

The Single Plan for Student Achievement

School: Sunset High School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-3737384
Principal: Rick Ayala
Date of this revision: October 31, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on: January 19, 2017

A. School Site Information Sunset High School

Vision Statement:

Vision Statement Sunset: We inspire students to strive, learn and succeed, thus encouraging students to manifest their potential.

Each and every teacher, staff member, volunteer, and often other students, serve as role models to encourage growth and development academically, socially and emotionally.

Mission Statement:

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.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Sunset High School is the continuation high school serving the San Dieguito Union High School District. As of this report, October 25, 2016, there are 132 students enrolled. As the school year progresses, the number of students enrolled may climb to approximately 170 students.

Students arrive at Sunset for a variety of reasons. Many students are referred from one of the four comprehensive high schools in our district. Others enroll without a referral and choose Sunset for its smaller atmosphere. Some students present issues that include credit deficiency, attendance and truancy issues, behavior problems, substance abuse, and other personal issues. In addition, students who wish to accelerate and graduate early, as well as those who appreciate a small, unique environment, also find a home at Sunset. Over the past few years, the number of students who choose to attend Sunset as their first choice in our district has risen.

Sunset High School's curriculum and graduation requirements are aligned with the other high schools in the San Dieguito Union High School District. Our continuation school incorporates college preparatory courses for our students, a point of which we are very proud. Students from Sunset apply to and are accepted by four year universities each year. Every staff member at Sunset works hard to prepare students for the next level in education, and the counselor works to assist students towards graduation and beyond. The textbooks used at Sunset are approved by the California Department of Education and adopted by the SDUHSD school board. The textbooks, supplemental materials, and the course requirements are standards-based. Sunset's curriculum and the education we provide are driven by the state academic standards and the quest to raise performance for all students.

Obviously the core courses of English, math, physical education, social studies and science are offered at Sunset. In addition, students are required to earn ten credits in the category of Fine Arts, and ten credits of Practical Arts, as well as seventy credits of electives. This corresponds with every other high school in the district, as the requirements at Sunset are the same as the other high schools. Students can earn these credits through courses at Sunset that include Drawing, Cuisine, Child Development, Creative Writing, Poetry, Film and Society, Psychology, Sociology, Geography and Video Film. Students can also earn credit by working on the Yearbook staff or by participating in work experience. During the summer, Sunset students are provided the opportunity to earn elective credits through a program called "Having a Voice" that focuses on leadership skills through the empowerment of young people.

Sunset has a full-time Resource Specialist to assist students with special needs. Throughout the last few years, Sunset has had a consistent number of students with Individualized Education Plans (IEPs), which fall under the Special Education Program within the district. The percentage of students who currently have an IEP is approximately 15% of Sunset's population. Each teacher is provided with IEP's, as well as assistance in accommodating students, if needed.

Support groups are available to all students and are an integral part of Sunset. Trained facilitators run these groups and, at the present time, we have 6 weekly support groups. Sunset teachers, principal, social worker and counselor co-facilitate most of the groups on campus. Outside agencies are sometimes brought in to facilitate some groups, for example, we have had the district READI (Recovery Education Alcohol Drug Instruction) specialists run the sobriety group in the past. Types of groups include: General, Women's, Men's and Sobriety. Students who participate in support groups benefit in a variety of ways including becoming more effective at communication and introspection, as well as valuing and respecting others and themselves.

Weekly staff meetings provide opportunities for staff members to address issues and concerns regarding students. Conferences with students and parents are regularly set up as a result of these meetings. Progress reports and a school letter with relevant information are sent home every six weeks. Parents also receive regular e-mails and all-calls regarding pertinent information. A school facebook page is maintained by the principal to document school happenings.

Sunset students are required to attend school four hours a day, five days a week. Though the state of California requires

continuation school students to attend only fifteen hours a week, Sunset's requirement is more stringent. The school day consists of four periods, and teachers are available an additional period after school for individual help or tutoring. Students generally enroll in four classes at a time and work at their own pace. When a class is completed, students work with the counselor and their advisor to select and enroll in a new course. Sunset students take courses on campus but also earn credits off-campus through working a job, attending community college courses, taking classes at one of the comprehensive high schools, attending private school classes, or taking Regional Occupational Program (ROP) courses.

Smaller class sizes than found at the district's comprehensive high schools allow for more individualized instruction. The courses at Sunset are student-paced, and students work independently to complete them. A wide availability of teacher attention, as well as technological resources, provides opportunities for all students to meet standards and excel academically. A one-to-one student-to-computer ratio facilitates informational literacy. Other techniques used in an effort to meet students' needs are short lectures, quick answer class sessions, the use of a Magic Board, white boards, and websites and Blackboards for instruction.

At Sunset High School, student progress is assessed in a number of ways. Students take state standardized tests including the SBAC for 11th graders in ELA and Math, and CST testing for 10th graders in science. In each individual classroom, students are assessed in a variety of ways. Many teachers use a number of different summative and formative assessments in an attempt to accurately assist students in learning the standards for each course. At Sunset High School, students benefit from a variety of resources that encourage them to plan and meet their goals beyond graduation. Sunset boasts a 95% post-graduate enrollment in an institution of higher education. Though the majority of our students opt to attend community colleges right out of high school, rather than four-year colleges or universities, we have students each year who take the SAT and/or the ACT. We offer the PSAT on our campus for students to take.

The school is extremely student-centered with an emphasis on helping students to recognize their own potentials and possibilities. We have an advisor/advisee system whereby all teachers serve as advisors to a group of 15 to 25 students with whom they have daily contact, as well as meet as a class every Wednesday during 3rd period. As a result, students have contact with someone whose role is to support them in their growth, every day. Students are required to check-out with their advisor every afternoon before they leave. Often times, this provides an opportunity to see how students are faring academically and emotionally. Advisors provide encouragement, as well as discipline, when needed. Every teacher on Sunset's campus has chosen to be at this school, and consequently enjoys working with our students. This is clearly seen in the interaction that takes place between teachers and students on this campus. It really is a very supportive, happy, safe place to be.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

Sunset relies on data to make informed decisions at the site. The data demonstrates how students are doing in regards to discipline, attendance, school climate, and student performance. Due to Sunset's small enrollment, certain populations, such as our English Learner (EL) population, make up such a small percentage of students that the numbers are not significant and therefore we are unable to make generalizations based on the data. Specifically; SBAC scores, UC/CSU eligibility rates, graduation rates, California Healthy Kids Survey (CHKS), truancy rates, are the sources of data used to guide our practice.

SBAC scores and graduation data allow us to track our students' academic achievement. Last year Sunset's SBAC scores show a 3% gain in ELA scores and a 4% gain in Math scores. Even with the improved scores, Sunset is 22% below the district average in ELA and 62% below the district average in Math. Through continued focus on both ELA and Math, Sunset plans to see continued gain in test scores and closing of the gap between our average and the district's average scores. Looking at graduation rates, only 10% of Sunset's seniors were UC/CSU eligible. The data coupled with teachers' concerns about students' lack of access to UC/CSU requirements makes this a priority area for Sunset.

In addition to academic data we look at attendance data. Sunset has a very high mobility rate. This is evidenced by the amount of students who enroll with us each year versus the average number of students we have each day. The mobility rate is a difficult issue to address, as students come and go from the school. Sunset's truancy rate is 96.3%, it is difficult to review this longitudinally because the way the data is calculated changed last year and therefore the data doesn't align with previous years. Knowing that 96.3% is extremely high and that improved attendance will have a correlated effect on student achievement and SBAC scores, truancy needs to be one of our goals. Sunset's tardy rate to 1st period is consistently the highest in the district. Sunset's strengths in regards to attendance are period 2-5 tardies and detecting period truanancies. As a staff we are able to detect partial-day truanancies in a timely manner because as a small school with constant communication among staff, we are able to notify the principal almost immediately when a student has left without permission. Full-day truanancies, 1st period tardies, and excused absences are continuing struggles that we have at Sunset, therefore making attendance an important goal for this school year.

We also want to know how our students are feeling because we know this has a direct impact on their attendance and achievement. The California Healthy Kids Survey (CHKS) results provide us with data about students' connections and perceptions that is often difficult to calculate. We know that most of our students choose Sunset because they are not being successful at their home schools, but a few categories from the CHKS stood out, 20% of our students do not feel like they are part of the school, 31% report that they do not feel close to people at this school, and an alarming 53% say they do not do things that make a difference at school. This demonstrates that a number of Sunset's students feel disconnected to what is happening on campus.

The data highlights areas of need for the coming school year. Goals need to address ELA and math achievement, UC/CSU eligibility, attendance, and students' connections. Sunset High School continues to improve and these goals will help focus the staff on a path to greater success for all students.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

Sunset High School's SPSA was developed with input from numerous stakeholders. The principal and an English teacher wrote the plan through input from all ten of the staff members and the school site council. The ten staff members gave direct input on the sections of the report that impacts their practice, this occurred through individual meetings. As the report was put together, updates were given to the SSC and the staff at their meetings. The updates, were followed by time for the members to give feedback and therefore shape the plan as it was developed.

**D. Summary of Progress Made on 2015-2016 Goals
Sunset High School**

School Goal 1 (Description of 2015-16 School Goal)

To increase the number of courses completed and the graduation rate of students at Sunset High School.

LCAP Priority Area:

4 - Pupil Achievement, 5 - Pupil Engagement, 7 - Course Access, 8 - Other Pupil Outcomes

Targeted Pupil Subgroup(s):

All Sunset Students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

In 2012-2013 an average of 7.76 semester classes were earned per student, in 2013-2014 an average of 7.17, in 2014-2015 the average fell to 6.27, and last year 2015-2016 the average increased slightly to 6.73.

UC/CSU Eligibility rates

All students 10%, 0% ELs, 0% Low SES

EAP results show

13% College Ready in ELA (+2%)

2% College Ready in Math (-3%)

Naviance

4% of Sunset students use Naviance

B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Even though the data reveals a slight increase in courses completed last year, the percentage has fallen from previous years, and therefore this is an area where Sunset needs to improve. An advisory period was put into our schedule for the first time last year. It allows students to meet with their advisors on Wednesdays during 3rd period, allowing for regular academic counseling and coaching. Since it was the first year with advisory, the period was not always used effectively, and often each advisor used it differently. Sunset teachers did meet with course alike teachers from other sites and this helped us to align our curriculum to the other sites, CA state standards, and the common core. Staff meetings were used to insure students were in the correct classes and moving towards their goals.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?

This year, more planned activities/interventions will be done during advisory period. For example, last year only 4% of Sunset's students accessed Naviance, this year we will use advisory periods to have all students access Naviance and learn to use this tool. Students often arrive at Sunset to late to get caught up, they need to arrive while there is still enough time for them to complete their courses in time to graduate.

School Goal 2 (Description of 2015-16 School Goal)

To increase student performance in Math as evidenced by a yearly improvement in SBAC scores.

LCAP Priority Area:

1 – Basic Service, 2 – Implementation of State Standard, 4 – Pupil Achievement, 7 – Course Access

Targeted Pupil Subgroup(s):

All students enrolled in a math course.

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

SBAC scores - 9% of Sunset students scored in the Standard Met/Exceeded range in math (+4% from 2015)

B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Building SBAC prep into math classes helped the students who were enrolled in math at that time. But, not all students are enrolled in math and not all students are enrolled in their grade level math course. Another math course, statistics, was developed to give students an option in their math sequence. Student skill levels are discussed at staff meetings, lunch meetings, and between the two math teachers.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

No, the 9% is still far below the SDUHSD 71%, San Diego County 44%, and California 37%.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?

Some SBAC prep will need to be done outside of the math classes, so all students in the grade level receive the preparation. Another math class will need to be created or revamped to allow students an option to get their three years of math.

School Goal 3 (Description of 2015-16 School Goal)

Increase student performance in ELA as evidenced by a yearly improvement in SBAC scores.

LCAP Priority Area:

1 – Basic Services, 2 – Implementation of State Standards, 4 – Pupil Achievement, 7 – Course Access

Targeted Pupil Subgroup(s):

All students enrolled in an ELA course.

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

SBAC scores – 58% of Sunset students scored in the Standards Met/Exceeded range in ELA (+3% from 2015).

B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Similar to math, building SBAC prep into ELA classes helped the students who were enrolled in English at that time. But, not all students are enrolled in English and not all students are enrolled in their grade level English course. Student skill levels are discussed at staff meetings, lunch meetings, and between the two English teachers. There has been a push throughout other content areas to build reading and writing skills into their curriculums which supports the ELA program. The English teachers further aligned their courses to allow for greater consistency and building of skills from one class to the other.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

Yes and no, Sunset is still below the SDUHSD average of 71%, but has surpassed SD County 44% and California 37%.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?

Some SBAC prep will need to be done outside of English classes, so all students in the grade level receive the preparation. The social studies department will work to revamp curriculum to support the ELA standards and allow for more growth.

School Goal 4 (Description of 2015-16 School Goal)

Increase students choosing to come to school by decreasing truanancies and increasing the percentage of students who feel connected to Sunset.

LCAP Priority Area:

1 – Basic Services, 3 – Parent Involvement, 5 – Pupil Engagement, 6 – School Climate

Targeted Pupil Subgroup(s):

All Students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

Sunsets truancy rate is 96.31%
California Healthy Kids Survey results show
I do things at school that make a difference, 53% disagree
I feel safe in my school, 6% disagree
Teachers at this school treat students fairly, 5% disagree

B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

- 1) A survey was conducted with graduating seniors. The results indicate that students really like that they devleop a relationship with their teachers and appreciate having an advosor to help them stay on track. Many students offered the suggestion to have more electives and more school activities.
- 2) Support groups are offered and many students connect through their support group. Some of the support groups were not as successful as others. The topics being covered in the group are often serious and could use a facilitator with a counseling/psychology background.
- 3) The new traditions helped to connect students to school, yet became redundant.
- 4) The advisee/advisor structure was strengthened by adding in a weekly period for meetings, this insured advisees would have time to see their advisors every week.
- 5) The principal reports about attendance and discipline at all of the weekly meetings.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?

The senior survey will continue to be updated and improved to provide meaningful data to the school. Sunset will look into the option of bringinig in additional help to run support groups. We will look to create new traditions and experiences where students feel like they make a difference at school. Attendance will have to be addressed to improve tardies and absences.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

All district graduates will be college and career ready.

School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

To increase the number of courses completed and the graduation rate of students at Sunset High School.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Subgroup(s):

All Sunset Students.

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

In 2012-2013 an average of 7.76 semester classes were earned per student, in 2013-2014 an average of 7.17, in 2014-2015 the average fell to 6.27, and last year 2015-2016 the average increased slightly to 6.73.

UC/CSU Eligibility rates

All students 10%, 0% ELs, 0% Low SES

EAP results show

13% College Ready in ELA (+2%)

2% College Ready in Math (-3%)

Growth Targets: Expected annual measurable outcomes.

Sunset would like to see the number of classes completed increase to 7.73. The goal for the UC/CSU eligibility rates is to increase by 2%, making 12% of all graduating seniors UC/CSU eligible.

School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

Goal #4 - Continue to improve student credit completion rates, especially for students struggling to get back on track for graduation. (e.g., students at and below the median credit accrual rate)

Strategy: (briefly describe the overall plan to address the identified need)

The majority of Sunset's population chooses Sunset because they are credit deficient, and we want to do everything in our power to help all students graduate. For this to happen students need to arrive at Sunset early enough in their high school career that there is still a chance for them to complete their courses. Once at Sunset, students need to have the support and resources need to graduate. This includes support from their advisors on goal setting, pacing, and course selection. Sunset hopes to expand their course offerings in order for students to meet the requirements for their college of choice.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Improve student advisement/student planning component to include specific tasks on specific days. a. Advisor will review student goals weekly and make adjustments as necessary. b. All students will access Naviance during advisement periods. c. All students will review their progress reports with their advisors. d. All students will make short term and long term goals.		Teacher collaboration during site prep days		ongoing
2.	Build in a new elective, Video Film, to provide students another college prep elective.		None		Summer 2016 during Master Schedule building
3.	Sunset teachers will continue to work with course-alike teachers from the comprehensive high schools to ensure that Sunset's curriculum is aligned to CA state standards and provides students with the necessary background to be ready for college.		Teacher collaboration during department release days.		On-going
4.	Continue reviews of individual student progress at weekly staff meetings, adjust course enrollment on an as needed basis to ensure students meet their graduation goals.		None		Weekly, Tuesdays after school
5.	Principal and counselor will identify criteria and profiles to enroll students from other schools in a more timely manner, giving Sunset the time needed to get the students on track to graduate.		None		Ongoing
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

To increase student performance in Math as evidenced by a yearly improvement in SBAC scores.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Subgroup(s):

All students enrolled in a math course.

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

SBAC scores - 9% of Sunset students scored in the Standard Met/Exceeded range in math (+4% from 2015)

Growth Targets: Expected annual measurable outcomes.

An increase in 2% of Sunset students score in the Standard Met/Exceeded range in math.

School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

1. Fully implement Common Core ELA and Math curriculum and supporting instruction, including providing student activities addressing peer collaboration, analytical reasoning, and cross-curricular critical reading, writing, speaking.
2. Make use of CCSS/SBAC aligned formative and summative assessments including items/tasks that address non-SBAC assessed content areas and grade levels.

Strategy: (briefly describe the overall plan to address the identified need)

Math teachers have been working on a complete overhaul and resequencing of the math courses. This process will continue this year as they finish working on Math 3. This process has allowed for common core standards and SBAC material to be embedded into the sequence of courses. Technology is a goal for this year, with more technology built into the math courses. The increase in technology will help with math scores both by allowing students to access more curriculum and in a different way, similar to what they find on the test. SBAC prep will also be done outside of the math classes with all test takers, to allow for all students to be able to access the test material and format.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Math teachers will finish the creating and re-writing of Math 3 a. Teachers will insure the course is common core aligned. b. Teachers will build SBAC knowledge and skills into the course.		Extra hours (4) for the two math teachers = 8 hours @ \$43 per hour = \$344		Spring 2017

2.	<p>Utilize students' SBAC assessment results in math to identify areas to revise or augment curriculum.</p> <p>a. Teachers will review the SBAC practice tests and sample questions and make revisions to instruction and curriculum that more closely align to CA standards.</p> <p>b. Teachers will implement curriculum and identify strategies to assist students in Math alignment with Common Core Standards and assessment.</p> <p>c. Teachers will create lessons to give to all students prior to SBAC, to provide all students preparation, especially those who are not currently enrolled in a math course.</p>		<p>Extra hours (4) for the two math teachers = 8 hours total @ \$43 per hour = \$344</p>		<p>On-going</p>
3.	<p>Incorporate technology into all math courses</p> <p>a. Teachers will review illuminate assessment results and make adjustments to instruction as needed.</p> <p>b. Teachers will create assessments in illuminate to track student progress on target skill areas addressed in the curriculum and assessed on the SBAC.</p> <p>c. Teachers will inbed new technology to mirror technology used on the SBAC, insuring greater comfort while taking the test.</p>		<p>Extra hours (2) for the two math teachers = 4 hours total @ \$43 per hour = \$172</p>		<p>2015-2017 school year.</p>
4.	<p>Monitor student progress towards mastery of grade level math skills.</p> <p>a. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern.</p> <p>b. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in math and discuss methods to increase student success.</p>		<p>None</p>		<p>On-going</p>
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Increase the number of students choosing to come to school by decreasing truanicies and increasing the percentage of students who feel connected to Sunset.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Subgroup(s):

All Students

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Sunsets truancy rate is 96.31%
 California Healthy Kids Survey results show
 I do things at school that make a difference, 53% disagree
 I feel safe in my school, 6% disagree
 Teachers at this school treat students fairly, 5% disagree

Growth Targets: Expected annual measurable outcomes.

Sunset's goal is to have a truancy rate below 95%. We also want more of our students feeling that they make a difference at our school, we would like to start by seeing a 5% decrease to 48% of our students who disagree with the statement, I do things at school that make a difference.

School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

3. Improve student attendance, including daily attendance for students struggling with truancy, and first period tardies for students habitually arriving late.

Strategy: (briefly describe the overall plan to address the identified need)

Sunset houses many students who have been traditionally unsuccessful in school. Numerous students come to us with attendance and/or personal issues. We want to address absences and tardies and also get additional support for students who need emotional support. When students experience growth in these areas, we want incentives to be in place, where students receive short term recognition for the positive changes they are making.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Improve the senior exit survey to measure growth in areas of need identified from the 2015 CHKS results. a. teachers and administrator will specifically address areas of need on the survey. b. teachers and counselor will collaborate during weekly staff meetings to improve the senior exit survey to assess growth in identified areas of need,		Teacher to write, give, and compile data from survey. Extra hours (3) for one teacher = 3 hours @ \$43 per hour = \$129		on-going

	c. Sunset Senior Survey will be administered to seniors in the spring of each year. d. Staff will review results during weekly staff meetings to identify areas of need and areas of strength to focus on for the following school year.				
2.	Hire a social worker to be on-site. a) To work with students individually who need greater emotional support. b) To run support group for students who have more serious concerns.		District Office		On-going
3.	Continue rewards luncheons, field trips, and assemblies to recognize students for their positive behavior, attendance and/or academic achievement. a) Create new incentives for students' positive behaviors		None		Quarterly throughout the school year.
4.	Principal and counselor will follow up on students who are chronically absent. a. Principal will work with counselor to develop a plan for attendance interventions, including phone calls, home visits, and the SARB process.		None		On-going
5.	Create and implement a detention system for tardies a. The detentions will be scheduled on set days every week b. Advisors will be responsible for running detentions with their advisees c. Principal will monitor the assigning and tracking of the tardies and detentions		None		On-going
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

School Goal 4 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Increase student performance in ELA as evidenced by yearly improvements in SBAC scores.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Subgroup(s):

All students enrolled in an ELA course.

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

SBAC scores – 58% of Sunset students scored in the Standards Met/Exceeded range in ELA (+3% from 2015).

Growth Targets: Expected annual measurable outcomes.

SBAC scores to improve 2%, therefore 60% of Sunset students scoring in the Standards Met/Exceeded range.

School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

1. Fully implement Common Core ELA and Math curriculum and supporting instruction, including providing student activities addressing peer collaboration, analytical reasoning, and cross-curricular critical reading, writing, speaking.
2. Make use of CCSS/SBAC aligned formative and summative assessments including items/tasks that address non-SBAC assessed content areas and grade levels.

Strategy: (briefly describe the overall plan to address the identified need)

English teachers will work together to complete their course alignment with the common core standards. They will also use SBAC assessment results to make changes to their curriculum and instruction. SBAC practice will be given to students within English courses, through embedding practice within the curriculum. SBAC practice will also be provided as stand alone workshops, to reach students not currently enrolled in an English class. Social studies teachers will take an active role in connecting the ELA standards within their courses. This will provide extra practice on key skills with which students need extra practice. ELA skills and development will be monitored throughout the year during weekly advisement periods and staff meetings.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Build SBAC prep into all English courses. a. Teachers will review student SBAC results b. Teachers will create assessments in illuminate to track student progress on target skill areas addressed in the curriculum and assessed		Extra hours (4) for the two English teachers = 8 hours @ \$43 per hour = \$344		Spring 2016

	<p>on the SBAC.</p> <p>c. Teachers will review illuminate assessment results and make adjustments to instruction as needed.</p>				
2.	<p>Utilize students' SBAC assessment results in English to identify areas to revise or augment curriculum.</p> <p>a. Teachers will review the SBAC practice tests and sample questions and make revisions to instruction and curriculum that more closely align to CA standards.</p> <p>b. Teachers will mplement curriculum and identify strategies to assist students in English in alignment with Common Core Standards and assessment.</p> <p>c. Teachers will create lessons to give to all students prior to SBAC, to provide all students preparation, especially those who are not currently enrolled in an English course.</p>		<p>Extra hours (4) for the two English teachers = 8 hours total @ \$43 per hour = \$344</p>		<p>On-going</p>
3.	<p>Monitor student progress towards mastery of grade level English skills.</p> <p>a. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern.</p> <p>b. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in English and discuss methods increase student success.</p>		<p>None</p>		<p>On-going</p>
4.	<p>Meet with Social Studies teachers to increase alignment and use of ELA standards within their courses.</p> <p>a. Social Studies teachers add language arts skills into their curriculum and instruction.</p>		<p>Extra hours (2) for the two history teachers = 4 hours total @ \$43 per hour = \$172</p>		<p>By the fall of 2017, social studies courses will include an increase in ELA skills.</p>
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

D. School Site Council Membership Sunset High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Ayala	X				
Victoria Long			X		
Amy Souza		X			
Sara Balderas		X			
Kristen Stiles				X	
Mikenzie Bub					X
Paige Norris					X
Heidi Cruz					X
Numbers of members of each category	1	2	1	1	3

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

**D. School Site Council Membership
Sunset High School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Ayala <i>Rick Ayala</i>	X				
Victoria Long <i>Victoria Long</i>			X		
Amy Souza <i>Amy Souza</i>		X			
Sara Balderas <i>Sara Balderas</i>		X			
Kristen Stiles <i>Kristen Stiles</i>				X	
Mikenzie Bub <i>Mikenzie Bub</i>					X
Paige Norris <i>Paige Norris</i>					X
Heidi Cruz <i>Heidi Cruz</i>					X
Numbers of members of each category	1	2	1	1	3

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

**Form F. Budget 2015-2016
Sunset High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$1,500.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$363.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$0.00
Title I Funds	\$0.00
Total	\$1,863.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	123	-	130	-	119	-	132	-
Number & Percent of English Learners	*	*%	*	*%	13	11.0%	15	11.4%
Number & Percent of Long Term English Learners	*	*%	*	*%	*	*%	*	*%
Number & Percent of Redesignated Fluent English Proficient students	*	*%	*	*%	*	*%	12	9.1%
Number & Percent of students who are Socio-Economically Disadvantaged	37	30.1%	41	31.5%	45	37.8%	63	47.8%
Number & Percent of Special Education students	23	18.7%	16	12.3%	17	14.3%	21	16.0%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

Section 2: Student Achievement Indicators

Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	64	58	63	*	*	*	54
14-15	63	55	58	*	*	*	25

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	63	62	54	55	54	55	85.7	85.9
All Grades	63	62	54	55	54	55	85.7	85.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2582.1	2599.9	11	13	44	45	24	33	20	9
All Grades	N/A	N/A	11	13	44	45	24	33	20	9

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	33	27	46	60	20	13
All Grades	33	27	46	60	20	13

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	20	24	54	62	24	15
All Grades	20	24	54	62	24	15

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	13	11	67	82	20	7
All Grades	13	11	67	82	20	7

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	33	67	64	11	4
All Grades	22	33	67	64	11	4

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

III School and Student Performance Data

Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	64	9	11	*	*	*	8
14-15	63	5	5	*	*	*	0

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

15-16 CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	63	62	55	55	55	55	87.3	85.9
All Grades	63	62	55	55	55	55	87.3	85.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2507.3	2507.2	5	2	0	7	31	22	64	69
All Grades	N/A	N/A	5	2	0	7	31	22	64	69

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	5	4	22	22	73	75	
All Grades	5	4	22	22	73	75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	5	4	53	49	42	47
All Grades	5	4	53	49	42	47

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	4	44	56	49	40
All Grades	7	4	44	56	49	40

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from
<http://caaspp.cde.ca.gov/>

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	96.31%	36.71%	39.67%	34.1%

Source:
California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	57%	*	*	*
14-15	-	*	*	*
13-14	-	*	*	*

Source:
Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/13/2016/)

*Chronic absenteeism is not calculated by subgroup for SS

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	9	3	15	37
Suspension rate	4.6%	1.3%	6.2%	13.9%
Number of students expelled	1	1	0	0
Expulsion rate	0.46%	0.4%	0.0%	0.0%

Source:
California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	2.7%	1.8%	1.6%	2.1%

Source:
CALPADS report 1.9 Completers and Dropouts - Count

Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	6	3.8	12.2
Adult who cares about me	n/a	9	9.5	26.5
Feel like part of my school.	n/a	20	14.2	16.3
Teachers at school treat students fairly	n/a	5	5.7	147.3
I do things at school that make a difference	n/a	53	29.3	69.4
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:
 *Site Climate Survey results
 **CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
15-16	*	*	*	*
14-15	*	*	*	*
13-14	13	11.0%	*	*

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

California English Language Development (CELDT) Data

Table 4. 2 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9		*			*			*			*			*	
10		*			*			*			*			*	
11	***	*		***	*	***		*			*			*	
12	33	50	100	33	50		22	0		11	0			0	
Total	33	44	80	42	44	20	17	11		8	0			0	

Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

*data not available from California Department of Education Data Reporting Office

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMA0 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	12	9	5

Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	12	9	5
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	12	0	10	0	5
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	--

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	*	*	*	**
Percent of students who increased one proficiency	*	*	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	4 (36.4%)	0 (0.0%)	1 (6.2%)	0 (0.0%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	13	56	42	*	*	*	8	46	46	*	*	*
14-15	11	44	44	*	*	*	0	25	75	*	*	*

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

Table 5.2 Early Assessment Program (EAP) math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	2	7	91	*	*	*	8	0	92	*	*	*
14-15	5	0	95	*	*	*	0	0	100	*	*	*

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

Table 5.3 Advanced Placement Exam results

	2015-16	2014-15	2013-14	2012-13
Percent of exams with a score of 3+ (passing)	*	*	*	*
Number of tests taken	*	*	*	*
Number of testers	*	*	*	*
Average number of tests per student	*	*	*	*

Source:

Table 5.4 College Entrance Exam results

		2015-16	2014-15	2013-14	2012-13
SAT	Number and Percent of Seniors tested	*	*	*	*
	Mean Score : Critical Reading	*	*	*	*
	Mean Score : Math	*	*	*	*
	Mean Score: Writing	*	*	*	*
ACT	Number and Percent of Seniors tested	*	*	*	*
	Average Score : English	*	*	*	*
	Average Score : Math	*	*	*	*
	Average Score: Reading	*	*	*	*
	Average Score: Science	*	*	*	*
	Average Score: Composite	*	*	*	*

Source:

Table 5.5 UC/CSU eligibility rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	10.0 %	0.0 %	0.0 %	*
13-14	12.5 %	0.0 %	16.7 %	*
12-13	5.7 %	0.0 %	0.0 %	*

Source:

California Department of Education Data Reporting Office. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

*data not available from California Department of Education Data Reporting Office

Table 5.6 Cohort graduation rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	96.0%	80.8%	86.8%	*
13-14	96.7%	85.1%	88.9%	*
12-13	97.2%	86.1%	90.3%	*

Source:

California Department of Education Data Reporting Office. Cohort Outcome Data for the Class of 2014-15, 13-14, 12-13. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.as>

Sunset reports the SDUHSD Cohort Graduation Rate. Cohort Graduation Rates are not calculated by the California Department of Education Data Reporting Office for Sunset Continuation High School.