The Single Plan for Student Achievement

School:	Torrey Pines High School
District:	San Dieguito Union High School District
County-District School (CDS) Code):	37-68346-3730033
Principal:	Robert Coppo
Date of this revision:	12/20/16

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:

Contact Person:	Robert Coppo
Position:	Principal
Telephone Number:	(858) 755-0125
Address:	3710 Del Mar Heights Road San Diego, CA 92130
E-mail Address:	robert.coppo@sduhsd.net

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A. School Site Information
Torrey Pines High School

Vision Statement:
"Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world."

Mission Statement:
Expected Schoolwide Learner Outcomes: Torrey Pines High School is committed to fostering an Academic & Supportive School Culture that promotes academic proficiency in state standards through rigorous & challenging courses, access to and achievement in Honors & Advanced Placement courses, continuous academic improvement via support and intervention, literacy across content areas, positive school spirit and connectivity, creative and academic use of technology, literate, forward-thinking citizens who listen, speak, and write effectively and critically, respect diversity and accept others in a safe learning environment, resolve conflicts peacefully and develop positive relationships, use technology and social media responsibly and effectively, employ innovative thought in assessing and solving real life problems, actively Involved participants who engage in a variety of service learning and extracurricular activities, collaborate, communicate, and engage within their community, think critically and solve problems creatively, demonstrate college and career readiness, achieve a healthy balance of academics, social relations, and personal commitments.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)
Torrey Pines High School is one of four comprehensive high schools in the San Dieguito Union High School District (SDUHSD) in San Diego's North County, serving a population in 2016-2017 of 2,556 students in grades 9 through 12. A high-achieving school, proud of its tradition of excellence and achievement, Torrey Pines has been receiving acclaim from places like US News and World Report. Torrey Pines has been named the number 4 top ranked high school in San Diego County, number 42 in the state, and number 231 in the nation. In 2016, 73% of the students met or exceeded UC requirements and 90% of the students planned on attending a four year school. In May 2016, 2,278 Advanced Placement Exams were administered, with a pass rate of 84%. Students at Torrey Pines consistently demonstrate high achievement on standardized tests, including SBAC, AP, ACT, and SAT exams. More than 60% of graduating seniors take the ACT and/or SAT.
A booming population growth and increasing diversity have characterized North County, SDUHSD, and Torrey Pines for the past 20 years. Families from all parts of the world are attracted to the inviting climate and exceptional learning institutions, enriching local schools with a wide variety of languages and cultural backgrounds. Many parents are employed at such neighboring institutions as the University of California, San Diego, Scripps Institute of Oceanography, Salk Institute, Scripps Clinic and Research Foundation, and Neurocrine, as well as nearby high tech giants like Qualcomm, Peregrine and Cisco Systems, and biotechnology firms in Sorrento Valley, all of which influence the high standards of education and expectations at Torrey Pines and in the District. . As a well-respected school in an educated community, Torrey Pines has benefited from the generous support from its Foundation, which raises approximately $2 million per year to benefit both academic and extracurricular pursuits at Torrey Pines.
Originally opened in 1973, the Torrey Pines campus has continually grown and expanded due to increasing development in the community. Additions to the school campus were made in 1980, 1999, and 2003. Since then, portables have also been included to meet the needs of the growing population. In November 2012, Proposition AA was passed as a $449 billion bond initiative for the San Dieguito Union High School District with the goal of creating technology rich facilities, sustainable high performance environments for learning, and community focused campuses. Torrey Pines has begun a four phase improvement plan with the specific goals of: connecting separate areas of the campus, creating a welcoming entrance to the school, improving visual/performing arts and athletics facilities, and significantly improving the technological infrastructure of the campus. Over the course of the next 6 years, every portion of the TPHS campus will be touched by over $75 million worth of improvements.
To meet the changing needs of students and families, the District has supported and encouraged the development and expansion of programs such as AVID, Academic Support classes, Peer Assisted Listeners (PALS), Career Technical Education (CTE), and the English Language Development program. As new teachers have joined the staff in recent

years, the BTSA program continues to support these new teachers and provide them with opportunities for professional growth. The District has its own BTSA program which includes a week-long orientation and continued support from BTSA support providers throughout the year. In addition, TPHS has regular New Teacher Luncheons to provide new staff with an opportunity to ask questions, give feedback, and exchange best practices in a small group with administrators and colleagues.

As with many schools around the state and across the nation, TPHS has also worked to meet the needs of a changing society. Technology has become a primary focus incorporated into curriculum and instruction, social and academic support is provided to students and families, and the school is undergoing the process of aligning its curriculum with the Common Core Standards. The school focus is to encourage larger percentages of the student population to be college and career ready by participating in rigorous coursework and being well-rounded through participation in extracurricular programs. In 2015, 38 Torrey Pines Seniors qualified as finalists for the National Merit Scholarship award, 1,134 students took 2,713 AP exams, there were over 60 school sponsored clubs and over 60 non-school sponsored clubs.

Torrey Pines High School offers a wide array of extracurricular opportunities for students. Traditionally, Torrey Pines CIF athletic teams win the most league titles of any school in the North County. In its history, Torrey Pines has won more CIF championships than any school in the San Diego Section. In addition, for the second time in three years, Torrey Pines was named the number one school for girls sports in California. TP Players Theatre Company has over 300 students involved as actors, designers, technicians, directors, choreographers, musical directors, and musicians and performed 5 main stage plays in 2014-15. The Music program, academic team, Falconer student newspaper, Visual Arts, Science, Foreign Language, Math, Mock Trial, and Speech and Debate teams have been consistently recognized among the finest in both local and national competitions.

Several student groups and community members have worked hard to beautify the unique campus of Torrey Pines. PALS, Visual Arts and The Key Club have improved the appearance of our school by creating new murals in the "B" building and Lecture Hall, as well as providing trees in the front of our campus. Each year, the principal works with local Eagle Scouts on projects to enhance the campus including the signage with keys to help visitors navigate the campus with ease, artwork and locator signs in the B Building, and trees planted around campus.

Torrey Pines is continually working on creating a positive school spirit. Many fans show up to sporting events, especially the Friday night football games and the many CIF championship playoff games. The ASB established a "TP Chaos" group which has students leading fans in cheers in the stadium and traveling to away games in support of teams. PALs has made a strong impact on the school community in the past two years by promoting student well-being and connectedness by sponsoring all school events, establishing one-on-one student peer assistance, facilitating campus tours, and supporting campus activities. They also host the week long Falcon Fest in November where more than 600 students and 150 adult volunteers come together to "Be the change they wish to see in the world". Falcon Fest is one of the major programs designed to connect students to each other and to their teachers by engaging in activities and dialogue focused on breaking down social/emotional barriers. PALs also hosts Red Ribbon Week and Yellow Ribbon Week which raise awareness about drug, alcohol, and suicide prevention. The Torrey Pines ASB program has also increased the number of school-wide pep rallies throughout the year, create lunch-time activities to increase student connectedness, and host dances throughout the year.

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)
With our subgroups (EL, SPED, low SES, and Hispanic students) still under-performing in comparison to the rest of the school population, in regards to AP class access, GPA, and other achievement measures, all of our goals include helping these parts of the TPHS student population.

C. Involvement Process

Involvement Process:
How was the SSC and site leadership involved in development of the plan?
The site leadership was directly responsible for developing the plan and the School Site Council was used to

advise and bring up questions regarding the plan

D. Summary of Progress Made on 2015-2016 Goals
Torrey Pines High School

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

Increase student achievement especially with our student subgroups(EL, SPED, Low SES, and Hispanic/Latino students).

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Subgroup(s):

EL, SPED, Low SES, and Hispanic/Latino students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.	**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
*Use of after school tutoring (especially math) has been much higher than in previous years with more tutoring days and more teachers being available *Two sections of Academic Literacy were offered and were fully enrolled *	More data needed to be collected to see if these actions brought about an increase in achievement in these students. Collaboration of teachers and staff regarding AP classes were not consistent and did not gather much, if any, data.

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?

More directed and focused attention will be needed to gather data on these subgroups. Collaboration time during PLC time will be needed to both gather, analyze, and discuss the data seeing if student achievement is increasing, especially in regards to our subgroups.

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

Create a more effective PLC culture among the staff to better increase student achievement

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program
Priority #6: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Targeted Pupil Subgroup(s):

All students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. *increase in number of staff PD dates that revolved around PLCs *department meetings regarding PLC expectations *Creation of a new bell schedule that offers more consistent collaboration time	**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) The PLC process has started to gain momentum at TPHS. There is still some resistance and difficulties in regards to implementing the consistent PD, holding departments accountable for the use of the time, and completing a complete PLC cycle. The implementation of a new bell schedule has created more consistent collaboration time, but the duration of this department time is limited (50 minutes) and restricts how much work can be done. Limited work was done in regards to the AP data.

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, the goal was met with the added push for the PLC culture at TPHS. The bell schedule allows for more frequent meeting times and the administration has created a structure that allows departments to follow and create documents as checkpoints to their progress.

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?

Administration and department chairs needs to hold their departments accountable for using the PLC time for PLC. Also encouraging departments to use after school funding to continue the PLC work to help move the process forward and faster in order to help students.

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

To help all students be college and career ready.

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program
Priority #6: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Targeted Pupil Subgroup(s):

All Students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.	**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
*An electronic newsletter was established and sent out weekly to all families and staff to help all constituents stay informed and on top of deadlines and requirements. *two AVID classes were created and fully enrolled for the 2015-2016 school year. The 2016-2017 school year saw an increase in AVID students and three classes were fully enrolled.	The actions did not directly correlate with helping students be college and career ready. AVID's focus help steer its students to that goal, but at the schoolwide level, the actions were not geared to achieve the goal.

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 goal will be revamped to be a Career Pathways goal and will focus solely on creating pathways for the career portion. Another goal will be focused on the academic achievement that will help students be college eligible/ready.

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

Create more student connection to the school and the staff.

LCAP Priority Area:

Priority #6: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Targeted Pupil Subgroup(s):

All Students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.	B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
*The Mentor Program has had the most number of teachers and mentees ever participate. *The attendance team(AP and secretaries) have created a plan where letters are sent for students with poor attendance *Weekly electronic newsletter had a section with attendance information	With no site-created survey on student connectedness, no data was analyzed to see if any changes in student perception of the school and its staff occurred. The mentor program helps a small number (~70 students) but that is less that 3% of the total school population.

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?

With the healthy kids survey occurring in the 2016-2017 school year, it will give the baseline data the school needs to work from. Also creating programs that increase student-school connections (like Link Crew, Freshman academies, Sophomore PE games, etc). Also creating a more cohesive TPHS staff will also help foster the student-staff-school relationship.

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)

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

Increase all student achievement and to increase the success and access to more rigorous courses for our underachieving sub-groups

LCAP Priority Area:

LCAP priority #2 and #4

Targeted Pupil Subgroup(s):

All students with a focus on students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.	**Growth Targets:** Expected annual measurable outcomes.
Historic data from the school/district of discrepancies in achievement of these sub-groups in graduation rates, AP/honors course enrollment, GPA, and the number of sub-group students on the D/F list.	Number of identified students on the D/F list on the 2nd semester progress report will be 5% lower than on the 1st semester progress report

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?

This aligns with the key areas of concern from the 2013 WASC visit:
Curriculum - Increasing the rigor in the regular course offerings Counseling and guidance for struggling students to take advantage of options available to them to succeed (i.e. after school tutoring)

Instruction - The school has not identified instructional best practices to support struggling students within the instructional day. Students have expressed concern with the lack of rigor of the non AP classes. EL students have expressed an interest in academic collaboration outside of their English Language Development centered schedules. There is a need to formalize the collaborative process among departments to more effectively inform instructional best practices and to identify and support student needs

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

The plan is to identify struggling students in these sub-groups and then provide interventions and support for them.

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.	Help facilitate the process to make AP/Honors enrollment more reflective of the overall student population a. Have counselors/registrar identify the Low SES, Hispanic, and SPED students and collect transcript information on each one b. Assistant principals and counselors analyze each identified student's record and identify students that could have been in AP/Honors classes c. Counselors and assistant principals will interview the potential AP/Honors students and ascertain why they are not taking an/more AP/Honors classes d. Counselors, administration, and teacher leaders create a process/intervention that will encourage enrollment of these subgroup of students into AP/Honors classses	a. Counselors and registrar b. Assistant principals and counselors c. Assistant principals and counselors d. Counselors, administration, and teachers	none	• Creation of a list of students and documentation of interactions with those students. • Increase in sub-group population enrolled in AP/honors classes for 2017-2018 by 5% compared to 2016-2017 school year	a. 2nd Quarter of 2016-2017 b. 3rd Quarter of 2016-2017 c. 3rd Quarter of 2016-2017 d. 4th Quarter of 2016-2017
2.	Provide release time for teachers to attend professional development opportunities with the intent of increasing student achievement for all students (ie PLC/department curriculum work after school).	Teachers	up to 308 hours @$38.89/hr = ~$12,000 Source: Site Formative/Achievement Funds	Agendas/PLC work from PDs to demonstrate movement to help students	Throughout the 2016-2017 school year
3.	Analyze baseline SBAC results to identify students who may benefit from additional academic support or enrichment opportunities. a. Administrators will create a team to analyze students' strengths and areas of need based on the SBAC results b. Staff team will create interventions to support students identified as performing below the expected grade level standard.	a. Administrators b. Administrators, counselors, teachers	25hrs @ $38.39/hr (5 teachers at 5hrs) = ~$1,000 Source: Site Formative/Achievement Funds	Intervention list of students who need support based on SBAC scores	a. August 2016 school year b. 1st quarter 2016 school year
4.	Enroll students in two sections of Academic Literacy designed specifically to develop literacy skills for students who are identified as deficient in these skills.	Administration and Teacher	0.4 FTE from Formula monies	-Academic Literacy enrollment numbers increase from the 2015-2016 school year	a. 2016-2017 school year
5.	Provide tutoring in core academic subjects.	Teachers and administration	~10hrs/wk for 36 weeks = 360 hours x $38.89/hr = $14,000.40 Source: Site Tutoring Funds	Create a sign-in sheet for all after school tutoring opportunities to make a baseline of tutoring use	a. Sept 2016 - June 2017

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)

Goal #1: 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.
Goal #3: All district graduates will be college and career ready.

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

Continue to develop the PLC process with all departments to foster more collaboration among staff/teachers that will help increase student achievement

LCAP Priority Area:

Priority #2: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Subgroup(s):

All students that includes students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.	**Growth Targets:** Expected annual measurable outcomes.
Research data shows student achievement increases in schools that have effective PLC routines in place for their staff.	Increase in SBAC scores for 11th grade students by 5%

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?

• Category B (Curriculum): Increasing the rigor in the regular course offerings
Category C (Instruction): The school has not identified instructional best practices to support struggling students within the instructional day. Students have expressed concern with the lack of rigor of the non AP classes. There is a need to formalize the collaborative process among departments to more effectively inform instructional best practices and to identify and support student needs.

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

Help foster a PLC culture with dedicated time for department collaboration and implementation of the entire PLC process so that the teachers can identify effective teaching practices and implement them throughout the department.

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.	Foster the implementation of the PLC process with each course-alike class a. Department members and administration attend course-alike class make a schedule for PLC meeting times (at least once a month) b.Department members and administration attend course-alike PLC meetings that take place at least once a month during late starts/release days/after-school c. Department chairs will collect course-alike meeting minutes from each PLC meeting and send to administration d. .Department chairs and administration will create a PLC survey for each department for each of its member to fill out anonymously to help improve the PLC process. e. Administration and department chairs will give the PLC survey to the staff and the staff will take it. f. Administration and department chairs will dis-aggregate and analyze the data collected from the PLC surveys.	a. administration and department chair b. administration and department members c. administration and department members d. administration and department chairs e. administration and department members f. administration and department chairs	a. none b and f. up to 308 hours @$38.89/hr = ~$12,000 for after school meetings Source: Site Formative/Achievement Funds c. none d. none e. none	*Collection of department agendas/minutes *PLC survey results	a. September 2016 b. Throughout the 2016-2017 school year c.Throughout the 2016-2017 school year d. March 2017 e. April/May 2017 f. May/June 2017
2.	Establish protocol for professional learning communities (PLC) a. Administration will work with department chairs to identify areas of needs and concerns by department. b. Departments will develop a shared vision for student achievement and the formative process work	a. Administration and department chairs b. Department members	none	*Creation of PLC needs for each department list *Document from each department that lists its shared vision for student achievement and the PLC process	a. June 2017 b. June 2017
3.	Develop essential learning outcomes for implementation of department standards for each academic course	a. Department members	none	*Creation of an ELO list for each academic course	June 2017
4.	Evaluate the new bell schedule a. Have administration help in the process to create a new bell advisory team b. Have the bell advisory team create a survey for students/staff/parents regarding the new bell schedule c. Have the bell advisory team break down the survey results and create easy bulletpoints/infogram of the information from the survey. d. Administration will formulate a plan on the bell schedule based on the survey results	a. administration and school staff b. Bell advisory team c. Bell advisory team d. administration	a. none b-c. up to 50 hours @$38.89/hr = $1944.50 for after school meetings d. none	*Creation of the bell schedule survey and the data from the survey	a. January 2017 b. March 2017 c. April 2017 d. May/June 2017
5.	Compare the AP exam scores and the student's AP course grade a. Assistant Principal will gather the AP exam scores from the 2014-2016 school years b. Registrar will gather grades of students who took an AP class c. Assistant Principal will correlate the AP exam scores and AP course grades d. Create a group of teachers that will go over the data and create an	a. administration b. registrar c. administration d. administration and teachers	a-c. none d. up to 50 hours @$38.89/hr = $1944.50 for after school meetings	*Creation of an AP student report *Action plan to help students that are struggling as seen by the data analysis of the reports	a. 3rd quarter 2016-2017 b. 3rd quarter 2016-2017 c. 3rd quarter 2016-2017 d. 4th quarter 2016-

	action plan to re-mediate any discrepancies				2017

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)

Goal # 3: All district graduates will be college and career ready.

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

Create Career and Technical Education (CTE) pathways that allow students to gain valuable experience and real-world experience in careers.

LCAP Priority Area:

Priority #4: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

Targeted Pupil Subgroup(s):

All students that includes students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.	**Growth Targets:** Expected annual measurable outcomes.
With more and more students electing not to take AP classes, the rigor and opportunities for other programs arises.	Have one complete CTE pathway that includes a capstone class and articulation with a community college/certification.

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?

• Category B (Curriculum): Increasing the rigor in the regular course offerings
Category C (Instruction): The school has not identified instructional best practices to support struggling students within the instructional day. Students have expressed concern with the lack of rigor of the non AP classes. There is a need to formalize the collaborative process among departments to more effectively inform instructional best practices and to identify and support student needs.

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

Category E (School Culture): Develop a schedule that allows for access to more classes. Promote the full breadth of activities and student achievements.

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. Department members/chair and administration will align current pathway classes to the industry sector expectation by having meetings with the current pathway teachers and meeting to change classes/curriculum to national and local community college curriculum.	Department members/chair and administration	up to 100hours @$38.89/hr = ~$4000 for after school meetings Source: Site	*Course listing/curriculum sheets that are aligned to industry/community college expectations	3rd - 4th quarter 2016-2017

			Formative/Achievement		
2.	Market pathway classes to all students a. Using students/staff to advertise classes to incoming and current students b. Administration and teachers reach out to AP, SPED, Low SES, EL, and Hispanic students to encourage them to enroll in these classes	a. CTE teachers b. Administratoin and teachers	none	*Creation of advertisement (flyers, websites, etc) for CTE pathways *Schedule of talking to classes/individual students in regards to CTE classes	a. 3rd quarter 2016-2017 b. 3rd quarter 2016-2017
3.	Administrators and CTE teachers will connect CTE pathway courses with work based learning opportunities (ie. facility tours, guest speakers, etc)	Administrators, CTE teachers, Foundation representatives	none	*Creation of database of speakers and industry partners willing to support the CTE program	Throughout the 2016-2017 school year
4.	Administration and CTE teachers will articulate CTE course with community colleges so that students will receive certification after completing the capstone class.	Administration, CTE teachers, district officials	none	*Articulation/certification for CTE pathways documented with local community colleges	a. 2nd quarter b.Throughout the 2015-2016 school year

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)

Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

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

Create a sense of connection and safety with the underclassmen, underrepresented, and new students.

LCAP Priority Area:

Priority #5: Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.
Priority #6: School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Targeted Pupil Subgroup(s):

All students that includes students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary. Data from the Healthy Kids Survey (2015), as well as suspension rates and attendance/discipline data show that some students are not connected or feel safe at TPHS	**Growth Targets:** Expected annual measurable outcomes. Increase in connectedness/safety feeling at TPHS by 5% as shown by the Healthy Kids Survey administration 2017 Decrease truancy rates by 5% for 2016-2017 as compared to the year before

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?

Category E (School Culture): Continue to build programs and policies that would help alleviate high levels of stress on students and build skills that promote self awareness/advocacy/boundaries. Promote the full breadth of activities and student achievements.

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

Create surveys to gather data on student safety and connectedness that will help drive action plans to increase both things at TPHS. Also to create systems to improve schoolwide attendance.

	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.	Create a student connection survey, administer it to students, and utilize the data to increase student connectedness. a. Using a committee of staff and students, develop a web-based survey that works in conjunction with the most recent HKS to ask follow-up student questions related to school connectedness. b. Administer the survey to all 9th-12th grade students in class c. Analyze the data from the survey to determine common themes and/or	a. administrators and teachers b. administrators and teachers c. administrators and support staff d. administrators and	a, b, d - up to 100hours @$38.89/hr = ~$4000 for after school meetings Source: Site Formative/Achievement	Data collected from survey and action steps created	a. Third Quarter of 2016-2017 school year. b. Third Quarter of 2016-2017 school year c. Third Quarter of 2016-2017 school year d. Fourth Quarter of

		teachers	c. none		2016-2017 school year
	trends d. Develop action steps based on survey data				
2.	Create and facilitate student-teacher connections a. Promote and increase participation in the Mentor Program by administration personally encouraging all teachers to participate. b. Administrator will create a google document that staff can add students and concerns about them that all can see	a. administration and teachers b. administration	a. none b. none	Documentation of a 5% teacher increase in participation in the Mentor Program *Creation of the google document for teachers to fill in	a. Third Quarter 2016-2017 b. January/February 2017
3.	Increase student attendance schoolwide a. Assistant principals will meet and discuss truant/tardy student lists every month and decide who should be SARTed and SARBed b. Create a consistent attendance policy that all staff will abide by c. Use Freshman Academies to educate freshman students on attendance policies during the first week of school in Year One PE, Dance, Freshman Football classes. d.Use Freshman Readiness Day to educate the new TPHS parents on the attendance policies e. Administration will create an accountability plan for teachers to keep accurate attendance and take attendance within the first 10 minutes of class f. Creation of a weekly parent newsletter that will address attendance issues as well as the going ons at the school	a. administration and support staff b. administration and teachers c. administration and teachers d. administration and support staff e. administration and support staff f. administration	None	*creation of policy, lists, newsletter and	a. Throughout the 2016-2017 school year b. First Quarter of 2016-2017 c. August 2017 d. August 2017 e. February 2017 f. Every week throughout the 2016-2017 starting Third quarter

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
Torrey Pines 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
Robert Coppo	X				
Vidalia Resendes			X		
Michael Santos			X		
Roxzana Sudo		X			
Vivianna Alvarado Gomez		X			
Nicole Price			X		
Joanne Day			X		
Matt Livingston		X		X	
Doreen Hom				X	
Kimberly Kirkpatrick				X	
Diana Li				X	
Rosalind Solo				X	
Sajani Patel				X	
Nina Budano					X
Michelle Buhai					X
Charles Livingston					X
Bailee Monjazer					X
Georgia Schugar					X
Atakah Anbar					X
Numbers of members of each category	**1**	**3**	**4**	**6**	**6**

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).

Torrey Pines High School

3710 Del Mar Heights Road, San Diego, 92130
Mailing: c/o 710 Encinitas Boulevard, Encinitas, CA 92024
858-755-0125   Fax 858-481-0098   www.tphs.net

Principal
Rob Coppo

The Torrey Pines High School SSC (School Site Council) members for the 2016-2017 school year approve the 2016-2017 Single Plan for Student Achievement (SPSA)

Rob Coppo	Principal
Vidalia Resendes	Asst. Principal
Michael Santos	Asst. Principal
Roxzana Sudo	Teacher
Vivianna Alvarado Gomez	Teacher
Nicole Price	School Staff
Joanne Day	School Staff
Kimberly Kirkpatrick	Parent Member
Diana Li	Parent Member
Rosalind Solo	Parent Member
Doreen Hom	Parent Member
Jennifer Grove	Parent Member
Sanjani Patel	Parent Member
Nina Budano	Student
Michelle Buhai	Student
Charles Livingston	Student
Matt Livingston	~~Student~~ Staff/Parent
Bailee Monjazeb	Student
Georgia Schugar	Student
Atarah Anbar	Student
	Student

Form F. Budget 2016-2017
Torrey Pines High School

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$25,680.00**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$5,136.00**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$192,000.00**
Title I Funds	**$0.00**
Total	**$222,816.00**

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	2,602	-	2,753	-	2,740	-	2,653	-
Number & Percent of English Learners	131	5.0%	156	5.7%	143	5.2%	131	4.9%
Number & Percent of Long Term English Learners	25	1.0%	26	0.9%	37	1.4%	35	1.3%
Number & Percent of Redesignated Fluent English Proficient students	257	9.9%	237	8.6%	232	8.5%	210	8.0%
Number & Percent of students who are Socio-Economically Disadvantaged	166	6.4%	172	6.3%	185	6.8%	199	7.5%
Number & Percent of Special Education students	261	10.0%	273	9.9%	273	10.0%	256	9.6%

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)

Section 2: Student Achievement Indicators

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

11th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	698	79%	78%	82%	32%	76%	52%
14-15	677	84%	83%	72%	34%	53%	66%
Source: California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from http://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**	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	695	717	677	698	674	698	97.4	97.5
All Grades	695	717	677	698	674	698	97.4	97.5

* 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	2671.7	2660.3	51	46	33	33	11	15	5	6
All Grades	N/A	N/A	51	46	33	33	11	15	5	6

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	58	49	35	42	7	9
All Grades	58	49	35	42	7	9

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	64	57	31	34	5	9
All Grades	64	57	31	34	5	9

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	34	38	59	55	6	7
All Grades	34	38	59	55	6	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	49	53	46	40	5	7
All Grades	49	53	46	40	5	7

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

11th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	716	62%	58%	80%	34%	5%	34%
14-15	695	70%	67%	65%	54%	20%	41%
Source: California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from http://caaspp.cde.ca.gov/							

15-16 CAASPP Results (All Students)

Mathematics

<table>
<tr><th colspan="9">Overall Participation for All Students</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="2"># of Students Enrolled</th><th colspan="2"># of Students Tested</th><th colspan="2"># of Students with Scores</th><th colspan="2">% of Enrolled Students Tested</th></tr>
<tr><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th></tr>
<tr><td>Grade 11</td><td>695</td><td>717</td><td>680</td><td>700</td><td>680</td><td>700</td><td>97.8</td><td>97.8</td></tr>
<tr><td>All Grades</td><td>695</td><td>717</td><td>680</td><td>700</td><td>680</td><td>700</td><td>97.8</td><td>97.8</td></tr>
</table>

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

<table>
<tr><th colspan="11">Overall Achievement for All Students</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="2">Mean Scale Score</th><th colspan="2">% Standard Exceeded</th><th colspan="2">% Standard Met</th><th colspan="2">% Standard Nearly Met</th><th colspan="2">% Standard Not Met</th></tr>
<tr><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th></tr>
<tr><td>Grade 11</td><td>2684.8</td><td>2660.9</td><td>42</td><td>38</td><td>28</td><td>24</td><td>19</td><td>19</td><td>11</td><td>19</td></tr>
<tr><td>All Grades</td><td>N/A</td><td>N/A</td><td>42</td><td>38</td><td>28</td><td>24</td><td>19</td><td>19</td><td>11</td><td>19</td></tr>
</table>

<table>
<tr><th colspan="7">Concepts & Procedures
Applying mathematical concepts and procedures</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="2">% Above Standard</th><th colspan="2">% At or Near Standard</th><th colspan="2">% Below Standard</th></tr>
<tr><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th></tr>
<tr><td>Grade 11</td><td>54</td><td>52</td><td>33</td><td>25</td><td>13</td><td>22</td></tr>
<tr><td>All Grades</td><td>54</td><td>52</td><td>33</td><td>25</td><td>13</td><td>22</td></tr>
</table>

<table>
<tr><th colspan="7">Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="2">% Above Standard</th><th colspan="2">% At or Near Standard</th><th colspan="2">% Below Standard</th></tr>
<tr><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th></tr>
<tr><td>Grade 11</td><td>43</td><td>38</td><td>49</td><td>46</td><td>8</td><td>16</td></tr>
<tr><td>All Grades</td><td>43</td><td>38</td><td>49</td><td>46</td><td>8</td><td>16</td></tr>
</table>

<table>
<tr><th colspan="7">Communicating Reasoning
Demonstrating ability to support mathematical conclusions</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="2">% Above Standard</th><th colspan="2">% At or Near Standard</th><th colspan="2">% Below Standard</th></tr>
<tr><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th><th>2014-15</th><th>2015-16</th></tr>
<tr><td>Grade 11</td><td>44</td><td>44</td><td>46</td><td>44</td><td>9</td><td>12</td></tr>
<tr><td>All Grades</td><td>44</td><td>44</td><td>46</td><td>44</td><td>9</td><td>12</td></tr>
</table>

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	64.10%	55.12%	18.45%	22.4%

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	10.6%	12.8%	17.1%	21.5%
14-15	10%	7.4%	14.5%	18.4%
13-14	8.2%	8.2%	10.7%	16.2%

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

Table 3.3 Discipline data

	2014-15	**2013-14**	**2012-13**	**2011-12**
Number of students suspended	28	26	40	52
Suspension rate	0.97	0.9%	1.4%	1.8%
Number of students expelled	3	0	0	6
Expulsion rate	0.10	0.0%	0.0%	0.2%

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	1.5%	1.0%	0.8%	1.6%

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	7.0	4.5	4.9
Adult who cares about me	N/A	8.0	6.1	28.4
Feel like part of my school.	N/A	13.0	12.6	13.2
Teachers at school treat students fairly	N/A	15.0	13.0	11.3
I do things at school that make a difference	N/A	23.0	17.8	50.2
insert statements from internal survey:				
insert statements from internal survey:				
insert statements from internal survey:				
insert statements from internal survey:				

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	131	5.0	23.7%	16.0%
14-15	156	5.7	16.0%	12.2%
13-14	143	5.5	24.5%	17.5%

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.

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	17	5	29	45	40	42	21	45	25	14	5	4	3	5	
10	10	15	17	53	50	35	23	24	43	13	9	4		3	
11	33	29	24	47	39	48	20	23	17		6	10		3	
12	31	30	19	50	48	56	19	17	25		4			0	
Total	20	20	23	49	44	45	21	26	27	9	6	5	1	3	

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

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	90	108	92
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	90	108	92
Number Met	75	93	75
Percent Met	83.3%	86.1%	81.5%

NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

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	79	42	95	34	84	29
Number Met	30	30	46	22	45	17
Percent Met	38.0%	71.4%	48.4%	64.7%	53.6%	58.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

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	20.3%	36.4%	*	**
Percent of students who increased one proficiency	33.8%	48.5%	*	**

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	50 (32.3%)	21 (15.2%)	25 (20.2%)	42 (30.4%)42 (30.4%)

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	46	33	21	7	25	67	19	33	48	3	23	74
14-15	51	33	16	3	31	66	28	38	36	13	24	62

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	38	25	38	17	17	66	15	19	67	0	5	95
14-15	42	28	30	20	34	46	17	24	59	2	18	44

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)	84%	85%	86%	83%
Number of tests taken	2,278	2,642	2,713	2,465
Number of testers	979	1,117	1,134	1,076
Average number of tests per student	2.3	2.4	2.4	2.3

Source:
2016 College Board District Summary Report. Retrieved from https://scores.collegeboard.org

Table 5.4 College Entrance Exam results

		2015-16	2014-15	2013-14	2012-13
SAT	**Number and Percent of Seniors tested**	*	492/68%	413/67%	451/73%
	Mean Score : Critical Reading	*	612	606	602
	Mean Score : Math	*	639	636	640
	Mean Score: Writing	*	617	616	618
ACT	**Number and Percent of Seniors tested**	*	376/52%	300/49%	313/50%
	Average Score : English	*	27.8	27.3	26.8
	Average Score : Math	*	27.5	27.7	27.3
	Average Score: Reading	*	27.6	26.8	26.3
	Average Score: Science	*	26.9	26.4	25.7
	Average Score: Composite	*	27.6	27.2	26.6

Source:
SAT data provided by College Bound Senior Level Reports, ACT College Bound School Level Senior Reports *2015-16 data not available from the ACT and SAT College Bound Senior School Level Reports at the time of this report

Table 5.5 UC/CSU eligibility rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	97.5%	87.2%	88.2%	81.4%
13-14	95.9%	90.9%	91.6%	74.3%
12-13	97.7%	94.3%	93.0%	80.7%

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

Table 5.6 Cohort graduation rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	74.3%	11.1%	39.5%	*
13-14	75.3%	17.6%	38.1%	*
12-13	77.5%	26.7%	38.7%	*

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.asp

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