

SCHOOL ACCOUNTABILITY REPORT CARD

SUNSET VIEW ELEMENTARY MAGNET SCHOOL

Mr. Jerry Hooper
Principal

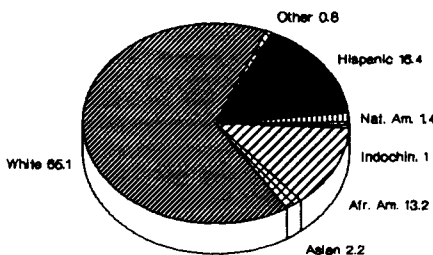
4365 Hill Street
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MARCH 1994
San Diego City Schools

SCHOOL PROFILE

Sunset View University Lab Magnet 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 and others. Our school was a California Distinguished Elementary School for 1987-88. Enrollment is stable and totaled 501 children in October 1993.

Student Racial/Ethnic Composition
1993-94



Percentage of Total Enrollment

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 shared decision-making in all areas
- Continue to improve the teaching/learning process
- Develop a kindergarten through sixth grade science program
- Continue implementation of developmental approaches and assessment at all grade levels
- Support professional growth opportunities for staff
- Continue implementation of an African American male and Hispanic female role model program
- Continue implementation of higher order thinking skills in the curriculum, including one Socratic Seminar in each classroom per month

REPORT CARD MEETING, INFORMATION

Date: March 24, 1994

Time: 9:00 a.m. and 7:00 p.m.

Place: 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 Elementary's policies, programs, and progress. At a meeting on March 24 one at 9 a.m. and again at 7 p.m. parents can discuss the report card and ask questions.

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

- Continue implementation of a study skills program for kindergarten through sixth grade
- Place greater emphasis on abstract thinking in science/math with emphasis on computer literacy

Our report card is organized around the four district goal areas and 16 expectations. 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.

REPORT CARD COMMITTEE

*This report card was developed by
the School Site Council.*

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

Sunset View continues to demonstrate academic excellence. We believe student achievement will be enhanced by learning and utilizing critical thinking skills, focusing on writing as a process, and addressing a range of learning styles.

We teach to build skills that will enable our students to function effectively in the 21st Century. Test scores are only one reflection of student progress toward a literate and thinking person.

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

- The California Learning Assessment System (CLAS) tests for students in grades 4 and 5, 8, and 10 in reading, writing, mathematics, social science/history, and science
- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7

Over the years test results at Sunset View have consistently remained well above district and state averages.

Hispanic and African American students have not performed as well, particularly in math. A plan is in place to improve their achievement in math and reading where appropriate.

While 70-80 percent of Sunset View students score at or above the 50th percentile, there is a need for expanded alternative assessment that shows us more than a student's performance on a standardized test.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

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

Parents may see children's test scores through their teacher or the office.

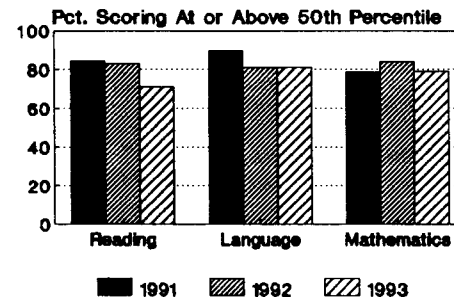
ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Our 1992-93 attendance rate was 95.85 percent and 8.09 percent of all absences were unexcused. Generally, the number of non-apportioned absences has declined in recent years. Parents, however, are reminded that verifying a 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 if a child's absence is not verified by a parent. Children are allowed one excused absence per year for religious holidays.

There were 30 students (six percent of our enrollment) identified in June 1993 as being at risk academically. The site consultation team meets weekly to monitor the progress of children with special needs and assist in developing an individual

Grade 5 ASAT Results



Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1988-89	12.9	94.2
1989-90	10.5	94.7
1990-91	7.3	95.0
1991-92	9.6	94.8
1992-93	8.1	95.9

ual plan which addresses needs and interventions required for assistance.

DISCIPLINE AND CLIMATE FOR LEARNING

Is Sunset View a good place to learn?

The Sunset View community makes a strong connection between school rules and the guarantees of safety and mutual respect. Social skills are taught and reinforced throughout the year. Disciplinary guidelines, including the shared responsibilities of students, site personnel, and parents are reviewed and published 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.

A comprehensive program is in place providing support to students, staff, and parents.

Student recognition programs acknowledge students and staff for a variety of accomplishments.

TEACHER/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 not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher. The principal is also evaluated every two years by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You can

find them in *Facts for Parents* sent home with every student at the start of the school year. You may call the principal or the School Services Division to discuss this subject at any time.

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, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

Sunset View will continue to create a pool of good substitute teachers because

the school believes it would be more effective to have substitutes who are familiar with the site and the specific needs of the students.

INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

Sunset View offers a balanced curriculum to a diverse student population. The curriculum is aligned with state adopted frameworks and guidelines.

The school site plan, developed by staff and community, establishes clear goals for improving instruction. These goals include:

- Redesigning instruction to be more responsive to the individual needs of each child, and
- Emphasizing higher order thinking skills through monthly seminars

A more comprehensive list of goals contained in the plan is found on the first page of this document.

A copy of the School Site Plan is available in the office.

Children with limited English speaking abilities or learning disabilities are assessed and provided an appropriate program. At-risk and exceptional students receive support through small group and individual instruction and consultation.

Teachers meet 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.

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, the School Site Council, and monthly parent/principal coffees. Evidence of parent support is indicated by the nearly 15,000 volunteer hours contributed during the 1992-93 school year.

TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Professional development for staff is ongoing at Sunset View. This year there are five 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 School Site Council 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. Staff in-service training is ongoing.

COUNSELING AND SUPPORT SERVICES

What support do we offer students?

Students, staff and parents receive a variety of support services.

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, and district counselor assistant.

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

Sunset View continues to see a decrease in many support services due to cuts in funding. A Sunset View Foundation continues to raise capital.

TEXTBOOKS AND 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 use newly adopted textbooks and materials in social studies and English as a Second Language (ESL).

Instructional programs use a variety of materials in addition to textbooks.

All students have access to the Sunset View media center/library through regularly scheduled weekly classroom visits. Expansion of the media center/library is an ongoing need. Each classroom has one or more computers, with limited soft-

ware. There is a need for replacing playground equipment, expanding a computer network, and purchasing additional support materials for science and math.

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

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

The school site is 39 years old. The main facility is a single-story plant consisting of 12 permanent classrooms. There are also six portable classrooms.

The school is neat in appearance with infrequent incidents of graffiti or vandalism. Students have a positive attitude towards their school and play a major role in its upkeep.

Sunset View ensures that safety 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. Social Advocates for Youth operates before and after-school child care program on site.

CLASS SIZE

Are classes too large?

On October 1, 1993, Sunset View had the following class sizes:

Class Size by Grade Level							
K-1	1-2	2	3	4	4-6	5	6
30	30	29	28	31	20	31	32
29		27	29	29		32	32
31			29				
32							

Sunset View is fortunate, however, to be able to increase 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. More families now have both parents working. This will impact volunteer time in the classroom.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

Do students get along with each other?

A most important factor in students becoming contributing members of a global society is their ability to under-

stand and appreciate the diverse backgrounds of others. Sunset View Elementary implements the district race and human relations program through the social studies program, augmented through a variety of cultural and ethnic classroom activities and programs such as the Cultural Heritage Fair. 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, effective interpersonal communication, and a buddy system.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

Do we welcome parent and community involvement?

The primary objective in shared decision-making is to involve every element of the school community in the process. Areas for decision-making include budget, curriculum/instruction, facilities, staffing, and staff development.

Strong parent involvement can be seen in the large and active PTA membership (about 90 percent) and growing support from the Sunset View Foundation.

Sunset View participates in a school/business community partnership with Suzy's Zoo Greeting Card Company, and the San Diego Zoo.

Continued support is needed by parents:

- Join the PTA.
- Volunteer in a classroom.
- Attend a School Site Council meeting.
- Attend a parent coffee.
- Join and support the Sunset View Foundation.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

The adjoining budget chart shows the major areas of district funding for Sunset View Magnet Elementary and other district schools. It includes all monies budgeted 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 enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Recent cuts in district funding have reduced or eliminated several of our budgets. Increasingly, the Sunset View community will be looking toward funding sources outside the district. The foundation, grants and PTA are examples.

School Budget, 1992-93		
Budget Category	Dollars per Pupil	
	School	Elem. Avg.
Regular Education	2,160	2,186
Special Education	147	392
Integration	408	201
Gifted and Talented	97	18
External Funding	97	336
Total	2,910	3,132

Regular Education—services, materials, and support to the general education program
Special Education—programs offering students with special needs appropriate, individualized education
Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils
Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential
External Funding—monies from agencies, usually federal or state, earmarked for specific services

Salary and Budget Data, Teachers and Administrators, 1991-92		
Position	Unified Districts (20,000+ ADA)	San Diego (120,879 ADA)
	Annual Salary (\$)	
Beginning Teacher	26,139	24,881
Midrange Teacher	40,375	39,136
Highest Teacher	51,103	48,546
School Principal	65,164	69,086
Superintendent	107,492	125,663
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	5.5	3.9
Teacher	44.2	41.7

† Percentage of general fund expenditures. Does not include benefits.