

SCHOOL ACCOUNTABILITY REPORT CARD

# SUNSET VIEW ELEMENTARY MAGNET SCHOOL

Miss Georgana Winters  
Principal

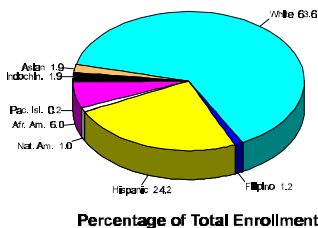
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MARCH 2000  
San Diego City Schools

## SCHOOL PROFILE

Sunset View M.O.D.E.L. 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 453 children in September 1999.

Student Racial/Ethnic Composition  
1999-2000



## MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

*The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.*

San Diego City Schools has created an Institute for Learning to support high performance learning at all school sites. The focus of the Institute is to study learning and instructional practice to improve student achievement and enhance teaching.

## 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,

The Institute for Learning is establishing a system that commits teachers and administrators to a common focus on instruction and learning.

The Institute has focused on literacy for the past two years. The San Diego Literacy Framework has been developed to outline and guide a balanced literacy program. The framework provides instructional approaches that will support students in learning to read, write, and speak successfully. Next year mathematics will be a parallel focus of the Institute. Mathematical proficiency will be achieved through a standards-based curriculum, research-based instructional strategies, high quality professional development, and appropriate assessments.

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 Grade 5 science program
- Continue implementation of developmental approaches and assessment at all grade levels
- Support professional growth opportunities for staff

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

## REPORT CARD MEETING, INFORMATION

**Date :** May 25, 2000

**Time :** 1:30 p.m.

**Place:** Auditorium

All public schools in California must 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 May 25 at 1:30 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 an African American and Hispanic student program
- Continue implementation of higher order thinking skills in the curriculum, including a Socratic Seminar
- Continue Spanish as a second language for all students
- Continue implementation of a study skills program for Kindergarten through Grade 5
- Emphasize computer literacy through computer network and Internet access.

becoming a literate and thinking person.

San Diego City Schools students in Grades 2–11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized

Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

Sunset View has consistently remained well above district and state test averages. Sunset View Grade 5 students had one of the highest SAT 9 scores in the district last year. Our Academic Performance Index (API) score of 9 also indicates we are a high-performing school.

Our scores are well above district averages for all ethnic groups. Seventy to eighty percent of Sunset View students score at or above the 50th percentile. We continue to expand portfolio and performance assessment.

Attendance		
Year	Number of Absences	% Actual Attendance
1994-95	3,651	95.7
1995-96	4,864	94.4
1996-97	4,141	95.5
1997-98	3,662	96.1
1998-99	3,230	96.0

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 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 1998-99 attendance rate was 95.96 percent. The number of absences has decreased this year. Parents 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.

The student study team meets weekly to monitor the progress of children with special needs. Individual plans address their needs and required interventions.

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

Recognition programs acknowledge students and staff accomplishments.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1994-95	0.8	0
1995-96	0.6	0
1996-97	0.8	0
1997-98	0.2	0
1998-99	0.0	0

\* Suspensions per 100 Students.

## TEACHING QUALITY

### TEACHING ASSIGNMENTS

#### *Dowjyfyfiedteachers?*

Sunset View has 21 classroom teachers. The average teaching experience of the staff is 13 years. Every teacher at Sunset View is properly credentialed to teach at the appropriate grade level. In addition, 12 teachers are GATE-certified, and three are certified in special education instruction. 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 observed frequently and evaluated yearly. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a plan for improvement with the teacher. The principal

is also evaluated every year in a similar manner by a central office supervisor.

If you are concerned about a teacher, principal, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

### 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 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.

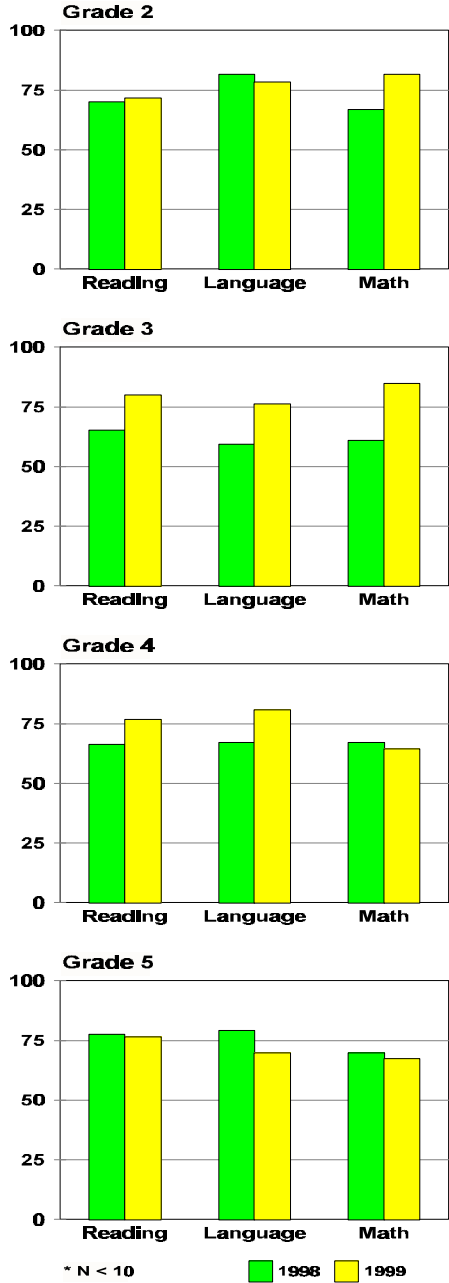
The Comprehensive Site Plan and Annual Action Plan, developed by staff and community members, establishes clear goals built around district content and performance standards.

A comprehensive list of goals contained in the plan is found on the first page of this document. A copy of the Annual Action Plan is available in the office. This year we are undergoing Program Quality Review. Each school participates in this self-study every four years to develop future performance goals.

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.

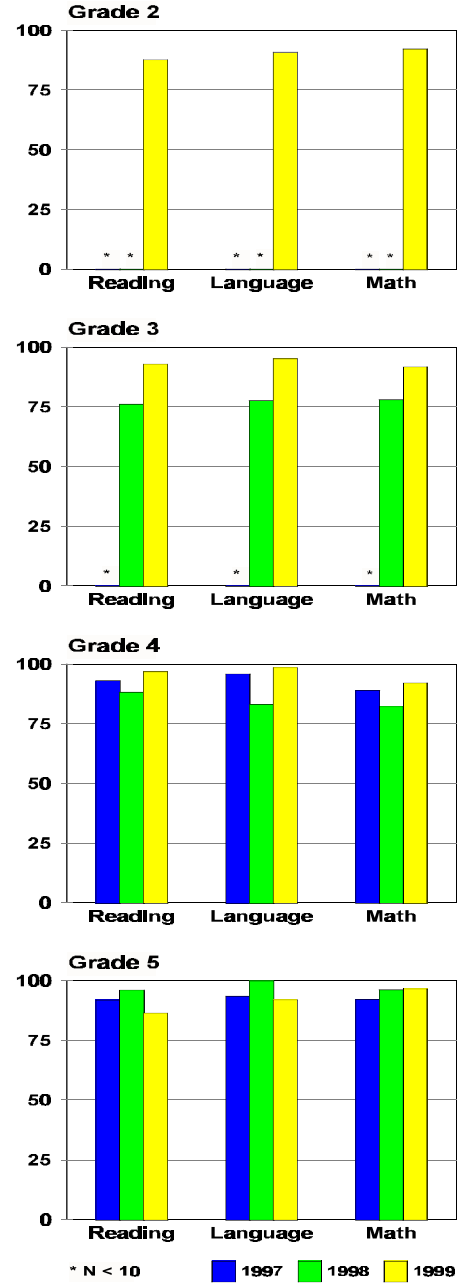
# SAT 9 Results

Pct. Scoring at or above 50th Percentile



# Grade Results

Pct. Achieving at or above Satisfactory



Class Size Distribution, 1997-98						
Grade Level	1-15	16-20	21-25	26-30	31-35	36+
K					2	
K-1, 1		4				
2		4				
2-3, 3		4				
4, 4-5				3		
5				2		
6				2		
Other Comb.	1					

Class Size Distribution, 1998-99						
Grade Level	1-15	16-20	21-25	26-30	31-35	36+
K		3				
K-1, 1		4				
1-2, 2		4				
3		4				
3-4		1				
4, 4-5		1		2		
5				1	1	

Class Size Distribution, 1999-2000						
Grade Level	1-15	16-20	21-25	26-30	31-35	36+
K		3				
1		4				
2		3				
2-3, 3		4				
4, 4-5	1			3		
5			1	1		

State Class Size Reduction Program Participation	
Year	Percent of Grade K-3 Students Participating
1996-97	100.0*
1997-98	78.8
1998-99	100.0

\* State program included only grades 1 and 2.

Teacher Credentialing Data					
Year	Number of Classroom Teachers				Working Outside Subject Area of Credential
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	
1997-98	24	23	0	0	0
1998-99	24	23	1	0	0
1999-00	24	23	1	0	0

Teachers meet regularly in grade-level groups to discuss and plan for instructional programs.

Parents and other community members are made aware of how they can support and become involved in the school's programs through newsletters, flyers, and phone calls. They are invited to attend and participate in PTA Board Meetings, Sunset View Foundation board meetings, the English Learners Advisory Committee, and the School Site Council. Strong parent support is indicated by the nearly 15,000 volunteer hours contributed during the 1999–2000 school year.

All elementary schools have implemented a three-hour literacy block. Students spend three hours a day actively engaged in literacy activities and lessons that are guided by the San Diego Literacy Framework.

### ■ 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 39 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, 1999–2000		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	57,930	36,000
1–5	55,230	54,000

### ■ TRAINING AND CURRICULUM IMPROVEMENT

#### *What are we doing to improve staff?*

Professional development for staff is ongoing at Sunset View. Our school administrators attend regular instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Sunset View. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe in-

struction, participation in study groups, and direct training on specific instructional strategies.

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. This year staff development was devoted to reading and literacy.

### ■ 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 peer coach/staff developer apprentice, 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 a Spanish instructor and tutors.

Non-certificated staff include classroom instructional aides and teaching assistants (IAs & TAs), a media center supervisor, and a guidance aide.

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 adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in elementary schools will use newly adopted textbooks and materials in music. History/social science will be implemented next year.

Instructional programs use a variety of materials in addition to textbooks. Students have access to the Sunset View li-

brary and computer lab through weekly classroom visits. In addition to our new 20-computer lab, each classroom has two to four computers, with appropriate software and Internet access. We are purchasing additional support materials for science, math, spelling, and vocabulary development.

This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We have been able to renew our library collection with current, accurate, appealing, and challenging materials to meet the curriculum and literacy needs of our students.

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?*

Sunset View is 46 years old. The main facility is a single-story plant consisting of 12 permanent classrooms. There are also 11 portable classrooms.

Students have a positive attitude towards their school and play a major role in its upkeep. The school received a fresh coat of exterior paint this year.

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 an after-school childcare program on site. After school enrichment classes are also offered.

### ■ CLASS SIZE

#### *Are classes too large?*

Sunset View Elementary's class sizes for the last three years and its participation in the state's Class Size Reduction Program are shown on page 4.

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 have both parents working. This impacts 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 backgrounds 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. Ancillary programs include an African American Role Model Program, the Hispanic Role Model 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, ef-

fective interpersonal communication, and a "buddy system."

## REPORT CARD COMMITTEE

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

# 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 85 percent of our parents are members) and support from the Sunset View Foundation.

Sunset View participates in educational partnerships with San Diego Zoo, Naval Personnel Support Detachment on Point Loma, Washington Mutual, Point Loma Nazarene University, and UCSD Jacobs School of Engineering.

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
- Join and support the Sunset View Foundation
- Attend an English Learners 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.

We appreciate all the support from our PTA, foundation, and partnerships which allows us to provide enrichment to our school community.

School Budget, 1998-99		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	3,535	2,928
Special Education	171	410
Integration	601	264
Gifted and Talented	148	20
Special Projects	128	385
<b>Total</b>	<b>4,584</b>	<b>4,008</b>

**General Operations**—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

**Special Projects**—monies from agencies (e.g., federal, state) earmarked for specific services

\* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1997-98		
Position	Unified Districts (20,000+ ADA)	San Diego (131,593 ADA)
	Annual Salary (\$)	
Beginning Teacher	30,521	28,670
Midrange Teacher	47,729	43,565
Highest Teacher	57,429	57,863
School Principal Avg.	75,942	78,293
Superintendent	129,993	185,000
Salary Category	Pct. of Budget <sup>†</sup>	Pct. of Budget <sup>†</sup>
Administrative	4.8	4.1
Teacher	43.2	42.1

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