

# Sunset Hills Elementary School

## 2021 School Accountability Report Card



A hard copy of the School Accountability Report Card is available upon request in the school office.

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Sunset Hills Elementary School
<b>Street</b>	9291 Oviedo St.
<b>City, State, Zip</b>	San Diego, CA 92129-2136
<b>Phone Number</b>	858-484-1600
<b>Principal</b>	Lisa Wilken
<b>Email Address</b>	lwilken@powayusd.com
<b>School Website</b>	www.powayusd.com
<b>County-District-School (CDS) Code</b>	37682966093231

## 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	cdonnelly@powayusd.com
<b>District Website Address</b>	www.powayusd.com

## 2021-22 School Overview

Sunset Hills Elementary School, established in 1974, has a reputation for providing an excellent learning environment for students. Sunset Hills currently serves approximately 403 students in Transitional kindergarten through fifth grade. On our campus, we have a full inclusion resource room and 4 special education special day classes for students K - 5 serving students with Individualized Education Plans.

Located in Rancho Peñasquitos, the Sunset Hills campus adjoins the campuses of Black Mountain Middle School and Mt.Carmel High School. This proximity allows us to utilize high school and middle school students as mentors and tutors for our elementary students. We are proud of the rich diversity of cultural, ethnic, linguistic, and religious backgrounds of the community. There are approximately thirty different home languages spoken on our campus . We celebrate this diversity throughout the school year with many unique school community centered events.

Sunset Hills benefits from the support of a well-organized, energetic, and passionate PTA that provides many community and school wide events each year. The Sunset Hills Education Foundation provides considerable financial support for additional support staff ( ie additional day of our school counselor, IMPACT teachers in ELA and Science) and additional STEAM resources/opportunities for students. In the past, many parents served on campus as classroom volunteers, field trip chaperones, and academic mentors. Currently we are working within Covid guidance and look forward to welcoming our visitors and volunteers back on campus as the guidance allows. Our dedicated staff and supportive community work together to realize our collective commitment , "Every Student, Every Day, Whatever it Takes."

As a community, we are dedicated to the education of each and every student on our campus and strive to meet the needs of our students through the collaborative efforts of teachers, parents, students, and support staff. At Sunset Hills we value, and

## 2021-22 School Overview

acknowledge, the importance of our students thinking and collaborating around real world ideas through the lenses of social justice, anti-bias, and cultural education. Our diverse backgrounds and cultural heritage add to the richness of our learning environment and strengthen our day to day curriculum.

We are dedicated to making Sunset Hills a place where each and every child will be a lifelong learner. Sunset Hills is a place where students are inspired to reach their full potential by discovering strengths and passions through cross-curricular hands on exploration using the design thinking model. As we navigate the challenges of the global pandemic, we are continuing to thoughtfully and safely reflect on our intended initial implementation our STEAM based LightBulb learning space for all of our students.

In conjunction with our Poway Unified core values, we strive to create the conditions and culture which build world class learners. We work to establish a foundation for our students to be successful and prepared for college and career level thinking, problem solving and creativity. We are engaged in multi-year professional learning and collaboration around the following areas:

1. Response to Intervention and Instructions, specifically research based interventions and instruction
2. Equity and Inclusion for all students, families, and staff members
3. Consistent K-5 Implementation of our ELA curriculum, Benchmark Advance
4. Consistent K - 5 Implementation of the California Common Core State Standards and 8 Mathematical practices through the use of district adopted Math Expressions curriculum
5. Always upholding a collective responsibility with the mantra of "Every student, Every day, Whatever it takes" (Culturize, Jimmy Casas)

Students receive instruction and participate in learning activities in a variety of curriculum and subject areas. There is an emphasis, at all grade levels, on collaborating and developing skills in literacy, writing, communication, math computation and problem solving with a special concentration on aligning our educational practices to the California State Standards.

Students walking onto campus feel the energy and enthusiasm that supports their well-being and success in all academic and social emotional endeavors. Our staff is composed of teachers with diverse interests, that benefit our students with a wide variety of teaching experiences, and classified personnel who work diligently to support the education of all our students. Extended Student Services (ESS) provides on site, fee based childcare from 6:30 a.m. until 6:00 p.m. for approximately 250 students each day. Our ESS staff works alongside site administration to provide time, support, and assistance in the interest of student success and well-being.

Communication and collaboration thrives at Sunset Hills. Teacher newsletters, a Weekly Seagull Update from the principal, the Sunset Hills website, the Sunset Hills Facebook & Instagram pages, PTA and Foundation websites, teacher MyConnect sites and/or websites, Connect5 messages, Peachjar notifications, our marquee, and a consistent school presence on social media represent the partnership that exists between families, teachers and students. We are a vibrant learning community whose positive energy permeates through all we do with an abundance of opportunities for all students.

Learning doesn't happen in isolation, it is a result of all stakeholders working together. Our school is extraordinary because we are a hardworking, dedicated school community that has come together holding one vision – the social, emotional, and academic education of each and every one of our students!

## 2021-22 School Overview

### About this School

#### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	65
Grade 2	62
Grade 3	69
Grade 4	67
Grade 5	65
<b>Total Enrollment</b>	<b>403</b>

#### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	16.9
Black or African American	1.2
Filipino	7.2
Hispanic or Latino	16.4
Two or More Races	15.1
White	42.7
English Learners	7.7
Homeless	2
Socioeconomically Disadvantaged	10.4
Students with Disabilities	14.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		9/9/2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Science</b>	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

## School Facility Conditions and Planned Improvements

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

Year and month of the most recent FIT report

01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Roof needs repair
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	207	NT	NT	NT	NT
<b>Female</b>	106	NT	NT	NT	NT
<b>Male</b>	101	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	31	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	11	NT	NT	NT	NT
<b>Hispanic or Latino</b>	37	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	33	NT	NT	NT	NT
<b>White</b>	90	NT	NT	NT	NT
<b>English Learners</b>	18	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	27	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	NT	NT	NT	NT
Female	106	NT	NT	NT	NT
Male	101	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	31	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	37	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	NT	NT	NT	NT
White	90	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	27	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	211	200	94.80%	5.20%	76.00%
Female	107	104	97.20%	2.80%	78.80%
Male	104	96	92.30%	7.70%	72.90%
American Indian or Alaska Native	*	*	100.00%	0.00%	0.00%
Asian	31	30	96.80%	3.20%	70.00%
Black or African American	*	*	100.00%	0.00%	100.00%
Filipino	12	12	100.00%	0.00%	66.70%
Hispanic or Latino	38	35	92.10%	7.90%	62.90%

<b>Native Hawaiian or Pacific Islander</b>	*	*			
<b>Two or More Races</b>	32	32	100.00%	0.00%	84.40%
<b>White</b>	92	85	92.40%	7.60%	81.20%
<b>English Learners</b>	18	17	94.40%	5.60%	11.80%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	*	*	100.00%	0.00%	50.00%
<b>Military</b>	*	*	100.00%	0.00%	87.50%
<b>Socioeconomically Disadvantaged</b>	29	27	93.10%	6.90%	44.40%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	46	36	78.30%	21.70%	41.70%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	211	205	97.20%	0.50%	68.80%
<b>Female</b>	107	105	98.10%	0.90%	69.50%
<b>Male</b>	104	100	96.20%	1.00%	68.00%
<b>American Indian or Alaska Native</b>	*	*	100.00%	100.00%	0.00%
<b>Asian</b>	31	30	96.80%	3.20%	83.30%
<b>Black or African American</b>	*	*	100.00%	20.00%	100.00%
<b>Filipino</b>	12	12	100.00%	8.30%	50.00%
<b>Hispanic or Latino</b>	38	38	100.00%	2.60%	52.60%
<b>Native Hawaiian or Pacific Islander</b>	*	*			
<b>Two or More Races</b>	32	32	100.00%	3.10%	71.90%
<b>White</b>	92	87	94.60%	1.10%	71.30%
<b>English Learners</b>	18	18	100.00%	5.60%	16.70%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	*	*	100.00%	16.70%	33.30%
<b>Military</b>	*	*	100.00%	12.50%	87.50%
<b>Socioeconomically Disadvantaged</b>	29	27	93.10%	3.40%	25.90%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	46	42	91.30%	2.20%	31.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	67	NT	NT	NT	NT
<b>Female</b>	31	NT	NT		
<b>Male</b>	36	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	14	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	31	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	12	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

The cornerstone of this educational parent community is the partnership of the Sunset Hills PTA and Foundation. Here at Sunset Hills we are lucky to have two parent-driven organizations that work collaboratively to ensure that our students have what they need to flourish and enjoy the very best elementary school experience. Our PTA strives each year to bring us programs that are academically enriching while the Sunset Hills Foundation works behind the scenes to fund essential academic resources.

When the campus is physically open, family and community members have many opportunities to assist at school such as classroom support, clerical support, instructional support for small groups, morning reads, STEM classes, and science experiments. Prior to the pandemic, guardians and community members volunteered in classrooms regularly. There were more than 275 volunteers who donating over 15,000 hours in the 2018-2019 school year. Our Foundation has raised funds for the Innovation Lab, STEAM Instruction, Staff professional development, and Impact Teachers for all grades TK - 5 in order to make academic success a reality for each and every one of our students.

Sunset Hills recognizes the importance of the partnership between home and school. Families are invited and included to serve in an advisory capacity on several committees including but not limited to School Site Council, School Safety Committee, English Learner Advisory Committee, PTA, Foundation, the PUSD District Advisory Committee, and a newly created PTA JEDI Committee. Volunteers perform a variety of functions such as classroom support, morning readers, Dad's Club, Field Day, Book Fair, Junior Lego League, Math Olympiad, Running Club, Family Paper Picnics, Community Movie Nights, Science Fair, Art Showcase Spelling Bee, Fun Run, TRRFCC Friday assemblies and so much more!

At Sunset Hills there is a strong focus and commitment to partner with our community, gather feedback, and listen to all

## 2021-22 Opportunities for Parental Involvement

stakeholders. We continue to find ways to provide opportunities to educate our parents on current instructional practices, positive parenting techniques and ideas around equity and inclusion. As applicable and safe, families are invited to attend all on campus and/or virtual events to include but limited to the Science Fair, Art Gala/Auction, Back to School Night, TRRFCC Friday community gatherings, Seagull Symposiums, 5th grade band performances and other assemblies to showcase student work and achievement.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	418	17	4.1
Female	225	219	9	4.1
Male	202	199	8	4.0
American Indian or Alaska Native	1	1	1	100.0
Asian	69	68	0	0.0
Black or African American	9	7	1	14.3
Filipino	32	31	2	6.5
Hispanic or Latino	74	74	5	6.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	61	61	3	4.9
White	181	176	5	2.8
English Learners	36	36	0	0.0
Foster Youth	0	0	0	0.0
Homeless	8	8	1	12.5
Socioeconomically Disadvantaged	51	49	6	12.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	79	8	10.1

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.87	0.47	1.43	0.18	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.68	1.02	2.45
<b>Expulsions</b>	0.00	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.47	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.99	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.35	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.55	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

Sunset Hills places strong emphasis on safety for all students and staff. Our collective goal is to provide a respectful and emotionally nurturing educational climate while providing each student with the necessary life skills to be resiliency and successful. At Sunset Hills, staff, students and parents work collaboratively to ensure this safe and secure environment. The Sunset Hills school wide behavior plan that is based on 3 basic rules: "Be Respectful, Be responsible, and Be safe." These 3 rules, along with the defining 6 Character Counts pillars, are displayed in every classroom. Students are reminded of these behavior expectations on a consistent basis through the weekly all school morning announcements, classroom meetings, and SEL lessons with our school counselor and SSA.

The Student/ Family Handbook and District Discipline policies and procedures are available for review on the Sunset Hills website. Families and students signed they read and understood the school rules. Classroom behavior aligns with the school-wide behavior expectations and are explained to students in the first weeks of school, posted in each classroom and reviewed at Back to School Night for parents. Logical and natural consequences, as well as Reflection Recess & community service are utilized to help guide students as they learn to acquire and practice positive and acceptable behaviors for school.

The principal and other provides ongoing training to staff, including character coaches, on teaching and monitoring children to be kids of character. We are fortunate to have a school counselor three days a week and a Student Services Assistant 19 hours a week. Our counselor teaches the Second Step curriculum to our 3rd - 5th grade students, works with referred students who need assistance, facilitates positive resolution of playground conflicts as well as works with students 1:1 or in small groups on specific skills and strategies. Our school counselor also offers parent workshops to our community throughout the school year. The Student Services Assistant provides support to students through playground supervision, classroom lessons, alternate recess activities, and student lead clubs/groups ( ie SAVE, Friday Friends Club). Sunset Hills is in our 3rd year as a No Place 4 Hate designated school.

Our caring front office staff provides healthy snacks to both our low socio-economic students, and any student who may need a snack on a specific day.

Emergency plans are reviewed frequently. Fire drills, earthquake drills and lockdowns are conducted regularly. As a staff, we debrief after each drill and collaborate on next best steps.

The School Site Council does an annual safety walk of the campus and contributes to the development of a comprehensive school site safety plan.

Sunset Hills is a fully contained campus that strives to be non-vulnerable to possible intruders. All visitors must sign in and all staff is required to wear their employee badge at all times. Staff is vigilant about keeping all gates locked. Our comprehensive safety plan will be signed April 2022.

The district maintains a collaborative relationship with local law enforcement and the Office of Emergency Services to ensure optimal preparedness. In collaboration with our law enforcement we adjusted the parking lot traffic flow and added appropriate supervision to encourage a safe parking lot at the start and end of each school day.

Extended Student Services is available to students for before and after school childcare.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	
1	25		2	
2	26		2	
3	26		3	
4	22	1	2	
5	16	3	3	
6				

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32	1	1	1
1	25		2	
2	39		1	1
3	26		2	
4	31		2	
5	20	1	2	
6				
Other	16	3	2	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	6		
1	10	4		
2	17	3	1	
3	11	4		
4	11	4		
5	22	4		1
6				
Other	18	3	3	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1007.5

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.3

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	8,503.20	1,973.73	6,529.46	74792.68
<b>District</b>	N/A	N/A	7,997.43	\$84,123
<b>Percent Difference - School Site and District</b>	N/A	N/A	-20.2	-11.7
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	-25.6	-12.4

## 2020-21 Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,682	\$50,897
<b>Mid-Range Teacher Salary</b>	\$78,590	\$78,461
<b>Highest Teacher Salary</b>	\$107,628	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$140,850	\$131,863
<b>Average Principal Salary (Middle)</b>	\$147,568	\$137,086
<b>Average Principal Salary (High)</b>	\$160,950	\$151,143
<b>Superintendent Salary</b>	\$305,509	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	35%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

Professional growth is a fundamental characteristic of the Sunset Hills staff. We willingly share our expertise with focused collaborative activities. Many of our teachers have taken advantage of the district Teacher Learning Cooperative (TLC) as a means to grow professionally. The staff is committed to continuous improvement in its quest of becoming a highly effective school that ultimately creates the culture and conditions to empower world-class learners.

The Sunset Hills staff believe in collaborative, continuous and relevant professional learning. With the input of all staff, a leadership team comprised of teachers, classified staff, and specialists participate in the strategic planning process for the upcoming school year where they discuss instructional planning for the upcoming school year. This team agrees upon a focus areas for the upcoming year and devises a Professional Learning Community Plan based on teacher input, surveys, and daily communication. Each month, a leadership team comes together to discuss best practices, brainstorm ideas to move the school forward, and build upon our collaboration culture in the best interest of students. This team is a fluid and flexible team that changes members form month to month to include all staff by the end of the school year.

Sunset Hills Elementary is committed to implementing the California State Standards and following a systematic approach in order to providing training to the staff and quality instruction to our students. As a staff we use our collaboratively created Theory of Action to guide instruction and continued professional development. The Sunset Hills Theory of Action focus for this school year states: If we build on student strengths, by providing each student with scaffolds to access classroom content , then students will be able to effectively communicate their learning.

This school year we remain focused on our school vision and mission statement, utilization and continued use of the RTI system for all kids, and the implementation of a consistent racial literacy curriculum for K - 5 students while maintaining collective responsibility for each and every student.

All teachers and staff at Sunset Hills focus their work around six systems. These systems include: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management and Interventions.

All classified staff is offered to participate in site Professional Learning Communities style professional development. These workshops are conducted on a monthly basis and supports a variety of professional development in our school focus areas. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, equity and inclusion of students and their families, positive discipline in-services, and multicultural training.

Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers.

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This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	

# Poway Unified

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	<a href="mailto:cdonnelly@powayusd.com">cdonnelly@powayusd.com</a>
<b>District Website Address</b>	<a href="http://www.powayusd.com">www.powayusd.com</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18814	8	0.04	99.96	--
Female	9036	2	0.02	99.98	--
Male	9760	6	0.06	99.94	--
American Indian or Alaska Native	21	0	--	100.00	--
Asian	4246	2	0.05	99.95	--
Black or African American	341	1	0.29	99.71	--
Filipino	910	0	0.00	100.00	--
Hispanic or Latino	3249	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	40	0	0.00	100.00	--
Two or More Races	2363	2	0.08	99.92	--
White	7644	2	0.03	99.97	--
English Learners	1258	1	0.08	99.92	--
Foster Youth	--	--	--	--	--
Homeless	840	0	0.00	100.00	--
Military	532	0	0.00	100.00	--
Socioeconomically Disadvantaged	2983	1	0.03	99.97	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	2713	8	0.29	99.71	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	18813	8	0.04	99.96	--
<b>Female</b>	9036	2	0.02	99.98	--
<b>Male</b>	9759	6	0.06	99.94	--
<b>American Indian or Alaska Native</b>	21	0	--	100.00	--
<b>Asian</b>	4246	2	0.05	99.95	--
<b>Black or African American</b>	341	1	0.29	99.71	--
<b>Filipino</b>	910	0	0.00	100.00	--
<b>Hispanic or Latino</b>	3248	1	0.03	99.97	--
<b>Native Hawaiian or Pacific Islander</b>	40	0	0.00	100.00	--
<b>Two or More Races</b>	2363	2	0.08	99.92	--
<b>White</b>	7644	2	0.03		--
<b>English Learners</b>	1258	1	0.08	99.92	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	840	0	0.00	100.00	--
<b>Military</b>	532	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2983	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2713	8	0.29	99.71	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.