

School Accountability Report Card

Sunset View Elementary Magnet

Mr. Jerry Hooper, Principal

4365 Hill St, San Diego, CA 92107

(619) 223-7156

School Profile

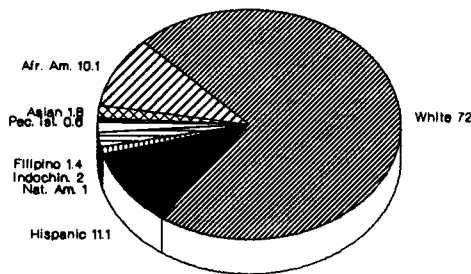
Sunset View University Lab Magnet Elementary School is located in the Point Loma section of San Diego. Sunset View is a magnet school in conjunction with the Point Loma Nazarene College Lab School. Our school was a California Distinguished Elementary School for 1987-88. The neighborhood is stable, with an increasing population of school-age children. The total enrollment in October 1989 was 493 children.

Ninety-five percent of all students enrolled in Sunset View at the start of the 1987-88 school year finished the school year there, creating a stable educational environment.

Approximately 16 percent of the students receive free or reduced-price lunches. About two percent of the students speak a language other than English. Through the Magnet Program 110 students chose to attend Sunset View thereby enriching the school's cultural diversity. We are a Gifted And Talented Education (GATE) school which includes 6 Cluster Classrooms and one Seminar Classroom.

The level of parent involvement in our school insures a highly enriched, quality program for all classrooms.

Student Racial/Ethnic Composition
1989-90



Percentage of Total Enrollment

Mission and Goals

It is the mission of the San Diego City School District to educate all students in an integrated setting to become responsible, literate, thinking and contributing members of a global society through excellence in teaching and learning.

Our vision at Sunset View is that each child will feel successful and will engage in positive experiences in an environment that fosters physical, social, emotional and academic growth. Children will become life-long learners who value themselves and others and make positive contributions to society.

Sunset View is a Restructuring School. Our first priority was to develop a governance model that would facilitate plan-

Report Card Meeting, Information

Date: June 7, 1990
Time: 9:00 a.m. and 7:00 p.m.
Place: Sunset View Staff Lounge

As a result of Proposition 98, schools have been asked to provide information about themselves to the public in the form of a School Accountability Report Card.

Sunset View staff and members of the PTA are proud to be able to share this information with you regarding our school's policies, programs and progress. To discuss the report card and answer any questions you may have, two meetings will be held on June 7 at 9:00 a.m. and at 7:00 p.m.

Additional information about all areas covered in this report card is available at Sunset View Elementary School. Parents are encouraged to come to Sunset View to look at these materials, to meet their children's teachers and to expand their involvement in their children's education.

ning and implementation of programs to support priority need areas. The Restructuring Steering Committee is a collaborative group made up of the principal, teachers, support staff, classified staff and parents. Their purpose is to generate recommendations for restructuring with respect to developing, reviewing and monitoring long range goals and plans that deal with curriculum, instruction, student motivation/interaction, how the school and community interface, staffing (where appropriate), organizational issues, budget, staff development and the evaluation design for school programs.

Key areas that focus on restructuring include the determination of the learning style preference of each child and the broadening of teaching strategies to address them. Peer Coaching insures feed back to teachers as they implement new teaching strategies. The development and implementation of a K-6 Physical Education program was also considered a high priority. We are exploring the expansion of interdisciplinary teaching where appropriate. Increasing professional growth opportunities and staff involvement in site decision-making in the areas of budget, staff development programs and curriculum are activities receiving high priority. Improving intra/interpersonal skills is a long range goal on which we're working.

Through the participation and support of our staff, Parent Teacher Association (PTA) and community, the following activities extend integration and the instructional process: seasonal community dinners, talent show, chorus program, Halloween Carnival, monthly parent informational coffees, parent Magnet Visitation Days, a Buddy System between resident and non-resident parents, cross-age tutors and

other innovative programs. Staff developed enriching classroom projects include science, literature, geography, art, music and botany. Computers are used to reinforce problem solving and critical thinking skills. Additional programs include the Drug Abuse Resistance Education (DARE) program, class newspapers, monthly awards assemblies, art and music docents, Price Club Grant for Gardens, student video productions, on-site media center, chorus, student council and instrumental music instruction.

Community Involvement

Parent involvement is strong as evidenced by a large and active PTA membership (about 90 percent). The PTA

provides volunteer helpers for the classrooms, raises funds for the school, provides field trips and books for the library and provides other forms of enrichment. Their support and interest help give the children a sense of being a part of a total community. Sunset View participates in a school and business community partnership with Suzy's Zoo Greeting Card Company which provides the school with opportunities to recognize and reward student achievement. A calendar of reciprocal activities is scheduled each year. Although we still have a large number of parent volunteers in the classrooms, they are gradually diminishing as a result of the number of parents returning to the work place.

Teaching Assignments

Sunset View has 17 classroom teachers, eleven of whom have been with the school in excess of five years. The average teaching experience of the staff is nine years. Every teacher at Sunset View is properly credentialed to teach at the appropriate grade level. In addition, eleven teachers are GATE certified, two are certified in Special Education instruction and two are certified Reading Specialists. At present, four teachers at Sunset View have been designated as mentors by the school district. A number of teachers serve as demonstration teachers for the district and are frequently called upon as presenters and lecturers at Point Loma Nazarene College and elsewhere.

Counseling and Support Services

Students receive a variety of support services from thirteen certificated staff who work at Sunset View on a full-time or part-time basis. Counseling and Support service staff includes; resource specialist, reading teacher, basic skills teacher, psychologist, nurse, language speech and hearing specialist, district counselor, physical education and adaptive physical education teacher. Non-certified staff include: art and music docents, media center supervisor, district counselor assistant and transportation liaison. Two additional and vital certificated positions include the magnet resource teacher and the physical education teacher who also provides preparation time for classroom teachers.

School Facilities and Safety

The school site is approximately 36 years old. The main facility is a single-story plant consisting of 12 permanent classrooms. There are also five portable classrooms and a portable-housed media center.

The school is neat in appearance with infrequent incidence of graffiti or vandalism. Community members are alert and tend to report suspicious activities around the school. Students have a positive attitude towards their school and play a major role in its upkeep.

To promote student safety, we ensure that procedures for student emergencies are reviewed with staff, students and parents. To this end, fire drills and disaster preparedness drills are conducted on a regular basis. A majority of our teaching staff are CPR certified. Adult supervision is provided prior to school and during recess and noon playtime.

Class Size

Our classrooms had the following enrollments on October 6, 1989:

| Grade Level | | | | | | | | |
|-------------|----|----|----|----|---|---|-------|------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | Multi | SpEd |
| 32 | 30 | 31 | 31 | 30 | | | 32 | |
| 32 | 29 | 30 | 31 | 29 | | | 30 | |
| | | | | | | | 31 | |
| | | | | | | | 30 | |
| | | | | | | | 27 | |
| | | | | | | | 30 | |
| | | | | | | | 19 | |

We could do a better job in meeting the needs of students if our classroom enrollments were lower. Our adult-to-student ratio is lowered via instructional aides and extensive parent volunteer involvement in classrooms, on the playground and in supplemental programs. The ratio is further reduced by a number of student teachers and observers provided by Point Loma Nazarene College and other area universities.

Substitute Teachers

The Personnel Administration Department at the district office maintains a pool of substitute teachers available for assignment in the event a classroom teacher must be absent for any reason.

By state law, a credentialed teacher may substitute at any grade level and in any subject. Every effort is made to place substitute teachers in appropriate avenues of expertise. This past year all classrooms were staffed by qualified substitute teachers when necessary.

Teacher Evaluation

School administrators formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is less than effective, specific areas are identified where improvement is needed. The teacher and principal — with assistance from the district Staff Development and Training Department — develop a program for instructional improvement.

Student Achievement

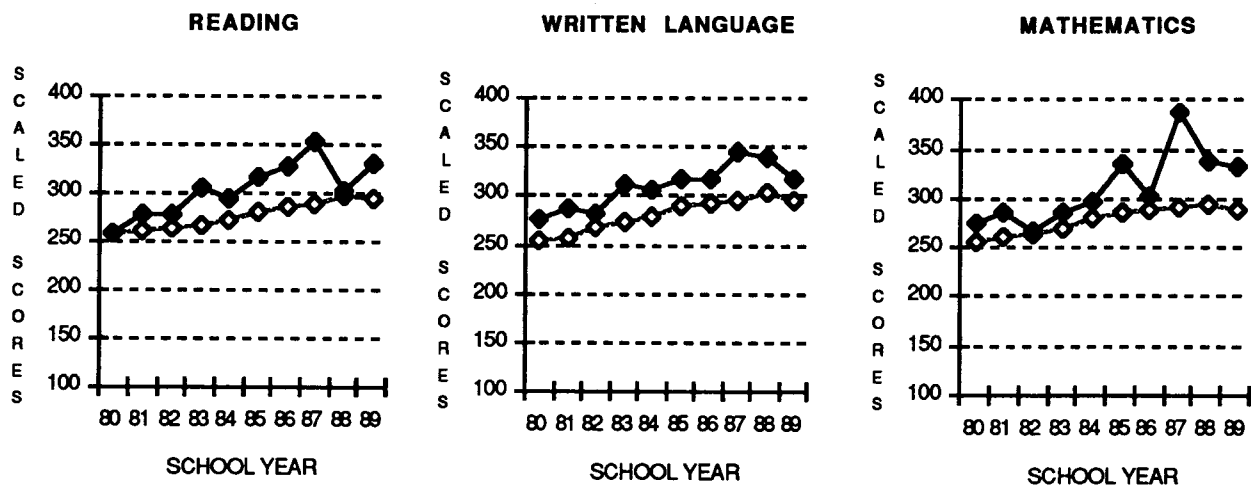
Sunset View continues to demonstrate academic excellence. We teach to build skills that will enable our students to function effectively in the 21st Century. By engaging children experientially, facilitating learning and utilization of critical thinking skills, focusing on writing as a process and addressing a range of learning styles through a variety of teaching strategies, we believe will assure a higher level of student achievement and provide needed academic and life skills. *Parents are encouraged to continue a high level of communication with staff regarding their child's achievement and well being in school. Test scores are only one reflection of student progress toward becoming a literate and thinking person.*

The California Assessment Program (CAP) test scores reported below show how Sunset View students performed on a state testing program which

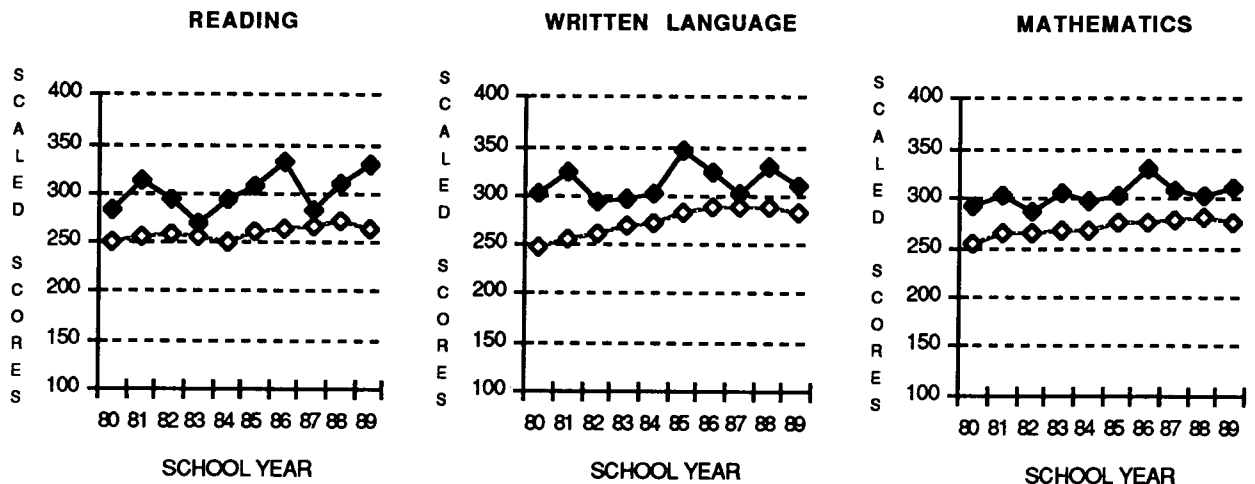
annually assesses elementary and secondary schools in California at grades 3, 6, 8, and 12. These tests measure student knowledge of various broad areas of curriculum including reading, language and mathematics. Over the years CAP test results at Sunset View have consistently remained well above district and state averages which equates to the top 15 percent of elementary schools in San Diego.

Each spring, students in grades 5, 7, 9, and 11 in San Diego City Schools complete various levels of the Comprehensive Test of Basic Skills (CTBS). At Sunset View, we elect to test children at grade levels 1-6. These tests permit a comparison of achievement to students nationally who have taken the same tests. Parents of students who have taken the test at the elementary level are informed of their children's results at parent/teacher conferences. CTBS scores at all tested grade levels are available upon request from the school office.

CALIFORNIA ASSESSMENT PROGRAM
 DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
 1979-80 THROUGH 1988-89
 GRADE 3



GRADE 6



CODE: ◆ ——— ◆ = SCHOOL ◆ ◆ = DISTRICT

Quality of Instruction and Leadership

Sunset View offers a balanced curriculum to a diverse student population. Our curriculum is aligned with state adopted frameworks and guidelines. We recently piloted the new Language Arts Reading and Writing program to be implemented during school year 1990-91.

Children with limited English speaking abilities or learning disabilities are assessed and provided an appropriate and challenging program. The support staff, including the psychologist, resource specialist, reading specialist and basic skills teacher provide extensive and innovative services to the regular education population, including students at risk of being retained, and exceptional students through small group and individual instruction and consultation.

A collaborative decision-making process will be expanded by applying for status as a Site-Based Coordinated School for school year 1990-91.

Sunset View's principal plays an important role in facilitating positive parent/community relations. Parents and other members of the community are made aware of how they can support and become involved in the school's programs through newsletters, flyers, phone calls, PTA Board Meetings, Restructuring Steering Committee and monthly Parent/Principal Coffees. Evidence of parent support is indicated by the nearly 15,000 volunteer hours contributed during the 1989-90 school year.

Training and Curriculum Improvement

An integral part of the restructuring process at Sunset View is ongoing professional development. Needs are continually assessed, monitored and prioritized. Action plans are developed accordingly with community and staff input. Progress is monitored closely. Site resources are focused to support identified needs. District, site and PTA monies are used to enhance programs and to cover the cost of substitutes and conference fees which are part of professional development. This process has resulted in the assessment of each child's learning style preference, development of appropriate teaching strategies to accommodate different learning styles and a peer coaching process to support teachers in the implementation of those strategies.

Long range restructuring goals include the development of a quality K-6 physical education program, a pilot program integrating the language arts and reading, a literature based reading pilot program, a plan for Site Based Management and staff/community involvement in design of curriculum and programs, staff development plans and budget. Additionally, a Peer Tutoring/Buddy System program that pairs primary and upper grade classrooms has been implemented. We are in the process of implementing an African American Male Role Model program in which a staff member works with students who may benefit from a positive male role model.

Attendance/Dropouts

Sunset View provides an appropriate, challenging, enriched curriculum which will facilitate future academic success and lessen the potential for academic risk. Our 1988-89 attendance rate averaged 94.2 percent and a low percentage of unexcused absences.

| Attendance Rates | |
|------------------|---------------------|
| Year | % Actual Attendance |
| 1984-85 | 94.1 |
| 1985-86 | 95.2 |
| 1986-87 | 94.7 |
| 1987-88 | 94.7 |
| 1988-89 | 94.2 |

There were 35 students (seven percent of our enrollment identified in June 1989 as being at risk of being retained. The Site Consultation Team (principal, district counselor, resource specialist, psychologist, reading teacher, classroom teacher, parent) monitor the progress of children at risk of being retained and develop an individual plan which addresses the specific needs and interventions required for assistance.

Discipline and Climate for Learning

The Sunset View community makes a strong connection between school rules and the guarantees of safety and mutual respect. These are themes taught and reinforced throughout the year. A committee of teachers and staff annually update the disciplinary guidelines, including the shared responsibilities of students, site personnel and parents. Parents and students review the policies and sign their agreement yearly.

An atmosphere of support and encouragement can be felt schoolwide. Every effort is made to accommodate the individual needs and styles of children in social and academic learning. Open communication and cooperative problem solving are modeled and encouraged by coordination of administrators, counselors, supervision staff and teachers.

The Guidance Program addresses classrooms and small group programs on issues ranging from inter-group understanding to responsible decision-making, and reinforces concepts of empathy and the consequences of one's actions in problem solving situations. The Awards Assembly program acknowledges every student for a variety of accomplishments including positive attitude, cooperative citizenship, academic effort of some other positive aspect of their participation in school. Students and staff are "caught being good."

A Consultation Team of support staff, administrator and teachers meets weekly to review and write plans for meeting the learning, health and emotional needs of students and supports the early identification of students who are at risk of being retained.

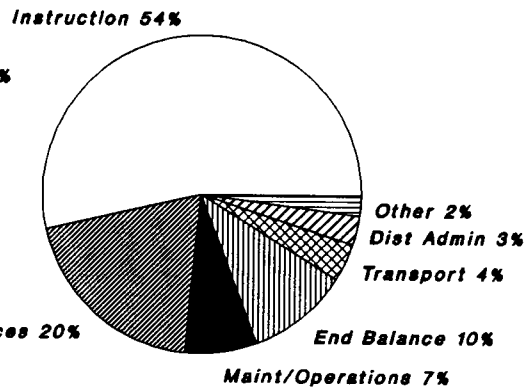
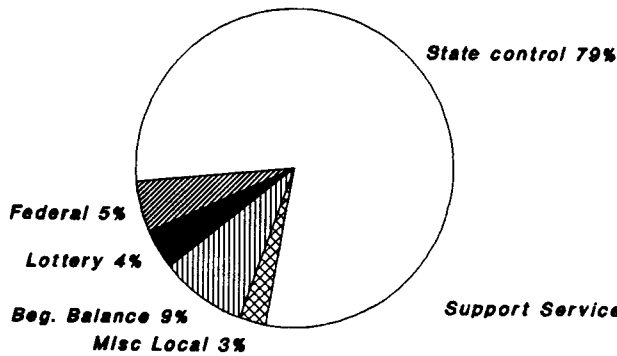
Race and Human Relations

A most important factor in our students becoming contributing members of a global society is their ability to understand and appreciate the diversity of backgrounds of others. Sunset View Elementary implements the district race and human relations program through the Social Studies program which is augmented through a variety of cultural and ethnic classroom activities. Ancillary programs include an African American Role Model Program, Flag Assemblies which focus on race and human relations issues and an active Counseling Center program aimed at conflict resolution, problem solving, appreciation of individual differences and effective interpersonal communication.

District General Fund Budget, 1988-89

Where money comes from...

and where it goes...



Instruction—direct classroom instruction to students (e.g., classroom teachers and classroom books and supplies)
Support Services—activities directly supporting the instructional program (library books, school administration, pupil health services, attendance, counseling)
Ending Balance—unobligated funds, accounts payable, etc.

District Administration—Education Center and other central administrative offices
Maintenance/Operations—repair, upkeep, utilities, custodians, gardeners
Transportation—transporting students
Other (e.g., interest payments, reserves)

Textbooks and Other Instructional Materials

The district adopts new school textbooks every seven years. These are chosen by districtwide textbook committees of teachers, administrators and parents. This year new English Language Arts (reading, language, writing) textbooks are being piloted; they will be put into general use throughout district elementary schools next year. Several of our teachers were involved in the pilot.

Our instructional programs use a variety of materials in addition to textbooks, including workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. Every student is provided with textbooks and sufficient support materials such as workbooks.

All students have access to the Sunset View Media Center through regularly scheduled weekly classroom visits. The media center contains a variety of fiction and non-fiction books and other materials and media as well. Site and PTA funds add to and keep stock up-to-date. Expansion of our Media Center is an ongoing need. Each classroom has one computer, with limited software. Students use the computers to reinforce and enhance academic skills.

The district Instructional Media Center houses an 800,000-volume elementary book collection. There is also a film library with approximately 30,000 audiovisual materials, including filmstrips.

Expenditures and Services Offered

The general fund provides each school an instructional budget based on its enrollment and programs and on district

formulas. These formulas result from various factors: Board of Education policy; state law; program funding requirements; and agreements with employee bargaining units. Districtwide the 1988-89 amount spent per pupil from the Current Expense of Education Classification was \$3,965. The Current Expense of Education can be used to compare one school district to another.

Additional funds are allocated to some special programs or student needs. Some of these special budget allocations are listed below.

The School Improvement Program (SIP) requires the staff to develop a plan of instructional objectives and activities for all our students. The \$50,154 received through SIP funds a media center aide, instructional aides and provides additional instructional and office supplies and teacher training.

An allocation of \$197,493 is provided for the San Diego Plan for Racial Integration (Sunset View Magnet Program). This provides for a magnet resource teacher, reading teacher,

Did you know that . . . ?

The 1989-90 district allocation per student of general operations funds for regular programs is:

- \$19.05 for instructional supplies;
- \$0.59 for office supplies;
- \$2.56 for custodial supplies;
- \$3.78 for site maintenance improvement; and
- \$0.20 to 0.30 for medical supplies.

classroom aides, guidance aide time, two bus aides, media center aide time and instructional supplies.

An additional \$6,120 provides enrichment for our GATE classes. Approximately \$2,000 is allocated to support our limited English speaking students and we receive a grant of \$1,000 from the Price Family to support our gardening projects. \$5,000 is provided in federal funds to improve Basic Skills for those children experiencing academic difficulties. \$17,500 from the Magnet Schools Assistance Program provides additional monies for staff development, capital outlay items and literature books.

A Pace Trust Agreement provides \$2,000 to support Learning Styles Assessment and staff peer coaching. A variety of District funds provides \$38,400 for various employee salaries, books and supplies and contracted services.

Our PTA raises about \$20,000 annually to assist with field trips, assemblies, art and music docents, computer hard and soft ware, enrichment assemblies, instructional supplies, and capital outlay items. The Sunset View staff is apprecia-

tive of the PTA's effort, involvement and dedication to maintaining excellence in our school.

Budget development, implementation and monitoring is conducted by the staff through the Restructuring Steering Committee. We are learning to better focus our resources on needs which we collectively perceive to be of high priority.

Report Card Committee

The following parents and staff contributed in developing this report card:

Suzanne Barclay
Linda Davis
Jeff Green
Jerry Hooper
Pan Hoxie

Michael Johnston
Karen Mitchell
Connie O'Brien
Susan Owara
Sandra Pryor

SUNSET VIEW ELEMENTARY MAGNET

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