Sunset High School

684 Requeza St. • Encinitas, CA 92024 • 760-753-3860 • Grades 9-12
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

School Description

Sunset High School is the continuation 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 2014-15 school year. 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	2
Grade 10	19
Grade 11	41
Grade 12	52
Total Enrollment	114

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.9
Asian	4.4
Filipino	0.9
Hispanic or Latino	26.3
Native Hawaiian or Pacific Islander	0.9
White	59.6
Socioeconomically Disadvantaged	28.1
English Learners	9.6
Students with Disabilities	20.2
Foster Youth	0.0

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			
Sunset High School	16-17	17-18	18-19
With Full Credential		9	
Without Full Credential		0	
Teaching Outside Subject Area of Competence		0	
San Dieguito Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sunset High School	16-17	17-18	18-19
Teachers of English Learners		0	
Total Teacher Misassignments		0	
Vacant Teacher Positions		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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: 2008	
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	SDUHSD developed materials **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

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

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. 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 2019. We look forward to having a new state of the art facility for the start of the 2020-2019 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/27/17		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 7/27/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	**Exemplary**	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.

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	71.0	62.0	81.0	80.0	48.0	50.0
Math	16.0	17.0	71.0	72.0	37.0	38.0

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

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

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	**	**	**

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	61	55	90.16	61.82
Male	34	30	88.24	50.00
Female	27	25	92.59	76.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	18	17	94.44	47.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	33	89.19	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	16	88.89	56.25
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	61	53	86.89	16.98
Male	34	28	82.35	25
Female	27	25	92.59	8
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	18	16	88.89	6.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	32	86.49	21.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	16	88.89	12.5
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2018-19)
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 prior to enrollment. This allows the principal to know all of Sunset's students and parents. During this meeting, parents learn about the school and become involved in decisions about their student's education. Parents attend an Open House Potluck in the Fall and there is a Parent Conference Week in the 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 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.

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.

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. The majority of our students participate in support groups, which provide a sense of belonging and the opportunity to air concerns. Sunset also offers wellness activities throughout the school year to promote good health. 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, lock-downs, and other emergencies. A campus supervisor was added to the staff in 2016-17 to assist in the monitoring of students on campus.

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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	10.8	5.7	10.6
Expulsions Rate	0.0	0.9	0.5
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.6	2.8	2.0
Expulsions Rate	0.1	0.1	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	0.4
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
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	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	6.0	6.0	6.0	24	21	22						
Mathematics	3.0	3.0	3.0	32	24	27						
Science	4.0	4.0	4.0	16	9	11						
Social Science	6.0	5.0	5.0	19	26	21						

* 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 professional development days, there are 4.0 sections district-wide devoted to Teachers on Special Assignment (ToSA's). ToSA's are dedicated to helping all teachers in the transition. These teachers provide workshops in which the teachers at Sunset have participated. District technology ToSA's also visit the site when necessary 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$61,449	$50,747
Mid-Range Teacher Salary	$102,758	$86,127
Highest Teacher Salary	$125,797	$106,915
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$154,312	$136,636
Average Principal Salary (HS)	$169,041	$150,286
Superintendent Salary	$235,400	$238,058
Percent of District Budget		
Teacher Salaries	42.0	34.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$13,377	$1,213	$12,165	$110,673
District	◆	◆	$6,229	$103,417
State	◆	◆	$7,125	$85,815
Percent Difference: School Site/District			64.5	6.8
Percent Difference: School Site/ State			52.3	25.3

* Cells with ◆ do not require data.

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

Types of Services Funded

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in place for roughly 40 years. For school districts, the LCFF establishes base, supplemental, and concentration grants in place of the many previously existing K–12 funding streams and most of the 50-plus state categorical programs that existed at the time. LCFF provides all districts with per-student base grant funding that varies slightly depending on grade level. Additionally, all districts receive per student supplemental grant funding which adds 20% to the base grant funding for each English-language learner, low-income student and foster youth student enrolled. Finally, districts in which English-learners, low-income students and foster youth exceed 55% of the total enrollment receive additional concentration grant funding equal to 50% of the base grant funding. San Dieguito Union High School District (SDUHSD) is not eligible for concentration funding because its enrollment does not exceed the 55% threshold. By law, supplemental and concentration grant funds must be used to increase and improve programs and services for English-learners, low-income students and foster youth.

SDUHSD schools offer a broad course of study which includes; 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 as well as CTE courses and pathways. Additionally, SDUHSD schools offer services and supports for all students including; School Social Workers, READI program, School Counselors, School Psychologists, EL Lead Teachers, and Special Education Service Providers.

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 $46,435 a year (based on a family of four) in the 2017-2018 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, work site 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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sunset High School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	38.7	38.0	28.0
Graduation Rate	54.7	50.6	45.1
San Dieguito Union High School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	2.7	2.6	2.9
Graduation Rate	96.0	95.4	94.0
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	26
% 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	25%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	8.7

*   Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	68.7	93.9	88.7
Black or African American	33.3	86.4	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	98.5	94.9
Filipino	0.0	95.5	93.5
Hispanic or Latino	63.6	85.2	86.5
Native Hawaiian/Pacific Islander	0.0	80.0	88.6
White	73.1	94.6	92.1
Two or More Races	0.0	96.2	91.2
Socioeconomically Disadvantaged	42.9	100.0	88.6
English Learners	0.0	34.3	56.7
Students with Disabilities	66.7	75.3	67.1
Foster Youth	0.0	0.0	74.1

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. CTE provides students with multiple pathways to college and careers. 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 (a) taking and passing two or more CTE courses in a single, defined pathway. Student internship opportunities are available within some of the advanced CTE courses. CTE courses at SDUHSD often 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.