

Hopping
U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Ms. Sophie Lee

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sunset Elementary School

(As it should appear in the official records)

School Mailing Address 1920 41st Avenue

(If address is P.O. Box, also include street address.)

City San Francisco State CA Zip Code+4 (9 digits total) 94116-1101

County San Francisco

Telephone (415) 759-2760

Fax (415) 759-2729

E-mail Lees5@sfusd.edu

Web site/URL http://www.sunset-pta.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Vincent Matthews

E-mail matthewsv@sfusd.edu

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Francisco Unified School District Tel. (415) 241-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Shamann Walton

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 73 Elementary schools (includes K-8)
 - 14 Middle/Junior high schools
 - 18 High schools
 - 0 K-12 schools
- 105 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 38 | 30 | 68 |
| 1 | 33 | 32 | 65 |
| 2 | 40 | 28 | 68 |
| 3 | 30 | 37 | 67 |
| 4 | 35 | 30 | 65 |
| 5 | 38 | 28 | 66 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 214 | 185 | 399 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 43 % Asian
 - 6 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 26 % White
 - 18 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 6 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 6 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 12 |
| (4) Total number of students in the school as of October 1, 2015 | 399 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.030 |
| (6) Amount in row (5) multiplied by 100 | 3 |

6. English Language Learners (ELL) in the school: 18 %
72 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Cantonese, Mandarin, Japanese, Filipino, Russian, Toishanese, Spanish, Vietnamese, Arabic, Armenian, French, German, Punjabi

7. Students eligible for free/reduced-priced meals: 25 %
Total number students who qualify: 101
8. Students receiving special education services: 9 %
34 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 20 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 3 Other Health Impaired
- 3 Specific Learning Disability
- 8 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 15
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 1 |
| Classroom teachers including those teaching high school specialty subjects | 18 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 5 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 15 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 97% | 98% | 97% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

For high schools only, that is, schools ending in grade 12 or higher.

Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
 Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Sunset Elementary's community of joyful learners is committed to the highest academic standards in a nurturing environment, affording all students success in lifelong 21st century learning.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

SFUSD student placement policy supports the Board's mission of providing each student with an opportunity to succeed. Students are assigned to Sunset Elementary School through a choice process designed to provide equitable access. Students are placed in their highest ranked request and the placement process uses a series of preferences such as tie-breakers, attendance area, sibling, or programs to assign students to one of their requested schools. Sunset Elementary has two Special Day Classes with Moderate/Severe Autism students and students with IEPs assigned to General Education classes. The Educational Placement Center Special Education team reviews, verifies, and processes all applications for students with IEPs and assign students to services designated in their IEPs.

PART III – SUMMARY

Sunset Elementary School is a vibrant multicultural community of engaged students who are provided with the highest academic and social standards. Within the San Francisco Unified School District (SFUSD), Sunset Elementary School was created to accommodate demand for class-size reduction for the Sunset neighborhood. In 1996, the K-2nd grades opened their doors. Three years later, Sunset expanded to K-5th grades. After diligently working to establish a solid foundation, Sunset received several accolades. In 2006, Sunset received the California Distinguished School Award. Sunset received three State Title I Academic Achievement Awards in the years 2006, 2007, and 2008; the school no longer receives Title I funding.

Located in the metropolitan city of San Francisco, Sunset embraces the culturally, linguistically and economically diverse student population including English Language Learners, Special Education students, students eligible for free/reduced price meals and students of different ethnicities. Many students live within the neighborhood and walk or bike to school, while others live farther away. Yet, students at Sunset Elementary are similar in their motivation and enthusiasm about school as is evident in the 98% attendance rate over the years.

Being an inclusive community and fostering relationships throughout its myriad student population, Sunset believes in sharing knowledge of all cultures within the school. The Family Heritage Event and Potluck embraces each student's culture which is shared with their peers via presentations, artifacts from home and ethnic foods. Some examples are Chinese traditional dress, Russian story books and Mexican tamales. Students learn about similarities and differences in families and cultural traditions.

At Sunset, the Special Education students in the Special Day Class (SDC) are mainstreamed in general education classes for academics, art, music, physical education and/or outdoor science. During Inclusive Schools Week, all Sunset students complete a handprint art project to symbolize acceptance. Students also write to reflect on what inclusion means to them. SDC teachers give presentations to each class and answer student questions to encourage more insight. Students participate in ability awareness lessons and explore low and high tech communication devices while learning what it means to be non-verbal. In April, the school observes Autism Awareness through classroom activities, morning announcements and recess events. Displayed in the main hallway, Sunset's Autism Acceptance Tree is decorated with students' painted puzzle pieces to illustrate unity and the inclusiveness of the school community.

With a comprehensive and diverse curriculum addressing individual needs, Sunset takes every opportunity to refine school practices so everyone can learn, achieve and succeed together. In 2016, Sunset was awarded the Gold Ribbon Award for excelling in the Technology and Visual Arts Programs. Sunset students are on an educational path acquiring skills for 21st century learning. Within technology class, students learn to type proficiently, create slideshow presentations, conduct on-line research and use coding skills. The Visual and Performing Arts Program features dance, drama, visual arts, plus instrumental and choral music. The Gold Ribbon in both Technology and the Exemplary Arts epitomizes how Sunset is committed to providing and embracing the concept of STEAM for all students.

Sunset leads in environmental education with its Composting and Recycling programs, a greening of the schoolyard blooming with native plants and trees, plus a Learning Garden where students are educated about the life sciences and gardening. In 2017, Sunset received the Green Ribbon Award for demonstrating outstanding achievement in reducing environmental impact, improving the health of students and staff and for providing effective environmental education.

Sunset engages in STEAM activities including Outdoor Science, Environmental Week and Visual and Performing Arts. Combining art with technology and outdoor science, first graders create clay animation films about growing a watermelon from seed. The school's gardens enhance and beautify the schoolyard and contribute to the hands-on activities of the outdoor science program. Throughout Environmental Week, classes focus on different aspects of the environment. During Water Day, students are exposed to many lessons with regards to creating and maintaining a healthy environment. Oil spills, reusable scraps for art, and water tension are among the lessons learned.

Providing access and equity to all students ensures that social justice and academic growth are a reality at Sunset. The core values of being respectful, responsible, safe, caring, helpful and fair are taught at Sunset School. Star Students from each class are awarded by the principal for demonstrating these values in their daily lives. Each student receives a written accolade about their achievement and meets with the principal for lunch. This weekly tradition continually reminds students of Sunset's six core values. Additionally, Sunset implements Response to Intervention, a multi-tiered academic and behavioral system that promotes academic success and social and emotional development. With weekly lessons in positive values, the diverse students at Sunset Elementary learn and play in a rich and nurturing environment reflected by the school's namesake neighborhood.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Sunset’s academic program is accessible and challenging for students. Teachers embrace best teaching practices to stay abreast of Common Core State Standards, interdisciplinary teaching strategies, differentiation for all learners, and professional academic learning.

Sunset uses the Comprehensive Approach to Literacy as an instructional model with lessons based on Reading and Writing Workshop. Promoting a rich literacy environment, teachers teach mini lessons, interactive read alouds, and book clubs plus shared, guided, and independent centers for both reading and writing. This literacy environment provides consistent language within and across grade levels, active engagement, and teacher created anchor charts. Students are excited about reading and finding just-right-books, and have one-on-one reading and writing conferences with teachers. Sunset teachers follow the SFUSD’s English Language Arts Scope and Sequence at each grade level teaching content knowledge and skills in each spiral (narrative, research/informational, opinion, expository, fiction). There is an understanding of students’ individual learning needs, culture and linguistic backgrounds, and learning styles. Teachers modify learning experiences through class observations, students’ progress, and assessment results. Ongoing assessments provide an instructional base in phonemic awareness, reading fluency, decoding, vocabulary, spelling, and comprehension skills.

Now in the third year, the SFUSD’s Math Core Curriculum is aligned with the Common Core State Standards. Teachers build their lessons with rich math tasks including an entry task on what students already know, apprentice task on what students make of what they are learning, expert task on applying what students have learned to a new situation, and a milestone task on whether the students learned what was expected. The math curriculum is problem-based and student centered with open-ended questions allowing for differentiation and a range of student responses to solve problems. Teachers use the Math Teaching Toolkit to deepen the math concepts with instructional strategies in lesson objectives and mathematical practices. Teachers emphasize the three signature protocol (why, when, how), math talks, and collaborative group work. The milestone task embedded in the curriculum is part of the Interim District Assessment determining the standards with a performance task and multiple choice responses. The results determine the strengths and needs of each student. To ensure the highest quality instruction for all students, Sunset incorporates the sciences and technology with math lessons.

Teachers teach a rigorous and engaging science education emphasizing the identification of problems and designing solutions, observations and questionings, analyzing evidence, creativity, communication, and collaboration. In all grades, student science notebooks enhance literacy skills. Sunset students in K-2nd grades participate in a parent-organized Science Sack program. In this weekly program, students take home different science experiments, complete with supplies and instructions to do with their family. Fourth grade students participate in an Invention Fair creating their own inventions which are viewed by the school community. Teachers use the SFUSD adopted Science’s Full Option Science System (FOSS) kits, an inquiry-based curriculum where the students learn science through hands-on exploration from seed exploration to living organisms. Standards-based science education includes earth, life and physical sciences with an emphasis on active learning using scientific methods. Every class receives scheduled Outdoor Science sessions in the school gardens with science standards and inquiry-based methods. Students build their foundational skills exploring this outdoor classroom garden through soil experiments, seed collection, planting and caring for seasonal vegetables, insect and habitat exploration, and harvesting and cooking with the garden bounty. Field trips to the San Francisco Botanical Garden, California Academy of Sciences, San Francisco Zoo, and the Exploratorium are extensions to the science curriculum and promote critical thinking skills and inquiry-based learning.

Sunset students in K-4th grades use the Harcourt Reflections Social Studies text and fifth graders use A History of U.S. Social Studies series. These curriculums are aligned with the California History-Social Science Standards. Teachers focus on teaching concepts and content with an inquiry approach, learning about current and historical matters, and the importance of literacy and civic learning. Students learn about

authentic experiences in the real world with the knowledge and skills reflected in the school's diverse student population. Gaining leadership skills and civic learning, Student Ambassadors meet regularly with the school's social worker. Students assist with school announcements, as greeters for school tours, partner with Special Day Class students at recess, and help in the library.

2. Other Curriculum Areas:

Sunset Elementary provides a well-rounded education for all students offering engaging and exciting programs. Within the visual and performing arts programs, each student receives modern dance and visual arts. Moreover, the San Francisco Ballet provides a rhythm and movement class to second graders concluding in a field trip to an SF Ballet performance. K-3rd grades receive Drama which culminates in a performance. All students receive weekly Choral Music classes. In addition, 65 students in 3rd-5th grades participate in a voluntary chorus group rehearsing before school and performing throughout the city. Third graders have lessons in playing the recorder and learning to read sheet music which prepares them for Instrumental Music occurring in the 4th-5th grades. The 4th-5th graders can choose violin, clarinet, flute or trumpet for weekly hour-long Instrumental Music classes. The 75 instrumental music students perform a winter and spring concert for the school community.

All students receive physical education to fulfill the standard of 200 minutes within two weeks. The physical education specialist teaches the students different ways to stay active while having fun and learning new skills. Classroom teachers enhance the physical education with additional active learning. Furthermore, the fifth grade classes partake in daily exercise to mentally and physically prepare for the mile run and fitness test given to all fifth graders. Additionally, Sunset has a Recess Consultant who ensures a variety of active and structured play occur during recess times.

Sunset's designated Health Advocate Teacher Leader Coordinator collaborates with SFUSD and Sunset teachers to ensure classes complete twenty health education lessons including nutrition, self-esteem and mental health, family diversity, fitness, dental health, violence prevention and more. Learning to grow and eat fresh food in the school gardens enhances the nutrition and health lessons. SFUSD's Student, Family, and Community Support Department supports Sunset's students to be safe, healthy and ready to learn. This Coordinated School Health approach includes the Wellness Policy, Universal Precautions, Asthma Information, Restorative Practices, Immunizations, and much more.

Within the Technology Lab, students in 1st-2nd grades receive instruction in the fall and spring for eight week sessions while 3rd-5th grades receive instruction each week throughout the year. The first grade classes learn basic typing and keyboard navigation. They incorporate a zoo field trip by typing a short paragraph about it and then drawing a picture plus copying and pasting clip art onto a one page report. The second graders use Typing Club to learn to type more proficiently. They end the year creating a PowerPoint presentation of a biography of a famous person. Third graders combine their knowledge of planets and the solar system to write a more detailed PowerPoint presentation using facts researched online and integrated into their presentation. The fourth grader's Mission Project assignment involves researching a California mission, then creating a website with facts, maps and photos. By fifth grade, Sunset students are fairly proficient with their typing and navigating online. They are now ready to learn JavaScript. By the end of 5th grade, Sunset students have a well-established base to master the high levels of research and typing needed in the upper grades.

The Learning Garden at Sunset is a well-established garden full of vegetables, fruit trees and native plants. The Outdoor Science consultant meets with teachers to integrate classroom science learning into the Outdoor Science program. Each class begins with an outdoor learning session, then moves to an activity, such as, identifying plants, looking for colors or insects, or learning about scents within the gardens. Each class concludes with garden chores of weeding, mulching or composting. Twice per year, a garden cooking session is taught. The students harvest vegetables, fruit or herbs for the lesson, such as, vegetarian spring rolls or fruit and kale smoothies. In the Learning Garden, students are provided with access to academic language development, individual and small group support and extended learning opportunities for all students using a variety of modalities with hands-on activities.

Sunset offers after school enrichment programs such as Tree Frog Treks, Creative Writing, Engineering for Kids and Chess. Additionally a Mandarin plus Abacus program is offered at Sunset five days per week after school. The Mandarin program students perform songs at the Lunar New Year Dinner.

3. Instructional Methods, Interventions, and Assessments:

Sunset employs a variety of teaching strategies reflecting a diversity of instructional modalities such as direct instruction, inquiry-based learning, differentiated small group instruction, problem-based learning, and independent projects. For reading mastery, teachers utilize intervention strategies and academic conversation language through guided reading, word work, Leveled Literacy Intervention kits, and leveled classroom libraries. Also, students' writing portfolios are analyzed using the writing standards and rubric. Beginning with Math Talks, teachers lead the class to problem solve together, then instruct comprehensively in small group settings. Pre-teaching sessions are provided for students needing more assistance. Homework is issued to practice the skills taught. Classroom volunteers support students who need help mastering basic reading and math skills.

Teachers provide English learners and students with learning differences additional academic support and differentiated instruction. To differentiate, teachers provide independent reading by student interest, review reading assessment data, plan intervention lessons, and give students partner work. Plus, students participate in frontloading lessons on vocabulary and background knowledge before reading a text. Thirty minutes of daily English Language Development (ELD) instruction is provided to English Learners. Instruction includes sentence frames, conversation starters, wait time, peer partner sharing, conferencing, extension activities, reteaching, and engagement lessons. Teachers use SFUSD's three goals and eight talk moves for students to interact in meaningful ways. The California English Language Development Test is given to English Learners to help measure progress towards English proficiency. In September 2016, eleven of Sunset's 2nd-5th students were successfully reclassified, and in March 2017, seven additional students were reclassified to be fluent in English.

In all grades, teachers use observations, student work samples, and anecdotal records to continually monitor progress. Assessments include Fountas and Pinnell (F&P), Interim District Assessments (IDA), Integrated Writing Assessment (IWA), Reading Inventory (RI), Smarter Balanced (SBAC), and other assessments.

F&P Benchmark Assessment System in K-2nd grades is a comprehensive assessment to determine readiness for instructional reading levels. This year's data indicated that 71% of Kindergarten students at the beginning met benchmark and by mid-year, 89% met benchmark showing an increase of 18%. Remarkably, 6% of second graders improved to meet a mid-year benchmark of 95%.

The IDA in ELA and Math provide measures of student progress towards mastery of grade level content and skills during instructional periods. The Writing Milestone Tasks are performance-based assessments providing teachers information to discuss and plan students' writing.

The IWA in third grade is a performance-based formative and summative writing assessment aligned with writing genres and used to identify areas of strength and needs. In IWA, the 2016-2017 average holistic scores for third grade students was 3.1 compared to 2.7 in 2015-2016, showing a 0.4 growth.

The RI for 3rd-5th grades is a computer-based assessment that provides a Lexile reading level to match readers to appropriate reading materials, inform instruction, and monitor student progress. The 3rd-5th grade students were 77.6% proficient in window 2 as compared to 66.8% in window 1.

The SBAC computer-based adaptive tests are based on Common Core State Standards for English Language Arts and Mathematics. The California Alternate Assessment is given to students in the Special Day Class which gives teachers information to monitor student progress.

Students are given opportunities for self-reflection, peer feedback, and self-evaluation. Teachers help the older students with organizational skills by giving opportunities to take notes, complete homework logs, and maintain a binder. Younger students receive mentorship and support from an older student and are helped

with reading, writing and academic content. The older students also benefit by acquiring both academic and leadership skills.

Sunset uses a three-tiered Response to Intervention (RtI) system to meet the needs of all students. The RtI/PBIS team supports teachers in implementing Tier 1 strategies and universal best practices. Teachers work with the CARE Team at bi-monthly meetings to discuss supports and interventions for identified students. The principal, school psychologist, social worker, special education teacher and speech pathologist attend CARE Team Meetings and collaboratively identify specific, measurable goals for targeted students and design intensive interventions to help students meet those goals. Examples of Tier 2 supports include behavior contracts or incentive systems, individual or small group counseling, social skills lessons, individual “break” passes or other accommodations.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Sunset employs several strategies to cultivate a positive school climate. One strategy allows classroom participation in the evidence-based Caring School Community program consisting of class meetings to build community, cross-aged buddies to build relationships, home-school activities to engage families, and fun school-wide activities to engage the community.

Positive behaviors are reinforced by the distribution of Stars, which students can redeem collectively to earn activities, such as fun dance movements or sports events, at recess. Focusing on positive behaviors and using restorative practices to address challenging behaviors led to zero student suspensions plus very few office referrals.

Inspired and respected teachers and staff are vital to the success of Sunset students. At faculty meetings, team-building activities are incorporated to build rapport amongst staff. Sunset embraces a team approach to decision making, allowing all voices to be heard. In addition, teachers receive support within their grade level with joint curriculum planning time and professional development. The principal has an open door policy and is an active listener to all staff. The principal and PTA host luncheons for the staff and show their appreciation throughout the year. The staff social committee ensures new teachers feel welcome, honors outgoing teachers and plans two annual gatherings for networking and social collaboration for the staff.

The 2015-2016 School Climate and Culture Survey results reflect Sunset's efforts to build a safe, supportive learning community. Families and staff favorably responded with a 94-100% rating to questions about safety, school connectedness, support for academic learning, knowledge and fairness of discipline, and rules and norms. Over 90% of 4th-5th graders felt supported in academic learning and acknowledged the fairness of discipline. Student survey scores were significantly higher than the district average on social and emotional skills including growth mindset, self-efficacy, self-management and self-awareness. There was no gap between the social emotional skills of low income students and the school average.

Students at Sunset explicitly learn empathy, compassion, mindfulness and problem solving skills through the evidence-based Second Step social skills curriculum. The program uses stories, videos, vignettes, class discussion, role play, and family "home links" to empower students to solve social problems using common language. Sunset partners with Harper For Kids to teach students Coach John Wooden's Pyramid of Success. Through a series of assemblies, classroom presentations and activities with college athletes, students discover the core value that success is "trying your personal best."

2. Engaging Families and Community:

Communication is key for successfully uniting new families into Sunset's community. An informative eNews communication is sent out weekly to families along with a monthly principal's newsletter. The eNews contains updates of school events and important school information. The neighboring community is invited to collaborate with Sunset. Partnering with the SF Department of Public Works for a garden day, Sunset was able to clean up the gardens, plant sidewalk trees, and get a fresh coat of paint on a neighboring wall. At Sunset's annual Read Aloud Day, over 40 community members, such as the SF Police Chief, SF Fire Chief, and the SFUSD School Superintendent, visit to read books to Sunset students.

The Families of Sunset PTA is an energetic group of parents working with the school and the neighboring community to enhance the schoolyard and academics as well. Parents volunteer in the classrooms and on field trips. The PTA hosts numerous events consisting of Movie Night, Family Dance Night, Talent Show, Sunset Gala and the Spring Carnival. There are also back-to-school and year-end picnics as annual Sunset community events.

Under SFUSD's Office of Community Schools and Family Partnerships, Sunset utilizes the Translation and

Interpretation Unit to request interpreters for conferences, Student Success Team meetings and Individualized Education Progress meetings. The Family Partnerships and Empowerment program helps deepen the capacity to partner with families in support of student success.

Sunset collaborates with families of students identified by the CARE Team for tier 2 interventions through the Student Success Team (SST) program. The SST program is a series of strengths-based, problem solving meetings involving the teacher, family members, principal, school social worker, and if appropriate, speech therapist or a psychologist. The meetings are for learning about the family's experiences and background, identifying the student's strengths, creating specific and measurable goals, developing an action plan and follow up procedures. Typically, 5-10% of students are involved in the SST process during a school year.

Sunset is an active participant in the Neighborhood Empowerment Project's Resilient Sunset Hub program. The HUB is a collaborative of neighbors and community organizations who meet regularly to develop a Resilience Action Plan in case of a natural or man-made emergency. Participation in the program helps ensure Sunset School's preparedness to care for Sunset families, and to be a resource for the surrounding community in case of an emergency.

3. Professional Development:

The Instructional Leadership Team comprised of teacher representatives of each grade, special education teacher, social worker and the principal generate the master professional development plan for the school year. SFUSD provides three full days of professional development prior to the school year. Professional development focus is determined by Common Core State Standards in English Language Arts, Math, and Science, site-based Balanced Scorecard goals, areas of need, and student assessment data results.

Sunset teachers meet within their grade levels on a weekly basis and an additional five full days throughout the school year. They establish professional goals, plan for instruction, analyze student work and identify trends, share best practices, and develop effective teaching strategies to address areas of need among individual students, focal students, and subgroups.

Teachers continually participate at on-site professional development or SFUSD-sponsored workshops. Over the past two years, Sunset has deepened the understanding of the foundational skills for Reading and Writing Workshop instruction focusing on mini lessons, teaching points, mentor texts, and anchor charts. Various strategies for differentiated instruction were acquired including the use of notebooks, student-centered instruction, shared reading, read alouds, and book clubs. The principal and two teachers attended the Reading Workshop and Writing Workshop at Teacher College, Columbia University for summer training. Teachers also attended the district's Reading and Writing Workshop and Bay Area workshops with presenters from Teacher College. In addition, teachers plan and implement the SFUSD interdisciplinary unit study at all grade levels.

At Sunset, teachers volunteer to be Teacher Leaders for English Language Arts and Math. Teacher Leaders participate in district professional development workshops and share their knowledge on the changes to Common Core State Standards. Over the years, this continual common core and curriculum emphasis has led to a dramatic improvement in the percentage of students scoring at a higher level.

The district is now moving into New Generation Science Standards (NGSS) with shifts to conceptual thinking, engineering practices, and crosscutting concepts. Through school-based workshops over the past three years, Sunset teachers were introduced to science professional development to NGSS, science and engineering practices, academic language development, developing models, and the use of science notebooks to enhance literacy skills.

New Sunset teachers participate in the Beginning Teacher Support and Assessment Program for various topics and for networking with other new SFUSD teachers. Sunset teachers have many meaningful opportunities to improve their professional capacity with principal's coaching and teacher collaboration and support.

4. School Leadership:

The unique culture of Sunset School is shaped and led by the principal with specific values and beliefs. However, school leadership is distributed across the school community and focused on improving instruction and learning. Collaboratively, goals are established for curriculum, instruction, and assessment practices and communicated priorities. Sunset's practices of clear communication and fostering systemic discussion regarding current research and theory leads to Sunset's effective schooling. The principal works to build consensus when deciding how to best use school resources and funding.

Distributing school leadership among all stakeholders is the foundation for a strong school community collaboration with active teacher commitment on committees and participation at meaningful professional development. Some committees led by teachers include the Instructional Leadership Team, Teacher Leaders, RtI/PBIS, technology, health, Student Study Team, Safe Routes to School, and more.

Sunset embraces an open door policy and encourages parents to engage and volunteer in the classrooms, chaperone field trips, and receive regular updates from teachers. The PTA website provides information about school activities, school-wide and community events, and features current newsletters. The principal collaborates with the PTA to plan Sunset's calendar of events and activities. Monthly coffee chats with the principal allow parents to learn more about school programs and have their voices heard.

Sunset has a high-functioning School Site Council (SSC) and English Language Advisory Committee that unites the principal, teachers, and parents in updating the school vision, analyzing the overall assessment data, discussing school programs, prioritizing academic objectives, reviewing and monitoring effectiveness, and making recommendations for the school's Balanced Scorecard and budget. For instance, data suggested English Learners required more academic support and opportunities for language acquisition. The SSC dedicated resources in literacy and visual and performing arts to include dance, rhythm, visual arts, choral music, and theater arts with an emphasis on language development. The annual SSC survey engages the school community for their opinions and suggestions.

Sunset principal partners with Sunset Neighborhood Beacon Center for the ExCEL after school program which has 275 students enrolled, YMCA for before school care, and local universities such as San Francisco State University and City College of San Francisco. Sunset teachers serve as the master teachers for new and developing teachers, guiding them and providing support for teaching practices and instructional success. The principal collaborates with colleagues at principals' meetings and small group networking meetings. Ongoing communication with other schools provides an avenue of support and ensures collaboration.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Currently at Sunset, every student is educated to have the technological skills for becoming a successful learner. To reach this achievement, Sunset developed a long term Technology Program with a committee comprised of the principal, teachers and parents in 2005. An Instructional Technology Roadmap was conceived to ensure that all students and teachers have access and equity with the technological devices and instruction.

With a project-based approach, students learn the basics of typing, word processing, PowerPoint for presentations, website design, JavaScript coding and internet research. In addition, all of these skills address language arts, math, social studies and science standards.

Use of the cloud allows students to work together on shared documents by editing or offering positive critiques. For the 2015 Inclusive Schools Week presentation at San Francisco's City Hall, a fifth grader read a speech that was collaboratively written by the entire fifth grade class. Each student was able to contribute and edit the speech. Preparing lessons and monitoring classwork are ways that Sunset teachers are able to use technology. All classrooms have white boards with an LCD projector for interactive lessons. In the upper grades, teachers are able to monitor students' progress via the cloud for individual and group projects. In collaboration with Common Sense Media, teachers are able to use technology tools in a responsible way for all students.

Technology also allows for group or individualized learning within classroom centers time. Learning at their own skill level, all students have use of apps, such as BrainPOP for informational science videos, Raz-Kids and MyON for developing reading skills, and Math Seeds and Khan Academy for augmenting math skills. English learners benefit from Grammar Gallery with the focus on vocabulary building, reading, writing, listening and spelling skills.

As the shift to online standardized testing occurred, Sunset students were able to adapt with their ability to navigate the testing platform. At Sunset, the testing scores remained stable with this change in testing methods. The 3rd-5th grade students scored 82.6% proficient on the Smarter Balanced Assessments in English Language Arts and 81.6% proficient in Mathematics.

Over the last 12 years, Sunset Elementary students have evolved in their classroom learning thanks to the addition of technology. Sunset Elementary is a dynamic community which affords all students the opportunity to succeed in the 21st century classroom and enjoy lifelong learning.