

Sunset High School

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

Rick Ayala, Principal
rick.ayala@sduhsd.net
<http://ss.sduhsd.net/>

2014-15 School Accountability Report Card Published During the 2015-16 School Year

San Dieguito Union High School District

710 Encinitas Blvd.
Encinitas, CA 92024
(760) 753-6491
www.sduhsd.net

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Administrative Services**

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 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 at 760-753-3860 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	3
Grade 10	13
Grade 11	38
Grade 12	72
Total Enrollment	126

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	0.8
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	1.6
White	63.5
Socioeconomically Disadvantaged	25.4
English Learners	8.7
Students with Disabilities	14.3
Foster Youth	0.8

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	13-14	14-15	15-16
With Full Credential	9	8	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Dieguito Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	538
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sunset High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2014-15 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	97.9	2.1
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	97.9	2.1

* 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 2015-16)

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.

Every student has access to a textbook and each teacher has a check-out process for students who want to use the books at home. Every department enhances the district adopted textbooks to provide students additional perspectives regarding the course content. In history-social science they use on-line tools from CSPAN, History Channel, PBS Learning, Library of Congress and the New York Stock Exchange. Each semester the Economics class brings in local Rotarian Members to present a series of five financial literacy workshops. In addition to the district approved novels and anthologies, the English department uses Blackboard to provide online content such as presentations, surveys, videos, speeches, virtual field trips, e-readers, and publishing tools. We use Turnitin.com to provide interactive peer and teacher editing. Sunset teachers and students use the district provided textbooks and instructional materials as well as enhance their curriculum through collaboration and technology.

Textbooks and Instructional Materials Year and month in which data were collected: July, 2015	
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
Health	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
Science Laboratory Equipment	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: February 1, 2016				
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			
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
	X			
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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	56	77	44
Math	5	68	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	29	39	46	86	85	85	59	60	56

* Results are for 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.

2014-15 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	85
All Student at the School	46
Male	--
Female	40
Hispanic or Latino	--
White	47
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	63	54	85.7	20	24	44	11
Male	11		30	47.6	23	27	33	17
Female	11		24	38.1	17	21	58	4
Black or African American	11		1	1.6	--	--	--	--
American Indian or Alaska Native	11		2	3.2	--	--	--	--
Asian	11		2	3.2	--	--	--	--
Hispanic or Latino	11		15	23.8	13	33	47	7
White	11		34	54.0	21	21	50	9
Socioeconomically Disadvantaged	11		16	25.4	44	31	25	0
English Learners	11		2	3.2	--	--	--	--
Students with Disabilities	11		7	11.1	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	63	55	87.3	64	31	0	5
Male	11		31	49.2	61	32	0	6

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	11		24	38.1	67	29	0	4
Black or African American	11		1	1.6	--	--	--	--
American Indian or Alaska Native	11		2	3.2	--	--	--	--
Asian	11		2	3.2	--	--	--	--
Hispanic or Latino	11		16	25.4	81	19	0	0
White	11		34	54.0	59	35	0	6
Socioeconomically Disadvantaged	11		17	27.0	76	24	0	0
English Learners	11		3	4.8	--	--	--	--
Students with Disabilities	11		7	11.1	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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	2012-13	2013-14	2014-15
Suspensions Rate	6.20	1.27	4.6%
Expulsions Rate	0.00	0.42	0.46%
District	2012-13	2013-14	2014-15
Suspensions Rate	1.78	1.33	1.38
Expulsions Rate	0.05	0.03	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	8	5	6	21	24	23						
Math	5	5	4	19	19	19						
Science	3	5	5	10	13	14						
SS	8	6	6	20	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.

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$44,363
Mid-Range Teacher Salary	\$79,139	\$71,768
Highest Teacher Salary	\$99,546	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$128,404	\$121,276
Average Principal Salary (HS)	\$142,137	\$133,673
Superintendent Salary	\$222,737	\$210,998
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	5%	5%

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

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.

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 2013-14 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	\$79,667
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			59%	28%
Percent Difference: School Site/ State			80%	25%

* Cells with ♦ do not require data.

2014-15 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	64	14	34	52
All Students at the School	33	42	25	52	40	8
Female	32	47	21	63	32	5
White	35	40	25	48	43	10

* 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	2012-13	2013-14	2014-15
English-Language Arts	39	42	67
Mathematics	52	42	48
San Dieguito Union High School District	2012-13	2013-14	2014-15
English-Language Arts	87	65	68
Mathematics	87	67	69
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sunset High School	2011-12	2012-13	2013-14
Dropout Rate	2.10	1.60	1.80
Graduation Rate	96.61	97.19	96.71
San Dieguito Union High School District	2011-12	2012-13	2013-14
Dropout Rate	2.10	1.60	1.80
Graduation Rate	96.61	97.19	96.71
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% 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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	88.89	96.33	84.6
Black or African American	100	87.5	76
American Indian or Alaska Native	100	100	78.07
Asian	150	98.63	92.62
Filipino		100	96.49
Hispanic or Latino	50	88.62	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	108.57	97.68	89.93
Two or More Races		75	82.8
Socioeconomically Disadvantaged	72.73	84.89	61.28
English Learners	66.67	75.76	50.76
Students with Disabilities	57.14	100	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.21
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	12.5

2014-15 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.

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, the county, and the state. 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.