

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:
Date of this revision: May 18, 2018

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:

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 earned full accreditation by the Western Association of Schools and Colleges (WASC) during the 2014-15 school year. Sunset is designed to give extensive help to students in need of flexibility and individualized attention. Students who graduate from Sunset meet the same graduation requirements as those at the four comprehensive high schools in the district. Sunset High School prides itself on the continual focus on growth and learning, not only academically but emotionally and socially. Our school is very student-centered with an emphasis on "Respect and Responsibility" and on helping students to recognize their own potential. An advisor system is at the core of the school whereby all teachers serve as advisors to a group of approximately fifteen to twenty-five students with whom they have daily contact. This establishes an immediate connection to the school and helps students to be more aware and accountable for their progress, attendance and behavior. Our goals for our students are represented in Sunset's Expected School-wide Learning Results (ESLRs) where the focus is on creating self-directed learners, effective communicators, critical thinkers, responsible citizens and resilient individuals. We do this through our curriculum, through our instruction, and through our individual relationships. Our goal is to empower students. We learn, grow, and improve alongside our students.

Sunset High School Mission: Sunset High School develops respectful, responsible, self-directed learners by fostering a safe, supportive, and flexible learning environment in which students can experience academic success and personal growth.

Expected Schoolwide Learning Results (ESLRs)

Sunset High School Prepares its graduates to be:

1) Self-Directed Learners Who

- Reflect on and take responsibility for their academic and personal growth.
- Develop and use effective strategies to overcome obstacles and aid in their social and academic development.
- Apply technology to enhance learning and growth.

2) Effective Communicators Who

- Exhibit interpersonal interaction skills.
- Use self-expression to explore ideas and emotions.
- Are capable of advocating for themselves.

3) Critical Thinkers Who

- Engage in problem-solving and decision-making.
- Employ and develop media literacy.
- Integrate knowledge, skills and procedures into a cohesive plan in order to solve unrehearsed problems.

4) Responsible Citizens Who

- Respect and appreciate individuality and diversity of people and cultures.
- Appreciate the value of awareness and contribution to the global community.
- Successfully transition from high school prepared with a plan for the future.

5) Resilient Individuals Who

- Value and strive for mental, emotional and physical well-being.
- Demonstrate adaptability in the face of obstacles.
- Accept responsibility for their actions.

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

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, May 18, 2018, there are approximately 140 students enrolled. As the school year progresses, the number of students enrolled increases to approximately 150 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 and Geography. 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 20% 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 7 weekly support groups. Sunset teachers, principal, social workers 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, Grief, 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. In addition to support groups, Sunset has social workers on campus two days a week, these social workers see students based on their risk-level. Social workers, a counselor and support groups are ways that Sunset provides emotional support for our students.

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 added an automated school wake-up call that calls each morning to wake up students who are habitually truant.

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. 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. We offer students the ability to take the PSAT for free at the high school campus closest to their homes. Sunset boasts a self-reported 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.

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 11th grade SBAC scores show gains in both ELA and Math scores. Even with the improved scores, Sunset is below the district average in ELA and 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 12% 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 most recently reported 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 truancies. As a staff we are able to detect partial-day truancies 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 truancies, 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, 19% of our students do not feel like they are part of the school, 30% report that they do not feel close to people at this school, and an alarming 57% 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 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 Monday's staff meetings, and 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 2016-2017 Goals
Sunset High School**

School Goal 1

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 Student Group(s):

All Sunset Students

A. Actual Measurable Outcomes:

In 2013-2014 1275 semester classes were completed, in 2014-2015 1271 classes, in 2015-2016 1235 classes, and in 2016-2017 the number decreased to 1101 semester courses completed.

UC/CSU Eligibility rates

All students 12%, 0% ELs, 0% Low SES

EAP results show

13% College Ready in ELA

2% College Ready in Math

B. Summary of Progress:

The data reveals a decrease in courses completed last year and therefore this is an area where Sunset needs to improve. This is the 2nd year Sunset has had an advisory period, allowing students to meet with their advisors on Wednesdays during 3rd period which provides students with regular academic counseling and coaching. Teachers are still coming up with ways to use this period effectively, and often each advisor uses it differently. More time and thought need to be given to advisory period. 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:

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

This year, more planned activities/interventions will be provided during advisory period. Also, more activities will be planned throughout the year to help students feel connected to school. Students often arrive at Sunset with not enough time to get caught up, they need to arrive while there is still plenty of time for them to complete their courses in time to graduate.

School Goal 2

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 Student Group(s):

All students enrolled in a math course.

A. Actual Measurable Outcomes:

SBAC scores - 15.6% of Sunset students scored in the Standard Met/Exceeded range in math (+6.6% from 2016)

B. Summary of Progress:

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. The math teachers worked hard to complete the writing of Math 3. Student skill levels are discussed at staff meetings, lunch meetings, and between the two math teachers.

C. Relevance:

This goal was partially met. Sunset saw a 2% increase in the number of students in the Standard Met/Exceeded range in math. But, the 15.6% is still far below the SDUHSD average of 72%, San Diego County average of 44%, and State of California average of 38% of students in the Standard Met/Exceeded range in math.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Grade eleven students will receive SBAC test preparation in math. An additional math class will be offered.

School Goal 3

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 Student Group(s):

All students enrolled in an ELA course.

A. Actual Measurable Outcomes:

SBAC scores – 71% of Sunset students scored in the Standards Met/Exceeded range in ELA (+13% from 2016).

B. Summary of Progress:

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:

This goal was partially met. Sunset is still below the SDUHSD average of 81%, but has surpassed SD County average of 56% and State of California average of 49% of students who scored within the Standards Met/Exceeded range in ELA.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Grade eleven students will receive SBAC test preparation in ELA. A new district writing assessment will be built into the school year to give the students extra practice and feedback on their writing.

School Goal 4

Increase students choosing to come to school by decreasing truancies 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 Student Group(s):

All Students

A. Actual Measurable Outcomes:

Sunset's truancy rate is 96.31%
 California Healthy Kids Survey results show
 I do things at school that make a difference, 57% disagree
 I feel safe in my school, 12% disagree
 Teachers at this school treat students fairly, 13% disagree

B. Summary of Progress:

- 1) A survey was conducted with graduating seniors. The results indicate that students really like that they develop a relationship with their teachers and appreciate having an advisor 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/adviser structure was strengthened by adding in a weekly period for meetings, this insured advisees would have time to see their advisers every week.
- 5) The principal reports about attendance and discipline at all of the weekly meetings.

C. Relevance:**D. What changes, if any, will be made as a result of reviewing measurable outcomes?**

The senior survey will continue to be updated and improved to provide meaningful data to the school. Sunset will look into the option of bringing 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. New forms of data will be designed to more effectively measure what is happening at the school. Sunset will replace the truancy rate and total classes completed with more specific forms of data, and we will add additional ways to measure math and English success besides the SBAC. 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:
All district graduates will be college and career ready.

School Goal 1
To increase the number of courses completed and the number of graduating students at Sunset High School.

LCAP Priority Area:
1, 2, 4, 7

Targeted Pupil Student Group(s):
All Sunset Students.

A. Rationale:
In 2013-2014 1275 semester classes were completed, in 2014-2015 1271 classes, in 2015-2016 1235 classes, and in 2016-2017 the number decreased to 1101 semester courses completed.

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%)

In 2013-2014 Sunset had 55 graduates, in 2014-2015 there were 39, 2015-2016 there were 34, and last year 2016-2017 Sunset had 44 graduates.

B. Expected Measurable Outcomes:

Sunset would like to see the number of courses completed increase to 1150. The goal for the UC/CSU eligibility rates is to increase by 2%, making 12% of all graduating seniors UC/CSU eligible. Sunset would like to see 46 students graduate from Sunset high school this year.

C. School-wide critical area/s for follow up addressed:
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)

D. Strategy:
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 needed to graduate. This includes support from their advisors on goal setting, pacing, and course selection. Sunset hopes to expand their course offerings and opportunities in order for students to meet the requirements for their post-high school path of their choice.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Improve student advisement/student planning component to include specific tasks on specific days.</p> <p>a. Adviser will review student goals weekly and make adjustments as necessary.</p> <p>b. All students will review their progress reports with their advisors.</p> <p>c. All students will make short term and long term goals.</p>	Principal, Adviser	Teacher collaboration during site prep days	<p># of student/Adviser meetings</p> <p>Sample student progress reports</p> <p>Sample of student's short and long term goals</p>	ongoing
2.	Build in a year-long new elective, Senior Seminar, to provide students another college prep elective.	Principal	<p>Extra hours (5) for the 2 teachers creating the course =10 hours total @ \$43 per hour =\$430</p> <p>Source: site achievement funds</p>	enrollment data	1st semester of course completed by fall 2018, second semester completed by spring 2018.
3.	Per WASC recommendation the site will look at alternative forms of data for student academic success at Sunset. For example, ratios instead of total #, credit completion ratio. Know about the Alternative Ed Dashboard that is coming out instead of API. Start addressing the State Career Technical Education expectations.	Principal	Teacher collaboration during department release days.	Data truly represents success of students	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.	Principal, counselor	None	student transcript audits	Weekly, Mondays 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.	Principal, counselor	None	Profile created and shared Student enrollment process	Ongoing

LCAP Goal:

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

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

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Student Group(s):

All students enrolled in a math course.

A. Rationale:

SBAC scores - 15.6% of Sunset students scored in the Standard Met/Exceeded range in math (+6.6% from 2016)

15.6% of Sunset students scored in the Standard Met/Exceeded range; while SDUHSD scored 71.7%, San Diego county scored 43.6% and state of California scored 37.6%

B. Expected Measurable Outcomes:

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

Close the gap by 2% between Sunset's SBAC scores and the district, city, and state averages.

C. School-wide critical area/s for follow up addressed:

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.

D. Strategy:

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 4. 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	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	<p>Math teachers will finish the creating and re-writing of Introduction to Calculus</p> <p>a. Teachers will insure the course is common core aligned.</p> <p>b. Teachers will build SBAC knowledge and skills into the course.</p>	Math teacher	<p>Extra hours (4) for the one math teachers = 4 hours @ \$43 per hour = \$172</p> <p>Source: site achievement funds</p>	Course curriculum, student enrollment, and student grades in the course	Spring 2019
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 deliver to all students prior to SBAC, to provide all students additional preparation, especially those who are not currently enrolled in a math course.</p>	Math teachers	<p>Extra hours (4) for the two math teachers = 8 hours total @ \$43 per hour = \$344</p> <p>Source: site achievement funds</p>	Practice test results, SBAC results, and student feedback	On-going
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 targeted 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>	Math teachers	None	SBAC results	2018-2019 school year.
4.	<p>Teachers will identify a yearly growth target, in addition to SBAC scores in order to monitor growth in math. Teachers will monitor student progress towards mastery of grade level math skills.</p> <p>a. Teachers will come up with additional assessments to monitor growth.</p> <p>b. 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>c. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in math and discuss methods to increase student success.</p>	Advisors, Principal	None	Student transcripts and progress reports	On-going
5.	<p>Provide a math support class for students performing below grade level</p> <p>a. Students will be identified for enrollment through a review of multiple measures including; SBAC scores, graders, and teacher recommendations.</p> <p>b. Identify individual student's math skills for remediation and address through differentiation and targeted instruction. Support grade level math</p>	Math teacher	\$24,000, one section of LCAP non-formula	Increase in course grades, course assessment scores, student work samples	On-going

	courses through re-teaching and differentiating lessons.				
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LCAP Goal:

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

School Goal 3

Increase the percentage of students who feel connected to Sunset High School.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Student Group(s):

All Students

A. Rationale:

California Healthy Kids Survey results show
 I do things at school that make a difference, 57% disagree
 I feel safe in my school, 12% disagree
 Teachers at this school treat students fairly, 13% disagree

B. Expected Measurable Outcomes:

Sunset wants more students feeling that they make a difference at our school, we would like to start by seeing a 5% decrease to 52% of our students who disagree with the statement, I do things at school that make a difference. Sunset also wants to see an improvement in attendance, believing that students' feelings about school and attendance go hand in hand. Sunset wants both tardies and truanancies to decrease in the 2017-2018 school year.

C. School-wide critical area/s for follow up addressed:

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

D. Strategy:

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		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 2016 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, c. Sunset Senior Survey will be administered to seniors in the spring of	Counselor	Counselor or teacher to write, give, and compile data from survey. Extra hours 2 for one teacher = 2 hours @ \$43 per hour = \$86 Source: site achievement funds	Results of the senior exit survey	on-going

	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.	Increase support system for students; increasing counselors and social workers. a) Create and administer a Needs Survey to better understand how the students are feeling b) To work with students individually who need greater emotional support. c) To run support group for students who have more serious concerns.	Counselor and social workers	None	Support list created and distributed to students	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	Counselor and ASB teacher	None	# of students participating	Quarterly throughout the school year.
4.	Principal and counselor will explore other methods of monitoring student attendance and creating interventions. Instead of truancy rate, need to look at horizontal and vertical trends in attendance. a. Principal will work with counselor to develop a plan for attendance interventions, including phone calls, home visits, and the SARB process. b. Site will look into implementing a wake-up call system for students who are habitual truants.	Principal and counselor	None	Track truancies throughout the year	On-going
5.	Continue to 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	Principal	None	Track number of tardies and detentions throughout the year.	On-going

LCAP Goal:

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

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

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Student Group(s):

All students enrolled in an ELA course.

A. Rationale:

SBAC scores – 71% of Sunset students scored in the Standards Met/Exceeded range in ELA (+13% from 2016).

Sunset is still approximately 10% behind the district average, but ahead of both the state and county averages in ELA.

B. Expected Measurable Outcomes:

SBAC scores to improve 2%, therefore 73% of Sunset students scoring in the Standards Met/Exceeded range.

C. School-wide critical area/s for follow up addressed:

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.

D. Strategy:

English teachers will work 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 provided 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	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
---------------	-----------------------	-------------------------	-----------------------------	----------

1.	<p>Build SBAC prep into all English courses.</p> <p>a. Teachers will review student SBAC results</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 review illuminate assessment results and make adjustments to instruction as needed.</p>	English teachers	Extra hours (2.5) for the two English teachers = 5 hours @ \$43 per hour = \$215 Source: site achievement funds	Review assessment results	Fall 2018
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 implement 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>	English teachers	Extra hours (4) for the two English teachers = 8 hours total @ \$43 per hour = \$344 Source: site achievement funds	Practice test results, SBAC results, and student feedback	On-going
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>	English teachers	None	Progress reports, report cards, and staff feedback	On-going
4.	<p>Develop and implement the new district writing assessment. Explore whether there is a way to assess reading in addition to writing.</p> <p>a) Create a time-line that works for Sunset</p> <p>b) Align grading practices between the 2 English teachers</p> <p>c) Insure curriculum is aligned to the assessment</p> <p>d) Agree on how test results will be used</p>	English teachers	District staff development time	District Writing assessment results	By the fall of 2018, English teachers will begin utilizing the assessment
5.	<p>Look at the state of CA Digital Citizenship in Technology requirements. Include them in the ELA curriculum where appropriate.</p>	English Teachers	District staff development time	Requirements are included in the curriculum	Spring 2018













F. 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				
Amy Souza		X			
Michelle Horsley		X			
Mike Marvil		X			
Craig Williams		X			
April Llamas			X		
Denise Cope				X	
Marcia Mercurio				X	
Megan Yu				X	
Tabitha Dill					X
Linette Luus					X
Sarah Trigg					X
Numbers of members of each category	1	4	1	3	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).

**SCHOOL SITE COUNCIL
SUNSET HIGH SCHOOL
2018-2019**

NAME	POSITION	SIGNATURE
RICK AYALA	PRINCIPAL	
AMY SOUZA	TEACHER	
MICHELLE HORSLEY	TEACHER	
MIKE MARVIL	TEACHER	
CRAIG WILLIAMS	TEACHER	
APRIL LLAMAS	CLASSIFIED	
SARAH TRIGG	STUDENT	
CASSIDY DAVIS	STUDENT	
AMBER CASSIANO	STUDENT	
LINDA ALSTRIN	PARENT/GUARDIAN	
MILAN GRBA	PARENT/GUARDIAN	
ISAURA VILLANUEVA	PARENT/GUARDIAN	

**Form G. Budget 2018-19
Sunset High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$1,205
Site LCFF Supplemental Funding - Site Tutoring Funds	\$420
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$24,000
Title I Funds Does Not Apply	\$0.00
Total	\$25,625

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	123	-	115	-	114	100.0%
Black or African American	3	2.4%	4	3.5%	6	5.26%
American Indian or Alaska Native	1	0.8%	0	0.0%	1	0.88%
Asian	3	2.4%	3	2.6%	5	4.39%
Filipino	0	0.0%	0	0.0%	1	0.88%
Hispanic or Latino	33	26.8%	22	19.1%	30	26.32%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	1	0.88%
White	81	65.9%	85	73.9%	68	59.65%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	37	30.1%		%		%
English Learners	*	*%		%		%
Students with Disabilities	23	18.7%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:

1.

Section 2: Student Achievement Indicators

Table 2.1 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	71.1	70.3	*	*	*	*
2015-16	58	63	*	*	*	54
2014-15	55	58	*	*	*	25

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	63	62	54	54	55	45	54	55	45	85.7	85.9	83.3
All Grades	63	62	54	54	55	45	54	55	45	85.7	85.9	83.3

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2582.1	2599.9	2617.9	11	13	26.67	44	45	44.44	24	33	15.56	20	9	13.33
All Grades	N/A	N/A	N/A	11	13	26.67	44	45	44.44	24	33	15.56	20	9	13.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	33	27	53.33	46	60	31.11	20	13	15.56
All Grades	33	27	53.33	46	60	31.11	20	13	15.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	20	24	31.11	54	62	57.78	24	15	11.11
All Grades	20	24	31.11	54	62	57.78	24	15	11.11

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	11	24.44	67	82	64.44	20	7	11.11
All Grades	13	11	24.44	67	82	64.44	20	7	11.11

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	22	33	35.56	67	64	55.56	11	4	8.89
All Grades	22	33	35.56	67	64	55.56	11	4	8.89

Conclusions based on this data:	
1.	44% of Sunset students Nearly/Not met the ELA standards.
2.	20% or more students were Below Standard in Reading, Writing, and Listening, these areas should be a focus in the ELA classrooms.
3.	85.7% of students took the test, improved attendance will allow for a greater percentage of students taking the test and therefore part of the school results.

III School and Student Performance Data

Table 2.2 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	15.6	18.9	*	*	*	*
2015-16	9	11	*	*	*	8
2014-15	5	5	*	*	*	0
Source: California Department of Education, https://caaspp.cde.ca.gov/						

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	63	62	54	55	55	45	55	55	45	87.3	85.9	83.3
All Grades	63	62	54	55	55	45	55	55	45	87.3	85.9	83.3

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2507.3	2507.2	2536.3	5	2	6.67	0	7	8.89	31	22	24.44	64	69	60.00
All Grades	N/A	N/A	N/A	5	2	6.67	0	7	8.89	31	22	24.44	64	69	60.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	5	4	11.11	22	22	20.00	73	75	68.89
All Grades	5	4	11.11	22	22	20.00	73	75	68.89

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	5	4	11.11	53	49	37.78	42	47	51.11
All Grades	5	4	11.11	53	49	37.78	42	47	51.11

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	7	4	8.89	44	56	51.11	49	40	40.00
All Grades	7	4	8.89	44	56	51.11	49	40	40.00

Conclusions based on this data:

1. 95% of students Nearly/Not Met the Math standards, this is an alarming percentage and math should be a goal for Sunset.
2. 73% of students were below standards in Concepts & Procedures.
3. 5%-7% of students Exceeded/Met Standards in all three categories; therefore concepts & procedures, problem solving & modeling/data analysis, and communicating need to be focused on in all math classes.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	36.71	96.76	80.28

Conclusions indicated from this data:

1.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	69.4
Black or African American	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	71.1
Native Hawaiian or Pacific Islander	
White	68.5
Two or More Races	*
Socioeconomically Disadvantaged	70.2
English Learners	72.7
Students with Disabilities	73.2
Foster Youth	

Conclusions indicated from this data:

1.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	216	213	229
Total Suspensions	10	29	17
Unduplicated Count of Students Suspended	10	23	13
Suspension rate	4.60%	10.80%	5.70%
Percent of Students Suspended with One Suspension	100.00%	73.90%	76.90%
Percent of Students Suspended with Multiple Suspensions	0.00%	26.10%	23.10%

Conclusions indicated from this data:

1.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	4.60%	10.80%	5.70%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	3.30%	6.10%	4.40%
Native Hawaiian or Pacific Islander	*	*	*
White	5.70%	12.30%	6.10%
Two or More Races	*	*	*
Socioeconomically Disadvantaged	4.5%	13.6%	5.7%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	216	213	229
Total Expulsions	1	1	0
Unduplicated Count of Students Expelled	1	0	2
Expulsion rate	0.46%	0.00%	0.87%

Conclusions indicated from this data:

1.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.46%	0.00%	0.87%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	1.64%	0.00%	2.22%
Native Hawaiian or Pacific Islander	*	*	*
White	0.00%	0.00%	0.61%
Two or More Races	*	*	*
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1.

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	22.9	38.7	38
Hispanic or Latino of Any Race	38.9	59.1	47.8
Asian, Not Hispanic	0.0	0.0	33.3
Filipino, Not Hispanic			33.3
African American, Not Hispanic	66.7		
White, Not Hispanic	15.9	30.6	
Two or More Races, Not Hispanic			0.0
Socioeconomically Disadvantaged	42.9	55.2	45.7
English Learners	25	70	63.6
Students with Disabilities	23.1	50	31.3
Migrant Education			

Conclusions indicated from this data:

1.

Section 4: Progress Monitoring of English Learners
California English Language Development (CELDT) Data

Table 4.1 CELDT (Annual Assessment) Results

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

Conclusions based on this data:

1.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	79.8%	4.4%	9.6%	6.1%	0.0%	114
2016-17	82.60%	6.10%	4.30%	7.00%	0.00%	115
2015-16	76.40%	6.50%	4.10%	13.00%	0.00%	123

Conclusions indicated from this data:

1.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	1	2	7	1	7	18
2016-17	1	0	3	1	8	13
2015-16	0	0	4	1	16	21

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
9	0	0	0	0	0	0
10	0	2	0	0	2	4

11	0	0	3	0	2	5
12	1	0	4	1	3	9

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:
1.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	18.3%	19.5%	13.0%

Conclusions indicated from this data:
1.

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA Results by Student Group

	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
2015-16	13	56	42	*	*	*	8	46	46	*	*	*
2014-15	11	44	44	*	*	*	0	25	75	*	*	*

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP ELA Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

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
2015-16	2	7	91	*	*	*	8	0	92	*	*	*
2014-15	5	0	95	*	*	*	0	0	100	*	*	*

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP Math Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	*	*	*
Number of tests taken	*	*	*
Number of testers	*	*	*
Average number of tests per student	*	*	*

Source: College Board School Summary Report

Conclusions indicated from this data:

1.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	73	3	*	*	*	*	*
2014-15	72	4	*	*	*	*	*
2013-14	63	5	*	*	*	*	*

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	73	2	*	*	*	*	*
2014-15	72	1	*	*	*	*	*
2013-14	63	3	*	*	*	*	*

Conclusions indicated from this data:

1.

Table 5.5 UC/CSU eligibility Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	10.00%	10.80%	8.70%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%	0.00%
Asian	50.00%	50.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	14.30%
Native Hawaiian or Pacific Islander	0.00%	0.00%	0.00%
White	11.50%	12.00%	7.90%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%	0.00%
English Learners	0.00%	0.00%	
Students with Disabilities	*	*	
Foster Youth			

Conclusions indicated from this data:

1.

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	54.7	50.6	
Black or African American			
American Indian or Alaska Native		0.0	
Asian	100.0	66.7	
Filipino			
Hispanic or Latino	40.9	47.8	
Native Hawaiian or Pacific Islander	50.0		
White	59.2	51.0	
Two or More Races		100.0	
Socioeconomically Disadvantaged	41.4	48.6	
English Learners	30.0	36.4	
Students with Disabilities	37.5	37.5	
Foster Youth	0.0		

Conclusions indicated from this data:
1.

Table 5.7 2016-17 Advanced Placement (AP) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
English Language Arts					
History/Social Science					
Mathematics					

Conclusions indicated from this data:
1.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
English Language Arts			
History/Social Science			
Mathematics			

Conclusions indicated from this data:
1.

Table 5.9 2016-17 Career Technical Education (CTE) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU	Female Enrollment	Male Enrollment	Total Course
---------	----------------	----------------------------------	-------------------	-----------------	--------------

		Entrance Requirements			Enrollment
Arts, Media, and Entertainment	1	1	2	4	6
Building and Construction Trades					
Business and Finance	4	0	13	8	21
Education, Child Development, and Family Services	3	0	4	1	5
Health Science and Medical Technology					
Hospitality, Tourism, and Recreation	4	0	13	1	14
Information and Communication Technologies					
Manufacturing and Product Development					
Marketing, Sales, and Service	1	0	11	2	13
Transportation					

Conclusions indicated from this data:
1.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment			6
Building and Construction Trades			
Business and Finance	25	25	21
Education, Child Development, and Family Services	8	4	5
Health Science and Medical Technology			
Hospitality, Tourism, and Recreation	10	23	14
Information and Communication Technologies			
Manufacturing and Product Development			
Marketing, Sales, and Service		23	13
Transportation			

Conclusions indicated from this data:
1.