

# Sunset High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Sunset High School
<b>Street</b>	2500 Elk Valley Cross Road
<b>City, State, Zip</b>	Crescent City, CA 95531
<b>Phone Number</b>	707-464-0380
<b>Principal</b>	Tony Fabricius
<b>E-mail Address</b>	tfabricius@delnorte.k12.ca.us
<b>Web Site</b>	<a href="https://sites.google.com/a/delnorte.k12.ca.us/sunset">https://sites.google.com/a/delnorte.k12.ca.us/sunset</a>
<b>CDS Code</b>	08-10082-0836205

<b>District Contact Information</b>	
<b>District Name</b>	Del Norte County Unified School District
<b>Phone Number</b>	707-464-6141
<b>Superintendent</b>	Jeff Harris
<b>E-mail Address</b>	jharris@delnorte.k12.ca.us
<b>Web Site</b>	www.delnorte.k12.ca.us

### **School Description and Mission Statement (School Year 2017-18)**

#### **Mission**

Our mission is to provide students with alternative forums for demonstrating the talents, leadership and skills required to earn a high school diploma, and prepare for college and career readiness.

#### **Vision**

Sunset High School is a place where respect, encouragement, acceptance, responsibility and personal growth are encouraged. All staff and students work together to create a safe, successful learning environment, and a sense of community. Our efforts aim to promote citizenship through the thoughtful development of the individual.

Sunset MAPS (Expected Schoolwide Learner Outcomes) Sunset High School Graduates will be:

Moral and ethical individuals who: Show tolerance for others, and advocate for what is right.

Academic Achievers who: Are employable, use technology, and make educational and career plans for the future.

Physically and emotionally healthy adults who: Become lifelong learners, evaluate a variety of life options and choices, and communicate effectively.

Socially responsibly citizens who: Perform community service projects, know that they impact the world, are positive role models, know how to identify and solve problems.

#### **School Description**

Sunset High School is committed to engaged student learning, and promoting a school culture where students choose to attend every day. As an alternative secondary school, we are dedicated to positively re-capturing students who are severely credit deficient; have a history of chronic absenteeism, or discipline referrals and suspension; or simply students who felt they didn't fit' in a traditional, comprehensive high school setting.

Sunset High School will provide opportunities to students for reciprocal teaching, peer instruction, and collaboration while implementing our experiential learning program benefiting both our students as teachers, and visiting elementary students from around the county.

Sunset High School will continue to transition from the 'packet-culture' of the past, to engaged, direct instruction. This includes implementing a one-to-one (tech device to student) focus for our students to access current technology and information.

Sunset High School supports students as individuals who are always 'on our radar', who will take responsibility for their work habits, attendance, personal interactions with others, and behavior.

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	1
<b>Grade 10</b>	2
<b>Grade 11</b>	33
<b>Grade 12</b>	34
<b>Total Enrollment</b>	70

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	20
Asian	0
Filipino	0
Hispanic or Latino	18.6
Native Hawaiian or Pacific Islander	0
White	54.3
Two or More Races	5.7
Socioeconomically Disadvantaged	78.6
English Learners	1.4
Students with Disabilities	7.1
Foster Youth	2.9

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	5	173
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

Year and month in which data were collected: October, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Character Based Literacy (CBL) – Adopted 2009 Expository Reading Writing Course (ERWC) -- Adopted 2013 English Literature, Hampton Brown, Edge: Reading, Writing, Language	Yes	0
<b>Mathematics</b>	Algebra 1: Pearson/Prentice-Hall, Algebra 1 Common Core (2015) Geometry: Pearson/Prentice-Hall, California Geometry Common Core (2016) All Math: Khan Academy (online) 2015	Yes	0
<b>Science</b>	Earth Science, Prentice Hall Physical Science, Holt	Yes	0
<b>History-Social Science</b>	World History: Glencoe, 4/2008, World History Modern Times US History: Glencoe/McGraw-Hill, 5/22/2008, The American Vision: Modern Times, California Edition US/World History: TCI: Teacher Curriculum Institute (TCI Online) American Government: Prentice Hall, 1999, MaGruder's American Government Economics: Prentice Hall, 2003, Economics: Principles in Action	Yes	0
<b>Health</b>	Health (Glencoe)	Yes	

**School Facility Conditions and Planned Improvements (Most Recent Year)**

On, August 25, 2017, this School was inspected and evaluated by the CSI General Manager, using the Interim Evaluation Instrument developed by the Office of Public School Construction. All areas were in good repair, with the exceptions noted below. Repairs will be made to ensure a safe environment for the students, staff and community members at Sunset High School.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: August 25, 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Repairs to be made as needed for safety.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: August 25, 2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	15	7	35	33	48	48
Mathematics (grades 3-8 and 11)		0	23	24	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	42	100	7.14
Male	27	27	100	3.7
Female	15	15	100	13.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	21	21	100	4.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100	7.14
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	42	100	0
Male	27	27	100	0
Female	15	15	100	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	21	21	100	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0	16	49	46	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

Sunset High School has initiated an Agriculture Program, including the development of a school farm, farm-to-table culinary, and Ag Mechanics.

Sunset High School has a CTE focus that includes ROP, Service Learning, and Experiential Learning activities. Our Experiential Learning program in which our students become the teachers and facilitators for visiting elementary school students is now supported through district LCAP funds.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	48
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Sunset High School offers a Back-to-School Night in the Fall, and an Open House in the Spring. Parents, students, and extended family members are invited to meet our staff, tour our school, review student work, and enjoy a dinner provided by our staff. Monthly newsletters are sent out to all of our parents informing them of the latest school-wide events, and news regarding the achievements of our staff and students. Auto-Dialer calls home will be made regularly to inform parents and students of current and upcoming school events, as well as achievements. Staff will make weekly phone calls home to positively convey student progress to parents. Parents are invited to visit and observe our school and students in action as we host elementary classroom field trips during our Experiential Learning Program. Sunset High School hosts Family Engagement Nights (produced by both students and staff) to demonstrate what our students provide to visiting 3rd and 5th graders. Parents may contact the office at 707-464-0380 for more Parent Involvement Opportunities.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0		9.8	2.4		2.3	11.5	10.7	9.7
Graduation Rate	77.78		78.05	90.12		91.2	80.95	82.27	83.77



### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	92.7	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	88.89	91.67	80.17
Asian	100	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	53.85	98	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	89.39	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	74.19	63.9
English Learners	100	81.82	55.44
Students with Disabilities	96.43	98.45	85.45
Foster Youth	66.67	66.67	68.19

### 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	19.83	19.17	25	6.62	6.38	8.43	3.79	3.65	3.65
Expulsions	0	0	0	0	0	0	0.09	0.09	0.09

### School Safety Plan (School Year 2017-18)

Sunset High School has an annually updated comprehensive safety plan which is on-site for review.

## 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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	63.6

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

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

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6	14			5	19			4	19		
Mathematics	10	9			13	6	1		8	9		
Science	10	3			10	6			7	7		
Social Science	7	16			12	8	1		12	9		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.17	N/A
Social Worker		N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	.20	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,956	\$2,113	\$15,107	\$69,119
District	N/A	N/A	\$8,355	\$64,793
Percent Difference: School Site and District	N/A	N/A	80.8	-2.2
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	166.1	-8.7

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

### Types of Services Funded (Fiscal Year 2016-17)

Sunset High School offers many services and supports to our students. We have small class size of 15:1, not to exceed 20:1 teacher to student ratios. We have a district funded 20% counselor. Sunset High School employs 2 part-time Instructional Assistants to our students who are severely credit deficient, have IEP's, or 504 plans. One of them is funded from our Title 1 allotment, while the other is funded through the district's Special Education department. In addition, Sunset High School has an on-site Early Head-Start Infant-Toddler Center for our pregnant and parenting students to utilize while they can attend classes. Finally, our site funds, along with district LCAP funds, support ROP projects; and our Experiential Learning Program where our students become the teachers, docents, and activity facilitators as we host field trips for local elementary students (3rd and 5th graders) throughout the school year.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,850	\$44,144
Mid-Range Teacher Salary	\$64,986	\$69,119
Highest Teacher Salary	\$79,706	\$86,005
Average Principal Salary (Elementary)	\$94,172	\$106,785
Average Principal Salary (Middle)	\$101,860	\$111,569
Average Principal Salary (High)	\$116,004	\$121,395
Superintendent Salary	\$152,069	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

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)**

Sunset High School has focused on 4 main professional development pathways over the last 3 years. First, we have focus on culture and climate with our PBIS (Positive Behavior Intervention and Supports) system, and Restorative Justice & Practices, which has included extensive district sponsored training. Second, we have continued as a 'one-to-one' school with each student assigned a personal tech device (Chromebook) for use each school day. Third, Sunset has participated in professional learning involving Trauma Informed Practices (as well as the consequences of ACE's: Adverse Childhood Experiences). Fourth, Sunset High School has focused on ways our small school can worked collaboratively in support of academic best practices, and engaged instructional practices, Common Core/Next Generation Science/CTE standards, and our Experiential Learning Program through meeting regularly as a Professional Learning Community (PLC). We have teamed up with Del Norte County's Educational Options Program as a PLC to collaborate on math, and English/Language Arts including developing common rubrics for essay genres (Narrative, Informative, Argumentative), shared and assessments of lists of Academic Vocabulary, and common formative assessments for math concepts and performance tasks.