

# School Accountability Report Card

## Sunset View Elementary Magnet

Mr. Jerry Hooper, Principal

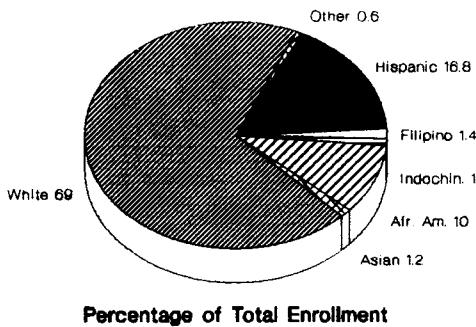
4365 Hill Street, San Diego, CA 92107

(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, University of San Diego, National University, and others. 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 1991 was 501 children.

Student Racial/Ethnic Composition  
1991-92



### Mission and Goals

*It is the mission of [our district] to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.*

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning
- Improving teaching
- Enhance integration and diversity
- Enhancing shared decision-making and community involvement

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.

Our goals over the next three to five years are to:

- Continue to refine a site governance model that facilitates planning and implementation of programs and supports priority need areas (Restructuring Steering Committee)

### Report Card Meeting, Information

Date: March 19, 1992  
Time: 9 a.m. and 6 p.m.  
Place: Sunset View Staff Lounge

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Sunset View Magnet Elementary's policies, programs, and progress. Two meetings will be held on March 19—one at 9 a.m. and again at 6 p.m.

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

- Determine learning style preferences of each child and continue to develop teaching strategies to address them
- Continue to develop a kindergarten through sixth grade physical education program
- Explore and implement more developmental curriculum and assessment at the primary grade levels
- Increase professional growth opportunities for staff including five Socratic Seminars per year
- Increase staff and community involvement in site decision-making in the areas of budget, staff development programs, curriculum/instruction, staffing, evaluation of programs, and identification of site needs.
- Improve intra/interpersonal skills in the area of communication among staff and community
- Develop an African American male and Hispanic female role model program to address our two most academically at-risk populations
- Develop higher order thinking skills in the curriculum, including one Socratic Seminar in each classroom per month
- Develop and implement a study skills program for kindergarten through sixth grade
- Place greater emphasis on abstract thinking in science/math

Our report card is organized around the four district goal areas. This will help parents understand Sunset View's strengths and weaknesses as well as our success in improving the school by meeting the goals we have set.

# Student Learning

## Student Achievement

### How are students doing?

Sunset View continues to demonstrate academic excellence. We believe the following will ensure a higher level of student achievement:

- Learning and utilizing critical thinking skills
- Focusing on writing as a process
- Addressing a range of learning styles

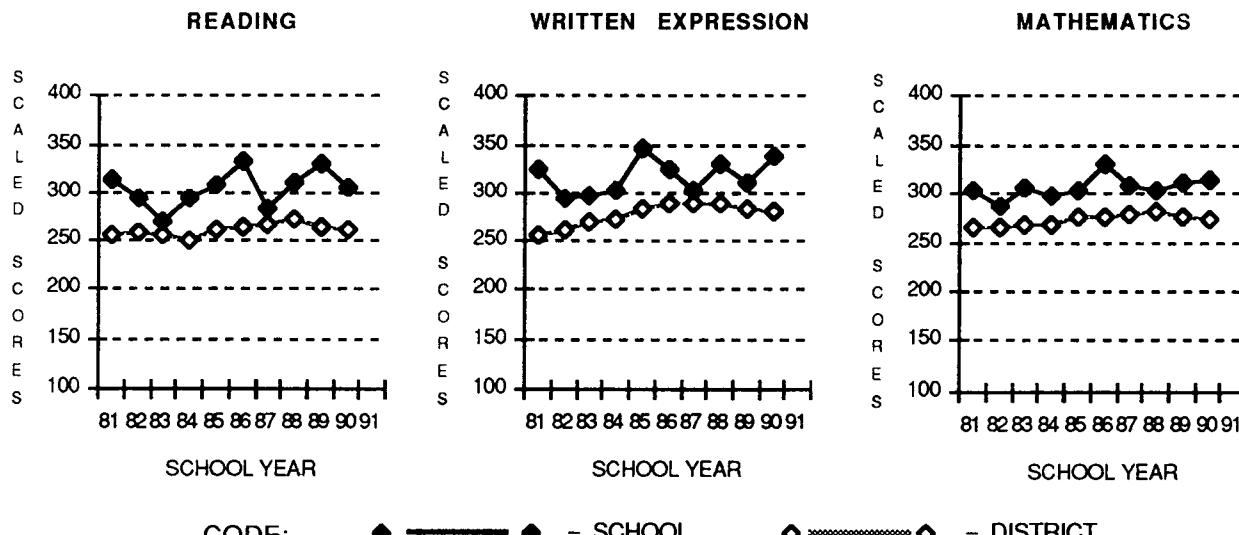
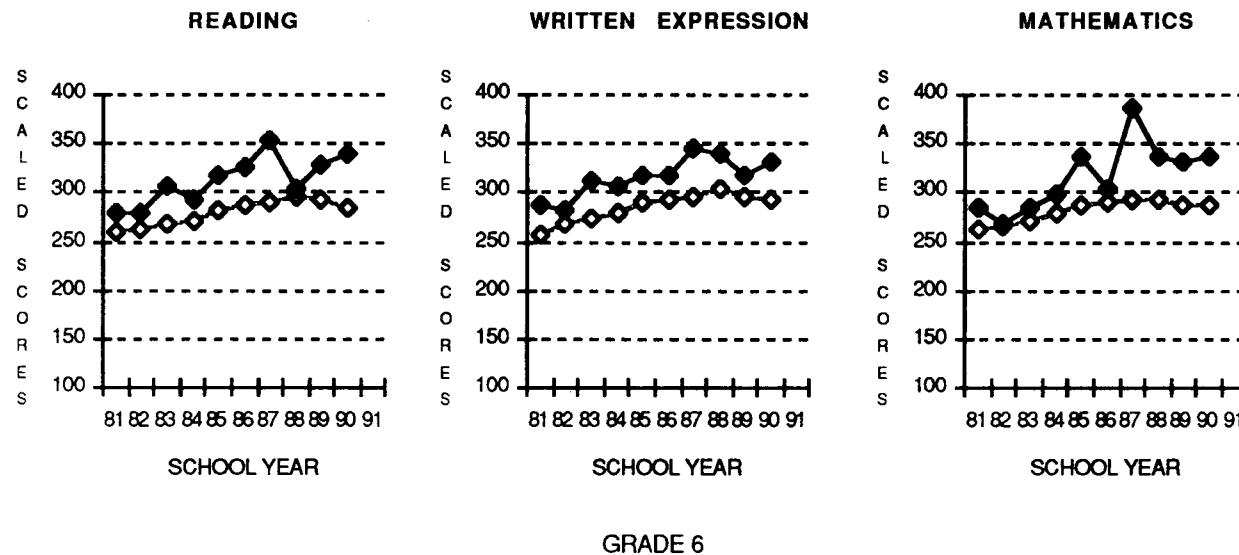
We teach to build skills that will enable our students to function effectively in the 21st Century. Parents are encouraged to continue a high level of communication with staff regard-

ing their child's achievement and well being in school. Test scores are only one reflection of student progress toward a literate and thinking person.

Students in San Diego City Schools take two different sets of standardized tests:

- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, language, mathematics, and other selected areas (grades 4, 5, and 10 are being piloted this year; in past years students were tested in grades 3, 6, 8, and 12; last year, due to budget cuts, the state did not conduct CAP tests)
- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7

CALIFORNIA ASSESSMENT PROGRAM  
DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES  
1980-81 THROUGH 1990-91  
GRADE 3



CODE:      ◆ —◆ = SCHOOL      ◆ -----◆ = DISTRICT

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.

While CAP scores in general remain well above the district average, Hispanic and African American students do not perform as well, particularly in math. Our African American Male Role Model Program and our basic skills/reading teachers will focus on improving achievement for these groups in Math and Reading where appropriate.

In spite of the fact that 70-80 percent of Sunset View students score at or above the 50th percentile, we feel there is a need for alternative assessment that shows us more than a student's performance on a standardized test. Portfolio assessment is a step in this direction. It is a sampling of student work over the course of the school year.

If you haven't seen your child's test scores, ask your child's teacher or the office.

### Attendance/Dropouts

#### Do more students attend and stay in school?

Our 1990-91 attendance rate was 94.95 percent and 7.34 percent of all absences were unexcused. The number of non-apportioned absences is declining. Parents, however, are reminded that verifying your child's absence or filling out an independent study contract, if the child's absence is not due to illness, is necessary. The school will call you if you have not verified your child's absences. Children are allowed one excused absence per year for religious holidays. Children with perfect attendance will receive an award.

<b>Attendance Rates</b>		
<b>Year</b>	<b>% Absences Unexcused</b>	<b>% Actual Attendance</b>
1986-87	17.6	94.7
1987-88	18.1	94.7
1988-89	12.9	94.2
1989-90	10.5	94.7
1990-91	7.3	95.0

There were 28 students (six percent of our enrollment) identified in June 1990 as being at risk academically. The site

consultation team (principal, district counselor, resource specialist, psychologist, reading teacher, classroom teacher, and parent) monitor the progress of at-risk children and develop an individual plan which addresses needs and interventions required for assistance.

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 at-risk students.

When students are tardy or truant for part of a day, they may not meet state minimum instructional day standards. A fall 1991 sampling of data found that 0.2 percent of the attendance claimed at our school did not meet these standards. We could lose state money in the future because of these part-day absences.

### Discipline and Climate for Learning

#### Is this school a good place to learn?

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 updates 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.

#### The Guidance Program:

- Addresses classrooms and small group programs
- Reinforces concepts of empathy and the consequences of one's actions in problem-solving situations.

Student Recognition Program acknowledges every student for a variety of accomplishments including:

- Positive attitude
- Cooperative citizenship
- Academic effort

Staff are acknowledged in the weekly staff bulletin.

## Teaching Quality

### Teaching Assignments

#### Do we have qualified teachers?

Sunset View has 17 classroom teachers, nine of whom have been with the school in more than six years. The average teaching experience of the staff is 10 years. Every teacher at Sunset View is properly credentialed to teach at the appropriate grade level. In addition, 11 teachers are GATE certified, two are certified in special education instruction, and one is a certified reading specialist. At present, seven 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.

### Teacher and Administrator Evaluation

#### How are teachers and administrators evaluated?

The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is less than effective, the principal identifies specific areas which need improvement and develops a program for improvement with the teacher.

The principal is also evaluated every two years in a similar manner by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member, there is a procedure that you can follow. You can find it in *Facts for Parents* sent home with every student

at the beginning of the school year. You may call the principal or School Services Division, as appropriate, to discuss this subject at any time. Parents are actively involved in the decision-making process and in constant communication with staff.

## Substitutes

### Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

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 their area of expertise.

This year we would like to create our own pool of good substitute teachers because we believe it would be more effective to have substitutes who are familiar with our site and the specific needs of our students.

## Quality of Instruction and Leadership

### How good is it?

Sunset View offers a balanced curriculum to a diverse student population. Our curriculum is aligned with state adopted frameworks and guidelines. We are using the new language arts reading and writing program.

Through our Restructuring Steering Committee, our staff and community have established clear goals for improving instruction and for involving staff and parents in planning and decision-making. These goals include:

- Redesigning instruction to be more responsive to the individual needs of each child
- Emphasizing higher order thinking skills through Socratic Seminars

Children with limited English speaking abilities or learning disabilities are assessed and provided an appropriate program. The support staff, including the psychologist, resource specialist, ESL and basic skills teachers provide extensive and innovative services to the regular education population. At-risk and exceptional students receive support through small group and individual instruction and consultation.

A collaborative decision-making process was expanded when the school became a Site-Based Coordinated School. Teachers are meeting regularly in grade-level groups on staff development days for in-depth discussion and planning for instructional issues. There is a clear need to do more of this.

Sunset View's principal plays a vital role in promoting positive parent/community relations. Parents and other community members 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 1990-91 school year.

## Training and Curriculum Improvement

### What are we doing to improve staff?

Professional development for staff is ongoing at Sunset View. This year we have four staff development days. The

days are used to develop specific programs to advance the long-range goals described in the Mission and Goals section of this report.

Needs are continually assessed, monitored, and prioritized. Action plans are developed with community and staff input. Progress is monitored closely by the Restructuring Steering Committee and in an end of year evaluation. 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.

Our curriculum follows the state-adopted framework and state guidelines.

Sunset View Elementary is teaching the new district-adopted language arts curriculum. The program exposes all students to quality literature. It stresses the interaction of listening, speaking, reading, and writing, rather than teaching these as separate skills. Staff in-service training will be ongoing to prepare for the new social studies and science curricula.

The principal encourages staff to attend conferences, workshops, and demonstrations of programs and to visit other schools. Instructional aides are given on-site training.

## Counseling and support services

### What kind of support does Sunset View offer students?

Students, staff and parents receive a variety of support services from 13 certificated or classified staff who work at Sunset View full- or part-time.

Counseling and support service staff include a magnet resource teacher, resource specialist, ESL/basic skills teacher, psychologist, nurse, language speech and hearing specialist, district counselor, physical education teacher, music teacher, and adaptive physical education teacher.

Non-certificated staff include art and music docents, media center supervisor, district counselor assistant, and transportation liaison.

The physical education teacher provides preparation time for classroom teachers each week by taking their classes for physical education instruction.

We are continuing to see a decrease in many of our support services due to cuts in funding. A Sunset View Foundation has been created in order to raise capital.

## Textbooks and Other Instructional Materials

### How current are our materials?

The district decides which textbooks will be used and provides them to schools according to enrollment. New textbooks in a subject area are adopted every eight years according to the state textbook review cycle. This year schools will begin using newly-adopted textbooks and materials in visual arts and music. New social studies textbooks are also being piloted.

The district decides which textbooks will be used and provides them to schools on an equitable basis.

The district adopts new school textbooks every seven years. These are chosen by districtwide textbook committees of

teachers, administrators and parents. This year new social studies textbooks are being piloted.

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.

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 media as well, including the start-up equipment for a computer network. Site and PTA funds keep stock up to date. Expansion of our media center is an ongoing need. Each classroom has one or more computers, with limited software. Students use the computers to reinforce and enhance academic skills. There is a need for software and staff to become computer literate. There is also a need for replacing playground equipment, expanding the computer network, and purchasing additional support materials.

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. Teachers at Sunset View make extensive use of these materials to enhance and enrich their instructional programs.

### School Facilities and Safety

#### How clean, safe, and orderly is our school?

The school site is 38 years old. The main facility is a single-story plant consisting of 12 permanent classrooms. There are also six portable classrooms. Thanks to our business partner (Suzy's Zoo), we have additional outside lighting for evening events. A wall ball court and quiet activity area were added as memorials to two of our students who passed away.

The school is neat in appearance with infrequent incidents of graffiti or vandalism. Community members are alert and tend to report suspicious activities around the school. Stu-

dents have a positive attitude towards their school and play a major role in its upkeep. The general maintenance and appearance of the bungalows is abysmal. They are in need of painting and interior repairs.

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. Adult supervision is provided prior to school and during recess and noon playtime. Community and staff feel there is a need for increased safety measures at the intersection of Moana and Hill streets before and after school. The PTA Safety Committee is looking into possible solutions. A feasibility study is under way for after school child care.

### Class size

#### Are classes too large?

Our school had the following class sizes on October 5, 1991:

Grade Level										
K	1	1-2	2	3	4	4-5	4-6	5	6	
32	28	27	28	32	31	29	18	32	34	
31	28	27	28	29	29	29	31	31	35	

Class sizes are too large. We are fortunate at Sunset View, however, to be able to increase our adult-to-student ratio 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. Even this additional help cannot offset the effects of budget cuts and reduced aide time. The negative effects of large class sizes will continue to be felt as budgets are cut reducing classroom aide time. Greater numbers of our families now have both parents working. This will impact volunteer time in the classroom. The solution is to lobby the legislators in Sacramento to provide adequate funding to reduce class sizes.

## Integration and Diversity

### Race and Human Relations

#### Do students get along with each other?

A most important factor in our students becoming contributing members of a global society is their ability to understand and appreciate the diverse backgrounds of others. To support this understanding and appreciation of our cultural diversity, we are planning our second annual Cultural Heritage Faire in the spring. Sunset View Elementary implements the dis-

trict race and human relations program through the social studies program, 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. The Socratic Seminars for the staff have a race/human relations focus.

## Shared Decision-Making

### Community Involvement

#### Do we welcome parent and community involvement?

The primary objective of shared decision-making at Sunset View is to involve every element of our school community in the process. Areas for decision-making include:

- Budget
- Curriculum/Instruction
- Facilities
- Staffing
- Staff Development

Strong parent involvement can be seen in our 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. Its support and interest help give the children a sense of being a part of a total community.

Sunset View participates in a school/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. We still have a large number of parent volunteers in the classrooms. However, they are grad-

ually diminishing as a result of the number of parents returning to the work place.

We need your continued support. Here is how you can get involved:

- Join the PTA and participate in one of its many activities. Board Meetings are held the first Friday of every month.
- Volunteer in a classroom.
- Attend a Restructuring Steering Committee meeting held the second Thursday of each month.
- Attend a parent coffee.
- Join and support the Sunset View Foundation.

## Finances

### Expenditures and Services Offered

#### *Where does it all go?*

The budget chart below shows the major areas of district funding for Sunset View Magnet Elementary and other district schools. It includes all budgeted monies from the general fund except those for transportation, maintenance and operations, and district administration.

Some latitude is offered to Sunset View Magnet Elementary to determine use of funds.

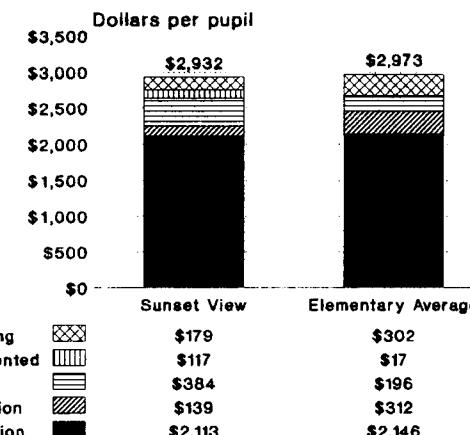
Each school receives an instructional budget based on its enrollment and programs and on formulas which are set by Board of Education policy, state law, agreements with em-

ployee bargaining units, and guidelines of outside funding agencies.

Recent cuts in district funding have reduced or eliminated our school's maintenance budget, discretionary fund, basic skills, and integration budgets. Increasingly, the Sunset View community will be looking toward funding sources outside the district. Our foundation is one example. We have been successful in securing several small grants to support the arts, including a poet in residence, a stone carver, and flamenco dancers.

Recent legislation has required school districts to report salary comparisons. The table below compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 and 25,000 or more students, respectively. The data are for the 1989-90 school year.

### School Budget, 1990-91



**External Funding**—monies from agencies, usually federal or state, earmarked for specific services

**Gifted and Talented**—specialized learning assistance for students with great ability, achievement, or potential

**Integration**—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

**Special Education**—programs offering students with special needs appropriate, individualized education

**Regular Education**—services, materials, and support to the general education program

### Salary and Budget Data for Teachers and Administrators, 1989-90

Position	Other Large Unified Districts (1,500+ ADA)	Very Large Unified Districts (25,000+ ADA)	San Diego (116,685 ADA)
Beginning Teacher's Salary	\$23,779	\$25,131	\$23,832
Midrange Teacher's Salary	\$36,952	\$37,672	\$36,213
Highest Teacher's Salary	\$45,284	\$46,240	\$46,021
School Principals' Salary <sup>†</sup>	\$57,284	\$61,700	\$61,751
Superintendents' Salary <sup>‡</sup>	\$82,324	\$105,002	\$96,773
Administrative Salaries as Percentage of Budget	5.67%	5.45%	4.09%
Teacher Salaries as Percentage of Budget <sup>*</sup>	43.50%	44.23%	42.61%

<sup>†</sup> All school site managers—principals, vice principals, etc.

<sup>‡</sup> Superintendents, deputy, associate, and assistant superintendents.

<sup>\*</sup> Percentage of general fund expenditures. Does not include benefits.

## Report Card Committee

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

Deborah Brady-Davis, parent  
Linda Davis, PTA president/classified  
Judi Greenwald, teacher  
Jerry Hooper, principal  
Pam Hoxie, past PTA president/classified  
Marty Johnson, parent  
Annette Lamond, parent  
Mary Mackey, teacher  
Karen Mitchell, magnet resource teacher  
Patricia Ladd, teacher  
Dianne Perreyclear, teacher  
Becky Reid, teacher  
Pam Slick, parent  
Dale Veasy, parent  
Judi Walker, parent  
Cathy White, classified

**SAN DIEGO CITY SCHOOLS  
SUNSET VIEW ELEMENTARY MAGNET  
4365 Hill Street  
San Diego, CA 92107**

NON-PROFIT ORGANIZATION  
U. S. POSTAGE  
**PAID**  
SAN DIEGO, CALIFORNIA  
PERMIT NUMBER 207