

Sunset Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <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 <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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Sunset Hills Elementary School
Street	9291 Oviedo St.
City, State, Zip	San Diego, CA 92129-2136
Phone Number	858-484-1600
Principal	Tina Ziegler
E-mail Address	tziegler@powayusd.com
Web Site	http://www.powayusd.com/shes
CDS Code	37682966093231

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Mel Robertson, Ed.D
E-mail Address	elehew@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

Sunset Hills Elementary School, established in 1974, has a reputation for providing an excellent learning environment for students. We pride ourselves on implanting a positive school wide climate where "Seagulls Soar and Character Counts!". Sunset Hills currently serves approximately 473 students in Transitional Kindergarten through Fifth grade. This quaint elementary school is located in Rancho Penasquitos and is part of the renowned Poway Unified School District (PUSD). The families of Sunset Hills represent more than 21 languages. Of the languages, Vietnamese at 5% and Chinese at 4% are the most popular languages spoken. Fifteen (13%) of our population are Limited English Language Learners. Sixteen (17%) of our students qualify for the Free and Reduced Lunch Program. Enhancing the schools diversity is the self-contained special education classes. Nineteen (19%) of our total population are designated students with disabilities. Many of our Special Education Students are mainstreamed into the general education classes. This provides a valuable experience for all.

Sunset Hills Elementary School is a proud member of the NO EXCUSES UNIVERSITY (NEU) national network of schools. College readiness is not the expectation that all students will attend college, but instead, it is the belief that we must prepare all students to have a full range of postsecondary education and training options available to them after high school. We believe that elementary education is the foundation for all future academic achievement. All of our classrooms have adopted a College or University and we proudly wear a college bound No Excuse shirt every Monday to kick off each week.

All staff at Sunset Hills commit to a culture of Universal Achievement for all students. The following commitment is endorsed by all staff: "Universal Achievement is the commitment we make to the academic accomplishments of all children. We hold our students to high standards, with the belief that they are capable learners who have the right to be prepared for college, careers and a life of learning. We are further committed to developing the well-being of our students by encouraging a balance of academic, social and emotional growth. We commit to a language of hope to foster a positive school environment. At Sunset Hills, all students, parents and staff members are treated with courtesy and respect. We acknowledge that challenges exist, but we refuse to accept excuses." Visitors regularly comment about the friendly and welcoming environment of our school and the intense level of commitment every staff member has for each student's success. Character Counts lessons are embedded in many activities on campus including our TRRFFC Thursday assemblies where we come together to celebrate good character, friendship, our community and school pride.

Our Sunset Hills community annually develops a 3 Way Pledge (Students + Parents + Teacher = Success) endorsing the commitment to student engagement and following the Character Counts traits in a safe setting. Students, teachers and parents create their own pledge at separate summits. The success of Sunset Hills owes much to the staff and parents, who give their time, share their skills and donate resources to our school. Our biggest strength at Sunset Hills is the sense of a caring community who work collaboratively on behalf of each and every student.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	87
Grade 1	62
Grade 2	69
Grade 3	71
Grade 4	100
Grade 5	75
Total Enrollment	464

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	14.2
Filipino	9.9
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0
White	47.8
Two or More Races	9.9
Socioeconomically Disadvantaged	16.6
English Learners	14.7
Students with Disabilities	17.5
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	24	24	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	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 (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 03/03/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			NEEDS PAINT
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NEEDS FIXTURE UPDATE
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			NEEDS RE-ROOFING AND CALWALL CHECKED
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	NEEDS EXTERIOR PAINT, NEEDS SLURRY

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/03/16				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	61	67	72	75	44	48
Mathematics	61	59	65	67	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	74	98.7	70.3
	4	103	101	98.1	67.3
	5	75	74	98.7	61.6
Male	3	42	42	100.0	61.9
	4	54	52	96.3	61.5
	5	42	41	97.6	52.5
Female	3	33	32	97.0	81.3
	4	49	49	100.0	73.5
	5	33	33	100.0	72.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	--	--	--	--
	4	11	11	100.0	63.6
	5	16	15	93.8	71.4
Filipino	3	--	--	--	--
	4	13	13	100.0	69.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	12	12	100.0	66.7
Hispanic or Latino	3	12	12	100.0	58.3
	4	15	15	100.0	66.7
	5	--	--	--	--
White	3	33	32	97.0	71.9
	4	52	50	96.2	70.0
	5	29	29	100.0	65.5
Two or More Races	3	12	12	100.0	91.7
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	13	13	100.0	46.1
	4	19	19	100.0	42.1
	5	15	15	100.0	53.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	16	15	93.8	35.7
Students with Disabilities	3	19	18	94.7	33.3
	4	25	24	96.0	8.3
	5	20	20	100.0	21.1
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	74	98.7	71.6
	4	103	102	99.0	63.7
	5	75	73	97.3	38.4
Male	3	42	42	100.0	71.4
	4	54	53	98.2	60.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	42	40	95.2	42.5
Female	3	33	32	97.0	71.9
	4	49	49	100.0	67.3
	5	33	33	100.0	33.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	--	--	--	--
	4	11	11	100.0	63.6
	5	16	14	87.5	57.1
Filipino	3	--	--	--	--
	4	13	13	100.0	76.9
	5	12	12	100.0	41.7
Hispanic or Latino	3	12	12	100.0	66.7
	4	15	15	100.0	53.3
	5	--	--	--	--
White	3	33	32	97.0	81.3
	4	52	51	98.1	68.6
	5	29	29	100.0	41.4
Two or More Races	3	12	12	100.0	66.7
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	13	13	100.0	46.1
	4	19	19	100.0	36.8
	5	15	15	100.0	13.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	16	14	87.5	14.3
Students with Disabilities	3	19	18	94.7	44.4
	4	25	25	100.0	16.0
	5	20	19	95.0	15.8
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	79	84	65	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	75	74	98.7	64.9
Male	42	41	97.6	61.0
Female	33	33	100.0	69.7
Asian	16	15	93.8	73.3
Filipino	12	12	100.0	58.3
White	29	29	100.0	69.0
Socioeconomically Disadvantaged	15	15	100.0	46.7
English Learners	16	15	93.8	40.0
Students with Disabilities	20	20	100.0	35.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.7	12	61.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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. Our PTA sponsors programs like the Science Fair, Art Gala, Art Odyssey, Encore, Spelling Bee, transportation for field trips, Sock Hop, Talent Show and Running Club. Parents have many opportunities to assist at school such as classroom support, instructional support for small groups, Morning Reads and Science Experiments. Parents and community members volunteer in classrooms regularly, with more than 275 volunteers donating over 15,000 hours last year. Our Foundation has raised funds for instructional supplies, Compass Learning, Computer Resource Assistant, Instructional Assistants for our kindergarten classes and Impact Teachers for all grade levels to make differentiated learning a reality for ALL students.

Sunset Hills recognizes the importance of the partnership between home and school and remains committed to support the Parents as Partners Core Value. The parent community of Sunset Hills is very supportive. Parents have been included in the improvement process and serve in advisory capacity on several committees including but not limited to: School Site Council, English Learner Advisory Committee, PTA, Foundation and the PUSD District Advisory Committee. Parent volunteers perform a variety of functions such as: Classroom Support, Morning Readers, Dad's Club, Collegiate Field Day, Book Fairs, Running Club, Science Fair, Art Odyssey, Spelling Bee, Jog-a-thon, and Character Counts Assemblies.

At Sunset Hills there is a strong focus and commitment to reach out to all stakeholders. We continue to find ways to provide opportunities to educate our parents on current instructional practices, positive parenting techniques and the Six Exceptional systems. Staff had an NEU table at Back-to-School Bash/Programs night to answer questions about what it means to be an NEU. Parents and families invited to attend Science Fair, Art Gala, Back to School Night, TRRFCC Thursday community gatherings and other assemblies to showcase student work and achievement.

Each year, parents are invited to review and revise as appropriate the school Parent pledge. Parents endorsed the Parent Pledge at Parent Teacher conferences and/or Back To School Night. We continue to see an increase in the number of parents at our Principal Coffee Chats and Parent Education Nights.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.2	0.2	0.6	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Sunset Hills places strong emphasis on safety for students and staff in order to provide a safe, respectful, accepting and emotionally nurturing educational climate and provide each student resiliency skills. At Sunset Hills, staff, students and parents work collaboratively to ensure a safe and secure environment. Sunset Hills developed a school wide behavior plan that is based on 3 basic rules: "Respect yourself, Respect others and Respect property". These along with the defining CharacterCounts pillars are displayed in every classroom. Three times a year the principal assembles all of the students by grade level to discuss Healthy Choices, review the school rules and behavior expectations. The Student Handbook and District Discipline policies and procedures are available for review on the Sunset Hills website. Each student receives a hard copy of the revised Student Handbook on the first day of school. Parents and students signed that 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. Positive and negative consequences are utilized to help students acquire positive and acceptable behaviors for school. The principal provides ongoing training to staff, including noon supervisors, on teaching and monitoring children to be "fair and safe". We are fortunate to have a school counselor two days a week and a Student Services Assistant 15 hours a week. The counselor works with referred students who need assistance in social skills. She works 1:1 or in small groups. The Student Services Assistant provides an alternate lunch recess BFF Club (Bucket Filling Friendship Club) for students who need help in approaching and playing with their peers during recess time. Our caring front office staff provides healthy snacks to both our low socio-economic students, and for those children who just need something to eat. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, lockdowns, and fire and bus evacuation are held. We debrief after each drill, lessons learned. The School Site Council does an annual safety walk of the campus and develops a safety plan for the school. We then develop the comprehensive safety plan. There are 2 goals for the 2016-2017 school year. The first goal is for students, parents and staff to have an increased awareness of bullying trends, including cyber bullying to ensure an environment that has consistent anti-bullying and harassment-free policies. Parents, staff and students have opportunities to learn about current bullying trends and learn resiliency building and advocacy skills that will support an anti-bullying environment. Staff is provided professional growth in anti-bullying prevention and use of common language for identifying bullying and appropriate, common responses to discipline issues. Counselor and Student Services Assistant will provide Second Step Lessons to students and meet with identified small groups on a weekly basis. All students will meet 3 times as a grade level to review school rules and policies and learning anti bullying strategies. The second goal targets the physical environment. Sunset Hills desires to be a fully contained campus that is non-vulnerable to intruders. We continue to explore ways to separate the Black Mountain School Site from Sunset Hills. All visitors must sign in. Staff is vigilant about keeping all gates locked. Our comprehensive safety plan was signed on April 26, 2016 and presented to all staff on May 5, 2016. A copy of the plan is kept in a binder in the front office.

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 a safe parking lot at the start and end of the school day. Maintenance staff work with a scheduled preventive program to offset costly repairs at our older sites, whenever possible. The school has an up to date Asbestos Plan. Extended Student Services is available to students for before and after school childcare.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	2		21	2	2		20	2	2	
1	28		2		25		2		19	1	2	
2	26		3		25		3		22		3	
3	23	1	2		24	1	3		22		3	
4	33		1	1	21	1	2		23	1	3	
5	17	3	2		22	2		2	23	1	2	
Other	10	1							8	4		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.40	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.50	N/A
Psychologist	.50	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	1	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	--	--	--	\$74,773.32
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	2.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	2.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

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—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. 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.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 for our 21st Century learners. Sunset Hills staff believe in a collaborative, continuous and relevant professional learning. With the input of all staff we meet in the spring of each year to discuss instructional planning for the following year. We agree on focus areas for the upcoming year and devise a Professional Learning Community Plan based on teacher input and surveys. We have a strong leadership team, whose purpose is to plan professional growth for the staff, brainstorm ideas to move the school forward, build a collaboration calendar for professional learning community and grade level meetings, create staff surveys, and analyze those results to plan future professional growth. Sunset Hills Elementary is committed to implementing the California State Standards and is following a systematic approach to provide training to the teachers, and quality instruction to our students. This school year we focused on: ELD and ELA state standards and integrating technology in a purposeful manner. Our Computer Resource Assistant offers Technology Trainings that focus on the needs of the teachers. Topics include CompassLearning, Discovery Ed., Using Google Docs, Effectively Using Chromebooks and iPads.

In addition to the core leadership team, all staff who attended the Turn-Around Schools Conference serve as support members to the committee. Teachers focus their work around six core exceptional systems as outlined in the No Excuses University Network including: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management and Interventions. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. 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, 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.