

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: April 2018

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

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

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The District Governing Board approved this revision of the School Plan on:

A. School Site Information Torrey Pines High School

Vision Statement:

Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world. We strive to facilitate student growth so that they are self-directed learners, effective communicators, collaborative workers, quality producers, and world citizens who are active community participants.

Mission Statement:

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 (TPHS) 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 2,418 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. 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 2017, 2,067 Advanced Placement Exams were administered, with a pass rate of 86.5%. 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 over 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 and security of the campus. The revamping of the entrance to Torrey Pines was completed in 2016. 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 California New Teacher Induction Program (CTIP) continues to support these new teachers and provide them with opportunities for professional growth. The District has its own California New Teacher Induction Program (CTIP) which includes a week-long orientation and continued support from accomplished, veteran teacher who function as 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 has aligned its curriculum with the Common Core Standards and Next Generation Science 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, TPHS offered courses aligned to six Career Technical Education (CTE) Pathways. Engineering Design, Business Management, Food Service & Hospitality, Digital Media Production, Design, Visual, & Media Arts, and Software & Systems Development are the six pathways currently offered at TPHS. Rigorous courses and high academic standards have led 21 Torrey Pines Seniors to qualify as finalists for the National Merit Scholarship award and 953 students to take 2,067 AP exams with a pass rate of 86.5%.

Torrey Pines High School offers a wide array of extracurricular opportunities for students. During the 2017-2018 school year, there were over 80 school sponsored clubs and over 30 non-school sponsored clubs. 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 3 main stage plays in 2017-2018. The TPHS 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, banners, and directional signs 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 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 plans and leads the school-wide pep rallies throughout the year, creates lunch-time activities to increase student connectedness, and hosts 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)

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, D/F lists, graduation rates, A-G rates, dropout rates, discipline data, and attendance data have instructed the work of the Torrey Pines High School (TPHS) School Site Council (SSC) and site leadership in developing the Single Plan for Student Achievement. As a result of this work, specific areas of need have been identified as increasing student achievement in English Language Arts and Mathematics, fostering collaboration among staff/teachers as it relates to student achievement, ensuring all TPHS graduates are college and career ready, and improving the sense of school connection and safety for all students. These goals align with the San Dieguito Union High School District (SDUHSD) Local Control Accountability Plan (LCAP) and the TPHS Western Association of Schools and Colleges (WASC) goals.

According to the most recent California Assessment of Student Performance and Progress (CAASPP) data, TPHS 68.4% of students met or exceeded standards in the area of English Language Arts and 56.7% of students met or exceeded standards in the area of Mathematics. These scores demonstrate a decline of 10.7% in English Language Arts and a decline of 5.3% in the area of mathematics. It is important to note that several sub-groups of students showed an increase in performance on CAASPP assessments. The Multi-year analysis of CAASPP data showed scores for students who are English Learners grew in the area of English Language Arts by 9.7% and in the area of Mathematics by 11.8%. In addition, scores for students with disabilities increased in the area of Mathematics by 11.8%. Students with disabilities demonstrated an increase in the percentage of students who met or exceeded standards in Math based on CAASPP scores by 6% even though the overall mathematics scores demonstrated a decline. In the area of English Language Arts, our students with disabilities who met or exceeded standards decreased showing an alignment to the overall population. Offering support and intervention for all students continues to be a focus for Torrey Pines. We offer multiple programs for students with special needs and make student achievement and success a priority. Changes to curriculum and course alignment to the Common Core State Standards may be factors into the decline in scores for the overall population of students. Each department has been working with their Professional Learning Communities (PLCs) in order to identify possible factors into the overall decline and interventions and improvements to instruction in order to increase future scores. D/F lists are run twice during the course of each semester and counselors meet with students on the lists to provide support and discuss success plans. Data showed a decline in the number of students on the D/F mid-way through semester one as compared to final semester one grades.

A multi-year review of California English Language Development Test (CELDT) scores shows that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test is slightly declining (2016=68%, 2017=65%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) is increasing slightly (2015=5%, 2017=8%). English Learners at TPHS showed a performance growth higher than their English Speaking peers on the CAASPP data. Enrollment of students who are English Learners has grown at Torrey Pines in the past few years. This may factor into the assessment results and trends. The English Learner (EL) Progress Indicator on the California School Dashboard shows English Learner Progress and College and Career Indication for English Learners. The 2017 release showed a slight decline (2016=93.6%, 2017=88.1%) in the English Learner Progress Indicators for EL students at Torrey Pines. We continue to adjust and improve our services and support for English Learners at Torrey Pines High School. Our English Learner department works closely with counselors, teachers, and families to ensure students are provided with the appropriate supports and challenges in order to excel in their academic endeavors. Students who need additional academic supports may be placed in sheltered subject area classes with teachers who are trained and understand how to best support students who are English Learners. In addition, these sheltered classes provide students with smaller class sizes and more opportunities to practice English in addition to learning the subject content. As observed in our CAASPP data, English Learners at Torrey Pines demonstrated growth. This growth surpassed the English Learner performance of all other schools within SDUHSD.

Torrey Pines has 11 Professional Learning Communities (PLCs) on campus based on subject areas. Twice a

month, Torrey Pines offers a Late Start Day which enables teachers to meet with their PLC in order to collaborate, reflect and assess their programs based on student achievement, and determine steps for improving instruction and supports for students. Counselors, teachers, and administration meet once a week to discuss students who are at risk during Intervention Team time. During this time, the team brainstorms next steps and supports to ensure student success. Some additional supports offered to students include Peer Tutoring, Teacher Tutoring, TPHS Mentor Program, Parent Meetings, Student Success Team (SST) Meetings, Academic Survival courses, behavior interventions, and course adjustments.

Based on the California School Dashboard, Torrey Pines High School students are in the very high range for College and Career Readiness with 80% of our students being prepared. This is higher than the San Dieguito Union High School District average of 77.5% of students being College and Career Ready. Counselors work diligently with students to understand their options and bring in guests from universities, colleges, community colleges, and career industries. In addition, the multiple Career Technical Education pathways offered at Torrey Pines allows students to explore some of the popular industry sectors as outlined by labor market information within California.

In regards to school connectedness and safety, local and state data helps to provide a good snapshot of areas of strength and areas for improvement. According to the California School Dashboard, Chronic Absenteeism Rates show Torrey Pines High School (13.9%) higher than SDUHSD (9.4%), San Diego County (10.2%), and State (10.8%). Improving attendance rates is a focus for Torrey Pines High School. According to the 2017 Healthy Kids Survey, 66% of our students feel like they are part of Torrey Pines High School. That was a 2% drop from the 2015 Healthy Kids Survey results. However, it is important to note that the number of students who strongly agreed that they feel like they are part of this school went up 10% from the 2015 results. 91% of students surveyed feel there is a teacher or other adult at school who cares about them. 84% of the students surveyed feel safe at school and 16% of the students surveyed felt neither safe nor unsafe. TPHS has placed a large emphasis on social-emotional well being. Peer Assistant Listeners (PALS) and Associated Student Body Leaders (ASB) run various activities throughout the year to help students make connections and form relationships with peers and staff. Weekly lunches are hosted by PALS and are open to all students. ASB and PALS are present during Info Nights, Readiness Days, and New Student Orientation to welcome incoming Falcons and show them around campus. The TPHS counseling department oversees a mentor program that links students with staff mentors in order to increase the number of trusted adults students have on campus. Red Ribbon week helps students to learn about the dangers drugs, alcohol, and tobacco present and options for support to refrain from use. Yellow Ribbon Week is hosted by PALS and helps students to understand the importance and coping mechanisms for improving mental health. TPHS principal, Rob Coppo, hosts parent meetings monthly to update parents on school news and answer questions parents may have about campus security and climate. While school connectedness and safety are a strength, it is always an improvement priority.

C. Involvement Process

Involvement Process:

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

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. A review of data was presented to School Site Council (January 2018 and April 2018), English Learner Advisory Committee (March 2018), and Department Chairs (January 2018, February 2018, March 2018). Each stakeholder group provided TPHS leadership with input and suggestions for updating and improving site goals.

D. Summary of Progress Made on 2017-2018 Goals Torrey Pines High School

School Goal 1

Increase student achievement for all students with a focus on target student groups who are under-performing in comparison to their peers.

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. Actual Measurable Outcomes:

Decrease the percent of students on the D/F list from semester 1 to semester 2 by 3%:

2016-2017 Semester 1: 482 students were identified on the D/F list. 18.7% of the school population.

2016-2017 Semester 2: 583 students were identified on the D/F list. 22.6% of the school population.

2017-2018 Semester 1: 476 students were identified on the D/F list. Approximately 19.6% of the school population.

2017-2018 May D/F List for Semester 2: 552 students were identified on the D/F list. Approximately 22.8% of the school population.

*Increase percent of students in all subgroups who meet or exceed standard in ELA on CAASPP by 2%

2015-2016: 79% of students met or exceeded standard in ELA.

2016-2017: 68.28% of students met or exceeded standard in ELA.

*Increase percent of students in all sub-groups who meet or exceed standard in Math on CAASPP by 2%

2015-2016: 62% of students met or exceeded standard in Math.

2017-2018: 56.68% of students met or exceeded standard in Math.

*Increase English Learner Reclassification rates.

B. Summary of Progress:

The timeline of SPSA progress makes it challenging to analyze current year D/F List of semester 1 versus semester 2. In comparing Semester 1 of 2016-2017 and 2017-2018, there was a 3.6% decrease in the number of students on the Semester 1 D/F List. CAASPP testing results showed a decline in the percentage of students who met or exceeded standard in both ELA and Math. The percentage of students who met or exceeded standard in ELA dropped by 10.7%. The percentage of students who met or exceeded standard in Math declined by 5.3%

*AP and honors course enrollment reflects demographics of Torrey Pines High School

C. Relevance:

No. Data shows a decline in the percentage of students who met or exceeded standard in both ELA and Math.

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

This goal will be reevaluated to focus on increasing achievement for all students.

School Goal 2

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. Actual Measurable Outcomes:

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 to prior year) of Torrey Pines students tested scored in the Standards

B. Summary of Progress:

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.

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:

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?

Create and implement a structured calendar of PLC processes and procedures. 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

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. Actual Measurable Outcomes:

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:

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:

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?

This goal will be redeveloped for 18-19 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

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. Actual Measurable Outcomes:

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:

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. High Truancy and Chronic Absenteeism rates show a need for a stronger system to improve school-wide attendance.

C. Relevance:

This goal was not met.

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

Continuation of programs that increase student-school connections. 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.

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:
 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
 Increase student achievement for all students with focus on target student groups who are under-performing in comparison to their peers.

LCAP Priority Area:
 LCAP priority #2 and #4

Targeted Pupil Student Group(s):
 All students with a focus on students who qualify for special education, Low Socio-Economic Status (SES), and English Language Learners (EL).

A. Rationale:
 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 D/F list on the 2nd semester progress report will be 5% lower than on the semester 1 progress report:
 Semester 1: 476 students were identified on the D/F list for semester 1
 Semester 2: 552 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

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. Based on 2017 CAASPP scores, Torrey Pines 56.68% (-5.32% when compared to prior year) of Torrey Pines students 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

B. Expected Measurable Outcomes:

- *Decrease the percent of students on the D/F list from semester 1 to semester 2 by 3%
- *Increase percent of students in all subgroups who meet or exceed standard in ELA on CAASPP by 2%
- *Increase percent of students in all sub-groups who meet or exceed standard in Math on CAASPP by 2%
- *Increase English Learner Reclassification rates
- *AP and honors course enrollment reflects demographics of Torrey Pines High School

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%.

During the 2017-2018 school year, Torrey Pines reclassified

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

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.

D. Strategy:

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		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 at risk students in under performing sub-groups and collect transcript information on each one	Administration, Counselors and Teachers	none	<ul style="list-style-type: none"> Creation of a list of students and documentation of 	Quarterly

	<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> <p>Exit Criteria: Student is exited when student is no longer in an</p>	Administration and Teacher	\$216,000 Source: LCAP Funded Non-Formula Intervention Sections	Course enrollment data	ongoing

	<p>ELD/Sheltered English class Provide Integrated Math 1 Readiness Course/s designed specifically to prepare students to enroll in grade level math courses. 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 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. Exit Criteria: Student is exited when they finish the class. 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. Entry Criteria: Students currently enrolled in an ELD or Sheltered English class. Prioritized Instructional Goals: Build language skills through more exposure to curriculum everyday Exit Criteria: Student is exited when student is no longer in an ELD/Sheltered English class</p>				
5.	<p>Provide tutoring in core academic subjects. Target invitations to identified struggling students and students on D/F list.</p>	<p>Teachers and Administration</p>	<p>\$8,715 Source: Site Tutoring Funds</p>	<p>Create a sign-in sheet for all before/after school tutoring opportunities to create a baseline of tutoring use</p>	<p>ongoing</p>

LCAP Goal:

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

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)..

A. Rationale:

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).

B. Expected 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

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

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.

D. Strategy:

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	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
<p>1. Foster the implementation of the PLC process with each course-alike class</p> <ul style="list-style-type: none"> 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	\$17,430 for department release days as needed Source: Site Formative/Achievement Funds	*Collection of department agendas/minutes *PLC survey results	Ongoing
<p>2. Establish protocol for professional learning communities (PLC)</p> <ul style="list-style-type: none"> 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 2019
<p>3. Formative and Summative Assessment Review:</p> <ul style="list-style-type: none"> a. PLCs identify evidence of student achievement to be used during PLC cycles b. PLCs review evidence of student achievement used during PLC cycles c. PLC identify areas for strengthening in subjects based on review of evidence 	Administration, Department Chairs and Department Members	Reflected in Action 1, cost for release days as needed	Documented identified evidence and review of data	Ongoing

LCAP Goal:

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

School Goal 3

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).

A. Rationale:

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 decreased slightly over the last three years.

Cohort graduation rate for the class of

16-17 was 97.1%

15-16 was 97.1%

14-15 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. However, they have shown an increase since last year.

77.7% eligibility rate for 2016-2017

71.4% eligibility rate for 2015-2016

95.9% eligibility rate for 2014-2015

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 Pines offered 12 additional CTE courses when compared to prior year with

B. Expected 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.

2,139 students enrolled in at least 1 CTE course. This is an increase of 658 students when compared to the previous year.

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

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

D. Strategy:

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

	Actions/Tasks	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. Marketing classes to help with this action. 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. d. Marketing and information sessions about pathways to occur 1 month prior to course registration.	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
5.	Market Pathways and provide clear CTE course descriptions to incoming students and families	Administration, CTE Teachers	none	*Creation of Pamphlets	Semester 1

	a. Creation of Pathway Descriptor Pamphlets b. Provide to middle school counselors c. Provide to incoming students and families at Info Night				
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LCAP Goal:

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

School Goal 4

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.

A. Rationale:

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 13.9% of students were chronically absent

Suspension Rates:
2016-17 Suspension rate = 2.70%, 86 suspensions
2015-16 Suspension rate = 1.10%, 42 suspensions
2014-15 Suspension rate = 1.0%, 28 suspensions

Expulsion Rates:
2016-17 Expulsion rate = 0.04%, 1 student expelled
2015-16 Expulsion rate = 0%, 0 students expelled

B. Expected 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.

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

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

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

D. Strategy:

Create and strengthen systems to support student safety and connectedness at TPHS.

Create systems to improve school-wide attendance. Continue to implement restorative practices and determine alternatives to suspension when possible,

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Create and facilitate student-teacher connections</p> <p>a. Promote and increase participation in the Mentor Program by administration personally encouraging all teachers to participate.</p> <p>b. Administration will share and maintain a google document that staff can add students and concerns about them that all can see (I-Team).</p>	Administration, counselors and Teachers	None	<p>Documentation of a 5% teacher increase in participation in the Mentor Program</p> <p>*Creation of the google document for teachers to fill in</p>	Ongoing
2.	<p>Increase student attendance schoolwide</p> <p>a. Assistant principals will meet and discuss truant/tardy student lists every month and decide who should be SARTed and SARBed</p> <p>b. Create a consistent attendance policy that all staff will abide by</p> <p>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.</p> <p>d. Use Freshman Readiness Day to educate the new TPHS parents on the attendance policies</p> <p>e. Administration will create an accountability plan for teachers to keep accurate attendance and take attendance within the first 10 minutes of class</p> <p>f. Creation of a weekly parent newsletter that will address attendance issues as well as the going-ons at the school</p>	Administration, Support Staff and Teachers	None	*creation of lists and newsletter	Ongoing
3.	<p>Increasing Awareness and Support of Social-Emotional Well Being of all students</p> <p>a. Staff Suicide Prevention training</p> <p>b. Monthly Newsletters</p> <p>c. Challenge Days</p> <p>d. Safe Schools Week</p>	Administration, Support Staff and Teachers	None	<p>Challenge Day participation rates</p> <p>Monthly newsletters</p> <p>Mid-year Survey to determine staff and student connectedness</p>	<p>a. September 2018 and February 2019</p> <p>b. Monthly</p> <p>b. October 2018</p> <p>c. October 2018</p>

4.	Creation, Administration and Analysis of local climate survey to mimic Healthy Kids Survey which assess student safety, connectedness, resiliency and other risk factors.	Administration and Teachers	None	Survey Results	Late Spring
5.	Increase Parent Awareness and Involvement a. English Learner Advisory Committee meetings b. Parent Education Events: Suicide Prevention, Social Media, Drug and Alcohol Awareness, Quarterly Social/Emotional Tips Newsletter c. Cup o' Joe with Coppo	a. Administration b. Administration, Counselors, and teacher volunteers c. Administration	None	Sign in sheets for ELAC meetings Registration and Participation of Parent Education Events Participation at Cup O Joe with Coppo	Ongoing

F. 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				X	
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).

**Form G. Budget 2018-19
Torrey Pines High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$17,430
Site LCFF Supplemental Funding - Site Tutoring Funds	\$8,715
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$216,000
Title I Funds Does Not Apply	\$0.00
Total	\$245,875

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	2,602	-	2,574		2,418	100.0%
Black or African American	36	1.4%	35	1.4%	33	1.36%
American Indian or Alaska Native	4	0.2%	5	0.2%	5	0.21%
Asian	592	22.8%	556	21.6%	493	20.39%
Filipino	27	1.0%	27	1.1%	24	0.99%
Hispanic or Latino	308	11.8%	299	11.6%	322	13.32%
Native Hawaiian or Pacific Islander	5	0.2%	5	0.2%	4	0.17%
White	1,593	61.2%	1,610	62.6%	1494	61.79%
Two or More Races	0	0.0%	1	0.0%	0	0%
Socioeconomically Disadvantaged	166	6.4%		%		%
English Learners	131	5.0%		%		%
Students with Disabilities	261	10.0%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:

1.

Section 2: Student Achievement Indicators

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

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	68%	67%	68%	41%	21%	41%
2015-16	79%	78%	82%	32%	76%	52%
2014-15	84%	83%	72%	34%	53%	66%

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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	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

Conclusions based on this data:	
1.	84% of 11th grade students scored within the Standard Met and Standard Exceeded range.
2.	TPHS teachers need to incorporate listening and communication skills into the ELA curriculum as evidenced by only 33.45% of students scoring above standard (which is almost 10 points lower than any other category)
3.	Research/Inquiry is also an area for improvement for TPHS (41.59% at the above standard level which is the 2nd lowest score in all categories)

III School and Student Performance Data

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

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	56%	45%	58%	45.%	11.%	30.%
2015-16	62%	58%	80%	34%	5%	34%
2014-15	70%	67%	65%	54%	20%	41%

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

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	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

Conclusions based on this data:

1. 56.68% of 11th grade students scored within the Standard Met and Standard Exceeded range.
2. TPHS math curriculum needs to incorporate more problem solving and using appropriate tools and strategies to solve real world and mathematical problems. This area showed percentages of students scoring in the above standard range 15 percentage points lower than the assessed area of concepts and procedures.
3. Math Communicating Reasoning: Demonstrating ability to support mathematical conclusions is another area of focus for the TPHS Math Department. This area showed percentages of students in the above range 9% lower than the assessed area of Concepts and Procedures.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	55.59	64.95	71.57

Conclusions indicated from this data:

1. Three year data trends demonstrate a dramatic increase in truancy rates.
2. Students and families need to understand the importance of school attendance.
3. Improve communication surrounding the importance of school attendance and increase school-wide strategies for attendance improvement.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	13.9
Black or African American	16.7
American Indian or Alaska Native	*
Asian	8.3
Filipino	7.4
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	*
White	16.1
Two or More Races	10.8
Socioeconomically Disadvantaged	16.2
English Learners	12.1
Students with Disabilities	23.1
Foster Youth	*

Conclusions indicated from this data:

1. Chronic Absenteeism rate for TPHS was 13.9% for the 2016-2017 school year.
2. Chronic Absenteeism rates for Black/African American students and White students were greater than the school percentage by at least 3%.
3. Chronic Absenteeism rates for Students with Disabilities and Socioeconomically Disadvantaged Students were greater than the school percentage by 3-10 percent.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,862	2,719	2,653
Total Suspensions	34	42	86
Unduplicated Count of Students Suspended	28	31	72
Suspension rate	1.00%	1.10%	2.70%
Percent of Students Suspended with One Suspension	89.30%	77.40%	86.10%
Percent of Students Suspended with Multiple Suspensions	10.70%	22.60%	13.90%

Conclusions indicated from this data:

1. The three-year trend shows an increase in the amount of suspensions.
2. The percent of students suspended with multiple suspensions has been inconsistent. The 2016-2017 school year demonstrated a decline of almost 10% from the 2015-2016 data.
3. While an overall suspension rate of 2.7% is not bad, TPHS should research the implementation of alternative means to suspension.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.00%	1.10%	2.70%
Black or African American	5.00%	5.30%	5.60%
American Indian or Alaska Native	*	*	*
Asian	0.60%	1.00%	1.00%
Filipino	0.00%	0.00%	3.70%
Hispanic or Latino	1.20%	2.10%	3.50%
Native Hawaiian or Pacific Islander	*	*	*
White	1.00%	0.90%	3.10%
Two or More Races	0.00%	2.60%	0.00%
Socioeconomically Disadvantaged	1.9%	4.6%	5.4%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1. Three year trends show suspension rates for Torrey Pines have increased.
2. Suspension rates for Black/African American Students and Socioeconomically Disadvantaged Students are higher than any other group.
3. TPHS should research reasons for suspensions and determine intervention options and opportunities to support these students.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,862	2,719	2,653
Total Expulsions	3	0	0
Unduplicated Count of Students Expelled	3	0	1
Expulsion rate	0.10%	0.00%	0.04%

Conclusions indicated from this data:

1. The 2016-2017 expulsion rate is below 1%.
2. TPHS expulsion rates for 2016-2017 were lower than the District, County, and State expulsion rates.
3. TPHS should research reasons for expulsions and determine intervention strategies for these offences.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.10%	0.00%	0.04%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	0.32%
Native Hawaiian or Pacific Islander	*	*	*
White	0.17%	0.00%	0.00%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1. Three year expulsion data does not show a trend of expulsions for any ethnicity.
2. One Hispanic/Latino student was expelled during the 2016-2017 school year.
3. TPHS should determine and implement interventions for student groups whose behaviors show they may be at risk for expulsion.

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	1.0	1.5	0.7
Hispanic or Latino of Any Race	1.4	4.2	1.3
Asian, Not Hispanic	0.0	1.5	0.0
Filipino, Not Hispanic	0.0	0.0	0.0
African American, Not Hispanic	11.1	0.0	10
White, Not Hispanic	1.1	1.2	0.7
Two or More Races, Not Hispanic	0.0	0.0	0.0
Socioeconomically Disadvantaged	2.8	7.4	1.6
English Learners	2.3	8.5	3.5
Students with Disabilities	1.4	8.6	3.1
Migrant Education	0.0	0.0	

Conclusions indicated from this data:

1. Three year data trends show a decrease in dropout rates.
2. Dropout rates among Hispanic/Latino students to be higher than any other significant ethnic sub-group. Dropout rates of students with disabilities and students who are English Learners are higher than other significant sub-groups.
3. TPHS should incorporate interventions for students at-risk for dropping out.

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		

Conclusions based on this data:

1. The majority of TPHS English Learners score in the Early Advanced range.
2. The amount of students scoring in the Advanced range has decreased.
3. The amount of students scoring in the Intermediate range has remained steady over the three years.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	71.1%	11.4%	6.2%	11.3%	0.0%	2,418
2016-17	73.40%	11.20%	5.10%	10.30%	0.00%	2,574
2015-16	73.20%	12.80%	5.00%	9.00%	0.00%	2,602

Conclusions indicated from this data:

1. Enrollment of Reclassified Fluent English Proficient students has increased.
2. English Learner enrollment has remained steady.
3. Enrollment of students who are categorized as Initial Fluent English Proficient has dropped by 3.6% over the last three years.

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

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	87	6	36	20	273	422
2016-17	78	3	34	15	266	396
2015-16	82	3	27	19	234	365

* Long-Term English Learners (LTEL)

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

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
9	20	2	8	12	61	103
10	29	0	10	6	72	117
11	20	2	9	1	76	108
12	18	2	9	1	64	94

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:
1. The number of students who have been reclassified Fluent English Proficient has increased. This may be due to the increase in the EL population.
2. During the 2016-2017 school year, the number of Long Term English Learners has increased.
3. The number of at-risk English Learners has remained steady.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	22.1%	21.8%	21.6%

Conclusions indicated from this data:
1. The percent of EL students Redesignated to Fluent English Proficient has decreased over the last 3 years.
2. The enrollment of Students who are English Learners has increased.
3. TPHS should continue to implement intervention and support classes to ensure the academic success and growth of our English Learners.

Section 5: College and Career Readiness Indicators

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

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2015-16	46	33	21	7	25	67	19	33	48	3	23	74
2014-15	51	33	16	3	31	66	28	38	36	13	24	62

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

Conclusions indicated from this data:

- 1.

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

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2015-16	38	25	38	17	17	66	15	19	67	0	5	95
2014-15	42	28	30	20	34	46	17	24	59	2	18	44

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

Conclusions indicated from this data:

- 1.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	85%	84%	86.5%
Number of tests taken	2,642	2,278	2,067
Number of testers	1,117	979	953
Average number of tests per student	2.4	2.3	

Source: College Board School Summary Report

Conclusions indicated from this data:

1. The number of students taking Advanced Placement Exams has decreased.
2. The pass rate of students taking Advanced Placement Exams has increased.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	687	412	604	635	612	361	87.62%
2014-15	719	492	612	639	617	432	87.80%
2013-14	613	413	606	636	616	364	88.14%

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	687	405	27	28	27	377	93.09%
2014-15	719	376	28	28	28	341	90.69%
2013-14	613	300	27	27	28	271	90.33%

Conclusions indicated from this data:

1. The number of students taking ACT exams has increased.
2. The number of students taking SAT exams jumped in 2014-2015, but returned to 2013-2014 numbers in 2015-2016.

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

	2014-15	2015-16	2016-17
All students	74.30%	71.40%	77.70%
Black or African American	66.70%	50.00%	83.30%
American Indian or Alaska Native	100.00%	0.00%	50.00%
Asian	84.20%	70.30%	82.30%
Filipino	50.00%	75.00%	80.00%
Hispanic or Latino	50.70%	46.70%	61.40%
Native Hawaiian or Pacific Islander	0.00%	66.70%	0.00%
White	74.50%	77.30%	79.10%
Two or More Races	0.00%	25.00%	50.00%
Socioeconomically Disadvantaged	39.50%	50.00%	63.50%
English Learners	11.10%	0.00%	0.00%
Students with Disabilities	81.4%	*	0%
Foster Youth			

Conclusions indicated from this data:

1. The percent of students meeting UC/CSU eligibility has increased overall.
2. The number of students who are socioeconomically disadvantaged and Black/African American students meeting UC/CSU has increased dramatically over the last three years.
3. The number of students with disabilities meeting UC/CSU eligibility has dropped to 0%. Is this an error in data?

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	97.5	97.1	97.1
Black or African American	100.0	80.0	*
American Indian or Alaska Native	100.0		*
Asian	97.6	98.8	98.8
Filipino	100.0	100.0	*
Hispanic or Latino	93.0	96.1	96.1
Native Hawaiian or Pacific Islander		100.0	*
White	98.1	96.9	96.9
Two or More Races	100.0	100.0	*
Socioeconomically Disadvantaged	88.2	92.2	92.2
English Learners	87.2	89.5	89.5
Students with Disabilities	81.4	76.9	76.9
Foster Youth			*

Conclusions indicated from this data:

1. Cohort graduation rates for all students has remained steady.
2. Cohort graduation rates for our Black/African American students has dropped by 20%. This is a significant drop. What caused this decline?
3. Cohort graduation rates for our students who are socioeconomically disadvantaged increased by nearly 5%.

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

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

Conclusions indicated from this data:

- 1.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

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

Conclusions indicated from this data:

1.

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

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Arts, Media, and Entertainment	12	8	118	264	382
Building and Construction Trades	3	0	12	93	105
Business and Finance	9	4	87	145	232
Education, Child Development, and Family Services	2	0	59	3	62
Health Science and Medical Technology	2	2	45	32	77
Hospitality, Tourism, and Recreation	6	5	126	101	227
Information and Communication Technologies	5	5	67	110	177
Manufacturing and Product Development	6	6	90	123	213
Marketing, Sales, and Service	7	3	129	118	247
Transportation	2	0	5	74	79

Conclusions indicated from this data:

1. Course enrollment for Arts, Media, and Entertainment has the highest enrollment overall. But, has over 100 more males than females enrolled.
2. Arts, Media, and Entertainment and Business and Finance have more course offerings than any other subject. The number of males enrolled in these classes far outnumber the females enrolled.
3. Education, Child Development, and Family Services offers two courses, neither of which meet UC/CSU entrance requirements, and has far more females enrolled than males.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment	410	463	382
Building and Construction Trades	96	70	105
Business and Finance	214	65	232
Education, Child Development, and Family Services	31	68	62
Health Science and Medical Technology			77
Hospitality, Tourism, and Recreation	216	209	227
Information and Communication Technologies		31	177
Manufacturing and Product Development			213
Marketing, Sales, and Service	130	271	247
Transportation	85	77	79

Conclusions indicated from this data:

1. The number of students enrolled in Marketing, Sales, and Service has nearly doubled in the three year data dig.
2. Enrollment in Information and Communication Technologies has more than quadrupled in one year.
3. Enrollment for Arts, Media, and Entertainment has dipped.