Sunset Continuation High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Sunset Continuation High School
Street	684 Requeza Street
City, State, Zip	Encinitas, CA 92024
Phone Number	(760) 753-3860
Principal	Rick Ayala
Email Address	rick.ayala@sduhsd.net
School Website	https://ss.sduhsd.net/
County-District-School (CDS) Code	37-68346-3737384

2023-24 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Anne Staffieri, Ed. D. Superintendent
Email Address	info@sduhsd.net
District Website	www.sduhsd.net

2023-24 School Description and Mission Statement

Sunset High School is the continuation/alternative high school in the San Dieguito Union High School District. Sunset earned full accreditation by the Western Association of Schools and Colleges (WASC) during the 2021-22 school year. Sunset is designed to give extensive help to students in need of flexibility and individualized attention. Students who graduate from Sunset can meet the same graduation requirements as those at the four comprehensive high schools in the district to earn a standard high school diploma. There is an alternative track for credit-deficient students that requires fewer credits and mirrors adult education high school diploma requirements at neighboring community colleges and adult school programs. Sunset also offers the HiSET graduation equivalency exam to its students. Sunset prides itself on the continual focus on growth and learning, not only academically but emotionally and socially. Our school is very student-centered with an emphasis on "Respect and Responsibility" and on helping students to recognize their own potential. An advisor system is at the core of the school whereby all teachers serve as advisors to a group of approximately fifteen to twenty students with whom they have regular contact. Each student has an Advisory period on their schedule every Wednesday. This establishes an immediate connection to the school and helps students to be more aware and accountable for their progress, attendance, and behavior. Our goals for our students are represented in Sunset's Expected School-wide Learning Results (ESLRs) where the focus is on creating self-directed learners, effective communicators, critical thinkers, responsible citizens and resilient individuals. We do this through our curriculum, our instruction, and through our individual relationships. Our goal is to empower students. We learn, grow, and improve alongside our students.

Sunset High School Mission: To give all students the opportunity to complete high school through a variety of program options while providing a small, safe, accepting, and supportive learning environment.
Sunset High School Vision: To be the leader of SDUHSD's alternative education options, by continuing to develop innovative ways to teach and engage students as we prepare them to succeed in and contribute to an ever-changing world.
Expected Schoolwide Learning Results (ESLRs)
Sunset High School Prepares its graduates to be:
1) Self-Directed Learners who...
Reflect on and take responsibility for their academic and personal growth.
Develop and use effective strategies to overcome obstacles and aid in their social and academic development.
Apply technology to enhance learning and growth.
2) Effective Communicators who...
Exhibit interpersonal interaction skills.

2023-24 School Description and Mission Statement

Use self-expression to explore ideas and emotions.
Are capable of advocating for themselves.
3) Critical Thinkers who...
Engage in problem-solving and decision-making.
Employ and develop media literacy.
Integrate knowledge, skills and procedures into a cohesive plan in order to solve unrehearsed problems.
4) Responsible Citizens who...
Respect and appreciate individuality and diversity of people and cultures.
Appreciate the value of awareness and contribution to the global community.
Successfully transition from high school prepared with a plan for the future.
5) Resilient Individuals who...
Value and strive for mental, emotional and physical well-being.
Demonstrate adaptability in the face of obstacles.
Accept responsibility for their actions.
The Expected School-Wide Learning Results were reviewed in the 2021-22 school year with input from the entire staff and administration at Sunset High School. They were deemed to still be relevant and appropriate.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	7
Grade 10	19
Grade 11	39
Grade 12	47
Total Enrollment	112

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.6%
Male	61.6%
American Indian or Alaska Native	0.9%
Asian	0.9%
Black or African American	3.6%
Hispanic or Latino	26.8%
Two or More Races	9.8%
White	58%
English Learners	5.4%
Homeless	3.6%
Migrant	0.9%
Socioeconomically Disadvantaged	43.8%
Students with Disabilities	35.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	75.00	471.10	91.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.90	0.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	24.88	16.20	3.14	12115.80	4.41
Unknown	0.00	0.00	23.00	4.46	18854.30	6.86
Total Teaching Positions	8.00	100.00	515.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.10	77.38	479.80	91.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.29	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.80	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	17.25	12.70	2.45	11953.10	4.28
Unknown	0.40	5.25	19.80	3.81	15831.90	5.67
Total Teaching Positions	8.00	100.00	521.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.90	1.30
Total Out-of-Field Teachers	1.90	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our course textbooks from lists that have already been approved by California state education officials.

Year and month in which the data were collected	10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, adopted 2003	Yes	0

Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus.	Yes	0
Science	Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007	Yes	0
History-Social Science	Economics: Principles of Economics, Adopted 2023; U.S. Government: Principles of American Democracy, Adopted 2022; U.S. History: The Americans: Reconstruction to the Present, Adopted 2022; World History: Modern World History, Adopted 2022	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020; Genki series, Adopted 2004; Signing Naturally, Adopted 2004	Yes	0
Health	Edgenuity online course		N/A
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Prior to the 2019-20 school year, Sunset was housed in portable classrooms for decades. During the 2019-20 school year, Sunset was temporarily housed at the northwest corner of San Dieguito High School Academy's campus as construction was completed on our new state-of-the-art facility on the same site. The new facility opened in August of 2020 and has received rave reviews. Sunset's campus is very clean and students take pride in their school. Classrooms are very well maintained by the students, staff members, and our custodians work hard to maintain cleanliness. Our campus is a pleasant and safe place to attend school. Students are very aware of our motto ("Respect and Responsibility"), and as a result Sunset is free of trash and graffiti. Every year the principal meets with district personnel to draft a plan for the following year's facilities requests. This plan allows for yearly updates that are most critical for our site.

Year and month of the most recent FIT report	05/12/23 - 05/15/23

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	54	77	79	47	46
Mathematics (grades 3-8 and 11)	14	21	66	68	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	43	40	93.02	6.98	53.85
Female	17	16	94.12	5.88	56.25
Male	25	23	92.00	8.00	54.55
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	61.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	11	78.57	21.43	60.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	13	81.25	18.75	25.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	44	38	86.36	13.64	21.05
Female	18	16	88.89	11.11	18.75
Male	25	21	84.00	16.00	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	10	76.92	23.08	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	23.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	11	73.33	26.67	27.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	12	75.00	25.00	8.33

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.05	11.69	57.46	59.99	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	78	85.71	14.29	11.69
Female	36	30	83.33	16.67	13.79
Male	54	47	87.04	12.96	10.64
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	16	76.19	23.81	6.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	52	89.66	10.34	11.76
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	22	73.33	26.67	13.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	22	78.57	21.43	9.52

2022-23 Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined CTE pathway. All CTE pathway courses include student leadership and work based learning opportunities. SDUHSD CTE courses fulfill the "a–g" subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level. Manuel Zapata is the primary representative of the district's CTE program. Canyon Crest Academy offers courses in the following 8 CTE pathways: Biotechnology, Business Management, Design Visual & Media Arts, Engineering Technology, Film Video Production, Graphic Design, Professional Music, and Software & Systems Development. For a full list of courses and CTE advisory committee info visit the district website at www.sduhsd.net.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	16.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	75%	68.75%	68.75%	68.75%	75%

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

2023-24 Opportunities for Parental Involvement

At Sunset High School, we support parent involvement and encourage it in many ways. Because of Sunset's small population, a sense of community and family is easily cultivated among students, parents, and staff. Parents are required to accompany their student to meet with the principal prior to enrollment. This gives the principal the opportunity to get to know all of Sunset's students and parents from the start. During this meeting, parents learn about the school, our format, and the expectations and become involved in decisions about their student's education. Parents attend an Open House in the Fall and there is a Parent Conference Week in the Fall and Spring. These events provide parents with an opportunity to come meet the teachers and staff at Sunset in a casual, friendly atmosphere. Parents are invited to campus when their student receives an award at the periodic Sunset Standout Awards ceremony. Parents are also invited to attend our Annual Awards Night at the end of the school year. Teachers communicate regularly with parents via telephone, email, and face-to-face meetings. Parents are invited to Coffee with the Principal on various mornings to learn about campus activities. Parents also represent Sunset on various site and district-level committees. Sunset's graduation ceremony is personal and unique. It is a time where parents are able to hear teachers give speeches about all of our graduates and it is a special culmination of their time at Sunset. Sunset sends out emails, all-calls and has a school website and Facebook page to inform parents of upcoming events and happenings on campus. The contact person for parent involvement is our principal, Rick Ayala, and he can be reached at (760) 753-3860, extension 5601.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	• High school Dropout Rates;
	• High school Graduation Rates; and
	• Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	14.7	10.9	7.3	1.5	2	1.8	9.4	7.8	8.2
Graduation Rate	47.1	73.9	85.5	96	96.4	96.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	55	47	85.5
Female	20	20	100.0
Male	35	27	77.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	13	11	84.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	36	31	86.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	13	10	76.9
Socioeconomically Disadvantaged	33	27	81.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	12	85.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	171	158	126	79.7
Female	70	65	56	86.2
Male	99	91	68	74.7
Non-Binary	2	2	2	100.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	1	100.0
Black or African American	5	5	3	60.0
Filipino	0	0	0	0.0
Hispanic or Latino	48	44	38	86.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	11	6	54.5
White	104	96	78	81.3
English Learners	9	8	5	62.5
Foster Youth	1	1	1	100.0
Homeless	16	16	12	75.0
Socioeconomically Disadvantaged	69	68	58	85.3
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	58	55	45	81.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.62	3.07	5.26	0.38	1.93	2.29	0.20	3.17	3.60
Expulsions	0.00	0.00	1.17	0.00	0.04	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.26	1.17
Female	0	0
Male	9.09	2.02
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.25	2.08
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	3.85	0.96
English Learners	0	0
Foster Youth	0	0
Homeless	6.25	0
Socioeconomically Disadvantaged	4.35	2.9
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.62	3.45

2023-24 School Safety Plan

Sunset provides a safe learning environment. Our campus is small and, as a result, staff members know each student. Staff members meet weekly to discuss student progress and other issues related to student learning, social and emotional concerns, and school safety. Many of our students participate in support groups, which provide a sense of belonging, connectedness and the opportunity to voice ideas and concerns. Sunset also offers wellness activities throughout the school year to promote healthy living and good decision making. Staff members promote the school motto, "Respect and Responsibility". We believe that Sunset is the safest and most accepting campus in our district.

Visitors must check in at the main office upon arrival. Sunset is a closed campus. Students may not leave campus during school hours without parent permission. We conduct emergency drills each semester to prepare students for earthquakes, fires, lock-downs, active shooter situations and other emergencies. A campus supervisor was added to the staff in 2016-17 to assist in the monitoring of students on campus. For the 2023-24 school year, the campus supervisor position has become a full-time position.

Sunset's comprehensive safety plan is reviewed annually and outlines provisions for handling natural and man-made crisis situations, including procedures for personal safety and security, ways to ensure smooth administrative control of operations during a crisis, procedures to establish a clear, effective communications system, and guidelines for public safety agency involvement. All school staff are familiar with the contents of this plan so that they are prepared to respond appropriately in a crisis.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	27		
Mathematics	2	38		
Science	2	18		
Social Science	4	24		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	34		
Mathematics	2	33		
Science	3	20		
Social Science	4	27		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	35	0	0
Mathematics	2	39	0	0
Science	3	18	0	0
Social Science	4	24	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	112

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$36,589	$23,735	$12,853	$114,072
District	N/A	N/A	$109,327	$109,558
Percent Difference - School Site and District	N/A	N/A	-157.9	4.0
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	51.3	15.3

Fiscal Year 2022-23 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways. SDUHSD schools offer services and supports for all students including Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs: • Title I (OCMS, EWMS, DMS), • Title II (Supporting Effective Instruction, Professional Development), • Title III (Language Instruction for English Learners (EL)) • Title VI (Student Support and Academic Enrichment) • Career Technical Education Incentive Grant.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,557	$57,234
Mid-Range Teacher Salary	$107,956	$95,467
Highest Teacher Salary	$132,169	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$162,117	$153,476
Average Principal Salary (High)	$177,590	$173,198
Superintendent Salary	$288,000	$277,572
Percent of Budget for Teacher Salaries	37.44%	31.17%
Percent of Budget for Administrative Salaries	5.58%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

The Sunset Staff is dedicated to professional development as well as training in other areas that we feel can benefit our school community. Staff members have attended trainings and conferences on college preparation, expository reading, technology, diversity, student connectedness, suicide prevention, drug and alcohol education, anger management, death and grieving, domestic violence, continuation education, mandated reporting, and sexual harassment. Our weekly staff meetings provide the perfect venue for teachers to share what they have learned, thus allowing the entire staff to benefit. These meetings also provide a regular forum for staff collaboration on all things related to student support and school improvement. Sunset's staff enjoys learning and is small enough that it is easy to share what we have learned in order to benefit all staff members and all students.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5