrease from the previous year in AMAO 1, but we are above the target of 62%.</p>	<p>There is success in moving students on the CELDT and being reclassified. As of September 2016 we reclassified 11 students in grades 2-5. We will continue ELD instruction to ensure all students demonstrate growth and proficiency.</p>	<p>Teachers will provide 30 minutes of ELD instruction daily to all English learners. Teachers will provide targeted instruction in small groups, sentence frames and conversation starters, extended 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.</p>

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

<p>Narrative describing college going culture (using indicators suggested above)</p> <p>WASC Ch.2</p>	<p>What are your targets/ goals?</p>	<p>What shifts will be required to achieve these goals?</p> <p>WASC Ch.5</p>
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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 disabilities. To promote college and career readiness, we will develop lessons and/or units to incorporate College and Career Day in all grades. We promote the K2C program to prepare students in grades K-2 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.

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?

Site-based professional development will be planned by the Principal and the Instructional Leadership Team. The Professional Development Calendar will include student learning outcomes and teaching practices in English Language Arts, Mathematics, English Language Development, and Response to Intervention. District departments staff from Humanities, Mathematics, Science, Multilingual, Pupil Services, School Health, Research, Planning and Assessment, and Special Education will provide professional development at our faculty meetings on specific topics.

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)
During grade level meetings and common planning time, teachers will examine student work, analyze assessment data, utilize rubrics, and prepare high leverage activities tied to the Common Core State Standards.	Common planning time and release days will come from the funding of the Weighted Student Formula and LEP site budget.
The Instructional Leadership Team will discuss and plan the professional development topics for 2016-2017. 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, 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, and Assessment, Research, and Accountability will involve teachers and staff to engage in academic conversations on the planned topics at our faculty meetings.
Teachers have the opportunity to attend Reading Workshop and Writing Workshop professional development in the school district, in the Bay Area, and at Teachers College in New York City and apply their knowledge with their students.	Funds for Reading Workshop and Writing Workshop are from the site budget.
All teachers in grades K-5 will be trained and will use myON digital literacy tool to personalize reading for each student by recommending books based on their interests and just right reading level.	Site funds will be used for the myON digital program.

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 (RTI2) 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, PE, 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, focusing on decreasing the number of at-risk students referred to Special Education. Our goal is to Increase LRE 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 opportunities for participation and integration of SDC students into general education classrooms for targeted activities. Teacher lesson plans will reflect accommodations and modifications as reflected on the special education students' IEPs. General education students will sign up to be buddies at recesses for students in the Special Day Class and engage the students in play. RSP students participate in the classroom to achieve to their highest potential. Classroom teachers reach out for RTI supports for at-risk students prior to SST or SAP referrals. The teachers attend CARE meetings to discuss the needs of individual students.
Student Engagement/ Attendance	Our attendance in 2015-2016 was 99.8% as compared to the District at 98.2%. For the past four years, it has been a steady 99% average. For African American, Latino, English Learners, and Special Education students, it was 99% to 100% attendance.	Our target is to maintain the high overall attendance percentage and reduce chronic absenteeism. Our goal is to work directly with the 8 students who are chronically absent. This is 2% of all students.	Phone calls home will be made by the secretary and social worker. BASIS will be used to monitor student attendance and tardies
School Climate	The 2016 RTI Universal Screener for externalizing behaviors identified 8% of Sunset students at-risk, 8% "on the radar", and 84% who were not at risk. Kindergarten had the highest rate of at-risk students at 17%. For internalizing behaviors, 6% were at risk, 6% on the radar and 89% were not at risk. Internalizing behavior rates were consistent across grade levels, ranging from 4% to 6% percent of students at-risk for internalizing behavior. There are no suspensions and very few office referrals for discipline. The Social-Emotional and Culture Climate survey results indicated an overall favorable response: 91% of students for Support for Academic Learning, 90% for Knowledge and Fairness of Discipline, Rules, and Norms, 88% for Safety, and 83% for Sense of Belonging	Our target for school wide externalizing behaviors is to reduce the 8% of students at-risk and 8% of students on the radar. We will focus on maintaining or increasing the percentage of students that feel safe and believe Sunset rules and norms are fair. Our goal is to increase the percentage of students that feel safe and believe that Sunset norms are fair and to teach students to resolve problems through communication and problem solving strategies.	Teachers will provide student engagement activities and increase student centered learning on a daily basis. We use the Caring School Community program to implement class meetings, cross aged buddies, school wide events, and home school connections. We will continue with consistent enforcement of school wide expectations and core values, student ambassadors, cross-aged buddies, and weekly STAR students. Experience Corps volunteers will be provided to Kindergarten and 1st grade at-risk students through individual tutoring and mentoring. Lincoln High School students in the Teacher Academy program go to every class and work with students. Student teachers, parents, and volunteers come in regularly to work with students in the classroom. Second Step social skills lessons are taught to students by the teachers and the social worker.

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		
	Targets	Strategies & Impact

<p>Narrative describing Parent-School-Community culture</p> <p>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...)</p>		<p>What is the strategy & how will you know you were successful?</p>
<p>Our school community continues to draw the same group of parents to parent meetings and school events.</p>	<p>We would like to increase the involvement and engagement of parents of our English learners and special education students.</p>	<p>We will continue to engage families and disseminate information on an ongoing basis. Our Sunset Outreach Committee will reach out specifically to families who speak a language other than English and can translate information. We encourage parent participation with a variety of events and activities such as cultural awareness and family heritage projects, Lunar New Year dinner and performance, talent show, winter performance, garden days, environmental week, Sunset Gala, Spring Carnival, and monthly Principal Chats. Parents are invited to participate on committees and field trips to support their child and the Sunset Community.</p>

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 = 4,000

The Special Education allocation of \$4,000 will be used to purchase classroom instructional materials and supplies to support students with special needs. This include manipulatives, games, and visual aids to support 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 Therapist, and two 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 = 25,326

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 \$10,326 will be used to purchased supplemental instructional materials such as leveled readers for English Learners and \$5,000 will be used for supplies. 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:

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)

QEIA Carryover =

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)

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:
	.50 FTE		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
.40 FTE VAPA	.60 FTE Librarian	.60 FTE PE	

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 implements 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 curriculum. 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 library skills. According to standards, 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:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 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 25, 2016.
<input checked="" type="checkbox"/>	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:
<input type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/21/2016

School Site Council Roster and BSC/SPSA 2016-2017 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	
Kimberly Oliver	Classroom Teacher	
Kate Paping	Classroom Teacher	
Dylan Riley	Classroom Teacher	
Rosalie Friedman	Inclusion Teacher	
Mark Katz	Paraprofessional	
Darcy Estes	Teacher, Alternate	
Jonathan Grospe	Parent	
Ann Lopes	Parent	
Steve Klopf	Parent, Chairperson	
Andriana Lahl	Parent	
Karen Kauschen	Parent	
Tara Twedt	Parent	
Roger Sinasohn	Parent, Alternate	