

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

2018-2020 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 vibrant, multicultural community of engaged learners that provides the highest academic and social standards. Sunset embraces the culturally, linguistically, and economically diverse student population of 17% English Learners, 9% students with disabilities, and 25% who are eligible for free/reduced meals. The academic program is differentiated, accessible, and challenging for Sunset's various learners. With a comprehensive and diverse curriculum that addresses individual needs, students are challenged and achieve success using a variety of learning modalities. Teachers embrace best teaching practices 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. Sunset engages in STEAM including Outdoor Science and Environmental Week. The school's 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 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. The Visual and Performing Arts Program features dance, drama, visual arts, plus choral and instrumental music. Technology and project-based learning enrich Sunset students' educational path. In 2016, Sunset received the Gold Ribbon award in both Technology and an exemplary Visual Arts Program which epitomizes Sunset's commitment to providing and embracing the concept of STEAM for all students. We have shifted to a STEAM consultant in 2018. Sunset Elementary received the 2017 National Blue Ribbon award as an exemplary high performing school. As an inclusive school community, Sunset 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 and Response to Intervention promote academic success and social and emotional development for all students. Sunset's CARE team meets with teachers and develops interventions to support at-risk students. The Caring School Community program builds positive relationships through class meetings, cross-aged buddy activities, home-school connections, and school wide activities. With Caring School Community as a guide, the diverse students at Sunset Elementary learn and play in a rich and nurturing environment. Parent involvement is vital to the school's success. Parents participate in the SSC, the PTA, school wide events, and volunteer in the classroom and on field trips. With strong parent engagement, the Families of Sunset PTA is able to support students with funds for STEAM, visual arts, outdoor science, plus additional classroom supplies, field trips, and more. The harmonious balance between the staff, students, and families enables us to provide a safe learning environment for all. The best part of Sunset Elementary is the dynamic community which affords all students the opportunity to succeed in the 21st century classroom each and every day and enjoy lifelong learning.

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: **(500 words maximum)**

- **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)

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 2018-2020 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 **2018-2019** 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).

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* as well as for the Local Control Accountability Plan (LCAP).

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.

SECTION II: School Data Profile

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/ao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "**####_Mid-Year_Summary_2017-18**". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/ao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> ▪ Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in 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: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> ▪ College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

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 groups.
- Refer to **Illuminate Report List** to link to student level data

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 2016-2019 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

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

English Learners

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 practices are required to ensure all students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
At the beginning of the 2017-2018 school year on the Kindergarten Readiness Inventory, 91% of students Met or Exceeded the letter sounds benchmark, 99% of students Exceeded early literacy behaviors, and 85% Met or Exceeded the rhyming benchmark. The 2018-2019 results have not been determined.	By end of the 2018-2019 school year all Kindergarten students will be proficient on foundational skills including letter sounds, early literacy behaviors, and rhyming.	Kindergarten teachers will use the Comprehensive Approach to Literacy with an emphasis on Reading Workshop to build students' foundational skills.	Kindergarten teachers will use the Kindergarten Readiness Inventory to assess students at the beginning of the school year followed with F&P. Teachers will provide differentiated instruction and focus on specific skills to support students in developing reading proficiency.
On the Fountas and Pinnell In Window 2, 52 of 68 Kindergarten students (77%) Met or Exceeded the F&P benchmark. By EOY 94% Met or Exceeded the F&P benchmark. In 1st grade, 63 of 65 students (97%) Met or Exceeded Benchmark in Window 1 compared to 59 of 65 students (91%) in Window 2. By EOY 93% Met or Exceeded the F&P benchmark. In 2nd grade, 51 of 65 students (79%) Met or Exceeded Benchmark in Window 1 compared to 60 of 65 students (92%) in Window 2. By EOY 96% Met or Exceeded the F&P benchmark.	Our performance goal in 2017-2018 was that 60 of 68 Kindergarten students, 64 of 65 1st grade students and 58 of 65 2nd grade students will Meet or Exceed the Fountas and Pinnell benchmark by May 2018. We have met this goal and will continue in an upward trend for 2018-2019.	Teachers use F&P as the universal assessment. Teachers will use the data to inform instruction. They will implement Reading Workshop including guided reading. The goal will be to increase and deepen the analysis of student work to inform instruction, increase high frequency words recognition, and focus on phonemic skills in reading.	Teachers will identify and support struggling readers and focal students, provide differentiated instruction, and focus on specific skills to support students in developing reading proficiency. Struggling readers will receive support from volunteers.

On the Reading Inventory in 3rd grade, 44 of 64 students (69%) performed At or Above Proficient in Window 1 compared to 54 of 65 students (83%) in Window 2. In 4th grade, 42 of 64 students (66%) performed At or Above Proficient in Window 1 compared to 50 of 64 students (78%) in Window 2. In 5th grade, 38 of 64 students (59%) performed At or Above Proficient in Window 1 compared to 45 of 64 students (70%) in Window 2.	Our target is to reach 85% of students in each of the 3rd, 4th, and 5th grade level to At Proficient or Above as measured by the Reading Inventory. 77% of 3rd, 4th and 5th grade students were Proficient in Window 2.	Students will participate in book clubs and read books at their "just right" reading level. Teachers will continue to implement Reading and Writing Workshop.	Teachers will use 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, 4th, and 5th grade teachers will review the reading levels of students and will differentiate instruction.
The 2018 Spring results for the Integrated Writing Assessment in grades 3-5 showed 57 out of 189 students (30%) Met or Exceeded Standard, which is the same as the district average. In 3rd grade, 12 of 64 students (19%) Met or Exceeded Standard. In 4th grade, 26 of 64 students (41%) Met or Exceeded Standard. In 5th grade, 19 of 61 students (31%) Met or Exceeded Standard.	The performance goal in grades 3-5 writing is to reach 40% Proficiency and align with the Scope and Sequence and learning outcomes in the ELA Core Curriculum.	Students in grades 3-5 participate in the Integrated Writing performance based assessment. At grade level meetings, the teachers look at student writing using anchors and writing rubrics and identify, discuss, and address the challenges their students experience in writing. They focus on the conventions of writing, implement Writing Workshop, and incorporate the skills in the writing process.	Teachers will incorporate the skills in the writing process: 1) focus, development, and organization 2) word choice and sentence structure 3) grammar, usage and conventions. The mini writing lessons on introduction and conclusions will provide students with the tools to manage their own literacy growth. For IWA, 3rd grade students will be provided more practice for complex compound sentences and texts, and 4th and 5th grade students will be provided additional instruction on evidence-based writing.
In the 2016-2017 Smarter Balanced Baseline Performance Summary in English Language Arts grades 3-5, 157 of 192 students (82%) Met or Exceeded Standard. In 2017-2018 SBAC Performance Summary increased 5% to 86%. In 3rd grade, 56 of 65 students (86%) Met or Exceeded Standard. In 2017-2018 SBAC Performance Summary increased 2% to 88%. In 4th grade, 41 of 63 students (65%) Met or Exceeded Standard. In 2017-2018 SBAC Performance Summary increased 16% to 81%. In 5th grade, 60 of 64 students (94%) Met or Exceeded Standard. In 2017-2018 SBAC Performance Summary decreased 4% to 90%.	In 2017-2018 we achieved our SBAC goal of maintaining 80% proficiency. We hope that in 2018-2019 90% of students reach proficiency.	Teachers will continue to use the ELA Core Curriculum Scope and Sequences, Common Core State Standards, ELA spirals to guide instruction, curriculum maps, unit plans, and lessons at each grade.	Teachers will shift to full implementation of Reading Workshop and Writing Workshop and implement the components.

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 instructional shifts will be required specifically for your focal students to achieve these goals?
At the beginning of the school year on the Kindergarten Readiness Inventory, 6 students (9%) did not meet the standard for letter sounds, 1 student (1%) did not meet the standard for early literacy behaviors, and 10 students (15%) did not meet the standard for rhyming.	The goal is for all Kindergarten students to Meet or Exceed the Kindergarten Readiness Inventory expectations by Spring of 2019.	For students that require further intervention, teachers will utilize one-on-one skill development with paraprofessionals and volunteers as well as small group intervention to include pre-teach, reteach, scaffolding, and additional opportunities to practice skills.
On Fountas and Pinnell for English Learners in grades 1-2, 18 of 27 students (67%) Met or Exceeded benchmark in Window 1. Of English Learners in grades K-2, 24 of 34 students (71%) Met or Exceeded benchmark in Window 2. By EOY 75% of Kindergartners, 94% of 1st graders, and 81% of 2nd graders Met or Exceeded the F&P benchmark.	Teachers 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 English Learners.	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. Teachers will implement the new ELD curriculum, Wonders.
On Reading Inventory in grades 3-5, 2 of 17 English Learners performed At or Above Proficient in Window 1 compared to 4 of 17 students (24%) in Window 2.	The target goal is for all English Learners to be Proficient or Above on the Reading Inventory. Teachers will discuss and create a learning plan for focal students who are below benchmark in reading.	Teachers will amplify and differentiate instruction within the core curriculum supporting literacy and English Language Development standards and strive for students to reach proficiency. Teachers will increase the use of running records to target areas of strengths and needs.

On the Integrated Writing Assessment in grades 3-5, the 2018 Spring results showed 1 of 16 English learners (6%) Meeting or Exceeding Standard.	The performance goal is to move English Learners in grades 3-5 to Meet or Exceed Standard. The writing will be aligned with the Scope and Sequence and learning outcomes in the ELA Core Curriculum. The targets for students on their writing tasks will be: 1) focus, development, and organization 2) word choice and sentence structure 3) grammar, usage and conventions.	Teachers will deliver whole class and small group instruction and provide one-on-one instruction as needed. Strategies include modes of engagement, accommodations, scaffolds, and accelerations. Interactive writing, shared writing, and independent writing will be a focus.
In 2016-2017 Smarter Balanced Baseline Performance Summary in English Language Arts in grades 3-5, 10 of 21 English learners (48%) Met or Exceeded Standard. In 2017-2018 Smarter Balanced Performance Summary in grades 3-5, 44% reached proficiency decreasing 4%.	Our goal is to move 15 of the 21 English Learners to Meet or Exceed Standard on the Smarter Balanced Baseline Performance during the 2017-2018 school year. For 2018-2019 the CARE team will identify students based on teacher referrals who need additional support in reading and writing. Teachers provide small group instruction, intervention strategies, and ongoing academic conversation.	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. English Learners will receive 30 minutes of ELD instruction daily according to their language level. 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.

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

English Learners

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 practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
In the 2016-2017 Smarter Balanced Baseline Performance Summary in Math for grades 3-5, 154 of 192 students (80%) Met or Exceeded Standard. In 2017-2018 SBAC Performance Summary increased 8% to 88%. In 3rd grade 57 of 65 students (88%) Met or Exceeded Standard. In 2017-2018 SBAC Performance Summary increased 5% to 92%. In 4th grade 46 of 63 students (73%) Met or Exceeded Standard. In 2017-2018 SBAC Performance Summary increased 18% to 91%. In 5th grade 51 of 64 students (80%) Met or Exceeded Standard. In 2017-2018 SBAC Performance Summary increased 2% to 82%.	Our target is for 85% of grades 3-5 students to Meet or Exceed Standard in mathematics by the end of the 2017-2018 school year. We will monitor ongoing Math Tasks and the SBAC assessment. In 2017-2018 we met our goal reaching 88% proficiency.	Teachers use instructional strategies from the Math Teaching Toolkit including math talks, three read protocol, participation quiz, and group work feedback. Other strategies include math notebooks, technology tools, questioning and engagement strategies. Teachers administer the Math Tasks and analyze the data to inform instruction and engage students in meaningful and rigorous mathematics with the standards.	Teachers will increase collaborative lesson planning to ensure that students receive effective and targeted mathematics instruction. Teachers continue to receive professional development training, collaborate with grade level teachers on best instructional practices, strategically review effective methodologies, and implement the SFUSD mathematics curriculum using math talks, manipulatives, and informal assessments.

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?
In the 2016-2017 Smarter Balanced Baseline Performance Summary in Math for grades 3-5, 12 of 21 English Learners (57%) Met or Exceeded Standard. In 2017-2018 SBAC Performance Summary for English learners increased 5% to 63%.		

	Teachers use informal and formal assessment data to help determine the level of intervention for students performing below grade level standards. Our goal is for 70% of grades 3-5 students to Meet or Exceed Standard in Math. We will focus on specific math skills for reaching proficiency based on ongoing math benchmark, math task, and SBAC math results. Teachers will continue to monitor math tasks for each unit to determine if students are achieving proficiency. The CARE team uses data to identify academically at-risk students and invite their teachers to CARE meetings to develop interventions.	Teachers will modify instruction as needed by: leveled Math Centers to target the skills students need, use differentiation in small group instruction, provide technological resources to target instruction, provide many opportunities for computational fluency through games and routines, and implement supplemental curriculum. 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 inquiry-based curriculum. Students will be given wait time. Designated and Integrated ELD strategies will be embedded.
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SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Sunset School has an emphasis on science with a strong connection to real life experiences. Students participate with hands-on activities and inquiry-based science method in each classroom. The Outdoor Science consultant works with all classes to integrate the gardens into the science curriculum through soil experiments, seed collection, planting and caring for seasonal vegetables, insect and habitat exploration, and harvesting and cooking with the garden bounty. The Environmental Week and Fair involve lessons focusing on hands-on water activities and learning stations. Students develop class science and invention projects on the scientific method of inquiry. Students participate in overnight field trips studying nature, weather, ecology, and conservation. Field trips to the Arboretum and Botanical Gardens, Academy of Sciences, San Francisco Zoo, and Exploratorium are extensions to the science curriculum and promote critical thinking skills and inquiry-based learning. Grades 1-2 students take home a Science Sack each week to complete a family Science activity. This includes different science experiments, supplies, and instructions.	Our goal is to continue the Science Program lessons and hands-on activities in the classrooms, Outdoor Science, Environmental Week, and field trips. Teachers will implement the NGSS standards and the Amplify curriculum with a focus on process based thinking. Teachers will use Science notebooks to record experiments and engage in science talks. Students will plan and conduct investigations while producing data and be asked scientific and non-scientific questions.	To achieve our goals in Science, teachers will participate in grade level collaboration; co-plan lessons; use hands-on opportunities for students to increase their process based thinking; provide opportunities for students to orally share data and discoveries, in addition to writing. Teachers will ensure English Learners access the content by pre-teaching academic vocabulary and introducing high-level and unfamiliar concepts. Designated and Integrated ELD strategies will be embedded. Sentence frames will be utilized to support English Learners' participation and language development. In the 2018-2019 school year, teachers will participate in the District Science professional development.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI 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. Consider data points that are	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
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<p>internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)?</p> <p>WASC Ch.2</p>		
<p>In Fountas and Pinnell 71% of English Learners Met or Exceeded Standard compared to 86% of students in grades K-2. In 2017-2018 EOY 87% of Kindergarten students, 94% of 1st grade students, and 81% of 2nd grade students Met or Exceeded benchmark.</p>	<p>There is success in moving English Learners to be reclassified based on ELPAC results in Spring 2018 and progress on report cards. Our goal is to ensure all English Learners demonstrate growth and proficiency and achieve grade level academic content. Teachers will implement Designated and Integrated ELD instruction based on the standards.</p>	<p>Designated ELD instruction will be 30 minutes daily to all English Learners tailored to the proficiency level. Integrated ELD will be embedded in core content instruction throughout the instructional day. Teachers will provide targeted instruction in small groups, provide sentence frames, initiate conversation starters, extend wait time, have peer partner sharing, conference with students, provide extension activities, and reteach. Teachers will use the three goals and eight talk moves for interacting in meaningful ways during Designated and Integrated ELD instruction. They will integrate focused academic language lessons and learning into content instruction.</p>
<p>In 2017-2018 Reading Inventory Window 1, 26% of English learners were Proficient. By Window 2 24% were at Proficient. Ten students were reclassified.</p>	<p>The target goal is for all English Learners to be Proficient or Above on the Reading Inventory. Teachers will discuss and create a learning plan for focal students who are below benchmark in reading.</p>	<p>Teachers will amplify and differentiate instruction within the core curriculum supporting literacy and English Language Development standards and strive for students to reach proficiency. Teachers will increase the use of running records to target areas of strengths and needs.</p>
<p>In Integrated Writing Assessment, 6% English Learners Met or Exceeded Standard compared to 30% of students in grades 3-5.</p>	<p>The performance goal is to move English Learners in grades 3-5 to Meet or Exceed Standard. The writing will be aligned with the Scope and Sequence and learning outcomes in the ELA Core Curriculum. The targets for students on their writing tasks will be: 1) focus, development, and organization 2) word choice and sentence structure 3) grammar, usage and conventions.</p>	<p>Teachers will deliver whole class and small group instruction and provide one-on-one instruction as needed. Strategies include modes of engagement, accommodations, scaffolds, and accelerations. Interactive writing, shared writing, and independent writing will be a focus.</p>
<p>In 2017-2018 44% of English learners were Proficient in SBAC.</p>	<p>Our goal is to move 15 of the 21 English Learners to Meet or Exceed Standard on the Smarter Balanced Baseline Performance during the 2017-2018 school year. For 2018-2019 the CARE team will identify students based on teacher referrals who need additional support in reading and writing. Teachers provide small group instruction, intervention strategies, and ongoing academic conversation.</p>	<p>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. English Learners will receive 30 minutes of ELD instruction daily according to their language level. 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.</p>
<p>As of September 2017, we recommended 34 English Learners in grades 2-5 for reclassification to fluent English proficient based on their CELDT results and report card progress. In September 2018, there are English Learner Reclassification forms for six 1st grade students, six 2nd grade students, nine 3rd grade students, three 4th grade students, and three 5th grade students.</p>	<p>In 2018-2019 we will monitor our English Learners for reclassification based on the recommendation from the District.</p>	<p>Teachers will implement Wonders curriculum daily for English Learners. Designated and Integrated ELD instruction will be provided.</p>

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
<p>Teachers teach 20 health education lessons in a school year. Sunset Students scored above district averages in all physical fitness Healthy Fitness Zone (HFZ) categories. In 2017-2018 91% of students were in the HFZ for aerobic capacity and 91% of students were in the HFZ for body composition. These numbers reflect the overall good physical health of Sunset students. On days when we promote Safe Routes to School, over 50% of families walk, bike, or carpool.</p>		

	The Health Education program includes health education lessons, nutrition education, crisis response, social work services, Safe Routes to School, nurse of a day services, vision and hearing screening, and more. We have a half-time social worker assigned to Sunset and we allocate funds for our social worker to be on site full-time. We are participating in the Project Secure program. All students also learn about nutrition by growing and eating produce in our Outdoor Science program. We partner with the Child Abuse Prevention Center and Kid Power to teach Child Safety Awareness classes.	Teachers will ensure that every teacher teaches at least 20 health lessons. A teacher will be designated as the Health Advocate. Time will be designated at faculty meetings for the Health Advocate to check in and speak on health lessons. Each teacher will have the Second Step curriculum, professional development, and have online access to resources. We are partnering with Superstar Health Education to teach gender inclusive puberty workshops to 5th grade students.
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VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
All students including English Learners and students with disabilities are included in a comprehensive arts program and have equal access to art, music, drama, and dance programs. Visual art helps students develop their expressive skills, drawing on their diverse backgrounds, and making connections to the world of art. Students in drama explore their creativity through movement, music, and their imagination. The dance program emphasizes direction, movement, and improvisation to strengthen students physically and artistically. Students learn musical concepts and sing songs with harmony and rhythm.	The Art Consultant is designated as the liaison to the VAPA Department and together with the Principal leads the direction for implementation of the AEMP goals and alignment to school priorities. Our goal is for teachers to participate in VAPA Professional Development opportunities that incorporate arts-based teaching methods and in-depth arts content area strategies for student access and teacher collaboration. The School Site Council members agree that the PEEF Arts funding will be for instructional supplies. We determine that 100% of the Elementary Arts Program funding will be designated for dance and the VAPA Generalist program will be designated for music and drama. Fourth and fifth grade students have the opportunity to enroll in the on-site VAPA Instrumental Music Program.	Classroom teachers and VAPA teachers will plan students' learning outcomes according to the State of California Visual and Performing Arts Framework. Students will be assessed using the rubrics on the SBRC in the arts. VAPA Itinerant Teachers and Classroom Teachers will collaborate on the appropriate report card grading. Ongoing communication with the VAPA Department will ensure success of the on-site arts programs.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
The classroom teachers and Physical Education Specialist ensure that there is a balanced and comprehensive Physical Education program for all students. The focus on physical activity is important for the social, psychological, and emotional development for our students. Social skills and personal responsibility skills are taught and learned. Playworks Organization is in the second year at Sunset. This program helps our students stay active and build social and emotional skills through play at recess and class game time. The program builds leadership skills in student Junior Coaches and students acquire conflict resolution skills and academic success.	There is a master schedule to reflect 100 minutes per week for the required physical education instructional minutes. The classroom teacher and Physical Education Specialist teach students skills, games, and physical fitness goals to be active and to practice a healthy lifestyle. The goal of standards-based physical education instruction in grades K-5 is to prepare every student for a lifetime of physical activity, health, and well-being. All students use a variety of age-appropriate equipment so that they have multiple opportunities to practice skills using specific techniques. Social skills and personal responsibility skills are taught and learned. The primary goal of the 5th grade physical fitness education program is to assist students in establishing physical activity as part of their daily lives.	As part of a comprehensive physical education program, there will be a rollout of Physical Education ePortfolio survey data to inform the PE Department regarding the next steps in the implementation process. Teachers will use the California Physical Education Model Standards to teach physical education. We will continue our efforts to ensure all students receive mandated physical education minutes, multiple opportunities to participate in physical activities during recess, have equal access, and to participate in Special Olympics events. As we are in our second year of Playworks, our shift will be to transition from having a full time Playworks Coach to a Team up model the following year.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

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
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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
Sunset Elementary ensures 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 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 academic growth in the technology and engineering fields.	We will continue with our Roadmap to College activities, lessons, and culture, host our Junior Achievement Day and Read Aloud Day, and incorporate STEAM into the classroom. Sunset Elementary's K2C saver rate was 21.8%. We are above the district 17.4% saver rate but below the K2C high performers at other elementary schools. Our target is to increase our saver rate by 5%.	For the STEAM program, we will provide an education focusing on Science and Technology through Engineering and the Arts with Mathematical elements. Students will investigate, make connections, research, gather and analyze data, and plan and construct. For K2C we will continue to encourage our families to save and provide ongoing communication with any updates.

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

Teachers will prepare students with the knowledge, abilities, and skills needed to succeed in life. We will help students understand their career paths for the future, to articulate a college and career culture at school, and to connect lessons into the curriculum to real world careers. To increase Kindergarten readiness we encourage parent volunteers to welcome our incoming Kindergarten families. In May, we hold an orientation for new families to get ideas on helping to prepare their child for Kindergarten and to learn the Kindergarten daily routine. Before the start of school Kindergarten Teachers hold a Meet and Greet for new families and students to go over logistics of a school day for a smooth transition to Kindergarten. There are two Playdates in the summer for incoming Kindergarten families to socialize with each other and learn how to get involved with the school.

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 2018-2019. 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, English Language Arts, Mathematics, Science, English Language Development, Health Education, Special Education, 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, Humanities, Mathematics, 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 common planning time, teachers will examine student work, analyze assessment data, utilize the rubrics, and prepare hi... leverage activities for a year long lesson plan tied to the Common Core State Standards in each subject.	Common planning time and release days will be funded from the Weighted Student Formula and LEP site budget. Prop A will be given to teachers for attending professional development, workshops, and training on-site or off-site.
Teachers have the opportunity to attend Reading Workshop and Writing Workshop professional development in the school district, in the Bay Area, or Teachers College. They will apply their knowledge to their teaching practices with students and share information with their colleagues.	Funds to attend Reading Workshop and Writing Workshop are from the site budget.
The school has transitioned from Technology to STEAM as an educational approach to learning and to guide students' inquiry and critical thinking. Teachers and consultants will incorporate science, technology, engineering, the arts, and elements of mathematics.	Site funds and PTA funds will fund a STEAM consultant.
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.	Site funds and PTA funds will support the digital literacy program selected by the teachers based on grade level team discussions.
Through Project Secure, Sunset Elementary is partnering with School Health staff to support all teachers in implementing Second Step and social-emotional components. Sunset is in the second year of Project Secure with full implementation in 2018-2019.	School Health Department received a grant for Project Secure and selected Sunset to participate.

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 school-wide (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
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)			

	<p>At Sunset 100% of Special Day Class students are mainstreamed in general education classrooms for either art, music, physical education, outdoor science, or recess. Specific Special Day Class students have targeted mainstream instruction for academics. For 3rd-5th grade students receiving special education services in 2017-2018, 67% were Proficient in SBAC ELA increasing 6% from the 2016-2017 and 89% were Proficient in SBAC Math increasing 27% from 2016-2017.</p>	<p>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 Restrictive Environment opportunities of students with moderate / severe disabilities and decrease the time in the Special Day Class by mainstreaming students into general education classes.</p>	<p>There will be ongoing participation and integration of SDC students into general education classrooms for targeted activities. Teacher lesson plans will include accommodations and modifications based on each student's IEP goals. 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 their highest potential. The school social worker serves as the 504 coordinator to ensure implementation of accommodations for students without IEP's.</p>
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	<p>In 2017-2018 SBAC ELA 83% of SED students were proficient or above, compared to 88% of all students. In SBAC Math, 88.5% of SED students were proficient, compared to 88.4% of non-SED students. 100% (2/2) of African American students achieved proficiency in SBAC math and ELA testing. In several Social and Emotional Learning competencies SED students experienced a gap with the general population. Only 39% of SED students had favorable ratings of Self Efficacy, compared to 61% of 4th and 5th graders overall. 56% of SED students reported favorable Social Awareness, compared to 67% of 4th and fifth graders overall. There were no significant gaps in Climate of Support for Learning, Knowledge and Fairness of Discipline and Safety. There was a 6% gap between SED students and all 4th and 5th graders in school connectedness. We have not identified students who are undocumented, Foster Youth or qualify for FYIT. We do not have data specifically about the experience and performance of LGBTQ students and families at Sunset.</p>	<p>Our goal is to close the gap between SED students and all students in every category of the 4th and 5th Grade Culture and Climate Survey. We also aim to continue to eliminate the gap between SED and non-SED students in all standardized testing. We aim to eliminate predictability of academic success by race, SED status, immigration status, gender and sexual orientation. Our goal is that by the end of Window 3 assessments in 2019, the gap between SED students and the general education population will not be more than 5% of students.</p>	<p>Teachers will continue to use the CARE Team process and class SST meetings to identify, support and monitor students belonging to vulnerable populations. School-wide Second Step programming and Social and Emotional Learning through Project Secure, Caring School Communities, and Inclusive Schools Week programming help build an inclusive community for vulnerable populations. Superstar Health Education workshops in 5th grade will be gender inclusive. Lessons promoting allyship of LGBTQ students are included in the health curriculum.</p>
Student Engagement/Attendance	<p>The report for 2017-2018 indicates that there are 11 students (2.7%) with chronic absences compared to 12.2% in the District Elementary level. For the past five years Sunset's attendance rate has been above 99.5%. In the 2018-2019 survey, 81% of 4th and 5th grade students reported favorable rates of school connectedness, above the average of 74% in all elementary schools. 99% of families reported favorable ratings of safety and school connectedness.</p>	<p>Our goal is to maintain the high overall attendance percentage and improve attendance of the eleven students who were chronically absent. We hope that by the end of the 2018-2019 school year, 90% of 4th and 5th grade students will report favorable ratings of school connectedness.</p>	<p>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 children who are chronically absent... 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.</p>
School Culture/Climate			

	<p>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: 84% of students feel supported in academic learning, 83% reported knowledge of fair rules and norms, and 71% feel safe. These numbers are higher than elementary school averages in San Francisco. 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.</p>	<p>Overall, ratings of school climate indicators are higher than district averages. 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. Teachers plan to collect additional data about safety such as incident reports and office referrals to identify and address the causes of students' safety ratings.</p>	<p>Teachers will provide student engagement activities and increase student-centered learning. We use the Caring School Community program to implement class meetings, cross-aged buddies, school wide events, and home-school connections. The Response to Intervention and PBIS Committee collaborate 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 the parent community and Lincoln High School students help Sunset students feel connected to adults at school. A Playworks Coach facilitates structured play, reinforces positive recess behavior, and empowers 4th and 5th grade Junior Coaches to lead games and solve conflicts.</p>
Social Culture/Climate	<p>Students in 4th and 5th grades reported higher levels of growth mindset, self-efficacy, self management, and social awareness than district averages. 75% reported favorably on growth mindset, 61% responded favorably on self-efficacy, 77% responded favorably on self management and 67% responded favorably on social awareness.</p>	<p>Our target in 2018-2019 is to increase the favorable response rate to 80% in growth mindset, 80% in self efficacy, 85% in self management, and 80% in social awareness.</p>	<p>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. The social worker will provide small group and individual support to students who need additional reinforcement of social and emotional skills. We will provide parents with a workshop and resources to reinforce social and emotional skills at home.</p>
Wellness Policy	<p>The wellness policy coordinator polled staff during a faculty meeting and found that while all teachers are taking steps to promote the wellness policy, different classrooms enforce the wellness policy differently. Overall, classroom celebrations and snacks have become healthier. At a recent "4 Fun Ways to School" event through Safe Routes to School, of the 256 students counted, 156 of them walked, biked, took transit or carpooled to school, while less than half rode in a single family car.</p>	<p>Every student has access to a healthy snack. The goal is to form a wellness committee and have teachers, students, parents, and community member representatives.</p>	<p>Strategies include creating a student ambassador role for health and wellness, clearly defining roles for parents to get involved, and sharing options for healthy celebrations at school. We will continue to participate in the Safe Routes to School to promote safe, healthy and sustainable transportation. We will spend time at a future staff meeting reviewing the wellness goals teachers set this year, and planning steps for promoting wellness.</p>

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: The child's first and most influential teacher is the family. Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on. <ul style="list-style-type: none"> <input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources 	Choose at least one of the following focal populations <ul style="list-style-type: none"> <input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
<p>The Principal and teachers will provide interpreters for parent teacher conferences, SST meetings, and IEP meetings. Principal newsletters are translated into Chinese. Teachers, staff, and parent volunteers will serve as interpreters when needed. Parents are encouraged to be on the SSC, ELAC, PTA, and attend school events. There will be a plan to hold a family education event to educate families of English Learners with strategies and resources for partnering with staff to support their students at school and at home. We plan to encourage parents of English Learners to participate by having clear specific committee descriptions, provide parent education workshops, and reach out to parents in need of translation.</p>	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
<p>Currently 99% of English Learners' families report a strong sense of school connectedness, and the goal is to maintain their strong sense of belonging at Sunset. We also hope that English Learners families will continue to report high (99% or above) rates that they experience a climate of support for academic learning. Currently only 61% of families of English Learners feel they can provide academic and social support outside of school compared to 71% of non English Learners families. We hope to close this gap by providing more parent education opportunities to families of English Learners.</p>	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic Support <input type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE 	<ul style="list-style-type: none"> <input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
1. Sunset Neighborhood Beacon Center 2. Playworks	
What are your specific goals or objectives for these partnership?	
<p>1. Sunset Neighborhood Beacon Center: At Sunset Elementary's Excel Afterschool Program, the Quality Action Plan (QAP) goals are utilized for strategic interventions based on the needs of the students who attend the program. This includes providing academic support, creating a safe and supportive climate, and ensuring that all youth are participating in a healthy active lifestyle. In addition, there is a summer enrichment program with an educational environment and academic support. 2. Playworks: The goal is to make recess safer, more inclusive, and more active. This will empower students to be leaders and practice problem solving skills and conflict resolution on the play yard.</p>	
What actions will you take to deepen your school's partnership with community organizations?	
<p>1. Sunset Neighborhood Beacon Center is the community partner for our ExCEL Afterschool Program. The Principal and coordinator will continue to network and meet regularly to discuss our ongoing partnership. 2. There will be continued funding for a full-time Playworks coach. Teachers will be encouraged to actively participate in and help facilitate Playworks programming.</p>	
How will you measure the impact? (Quantitative and/or qualitative data)	
<p>1. Sunset Neighborhood Beacon Center: There will be three meetings with the ExCEL After School Coordinator to look formally at data in the Quality Action Plan and logistics of the program. There will be ongoing informal meetings with the ExCEL Coordinator to check in on program progress. 2. Playworks: The goal to observe an increase in student reports of safety, engagement, self management and self efficacy. There will be a survey in the Spring semester to monitor the progress of the Playworks program.</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 = \$3,400

The Special Education allocation of \$3,400 will be used to purchase instructional materials and supplies to support students with special needs. This includes 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, two Special Day Class teachers, and Speech and Language Pathologists.

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 = \$28,083

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 \$7,000 will be used to purchase supplemental instructional materials such as leveled readers for English Learners and \$8,355 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 (\$12,728.00) to review the ELD standards, plan for meaningful access to the core curriculum, discuss implementation of Wonders 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 (TIIIG) 07940

Allocation =

If your school site receives a TIIIG 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)

CATEGORIAL 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 =

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? (Limit: 250 words)

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	

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

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. The 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, this 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. 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 23, 2018 .
<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: 9/19/2018
<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: 9/19/2018

School Site Council Roster and BSC/SPSA 2018-2020 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")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

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	