

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: September 2017

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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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 2017-2018 of 2,429 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 51 in the state, and number 302 in the nation. In 2017, 77.8% 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 California Assessment of Student Performance and Progress (CAASPP), Advanced Placement (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. In 2017, the construction of a new Performing Arts Center began. 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 Advancement Via Individual Determination (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 Beginning Teacher Support and Assessment (BTSA) program continues to support these new teachers and provide them with opportunities for professional growth. The District has its own Beginning Teacher Support and Assessment (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 2017, 21 Torrey Pines Seniors qualified as finalists for the National Merit Scholarship award, 979 students took 2,278 AP exams, there were over 80 school sponsored clubs and over 30 non-school sponsored clubs.

Torrey Pines High School offers a wide array of extracurricular opportunities for students. Traditionally, Torrey Pines California Interscholastic Federation (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 4 main stage plays in 2016-2017. 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, Torrey Pines High School Foundation 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 Challenge Days in October where more than 600 students and 150 adult volunteers come together to "Be the change they wish to see in the world". Challenge Days are 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)

Based on a comprehensive needs assessment which included multi-year qualitative and quantitative measure including, stakeholder feedback, local survey data, California Healthy Kids Survey data, CAASPP results, CELDT scores, course enrollment data, graduation rates, A-G rates, dropout rates, discipline data, and attendance data we have confirmed the following priority focus areas for Torrey Pines HS.

1. Increase student achievement for all students with focus on target student groups who are under-performing in comparison to their peers. As outlined by course enrollment in Advanced Placement courses, enrollment percentages of our underachieving subgroup populations was significantly lower than our total population enrollment. In addition, the number of students identified on the D/F list increased from semester 1 to semester

2. Foster more collaboration among staff/teachers that will help increase student achievement. Based on a thorough review of statewide assessment data, target student groups of English Language Learners demonstrated significant progress in both ELA and Math. Students with Disabilities showed significant progress in Math. All other student groups demonstrated a decline in the percent of students scoring in the Standards Met or Exceeded range in both ELA and Math.
3. All Torrey Pines graduates will be college and career ready. Torrey Pines has worked hard to develop Career and Technical Education pathways to support students' interests and provide opportunities for real-world experience to support the SDUHSD LCAP goal of all students will be college and career ready. We now have two completed CTE pathways with articulation agreements with Mira Costa College. In addition TPHS has eight CTE pathways with capstone courses. This goal was redeveloped for 17-18 to include multiple measures of transferable professional skills to include technical skills, online job searches, and additional Career and Technical Education Pathways with capstone projects.
4. Create a sense of connection and safety with the underclassmen, underrepresented, and new students. While we did not meet our goal of increasing school connectivity/safety of 5%, we came very close. The PALS program and anti-bullying activities and programs have helped build student connectivity. Truancy and Chronic Absenteeism rates show a need for a stronger system to improve school wide attendance.

C. Involvement Process

Involvement Process:

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

Development of the 2017-2018 Torrey Pines Single Plan for Student Achievement (SPSA) involved a variety of Torrey Pines stakeholder groups including Department Chairs, WASC Committee Members, Site Administration, AP Advisory Counselors, Counselors, English Learner Advisory Committee and School Site Council (SSC). Each group presented Site Administration with specific needs that have been assessed through a thorough review of state and local data. The Single Plan for Student Achievement (SPSA) was presented to the School Site Council for feedback and approval on October 10, 2017 . Feedback from SSC was considered and the SPSA was adjusted as needed.

**D. Summary of Progress Made on 2016-2017 Goals
Torrey Pines High School**

School Goal 1 (Description of 2016-17 School Goal)

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

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 Student Group(s):

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

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

Number of identified students on D/F list on the 2nd semester progress report will be 5% lower than on the semester 1 progress report:

Semester 1: 482 students were identified on the D/F list for semester 1

Semester 2: 583 students were identified on the D/F list for semester 2

28.9% of all students enrolled in Advanced Placement courses. Enrollment in Advanced Placement courses for our underachieving subgroups was:

1.2% of our Special Education population

13.9% of our Low Socioeconomic Status population

2.0% of our Limited English Proficient population

17.8% of our Hispanic Population

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

As outlined by course enrollment in Advanced Placement courses, enrollment percentages of our underachieving subgroup populations was significantly lower than our total population enrollment. In addition, the number of students identified on the D/F list increased from semester 1 to semester 2.

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

No. Students in our under-performing student groups held a lower AP enrollment rate than our entire school population and the number of students on the D/F list increased from semester 1 to semester 2.

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 reevaluated to focus on increasing achievement for all students enrolled in remedial, grade level and advanced course of study.

School Goal 2 (Description of 2016-17 School Goal)

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 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 Student Group(s):

All students including students who qualify for Special Education, Low Socioeconomic Status (SES), and English Language Learners (EL).

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

All Students:

Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 56.68% (-5.32% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of Mathematics.

English Learners:

Based on 2017 CAASPP scores, 41.67% (+9.67% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 45.8% (+11.84% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students with Disabilities:

Based on 2017 CAASPP scores, 21.74% (-4.26% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 11.1% (+6.11% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students who are Low Socioeconomic:

Based on 2017 CAASPP scores, 41.68% (-10.33% when compared

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

Based on a thorough review of statewide assessment data, target student groups of English Language Learners demonstrated significant progress in both ELA and Math. Students with Disabilities showed significant progress in Math. All other student groups demonstrated a decline in the percent of students scoring in the Standards Met or Exceeded range in both ELA and Math.

to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 30.56% (-3.44% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Hispanic Students:

Based on 2017 CAASPP scores, 43.53% (-14.47% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 35.82%(-7.18% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

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

No. We did not show a 5% increase in the number of 11th grade students who met or exceeded standards on the SBAC.

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?

A structured calendar of PLC processes and procedures has been put into place. Departments will be working together and collecting data to show what supports are in place for students who are not meeting standards based on common formative and summative assessments. In addition, PLCs will work to identify students who would benefit from academic interventions and invite these students to targeted tutoring/intervention groups

School Goal 3 (Description of 2016-17 School Goal)

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: 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 Student Group(s):

All Students including students who qualify for Special Education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.
TPHS has developed the following completed CTE pathways with a signed articulation agreement with Mira Costa College for the 2017-2018 school year:
Business Management
Systems, Diagnostics, Service & Repair
TPHS has the following CTE pathways that have a Capstone course:
Graphic Design, Film/Video Production, Multimedia Production, Business Management, Engineering Technology, Food Service & Hospitality, Software & Systems Development, and Systems, Diagnostics, Service & Repair.

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

Torrey Pines has worked hard to develop Career and Technical Education pathways to support students' interests and provide opportunities for real-world experience to support the SDUHSD LCAP goal of all students will be college and career ready. We now have two completed CTE pathways with articulation agreements with Mira Costa College. In addition TPHS has eight CTE pathways with capstone courses.

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, Torrey Pines has two complete CTE pathways and signed articulation agreements with Mira Costa College.

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 redeveloped for 17-18 to include multiple measures of transferable professional skills to include technical skills, online job searches, and additional Career and Technical Education Pathways with capstone projects.

School Goal 4 (Description of 2016-17 School Goal)

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 graduation rates.

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 Student Group(s):

All Students including students who qualify for Special Education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

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

The 2017 Healthy Kids Survey showed a 4.2% increase in overall school connectedness as compared to the 2015 Healthy Kids Survey.

An analysis of a three year trend in truancy rates between 2014 and 2015 showed a 41.7% increase in truancy rates.

The number of all day unexcused absences at Torrey Pines showed a decrease. 2015-2016, showed 952 all day unexcused absences. 2016-2017, showed 892 all day unexcused absences.

Chronic Absenteeism at Torrey Pines has shown a decrease. In 2015-2016, Chronic Absenteeism rates were at 13.7% for all students. In 2016-2017, the Chronic Absenteeism Rate was 10.5% for all students.

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

While we did not meet our goal of increasing school connectivity/safety of 5%, we came very close. The PALS program and anti-bullying activities and programs have helped build student connectivity. Truancy and Chronic Absenteeism rates show a need for a stronger system to improve school wide attendance.

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

This goal was not met.

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?

Continuation of programs that increase student-school connections (like Link Crew, Freshman academies, Sophomore PE games, etc). A more cohesive staff will foster the student-staff-school relationship. Attendance procedures and systems for following up on attendance concerns will be reviewed and adjusted based on staff suggestions.

Based on 2017 CAASPP scores, 41.67% (+9.67% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 45.8% (+11.84% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students with Disabilities:

Based on 2017 CAASPP scores, 21.74% (-4.26% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 11.1% (+6.11% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students who are Economically Disadvantaged:

Based on 2017 CAASPP scores, 41.68% (-10.33% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 30.56% (-3.44% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

During the 2016-2017 school year, Torrey Pines reclassified 50 students resulting in a reclassification rate of 32.3%

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?

Continue instructional efforts to raise English Learner and Special Education students' pass and proficiency rates on CAHSEE; high school exit exam is currently being reevaluated at the state and is not an applicable metric at this time. (CAHSEE is suspended at this time and is being reevaluated at the state level)
 Create a systematic, formalized Multi-Tiered System of Supports to ensure success for all students with particular emphasis on long-term English Learners and academically at-risk students.

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

Identify instructional best practices to support struggling students within the school day. Identify struggling students and provide targeted interventions to support academic improvement.

	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	Administration, Counselors and Teachers	none	<ul style="list-style-type: none"> Creation of a list of students and documentation of 	Quarterly

	<p>students and collect transcript information on each one</p> <p>b. Assistant principals and counselors analyze each identified student's record and identify students that could have been in AP/Honors classes</p> <p>c. Counselors, administration, and teacher leaders create a process/intervention that will encourage enrollment of these subgroup of students into AP/Honors classes.</p>			<p>interactions with those students.</p> <ul style="list-style-type: none"> Course enrollment data 	
2.	<p>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/targeted department release days).</p>	Administration and Teachers	\$3,000 Source: Site Formative/Achievement Funds	Agendas/PLC work from PDs to demonstrate movement to help students	Ongoing
3.	<p>Intervention Team:</p> <p>a. Identify students in need of Academic Supports based on specific criteria</p> <p>b. Weekly meetings to discuss struggling students and brainstorm intervention strategies</p> <p>c. Focus on underlying themes and concerns across subjects, grade levels, and student sub-groups</p> <p>d. Plan targeted school-wide intervention strategies</p>	Administrators, Counselors, and Teachers	none	Intervention list of students who need support based on teacher and PLC recommendations	Quarterly
4.	<p>Intervention Courses for Struggling Students:</p> <p>AVID: Entry Criteria: Student that shows academic potential (student in the middle) and has other circumstances which can include the following: 1st generation college student, Low SES, Underrepresented demographic in college, or other circumstances</p> <p>Prioritized Instructional Goals: Building critical thinking and analytical skills through constant reading and writing exercises and projects. Developing student study skills and self-advocacy through tutorials and class discussions (socratic seminars, philosophical chairs, etc.). Creation of a support system for students to help ensure their academic and personal success</p> <p>Exit Criteria: Student is exited when: at family's discretion, violation of AVID contract and no remediation during probation period, or graduate HS</p> <p>Provide Academic Literacy course/s designed specifically to develop literacy skills for students who are identified as deficient in these skills.</p> <p>Entry Criteria: Students currently enrolled in an ELD or Sheltered English class. Student that has been identified by teachers/grades that need more language/academic support.</p> <p>Prioritized Instructional Goals: Give students more specialized instruction in language and writing, as well as academic help in all classes</p>	Administration and Teacher	\$216,000 Source: LCAP Funded Non-Formula Intervention Sections	Course enrollment data	ongoing

	<p>Exit Criteria: Student is exited when student is no longer in an ELD/Sheltered English class</p> <p>Provide Integrated Math 1 Readiness Course/s designed specifically to prepare students to enroll in grade level math courses.</p> <p>Entry Criteria: Student that had one or more of the following: was in a math readiness class in middle school failed Math B in middle school struggling in Int. Math recommended by their teacher to be class</p> <p>Prioritized Instructional Goals: Helping students build the foundational skills to be successful in math (basic algebra and arithmetic skills). Help students familiarize themselves with the common core curriculum.</p> <p>Exit Criteria: Student is exited when they finish the class.</p> <p>Provide additional support for English Learners which include Sheltered English courses, English Language Development courses and an EL Lead Teacher to monitor student progress throughout the year.</p> <p>Entry Criteria: Students currently enrolled in an ELD or Sheltered English class.</p> <p>Prioritized Instructional Goals: Build language skills through more exposure to curriculum everyday</p> <p>Exit Criteria: Student is exited when student is no longer in an ELD/Sheltered English class</p>				
5.	Provide tutoring in core academic subjects. Target invitations to identified struggling students.	Teachers and Administration	\$5,975 Source: Site Tutoring Funds	Create a sign-in sheet for all after school tutoring opportunities to make a baseline of tutoring use	ongoing

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 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 2017-18 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 Student Group(s):

All students including students who qualify for special education, Low Socio-Economic Status (SES), and English Language Learners (EL)..

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

Research data shows student achievement increases in schools that have effective Professional Learning Communities (PLC) routines in place for their staff. Effective PLCs discuss best instructional practices, formative and summative assessment, and means to support struggling students.

All Students:

Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. 56.68% (-5.32% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of Mathematics.

Departments are still in the development phase of creating common formative assessments and course alike Essential Learning Outcomes (ELO's).

Growth Targets: Expected annual measurable outcomes.

*Increase performance of CAASPP scores for 11th grade students:

*Increase percent of students who meet or exceed standard in ELA by 5%

*Increase percent of students who meet or exceed standard in Mathematics by 5%

*Decrease in number of students enrolled in remedial courses

*Establish baseline of number of common formative assessments and creation of ELO's in all PLC groups

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?

Increase collaboration time in order to develop common formative assessments, allow for in-depth analysis of assessment data, develop Common Core State Standards (CCSS) aligned lessons, share instructional pbest practices, and use the Formative Process.

Align curriculum, learning objectives, and instructional strategies with the CCSS and increase collegial best practices across the curriculum.

Create a systematic, formalized Multi-Tiered System of Supports to ensure success for all students, with particular emphasis on long-term English Learners and academically at-risk students.

Increase professional development in the effective use of technology to support 21st Century classroom practices within updated classrooms and facilities.

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

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.

Continue to develop effective methods to identify, monitor, and support at-risk students who do not qualify for traditional support systems such as Special Education, ELD, and AVID.

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.	Administration, Department Chairs and Department Members	\$20, 900 for department release days as needed Source: Site Formative/Achievement Funds	*Collection of department agendas/minutes *PLC survey results	Ongoing
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	Administration, Department Chairs and 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	Spring 2018
3. Formative and Summative Assessment Review: a. PLCs identify evidence of student achievement to be used during PLC cycles b. PLCs review evidence of student achievement used during PLC cycles	Administration, Department Chairs and Department Members	Reflected in Action 1, cost for release days as needed	Documented identified evidence and review of data	Ongoing

	c. PLC identify areas for strengthening in subjects based on review of evidence				
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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

School Goal 3 (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

All Torrey Pines graduates will be college and career ready.

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 Student Group(s):

All students including students who qualify for special education, Low Socio-Economic Status (SES), and English Language Learners (EL).

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

CAASPP percent of students scoring in the College Ready range as defined by the Early Assessment Program:

38.82% of students scored in the College Ready range in English.

31.2% of students scored in the College Ready range in Mathematics.

Graduation Rates have increased over the last three years.

Cohort graduation rate for the class of

15-16 was 97.1%

14-15 was 97.5%

13-14 was 97.5%

AP Passing Exam Scores have slowly decreased over the last three years.

84% pass rate for 2015-2016

85% pass rate for 2014-2015

86% pass rate for 2013-2014

UC/CSU eligibility Rates have dropped over the last three years.

71.4% eligibility rate for 2015-2016

95.9% eligibility rate for 2014-2015

95.9% eligibility rate for 2013-2014

Continue to increase the number of students enrolled in CTE Pathway courses:

Based on a review of 2015-2016 and 2016-2017 CTE enrollment data, Torrey

Growth Targets: Expected annual measurable outcomes.

CAASPP increase percent of students scoring in the College Ready range as defined by the Early Assessment Program

Increase Graduation Rates

Increase the percent of students with AP Passing Exam Scores

Increase UC/CSU eligibility Rates

Continue to increase the number of students enrolled in CTE Pathway courses.

Pines offered 12 additional CTE courses when compared to prior year with 2,139 students enrolled in at least 1 CTE course. This is an increase of 658 students when compared to the previous year.

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?

Further discuss and encourage students and their families regarding multiple post-high school options and opportunities that align with the 21st Century Learning Outcomes.

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

Increase course access to include rigorous academic classes as well as a wide variety of college prep and career-based electives.

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	None	*Course listing/curriculum sheets that are aligned to industry/community college expectations	3rd - 4th quarter
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 c. Administration and counselors review enrollment to evaluate if promotion efforts increased participation in target pathways.	Administration and Teachers	none	*Creation of advertisement (flyers, websites, etc) for CTE pathways *Schedule of talking to classes/individual students in regards to CTE classes	3rd quarter
3.	Administrators and CTE teachers will connect CTE pathway courses with work based learning opportunities (ie. facility tours, guest speakers, etc), and training in transferable technical skills (ie. online job search, etc.)	Administrators, CTE Teachers, Foundation Representatives	none	*Creation of database of speakers and industry partners willing to support the CTE program	Ongoing
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	Ongoing

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 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 2017-18 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 Student Group(s):

All students including 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 2017 California Healthy Kids Survey (CHKS), as well as suspension rates and attendance/discipline data show that some students are not connected or feel safe at TPHS.

2017 CHKS data indicates that

82.7% of students reported that they feel safe in school

68.7% of students reported that they agree with the statement An Adult or Teacher at school cares about me

66.7% of students reported that they agree with the statement I feel like I am part of this school

2016-17 Student Information System data indicates that 10.5% of students were chronically absent

2014-15 Suspension rate = 1.0%, 28 students suspended

Notes: 2014-15 suspension rates are most recent public data available

2014-15 Expulsion rate = 0.1%, 8 students expelled

Notes: 2014-15 expulsion rates are most recent public data available

Growth Targets: Expected annual measurable outcomes.

5% increase in the percentage of students who agree with target Safety and Connectedness statements on a local climate survey that assesses similar resiliency and risk factors as Healthy Kids. Note Healthy Kids Survey will not be administered in 2017-2018 school year. Local survey data will be used to measure progress in this area.

Reduce the percentage of students that are chronically absent as measured by local attendance data.

Reduce the number if students suspended and expelled

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?

Increase student access to school-wide activities such as Challenge Days (previously FalconFest), Pep Rallies, and other campus events.

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

Create and strengthen systems to support student safety and connectedness at TPHS.
Create systems to improve school-wide 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 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 share and maintain a google document that staff can add students and concerns about them that all can see	Administration, counselors and Teachers	None	Documentation of a 5% teacher increase in participation in the Mentor Program *Creation of the google document for teachers to fill in	Ongoing
2.	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	Administration, Support Staff and Teachers	None	*creation of lists and newsletter	Ongoing
3.	Increasing Awareness and Support of Social-Emotional Well Being of all students a. Staff Suicide Prevention training b. Monthly Newsletters c.. Challenge Days d. Safe Schools Week	Administration, Support Staff and Teachers	None	Challenge Day participation rates Monthly newsletters Mid-year Survey to determine staff and student connectedness	a. September 2017 and February 2018 b. Monthly b. October 2017 c. October 2017
4.	Creation, Administration and Analysis of local climate survey to mimic Healthy Kids Survey which assess student safety, connectedness,	Administration and Teachers	None	Survey Results	Late Spring 2018r

	resiliency and other risk factors.				
5.	<p>Increase Parent Awareness and Involvement</p> <p>a. English Learner Advisory Committee meetings</p> <p>b. Parent Education Events: Suicide Prevention, Social Media, Drug and Alcohol Awareness, Quarterly Social/Emotional Tips Newsletter</p> <p>c. Cup 'o Joe with Coppo</p>	<p>a. Administration</p> <p>b. Administration, Counselors, and teacher volunteers</p> <p>c. Administration</p>	None	<p>Sign in sheets for ELAC meetings</p> <p>Registration and Participation of Parent Education Events</p> <p>Participation at Cup O Joe with Coppo</p>	Ongoing

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:

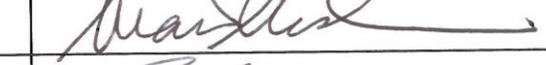
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Coppo	X				
Tracy Olander			X		
Roxzana Sudo		X			
Brenda Robinette		X			
Mary Sisti		X			
Matt Chess		X			
Sato Umabe		X			
Junior Villegas		X			
Pam Brand			X		
Natalie Seward			X		
Madhan Subhas					
Wendi Santino-Ramseyer				X	
Doreen Hom				X	
Sajani Patel				X	
Hillary Shear				X	
Emma Chen				X	X
Lindy Byrne					X
Sean Circosta					X
Devyn Solo					X
Sarina Hegli					X
Ian King					X
Numbers of members of each category	1	6	5	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

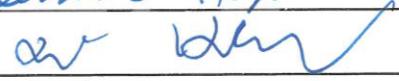
2017-2018 SPSA Voting Sign In

10/10/17

Name	Position	SPSA Vote Signature
Rob Coppo	Principal	
Tracy Olander	Assistant Principal/Other Staff	
Roxzana Sudo	Teacher	
Brenda Robinette	Teacher	
Mary Sisti	Teacher	
Matt Chess	Teacher	
Sato Umabe	Teacher	
Junior Villegas	Teacher	
Natalie Seward	Other Staff	
Pam Brand	Other Staff	
Toni Zurcher	Other Staff	
Rachel Gasca	Other Staff	
Doreen Hom	Community Member Student last name: Kong- graduated 2017	
Sajani Patel	Parent Member: Samaya Patel	
Hillary Shear	Parent Member: Frank Henry Shear,	

10/10/17

Torrey Pines High School

Emma Chen	Parent Member: Conner Chen	
Wendi Santino-Ramseyer	Parent Member: Camryn Ramseyer (12th) Cade Ramseyer (10 th) Keeley Ramseyer (10th)	
Madhan Subhas	Parent Member: Surya Madhan (Grade XI)	
Sarina Hegli	Student Grade 9	
Ian King	Student Grade 10	
Lindy Byrne	Student Grade 11	
Sean Circosta	Student Grade 12	
Devyn Solo	Student	

**Form F. Budget 2017-2018
Torrey Pines High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$23,900
Site LCFF Supplemental Funding - Site Tutoring Funds	\$5,975
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$216,000
Title I Funds	\$0.00
Total	\$245,875

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
Total enrollment	2,574		2,602	-	2,753	-	2,740	-
Number & Percent of English Learners	145	6.1%	131	5.0%	156	5.7%	143	5.2%
Number & Percent of Long Term English Learners	39	1.5%	25	1.0%	26	0.9%	37	1.4%
Number & Percent of Redesignated Fluent English Proficient students	409	15.8%	257	9.9%	237	8.6%	232	8.5%
Number & Percent of students who are Socio-Economically Disadvantaged	47	1.9%	166	6.4%	172	6.3%	185	6.8%
Number & Percent of Special Education students	226	9.3%	261	10.0%	273	9.9%	273	10.0%

Source:

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

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

Section 2: Student Achievement Indicators

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

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
16-17	577	68%	67%	68%	41%	21%	41%
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		
	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	695	717	587	677	698	577	674	698	577	97.4	97.5	98.3
All Grades	695	717	587	677	698	577	674	698	577	97.4	97.5	98.3

* 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	2671.7	2660.3	2630.0	51	46	38.82	33	33	29.46	11	15	17.85	5	6	13.86
All Grades	N/A	N/A	N/A	51	46	38.82	33	33	29.46	11	15	17.85	5	6	13.86

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	58	49	42.81	35	42	39.34	7	9	17.85
All Grades	58	49	42.81	35	42	39.34	7	9	17.85

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	64	57	48.87	31	34	38.82	5	9	12.31
All Grades	64	57	48.87	31	34	38.82	5	9	12.31

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	34	38	33.45	59	55	51.99	6	7	14.56
All Grades	34	38	33.45	59	55	51.99	6	7	14.56

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	49	53	41.59	46	40	44.02	5	7	14.38
All Grades	49	53	41.59	46	40	44.02	5	7	14.38

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

III School and Student Performance Data

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

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
16-17	577	56%	45%	58%	45.%	11.%	30.%
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/>

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	695	717	587	680	700	577	680	700	577	97.8	97.8	98.3
All Grades	695	717	587	680	700	577	680	700	577	97.8	97.8	98.3

* 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	2684.8	2660.9	2648.3	42	38	31.20	28	24	25.48	19	19	24.09	11	19	19.24
All Grades	N/A	N/A	N/A	42	38	31.20	28	24	25.48	19	19	24.09	11	19	19.24

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	54	52	46.62	33	25	30.68	13	22	22.70
All Grades	54	52	46.62	33	25	30.68	13	22	22.70

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	43	38	31.20	49	46	45.06	8	16	23.74
All Grades	43	38	31.20	49	46	45.06	8	16	23.74

**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	44	44	37.61	46	44	47.83	9	12	14.56
All Grades	44	44	37.61	46	44	47.83	9	12	14.56

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

	2015-16	2014-15	2013-14	2012-13
Truancy rate		64.10%	55.12%	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 Student Group

	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%

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

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	28	26	40
Suspension rate		0.9%	1.4%
Number of students expelled	3	0	0
Expulsion rate		0.0%	0.0%

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

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
All Students		1.5%	1.0%	0.8%

Source:
CALPADS report 1.9 Completers and Dropouts - Count

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	5	29	8	40	42	58	45	25	19	5	4	15	5		
10	15	17	27	50	35	32	24	43	36	9	4	5	3		
11	29	24	16	39	48	53	23	17	26	6	10	5	3		
12	30	19	25	48	56	45	17	25	25	4		5	0		
Total	20	23	18	44	45	47	26	27	26	6	5	8	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 4.2 Reclassification Rate

	2016-17	2015-16	2014-15	2013-14
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 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
15-16	46	33	21	7	25	67	19	33	48	3	23	74

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 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
15-16	38	25	38	17	17	66	15	19	67	0	5	95

Source:

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

Table 5.3 Advanced Placement Exam results

	2016-17	2015-16	2014-15	2013-14
Percent of exams with a score of 3+ (passing)		84%	85%	86%
Number of tests taken		2,278	2,642	2,713
Number of testers		979	1,117	1,134
Average number of tests per student		2.3	2.4	2.4

Source:

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

Table 5.4 College Entrance Exam results

		2017-16	2015-16	2014-15	2013-14
SAT	Number and Percent of Seniors tested		*	492/68%	413/67%
	Mean Score : Critical Reading		*	612	606
	Mean Score : Math		*	639	636
	Mean Score: Writing		*	617	616
ACT	Number and Percent of Seniors tested		*	376/52%	300/49%
	Average Score : English		*	27.8	27.3
	Average Score : Math		*	27.5	27.7
	Average Score: Reading		*	27.6	26.8
	Average Score: Science		*	26.9	26.4
	Average Score: Composite		*	27.6	27.2

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 Student Group

	All students	English Learner	Socioeconomically disadvantaged	Special Education
15-16	71.4%	0.0%	50.0%	*
14-15	97.5%	87.2%	88.2%	81.4%
13-14	74.3%	11.1%	39.5%	*

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 Student Group

	All students	English Learner	Socioeconomically disadvantaged	Special Education
15-16	97.1%	89.5%	92.2%	76.9%
14-15	74.3%	11.1%	39.5%	*
13-14	97.5%	87.2%	88.2%	81.4%

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