Sunset High School

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

School Description

Sunset High School is the continuation high school in the San Dieguito Union High School District. Sunset has earned full accreditation by the Western Association of Schools and Colleges (WASC). Sunset is designed to give extensive help to students in need of flexibility and individualized attention. Students who graduate from Sunset meet the same graduation requirements as those at the four comprehensive high schools in the district. Sunset High School 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-five students with whom they have daily contact. 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, through 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: Sunset High School develops respectful, responsible, self-directed learners by fostering a safe, supportive, and flexible learning environment in which students can experience academic success and personal growth.

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.
- 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 revised in the 2012-2013 school year with input from the entire staff and administration at Sunset High School. While many of the ESLRs were still relevant, some were changed to reflect the growing use of technology and the shift to the Common Core Standards. In addition, the focus on global communities and the need for our students to understand their place in the world factored into the revisions.

About the SARC

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	4
Grade 10	10
Grade 11	36
Grade 12	73
Total Enrollment	123

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.8
Asian	2.4
Filipino	0
Hispanic or Latino	26.8
Native Hawaiian or Pacific Islander	0
White	65.9
Two or More Races	1.6
Socioeconomically Disadvantaged	30.9
English Learners	4.1
Students with Disabilities	18.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Sunset High School	14-15	15-16	16-17
With Full Credential	8	8	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
San Dieguito Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sunset High School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	1	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

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

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

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

Textbooks and Instructional Materials Year and month in which data were collected: July, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Language of Literature adopted 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Algebra II, Adopted 2008; Geometry; Adopted 2009; Precalculus, Adopted 2008, SDUHSD developed materials **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	All textbooks adopted 2007; Acting One, Experiencing Dance, A Sense of Dance; Developing Digital Short Films, Photography; Introduction to Digital Photography; Drawing: A Foundation; Art Fundamentals; Craft and Art of Clay; Artforms; Recording Music; Fundamentals of Music **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sunset's campus is very clean, and students take pride in their school. This is shown by clean lunch tables after break, and very little, if any, trash. Classrooms are very well maintained by the students, teachers, and night custodian. The majority of Sunset's buildings are over thirty years old, although some of the buildings are more recent additions. At the end of the 2007–2008 school year, a new building was erected that houses rest rooms and a food service facility. All rooms cluster around a central courtyard and are in good condition. 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. In the summer of 2009, modifications were made to the front of the campus that included a new sidewalk and curb, new landscaping, and improved access to the parking lots. During the 2008–2009 year, a vacant room was transformed to serve as a staff lounge, conference room, and quarters for counseling interns, and we added cabinets, a countertop, a sink, tables, and seating. Landscaping improvements during the 2010 summer included a new lawn on the south and north ends of campus. A new monument was also added at the main entrance to the school in the summer of 2010. In 2013-14, curbs surrounding the quad area were painted yellow to alert students and enhance safety, a wooden ramp, one roof, and an air conditioning unit was repaired, and outdoor lighting was inspected and bulbs replaced. New directional signage was also installed in 2013-14.

Every year the principal meets with the district to create a plan for the following year's facilities requests, this plan allows for yearly updates that are most critical for our site. Our district passed Prop AA Bond in November of 2012. This bond initiative provides $449 million dollars to the San Dieguito High School District to upgrade our facilities and technology to the 21st century. The plans include rebuilding Sunset High school in the year 2020, we look forward to having a new state of the art facility.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/1/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/1/16				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

2015-16 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards** **(grades 3-8 and 11)**				
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	55	58	77	80	44	48
Math	5	9	68	71	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced** **(meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	39	46	54	85	85	84	60	56	54

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	26	24	92.3	54.2
Male	17	15	88.2	60.0
White	16	14	87.5	57.1

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

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	11	62	55	88.7	58.2
Male	11	22	16	72.7	62.5
Female	11	40	39	97.5	56.4
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
White	11	48	44	91.7	59.1
Socioeconomically Disadvantaged	11	14	13	92.9	53.9
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	11	62	55	88.7	9.1
Male	11	22	16	72.7	6.3
Female	11	40	39	97.5	10.3
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	48	44	91.7	9.1
Socioeconomically Disadvantaged	11	14	13	92.9	7.7
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

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

Opportunities for Parental Involvement (School Year 2016-17)
At Sunset High School, we support parent involvement, and try to encourage it in many ways. As a result of Sunset's small population, a sense of community and family is easily cultivated among students, parents, staff and teachers. Parents are required to accompany their student to meet with the principal upon enrollment, this allows the principal to know all of Sunsets students and parents. During this meeting, parents learn about the school and become involved in decisions about their student's education. Parents attend Open House Potlucks in the fall and spring. Parents attend when their student receives an award at the quarterly Sunset Standout Awards Ceremony. These events provide parents with an opportunity to come visit the teachers and staff at Sunset High School in a casual, friendly atmosphere. 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 is personal and unique, it is a time where parents are able to hear a teacher give a speech about their student, it is a special culmination of their time at Sunset. Sunset sends out emails, all-calls and has a 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.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

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 and school safety. Over ninety percent of our students participate in support groups, which provide a sense of belonging and the opportunity to air concerns. Staff members promote the school motto, Respect and Responsibility. We believe that Sunset is the safest campus in our district. Visitors must check in at the main office upon arrival. Sunset is a closed campus. Students may not leave campus without parent permission. We conduct emergency drills each semester to prepare students for earthquakes, fires, lockdowns, and other emergencies.

Sunset's comprehensive safety plan at Sunset High School 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.3	4.6	10.8
Expulsions Rate	0.4	0.5	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.3	1.4	1.6
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.6
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	139

* 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.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	5	6	6	24	23	23						
Mathematics	5	4	4	19	19	19						
Science	5	5	5	13	14	14						
Social Science	6	6	6	22	22	22						

* 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.

Professional Development provided for Teachers

Sunset teachers are dedicated to training. With the transition and adjustment to the Common Core Standards, most of our professional development programs provided by the district have been geared towards Common Core. The professional development days shared by all district teachers at the beginning of each semester have been focused on a clear understanding of what the new standards are, and how to effectively implement these standards into the classroom. In addition to these days, two full-time and six part-time Teachers on Special Assignment "ToSAs) are dedicated to helping all teachers in the transition. These teachers provide workshops in which the teachers at Sunset have participated. District technology ToSAs also visit the site regularly to assist teachers individually with integrating technology into their classrooms.

In addition to Common Core, the Sunset Staff is dedicated to 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, recovery, anger management, death and grieving, and domestic violence. Our weekly staff meetings provide the perfect venue for teachers to share what they have learned, thus allowing the entire staff to benefit. Sunset's staff enjoys learning and is small enough that it is easy to share what we have learned, in order to benefit all classrooms and therefore all students.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,545	$46,184
Mid-Range Teacher Salary	$79,139	$75,179
Highest Teacher Salary	$99,546	$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	$128,815	$124,243
Average Principal Salary (HS)	$142,821	$137,939
Superintendent Salary	$222,737	$217,637
Percent of District Budget		
Teacher Salaries	38%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$10,683	$881	$9,802	$92,750
District	♦	♦	$6,146	$79,161
State	♦	♦	$5,677	$77,824
Percent Difference: School Site/District			59%	28%
Percent Difference: School Site/ State			80%	25%

* Cells with ♦ do not require data.

Types of Services Funded

Sunset High School is not a Title 1 school. Sunset High School did meet the Adequate Yearly Progress (AYP) for the 2012-2013 school year and met all five targets. Our school is not identified as a Program Improvement School. Sunset High School provides many services to its' students. We offer the National School Lunch Program where approximately twenty-five percent of our students take advantage of this program each year. This free or reduced-price meal subsidy goes to the students whose families earned less than $41,348 a year (based on a family of four) in the 2012-2013 school year. Sunset also offers many special education services. One full-time special education teacher provides resource services, including curricular modifications based on students' Individualized Education Programs (IEPs). A resource classroom offers one-on-one and small-group instruction as well as academic monitoring. Sunset's special education students can benefit from the following programs; Academic support, Designated Instructional Services (DIS), Workability and/or Transitional Partnership Program (TPP). Academic Support works on remediation of students' content area classes as well as focusing on individual student IEP goals. The course is individualized for the student and the focus varies from student to student. Designated Instructional Services (DIS) is where a district speech and language pathologist and district psychologist come to Sunset to offer speech and language services and individual or group counseling as needed. Workability is a state funded program that provides pre-employment skills training, worksite training and follow-up services to Sunset students who are in special education making the transition from school to work. The Transitional Partnership Program (TPP) is another program that assists special education students in the transition from school to work. TPP provides support in the areas of vocational assessment, employment readiness training, job skills training, employment subsidization, job coaching, post-employment support and post-graduation support. Even though Sunset does not provide formal GATE or English Learner Programs, all of Sunset teachers are certified to teach identified English Learners possessing the skills necessary to teach a diverse range of students. We work with all students to provide them with the educational support they need. Whether that support is providing challenging curriculum and extra opportunities or that support looks like assisting students with language challenges. We are committed to providing each and every student the experience they need to be successful in high school and beyond.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sunset High School	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	1.60	1.80	2.70
Graduation Rate	97.19	96.71	95.96
San Dieguito Union High School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	1.60	1.80	2.70
Graduation Rate	97.19	96.71	95.96
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	112
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.21
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	10.0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	56	95	86
Black or African American	0	88	78
American Indian or Alaska Native	0	75	78
Asian	100	99	93
Filipino	0	100	93
Hispanic or Latino	46	89	83
Native Hawaiian/Pacific Islander	50	100	85
White	60	96	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	70	85	66
English Learners	25	41	54
Students with Disabilities	50	100	78

Career Technical Education Programs

Sunset's Work Experience program allows students first-hand experience in a variety of jobs within the community. They learn how to write résumés and cover letters and how to fill out job applications correctly. Work Experience participation earns students credits toward graduation. Our district offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. Our students can take these courses, currently we have a number of students who take Welding at San Dieguito High School Academy. Some of our special education students are enrolled in the Transition Partnership Program (TPP), a partnership the district has with the Department of Rehabilitation, it assists students with job placement and post secondary education. Students are assigned a case worker from the Department of Rehabilitation who follows them for two years after graduation.

Sunset offers opportunities for students to find out more about careers, for example we offer a Career Day where students can attend workshops to learn about different careers. There are also career related fieldtrips where Sunset students have visited construction sites and hospitals to learn about careers having to do with building and healthcare. Career topics are embedded in a number of our classes. For example in Cuisine there is a chapter devoted to culinary careers and in English 12-1 all students complete a resume and cost of living to find out how much it will cost to live on their own and what kind of salary they will make.

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.