

SCHOOL ACCOUNTABILITY REPORT CARD

SUNSET VIEW ELEMENTARY MAGNET SCHOOL

Mr. Jerry Hooper
Principal

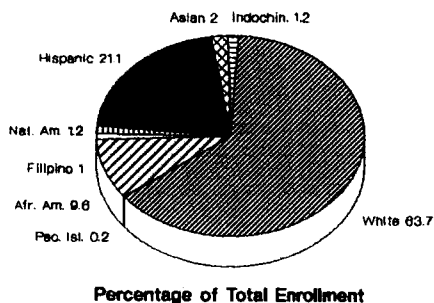
4365 Hill Street
San Diego, CA 92107
(619) 223-7156

MARCH 1996
San Diego City Schools

SCHOOL PROFILE

Sunset View Model Magnet is located in the Point Loma section of San Diego. Sunset View is a magnet school in conjunction with the area colleges and universities. Our school was a California Distinguished Elementary School for 1987-88. Enrollment is stable and totaled 502 children in September 1995.

Student Racial/Ethnic Composition
1995-96



- Enhancing shared decision-making and community involvement

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

The goals of our magnet program are to:

- Continue shared decision-making in all areas
- Continue to improve the teaching/learning process
- Continue to build 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
- Continue Spanish as a second language for all students
- Continue implementation of a study skills program for kindergarten through sixth grade

REPORT CARD MEETING, INFORMATION

Date: March 28, 1996

Time: 9:30 a.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 28 at 9:30 a.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.

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

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

Sunset View continues to demonstrate academic excellence. We believe student achievement will be enhanced by learn-

ing 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

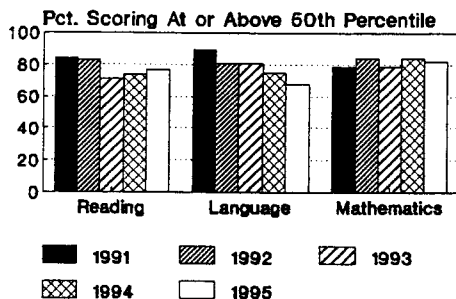
- Emphasize abstract thinking in science and math while stressing computer literacy

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.

one reflection of student progress toward becoming a literate and thinking person.

San Diego City Schools students in grades 5 and 7 take the Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills. Students in

Grade 5 ASAT Results



many schools may also take the ASAT at other grade levels.

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

Our scores are well above district averages for all ethnic groups. While 70 to 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.

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

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Besides building a strong foundation for future learning, we try to expand the

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

Sunset View has 18 classroom teachers, 15 of whom have been with the school more than seven years. The average teaching experience of the staff is 12 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, 10 teachers at Sunset View have been designated as mentors by the school district. Our staff expertise is utilized districtwide.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are

career possibilities open to students. We invite guests from our educational partners, conduct field trips, and invite working parents to come and talk to our students about their work and what it took to reach their positions.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Our 1994-95 attendance rate was 95.65 percent. Only 2.52 percent of all absences were unexcused. 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.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1990-91	7.3	95.0
1991-92	9.6	94.8
1992-93	8.1	95.9
1993-94	6.1	95.7
1994-95	2.5	95.7*

* Does not include staff development days.

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.

Twenty students (four percent of our enrollment) were identified in June 1995 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 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 sees a strong connection between school rules and the need for 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 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.

Sunset View has created a pool of good substitute teachers because we believe it is more effective to have substitutes who are familiar with the site and the specific needs of our 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 members, 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 to discuss and plan for instructional programs. There is a 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. They are invited to attend and participate in PTA Board Meetings, Sunset View Foundation board meetings, the Bilingual Advisory Committee, the school site council, and parent/principal coffees. Strong parent support is indicated by the nearly 15,000 volunteer hours contributed during the 1994-95 school year.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Sunset View will have 41 minimum days this year. The time children do not attend on minimum days is allocated to other days of the week. These minimum days are used to free up time for staff development, parent consultation, and teacher planning and coordination.

Instructional Minutes, 1995-96		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	45,160	36,000
1-6	54,970	54,000

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 programs to meet 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. Resources are focused to support identified needs. District, site, PTA, and foundation 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, a resource specialist, a psychologist, a nurse, a language speech and hearing specialist, a district counselor, a physical education teacher, a music teacher, an adaptive physical education teacher, and second language teachers and tutors.

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

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. The Sunset View Foundation continues to raise capital to offset these losses.

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.

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

All students have access to the Sunset View media center/library through weekly classroom visits. Expansion of the media center/library is an ongoing need. Each classroom has one or more computers, with limited software. We need to replace playground equipment, expand the computer network, and purchase additional support materials for science and math.

REPORT CARD COMMITTEE

This report card was developed by the School Site Council.

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 42 years old. The main facility is a single-story plant consisting of 12 permanent classrooms. There are also seven 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. 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 a before- and after-school childcare program on site. After school enrichment classes are also offered.

CLASS SIZE

Are classes too large?

On September 29, 1995, Sunset View had the following class sizes:

Class Size by Grade Level								
K	1	2	2-3	3	4	4-6	5	6
29	24	26	25	29	26	20	29	31
29	23	26		30	25		28	30
	24				28			

Sunset View is fortunate to be able to increase the adult-to-student ratio through instructional aides and volunteers in classrooms, on the playground, and in supplemental programs. The ratio is further increased by a number of student teachers and observers provided by 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?

An extremely important factor in students becoming contributing members of a global society is their ability to understand and appreciate the diverse back-

grounds of others. Sunset View Elementary implements the district race and human relations program through the social studies program, augmented by 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, the Hispanic Female Program, flag assemblies which focus on race and human relations issues, and an active counseling 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 segment 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 of our parents are members) and growing support from the Sunset View Foundation.

Sunset View participates in educational partnerships with Suzy's Zoo Greeting Card Company, and the San Diego Zoo.

Continued support is needed from parents. To become involved at Sunset View, you can:

- Join the PTA
- Volunteer in a classroom
- Attend a school site council meeting
- Attend a parent coffee
- Join and support the Sunset View Foundation
- Attend a Bilingual Advisory Committee meeting

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

The adjoining budget chart shows the major areas of district funding for Sunset View Model Magnet 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 Model Magnet 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, 1994-95		
Budget Category	Dollars per Pupil	
	School	Elem. Avg.
Regular Education	2,413	2,252
Special Education	228	381
Integration	370	183
Gifted and Talented	108	19
External Funding	125	362
Total	3,244	3,196

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, 1993-94		
Position	Unified Districts (20,000+ ADA)	San Diego (123,223 ADA)
	Annual Salary (\$)	
Beginning Teacher	26,521	24,881
Midrange Teacher	41,168	39,136
Highest Teacher	48,152	48,546
School Principal Avg.	66,289	68,600
Superintendent	109,669	140,000
Salary Category	Pct. of Budget [†]	Pct. of Budget [†]
Administrative	5.1	4.3
Teacher	42.6	41.2

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