

# Sunset Hills Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

#### **School Contact Information (School Year 2019-20)**

Entity	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	Lisa Wilken
Email Address	lwilken@powayusd.com
Website	<a href="http://www.powayusd.com/shes">http://www.powayusd.com/shes</a>
County-District-School (CDS) Code	37682966093231

Entity	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>	dojohnson@powayusd.com
<b>Website</b>	www.powayusd.com

## School Description and Mission Statement (School Year 2019-20)

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 430 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 27 languages. Of the languages, Vietnamese at 3% and Spanish at 2% are the most popular languages spoken. Eight (8%) of our population are Limited English Language Learners. Ten (10%) of our students qualify for the Free and Reduced Lunch Program. Enhancing the schools diversity is the self-contained special education classes. Seventeen (17%) 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 Friday assemblies where we come together to celebrate good character, friendship, our community and school pride as well as our weekly celebration Super Seagull students

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 2018-19)**

Grade Level	Number of Students
Kindergarten	88
Grade 1	66
Grade 2	69
Grade 3	67
Grade 4	66
Grade 5	88
Total Enrollment	444

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	2.3
Asian	15.3
Filipino	7.4
Hispanic or Latino	15.1
White	43.2
Two or More Races	12.8
Socioeconomically Disadvantaged	13.1
English Learners	14.6
Students with Disabilities	17.6
Foster Youth	0.2
Homeless	0.7

**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

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	23	22	1,562
Without Full Credential	0	2	1	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 6/29/2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report: 06/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Roofs need to be replaced

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	74	75	74	76	50	50
Mathematics (grades 3-8 and 11)	72	71	67	70	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	215	94.30	5.70	74.88
Male	120	113	94.17	5.83	65.49
Female	108	102	94.44	5.56	85.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	32	32	100.00	0.00	78.13
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	36	35	97.22	2.78	68.57
Native Hawaiian or Pacific Islander					
White	101	90	89.11	10.89	81.11
Two or More Races	29	29	100.00	0.00	79.31
Socioeconomically Disadvantaged	36	34	94.44	5.56	38.24
English Learners	36	36	100.00	0.00	61.11
Students with Disabilities	66	57	86.36	13.64	45.61
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	214	93.86	6.14	71.03
Male	120	113	94.17	5.83	69.91
Female	108	101	93.52	6.48	72.28
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	32	32	100.00	0.00	84.38
Filipino	17	17	100.00	0.00	64.71
Hispanic or Latino	36	35	97.22	2.78	57.14
Native Hawaiian or Pacific Islander					
White	101	89	88.12	11.88	73.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	29	29	100.00	0.00	79.31
Socioeconomically Disadvantaged	36	34	94.44	5.56	38.24
English Learners	36	35	97.22	2.78	54.29
Students with Disabilities	66	56	84.85	15.15	42.86
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

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
5	20.9	17.6	14.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2019-20)

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 Junior Lego League, Science Fair, Art Gala, Art Odyssey, Encore, Spelling Bee, APEX Fun Run, The Sock Hop, The Variety Show, Speak & Sing Spanish class, Running Club, and all school assemblies.

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 the Innovation Lab, STEAM Instruction, Staff professional development, Reading Support Instructional Assistant for our kindergarten classes and Impact Teachers for grades 2-5 levels to make academic success a reality for ALL students.

Sunset Hills recognizes the importance of the partnership between home and school. Parents 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 and the PUSD District Advisory Committee. Parent volunteers perform a variety of functions such as Classroom Support, Morning Readers, Dad's Club, Field Day, Book Fairs, Junior Lego League, Math Olympiad, Running Club, Family Paper Picnics, Community Movie Nights, Science Fair, Art Odyssey, Spelling Bee, Fun Run, and TRRFCC Friday 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 of our No Excuse University affiliation. Parents and families invited to attend Science Fair, Art Gala, Back to School Night, TRRFCC Friday community gatherings, Principal Coffee Chats and other assemblies to showcase student work and achievement.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	1.0	0.2	1.3	1.6	1.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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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: "Respect yourself, others and property, be responsible, and be safe." These 3 rules, along with the defining Character Counts pillars, are displayed in every classroom. Twice a year students will participate in assemblies, by grade level, to discuss Healthy Choices and revisit behavior expectations. These assemblies are lead by the ESS director and her assistant director.

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 current 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. Logical and natural consequences, as well as 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 "fair and safe". We are fortunate to have a school counselor three days a week and a Student Services Assistant 15 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).

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. 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 2020.

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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	3		21	2	3		21	2	3	
1	25		2		25		2		25		2	
2	25		3		26		2		26		2	
3	23		3		21	1	3		26		3	
4	23	1	2		20	1	3		22	1	2	
5	22	2	3		21	2	2		16	3	3	
Other**	12	1										

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1110.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,992.48	2,142.66	5,849.82	70,351.04
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-25.2	-11.7

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-24.8	-15.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,046	\$48,612
Mid-Range Teacher Salary	\$74,420	\$74,676
Highest Teacher Salary	\$101,917	\$99,791
Average Principal Salary (Elementary)	\$131,931	\$125,830
Average Principal Salary (Middle)	\$143,470	\$131,167
Average Principal Salary (High)	\$151,598	\$144,822
Superintendent Salary	\$287,500	\$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 from 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 states: If we consistently communicate a clear purpose for learning and provide students with the opportunity to engage in rigorous tasks; then students will be able to show their understanding in personalized ways, ultimately being able to apply their understanding to make real world connections.

This school year we continued to remain focused on our NEU Continued School Vision, utilization and continued use of the RTI system for all kids, and implementing NGSS (New Generation Science Standards) while maintaining collective responsibility for ALL students.

All teachers and staff at Sunset Hills focus their work around the six core exceptional systems as outlined in the No Excuses University Network. These include: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management and Interventions.

All staff is both offered and required to participate in district 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. Our foundation provides 1 full day of release for each teacher on campus to observe in another classroom with the intention of continued growth and learning.