

# Sunset High School

684 Requeza St. • Encinitas, CA 92024 • 760-753-3860 • Grades 9-12

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### San Dieguito Union High School District

710 Encinitas Blvd.  
Encinitas, CA 92024  
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[www.sduhsd.net](http://www.sduhsd.net)

#### District Governing Board

Beth Hergesheimer, President

Amy Herman, Vice-President

John Salazar, Clerk

Joyce Dalessandro, Trustee

Maureen "Mo" Muir, Trustee

#### District Administration

##### **Superintendent**

Rick Schmitt  
**Superintendent**

Michael Grove, Ed.D.  
**Associate Superintendent,  
Educational Services**

Eric Dill  
**Associate Superintendent, Business  
Services**

Torrie Norton  
**Associate Superintendent, Human  
Resources**

### School Description

**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.

**North Coast Alt. High School Mission:** North Coast High School provides an accepting, safe, and supportive learning environment for self-directed learners in a flexible, independent-study atmosphere.

**Principal's Message:** Sunset High School is the continuation high school in our district. We have 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. Over 90 percent of our 2013 graduating class enrolled in college after receiving their high school diploma. Over 90 percent of our students are involved in one of the 14 support groups that play a large part in the students' readiness to learn. We believe that students must take responsibility for their school progress and their lives. Our goal is to empower them in this process. We learn, grow, and improve alongside our students.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 760-753-3860.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	1
Gr. 10	11
Gr. 11	42
Gr. 12	63
<b>Total</b>	<b>117</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.7
Asian	1.7
Filipino	0.0
Hispanic or Latino	32.5
Native Hawaiian/Pacific Islander	0.9
White	61.5
Two or More Races	0.0
Socioeconomically Disadvantaged	34.2
English Learners	10.3
Students with Disabilities	15.4

## 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	12-13	13-14	14-15
Fully Credentialed		9	8
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
San Dieguito Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sunset High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* "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

2013-14 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	100.00	0.00
Districtwide		
All Schools	97.76	2.24
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	97.76	2.24

\* 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 2014-15)**

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. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2008	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Language of Literature adopted 2003</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Algebra II, Adopted 2008; Geometry; Adopted 2009; Precalculus, Adopted 2008</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>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</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004</p>
<p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>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</p>

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

The majority of Sunset's buildings are over 30 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.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 8/7/14					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ X ]	[ ]	[ ]		
<b>Interior:</b> Interior Surfaces	[ X ]	[ ]	[ ]		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ X ]	[ ]	[ ]		
<b>Electrical:</b> Electrical	[ X ]	[ ]	[ ]		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ X ]	[ ]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[ X ]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[ X ]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ X ]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	33	29	39	85	86	86	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	38	37	41	81	82	82	54	56	55
Math	7	8	13	61	63	64	49	50	50
HSS	22	25	26	75	73	76	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	39
Male	
Female	46
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	35
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	89	7	23
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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

Parents are required to accompany their student to meet with the principal upon enrollment. During this meeting, parents learn about the school and become involved in decisions about their student's education. Parents play an important role in Sunset's educational program by serving on various committees and volunteering in classrooms. Parents attend Back-to-School Night each fall and Open House in the spring. 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 district-level committees. Sunset uses an "all-call" system to alert parents of upcoming events. This is an automated telephone and email notification service. 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 90 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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	13.9	6.2	1.3
Expulsions Rate	0.0	0.0	0.4
District	11-12	12-13	13-14
Suspensions Rate	2.2	1.8	1.3
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 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		100.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.5
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	130

\* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	21.1	8	5	1	21	24	6			0		
Math	20	5	5	4	19	19	0			0		
Science	11.5	3	5	2	10	13	0			0		
SS	17.6	8	6	4	20	22	1			0		

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$42,957
Mid-Range Teacher Salary	\$79,139	\$69,613
Highest Teacher Salary	\$99,546	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$128,174	\$120,526
Average Principal Salary (HS)	\$141,452	\$129,506
Superintendent Salary	\$215,000	\$207,044
Percent of District Budget		
Teacher Salaries	40	37
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 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	\$79,895
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			59%	28%
Percent Difference: School Site/ State			80%	25%

### Types of Services Funded at Sunset High School

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests, (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests, (c) an API of at least 740 or growth of at least one point, (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

### Professional Development provided for Teachers at Sunset High School

Sunset teachers are dedicated to training. Their professionalism shows in their work with students. 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. Teachers discuss student concerns and curriculum during weekly staff meetings.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14	21	65	12	33	55
All Students at the School	58	26	16	58	42	
Male						
Female	64	18	18	73	27	
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	50	36	14	62	38	
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Sunset High School	2011-12	2012-13	2013-14
English-Language Arts	28	39	42
Mathematics	41	52	42
San Dieguito Union High School District	2011-12	2012-13	2013-14
English-Language Arts	84	87	65
Mathematics	86	87	67
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	66.25	95.31	84.56
Black or African American	100.00	96.00	75.90
American Indian or Alaska Native	0.00	75.00	77.82
Asian	0.00	99.32	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	56.00	86.07	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	65.31	96.19	90.15
Two or More Races	50.00	100.00	89.03
Socioeconomically Disadvantaged	60.00	96.90	82.58
English Learners	40.00	62.20	53.68
Students with Disabilities	64.29	83.26	60.31



Dropout Rate and Graduation Rate			
<b>Sunset High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	2.6	2.1	1.6
Graduation Rate	96.18	96.61	97.19
<b>San Dieguito Union High School District</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	2.6	2.1	1.6
Graduation Rate	96.18	96.61	97.19
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	69.06
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	5.66

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

### 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. Some classes at Sunset require a service learning component that places students in a variety of workforce situations. Work Experience participation earns students credits toward graduation. Our high school 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. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled zero students in career technical education courses. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site at [cde.ca.gov](http://cde.ca.gov).