

WASC/CDE FOCUS ON LEARNING

# Midterm Progress Report

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## TORREY PINES HIGH SCHOOL



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3710 Del Mar Heights Road  
San Diego, CA 92130  
San Dieguito Union High School District  
April 7<sup>th</sup>, 2010-2011

T O R R E Y P I N E S H I G H S C H O O L

Home of the Falcons

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WASC/CDE - Focus on Learning  
**Midterm Progress Report**  
 2010-2011

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## ***Chapter 1: Student/Community Profile***

### **Community**

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 2010-2011 of 2,579 students in grades 9 through 12. A high-achieving school, proud of its tradition of excellence and achievement, Torrey Pines has a 2009-2010 API of 870, and was named school number 125 on the *Newsweek Magazine* "Top 1,200 Schools of the Nation" list in spring 2010. More than 88% of the student population continues on to 4-year colleges and universities. In May 2010, 2,512 Advanced Placement Exams were administered, with a pass rate of 84%. In May 2007, ACT cited Torrey Pines in its research report, *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum*, as one of six schools in California and 382 in the nation to have proven that core courses are rigorous and that core content can be effectively taught to all students. Students at Torrey Pines consistently demonstrate high achievement on standardized tests, including AP exams, CST exams, the ACT and SAT. More than 75% of graduating seniors take the ACT and/or SAT. The first-time pass rate on the California High School Exit Exam (CAHSEE) is 97%.

In the past 15 years booming population growth and increasing diversity have characterized North County, SDUHSD, and Torrey Pines. 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, the Scripps Institute of Oceanography, the Scripps Clinic and Research Foundation, nearby biotechnology firms in Sorrento Valley, and high tech companies like Qualcomm, all of which influence the high standards of education and expectations at Torrey Pines and in the District. The average cost of a single-family home in the North County coastal area is \$679,000. In Carmel Valley that average is \$984,000 and in Del Mar it is \$1.4 million. The largest ethnic groups are White (60%), Asian (26%), and Latino (10%). Approximately 5% of TPHS students qualify for Free and Reduced Lunch, and 53% of parents have reported that they have completed a postgraduate degree. As a well-respected school in an educated community, Torrey Pines has benefited from the generous support from its Foundation, which raises approximately \$1.8 million per year to benefit both academic and extracurricular pursuits at Torrey Pines. Like most communities in California right now, the poor economy has caused TPHS and the Foundation to set realistic goals for fundraising and work harder to achieve those goals.

Originally opened in 1973, the Torrey Pines campus had to expand and grow due to increasing development in the community. Torrey Pines reached a peak student

population in 2003 of nearly 3,400 students. The population increase impacted facilities and the diversity in classrooms. Since 2004, the student population has steadily decreased to the current enrollment of 2579. The decrease is largely due to the opening of two new high schools in close proximity to Torrey Pines: Canyon Crest Academy and Cathedral Catholic. Canyon Crest Academy is the newest high school in the San Dieguito Union High School District and Cathedral Catholic High School is a newer private school located just one mile from Torrey Pines.

To meet the changing needs of students and families, the District has supported and encouraged the development and expansion of programs such as AVID, Academic Support classes, and an expanded EL program. Although few new teachers have joined the staff in recent years, the BTSA program continues to support these new staff members and provide them with opportunities for professional growth. The district developed its own BTSA program which includes a week-long orientation and continued support from BTSA support providers throughout the year. In addition, TPHS has had 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 continues to be incorporated into the curriculum and instruction, social and academic support has been provided to students and families, and the community continues to be educated about state-mandated accountability measures and standardized testing. The school focus is to encourage larger percentages of the student population to be college-ready by participating in rigorous coursework and being well-rounded through participation in extra-curricular programs. In 2003-2004, Torrey Pines pioneered a district-wide move by adopting the College Board Equity and Excellence policy for Advanced Placement. By allowing all students access to honors and AP courses, TPHS has removed artificial barriers to enrollment and given a wider student population exposure to the highest level of academic rigor. As a result, there has been an increase in enrollment in Honors and AP courses, as well as the number of AP exams being administered. Typically, schools that have increased the number of exams administered have experienced a decrease in the overall pass rate. Conversely, Torrey Pines has seen a steady increase in school-wide pass rates as the number of AP tests administered has increased. The College Board recognized 502 Torrey Pines students as AP Scholars in 2010.

Torrey Pines High School offers a wide array of extracurricular opportunities for students. During five of the past ten years, Torrey Pines teams won 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. There are more than 100

student-led clubs, including many that are service oriented. TP Players Theatre Company has consistently been recognized in regional and international competitions, including multiple invitations to represent the United States at the Edinburgh, Scotland Fringe Festival. The Torrey Pines Jazz Band and Orchestra have enjoyed outstanding recognition at many regional festivals. The *Falconer* student newspaper earned 6<sup>th</sup> place at the Spring National High School Journalism Convention in 2010. In the spring of 2010, the TPHS Literary Magazine was awarded the "Pacer Award," making it the best literary magazine in the nation. The *Falconium* science journal won the grand prize in the Rochester Institute of Technology Young Professionals in Publishing competition in 2010. Additionally, the Torrey Pines Academic Team finished 1<sup>st</sup> in the nation in the Knowledge Masters competition in the spring of 2010. Yearbook, cheer, dance, science and math teams have also 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. The Key Club has provided the campus with recycle bins, and club members gather every Friday to empty the bins and recycle the cans and bottles. The garden in back of the science wing continues to be maintained and is a popular area for students to study or have lunch. Two Eagle Scout projects have led to the building of benches in front of school and the installation of metal, life-size silhouettes of student athletes. The metal silhouettes have been installed in the atriums on the east side of the "B" wing, while the student-run Global Green Partnership has led the charge to completely re-landscape the atriums in the west side of the "B" wing. Currently, a "Hall of Champions" is being completed in the gym so the school can celebrate Falcon alumni who epitomize the vision of Torrey Pines High School.

A renewed sense of school pride has emerged, and students are working with the community to increase leadership opportunities on campus. In 2010, students formed the "Falcon Faithful" and have organized themselves to create a significant fan presence at sporting events. The Challenge Days program was expanded from three days to four in an effort to allow more students to experience the benefits of connecting with their peers in a unique way. Challenge Days is an emotionally intense, day-long activity where students can learn how to break down barriers. The success of Challenge Days led to the creation of the "Be the Change" club, which strives to continue the powerful message of Challenge Days throughout the school year. Students have also initiated an effort to improve student leadership capacity on campus. Working with ASB, select students are being trained by The Blanchard Group to create a more effective and student-centered leadership program on campus. The goal of the custom-designed training is to identify student leaders on campus who might not normally seek out leadership positions and train them to train others through existing leadership programs like Peer Assistance Listeners (PALs) and ASB.

## School Purpose

### *Vision*

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

### *Mission And Expected Schoolwide Learning Results*

1. SELF-DIRECTED LEARNERS WHO:
  - set challenging goals and determine priorities necessary to achieve them
  - ask questions about their world and know where to seek answers
  - organize their responsibilities and adapt to change
  - practice positive solutions to manage individual health and well-being
2. EFFECTIVE COMMUNICATORS WHO:
  - are active, careful, and critical listeners
  - read, write and speak effectively and critically
  - access and evaluate information using a variety of means, including technology and world languages
  - develop positive relationships
3. COLLABORATIVE WORKERS WHO:
  - participate effectively in a variety of leadership and supportive roles
  - respect individuals of different cultures, backgrounds, and abilities
  - exhibit personal and intellectual integrity
  - resolve conflicts peacefully
4. QUALITY PRODUCERS WHO:
  - create intellectual, artistic, practical and physical products and services
  - implement and use technology effectively
  - use career-related technical and practical skills
  - take pride in their work
5. WORLD CITIZENS AND ACTIVE COMMUNITY PARTICIPANTS WHO:
  - engage in service learning activities
  - apply a wide variety of strategies for managing complex issues
  - understand the diverse and dynamic nature of international relationships
  - are conscious of human impacts on the world and practice habits that are environmentally friendly

## **Status of School**

Torrey Pines has continuously met its school-wide AYP, with the exception of 2003-2004, when the school had no API score due to low participation in the STAR examination. In that year, it was discovered that many AP students decided not to take tests to avoid an overload of testing during preparation for upcoming AP tests. With input from students, a new testing schedule was developed and administration, staff and student leaders mounted a campaign to encourage participation. The campaign included educating students and parents of the importance of the STAR tests for individual students, the school, and the community. In the years since, the participation rate has averaged 99%. The current 2009-2010 API is 870, an increase of 10 points since 2008-2009 and an increase of 38 points since 2006. Since the 2007-2008 school year, an average of 96% of students have passed the California High School Exit Exam on the first attempt.

## **Demographics**

### ***Student Enrollment***

Torrey Pines experienced a significant increase in enrollment in the early 2000s. The growth in student population was due in large part to the expansion of housing developments and the continued development of the Carmel Valley/Del Mar area. Torrey Pines reached a peak student population in 2003-2004 of nearly 3,400 students. Since then, the student population has decreased and appears to have stabilized at the current enrollment of 2,579. In a conscious effort to relieve enrollment pressure at TPHS, SDUHSD opened a new high school in Carmel Valley in 2003-2004. In 2005-2006, a private school relocated one mile east of TPHS, which also draws students from the Torrey Pines attendance area.

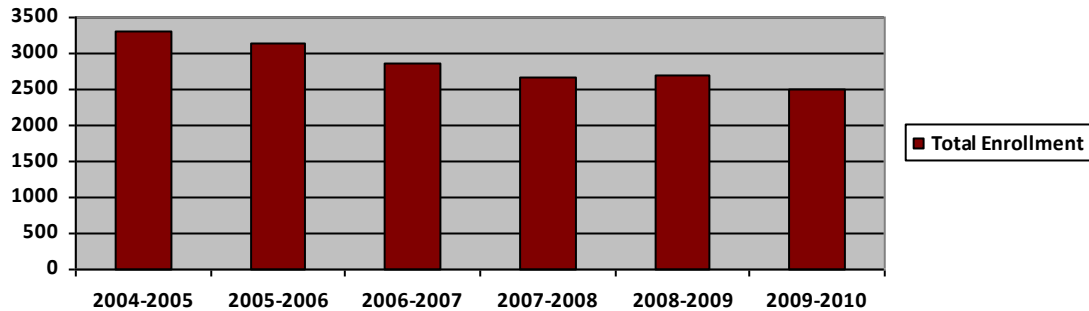
The primary ethnic subgroups at TPHS are White (60%), Asian (26%), and Latino (10%). Since 2004-2005 there has been a significant proportional increase in Asian population from 16% to 26%. During that time there was a corresponding decrease in White student population from 73% to 60.7%. The Latino student population has grown from 7.8% to 10.3% since 2004-2005. The percentage of Special Education students at TPHS has remained consistent at around 7% of the population. Students of low socioeconomic status have consistently represented about 5% of the total population.



## Total Enrollment

Grade	Number of Students					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Grade 9	712	658	625	643	678	605
Grade 10	941	707	670	659	667	636
Grade 11	838	933	671	692	656	639
Grade 12	809	835	895	664	690	624
<b>Total</b>	<b>3,300</b>	<b>3,133</b>	<b>2,865</b>	<b>2,658</b>	<b>2,691</b>	<b>2,508</b>

Source: CDE, Aeries reports



## Gender Breakdown

Grade	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9	350	362	355	303	320	296	317	326	367	311	340	265
Grade 10	486	355	359	348	347	305	349	310	336	331	337	299
Grade 11	459	379	470	463	350	336	371	321	342	314	319	320
Grade 12	426	383	459	376	465	447	343	321	369	321	319	305
<b>Total</b>	<b>1,733</b>	<b>1,567</b>	<b>1,643</b>	<b>1,490</b>	<b>1,482</b>	<b>1,384</b>	<b>1,380</b>	<b>1,278</b>	<b>1,414</b>	<b>1,277</b>	<b>1,319</b>	<b>1,189</b>
<b>%</b>	<b>53%</b>	<b>47%</b>	<b>52%</b>	<b>48%</b>	<b>52%</b>	<b>48%</b>	<b>52%</b>	<b>48%</b>	<b>53%</b>	<b>47%</b>	<b>53%</b>	<b>47%</b>

Source: CDE, Aeries reports

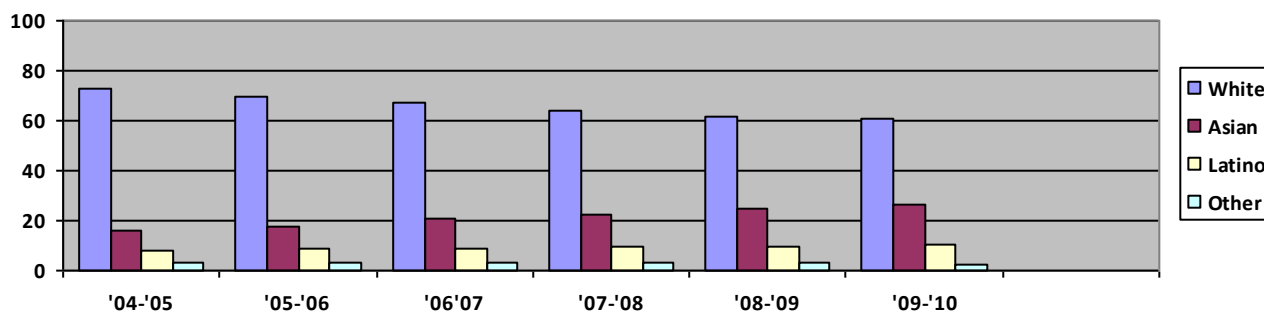
## Ethnicity

School Enrollment By Ethnic Designation									
	American Indian/ Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic/ Latino	African American	White, not Hispanic	No Response/ Multiple Response	Total
2009-2010	3	662	3	19	224	31	1,517	49	2,508
2008-2009	5	668	3	18	265	35	1,667	30	2,691
2007-2008	7	607	7	17	263	34	1,694	27	2,658
2006-2007	7	576	5	21	258	30	1,943	26	2,865
2005-2006	10	558	5	16	281	36	2,203	24	3,133
2004-2005	8	529	5	19	257	37	2,410	20	3,300

Source: CDE, Aeries reports

Longitudinal Ethnicity History (% of total population)								
	American Indian/Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic/Latino	African American	White, not Hispanic	No Response/Multiple Response
2009-2010	.2	26.2	.1	.6	10.3	1.3	60.7	.5
2008-2009	.2	24.8	.1	.7	9.8	1.3	61.9	1.1
2007-2008	.3	22.8	.1	.8	9.6	1.3	64.4	.7
2006-2007	.3	21	.1	.7	9	1	67	.9
2005-2006	.3	18	.2	.5	9	1	70	.8
2004-2005	.2	16	.2	.6	7.8	1.1	73	1.1

Source: CDE, Aeries reports



### Migrant Education

Migrant Education Students	
2009-2010	10 students
2008-2009	19 students
2007-2008	24 students
2006-2007	35 students
2005-2006	17 students

Source: EL Coordinator

The Migrant Education program is operated in cooperation with the San Diego County of Education. The program provides students and their families with additional support, including a roaming counselor who comes to the school site to meet with students and provides guidance specific to the needs of these students. The TPHS Migrant Education population, while historically small, has decreased significantly since 2007-2008.

### AVID Program

# of Students in AVID program/% of student population	
2009-2010	63 (2.5%)
2008-2009	41 (1.5%)
2007-2008	75 (2.8%)
2006-2007	93 (3.2%)
2005-2006	102 (3.3%)

Source: AVID Counselor and Coordinator

The AVID program was established at TPHS in 2004-2005. The program has expanded to include students from all grade levels and for 2009-2010 AVID enrollment was 2.5% of the total student population. The AVID program's successes include 100% 2 and 4-year college/university matriculation for seniors over the last two school years. There was a change in AVID leadership in 2008-2009 and a reassessment of the program revealed that many students in the program did not meet appropriate AVID criteria. As the program rebuilds, the number of qualified students enrolled approaches 100%.

## **AP/Honors**

Beginning in 2004-2005, prerequisites were eliminated for AP and Honors courses, allowing all interested students access to a higher level of rigor. The only limitation is that freshmen are not allowed to enroll in AP courses, in accordance with the University of California A-G policy of not granting credit for freshman AP courses. With Honors and AP courses open to all students, there has been a large increase in enrollment in these courses. The percentage of students enrolled in at least one AP course increased from 59% to 67% from 2008 to 2010. There has also been an increase in the number of AP exams administered (see chart on page 24). The number of students receiving fee reductions for AP testing increased from 70 in 2007 to more than 125 in 2010, which reflects the school's effort to ensure that all interested students, regardless of means, have the opportunity to take the AP exam. Torrey Pines has seen a steady increase in school-wide pass rates as the number of AP exams administered has increased. Since AP prerequisites were eliminated the AP exam pass rate has increased by 11% (from 73% to 84%).

### Number of students enrolled in AP/Honors courses:

COURSE	2006-2007 (total enrollment: 2,867)	2007-2008 (total enrollment: 2,658)	2008-2009 (total enrollment: 2,691)	2009-2010 (total enrollment: 2,508)
Honors English 9	313	312	293	289
Honors English 10	211	320	333	332
Honors Geometry	180	181	159	157
Honors Algebra 2/trig	258	260	185	205
AP Art History	56	21	37	29
AP Biology	160	101	117	112
AP Calculus A/B	189	190	191	186
AP Calculus B/C	33	33	36	32
AP Chemistry	76	77	102	62
AP Computer Science A	45	40	23	31
AP Computer Science B	9	13	8	0
AP Economics	352	285	278	254
AP English Language	323	343	294	334
AP English Literature	367	303	290	257
AP Environmental Science	45	92	180	93
AP European History	22	30	82	177
AP French Language	24	16	12	20
AP Government	341	295	290	290
AP Japanese	22	Not Offered	18	12
AP Music Theory	14	7	Not Offered	22
AP Physics B	261	294	207	196
AP Physics C	80	80	74	100
AP Psychology	219	216	231	275
AP Spanish Language	60	62	55	66
AP Spanish Literature	20	Not offered	Not Offered	Not Offered
AP Statistics	108	78	29	23
AP Studio Art - 2D Design	28	19	22	45
AP Studio Art - 3D Design	Not Offered	Not Offered	8	8
AP Studio Art – Drawing	44	30	24	19
AP U.S. History	260	277	320	374
AP World History	246	290	286	316

Source: CDE, Aeries reports

## Special Education:

<b>Special Education Population: Number of Students Enrolled Per Disability</b>					
<b>Disability</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2008-2009</b>	<b>2009-2010</b>
Mental Retardation	13	15	12	5	8
Hard of Hearing	5	6	3	4	3
Deaf	0	0	0	0	0
Speech & Language Impaired	27	23	14	14	18
Visual Impairment	2	2	1	0	0
Emotional Disturbance	8	15	6	10	12
Orthopedic Impairment	6	6	3	3	4
Other Health Impairment	62	43	33	48	57
Specific Learning Disability	130	121	106	66	64
Deaf-Blindness	0	0	0	0	0
Multiple Disability	3	3	0	1	2
Autism	17	18	14	13	18
Traumatic Brain Injury	3	1	2	4	3
Total number	276	253	194	168	189
Percent of Total Enrollment	8.4	8.0	6.8	6.2	7.5

Source: Special Education Liaison

## Socioeconomic Status

Students of low socioeconomic status have been a proportionally consistent population and continue to be a significant subgroup at TPHS.

Number of Students Qualifying for Free & Reduced Price Meals	
2009-2010	117 (4.6% of Population)
2008-2009	143 (5.3% of Population)
2007-2008	153 (5.8% of Population)
2006-2007	151 (5.3% of Population)
2005-2006	154 (4.9% of Population)

Source: Director of Student Information Services

## Parent Education Levels

Parent Education Levels (% of students)	
No High School	2%
High School Graduate	3%
Some College	8%
College Graduate	31%
Graduate or Post Graduate school	53%
Decline to state/Unknown	2%

Source: Director of Student Information Services

## Language Proficiency

### *English Language Development (ELD) Program*

Students are identified as English Learners (EL) based on the results of the California English Language Development Test (CELDT). The test is administered to all students who report a home language other than English on the Home Language Survey. If a student scores below Advanced overall, the student is identified as EL. There were 142 students in the ELD Program in 2008-2009.

Based on the English level, the student is placed in the appropriate ELD class. The levels offered are ELD I, II, III and Sheltered English. In addition, sheltered content area classes in Math, Science, and Social Studies are taught using specialized techniques to provide access to the core curriculum. The sheltered classes are taught by EL authorized teachers using SDAIE methodologies. Course offerings have varied based on student need, and include US History, World History, American Government and Economics, Biology, Chemistry, Algebra Readiness, Algebra I and Algebra II, Geometry, Computer Applications, and Academic Literacy. All instruction is in English.

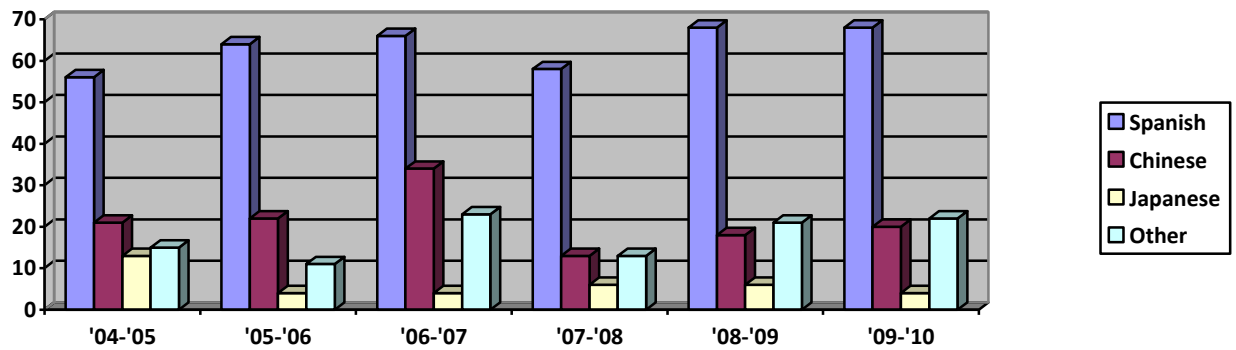
The overall increase in the EL population at TPHS has made this a significant subgroup. The percentage of Latino students has grown steadily since 2004-2005 and Spanish speaking students continue to make up the largest group of EL students. There has been a smaller, but statistically significant increase in the Korean-speaking EL population.

### *ELD Population*

<b>Number of English Language Learners by Language</b>						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
• Spanish	56	64	66	58	68	68
• Mandarin	20	21	19	13	18	18
• Korean	13	14	22	17	29	23
• Japanese	7	6	4	4	6	4
• French	1	--	1	1	2	1
• German	1	2	2	--	1	2
• Cantonese	1	1	15	--	--	2
• Farsi	2	1	1	--	3	5
• Hebrew	2	1	2	3	--	--
• Russian	3	1	3	3	3	4
• Vietnamese	--	1	1	--	1	1
• Filipino	--	--	2	1	1	--
• Other Non-English	6	5	11	5	10	9
<b>Total</b>	112	117	134	105	140	137

Source: CDE

## Number of EL Learners by Language



English Learner Levels						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
# of English Learners	112	117	134	105	140	137
# of Fluent-English-Proficient (FEP) Students	621	588	462	381	527	
# of Re-designated FEP Students	24	5	9	41	34	17

Source: CDE

## Attendance Data

Average daily attendance (ADA) at TPHS has increased over the last three years. Although SDUHSD became a Basic-Aid district in 2009-2010, attendance accounting procedures have not changed. The increase in ADA from 2008-2009 to 2009-2010 is likely due in part to a district-wide effort to improve accounting for senior students during end-of-year activities.

### Average Daily Attendance Data

Year	%
2009-2010*	99%
2008-2009	95%
2007-2008	95%
2006-2007	97%
2005-2006	96%
2004-2005	97%

\*SDUHSD became a Basic-Aid funded district in 2009  
Source: Director of Student Information Services

## Student Discipline Data

Disciplinary infractions most often seen at TPHS are truancy, cell phone and iPod use in the classroom, tardies, academic dishonesty, and use or possession of drugs and alcohol. Data indicates that there are very few violent incidents on campus.

Discipline actions available to staff include in-class procedures set by the teacher (such as lunch detention or parent contact), Friday School, Campus Beautification, suspension from class for up to two class periods, suspension from school, and recommendation for expulsion. In 2005-2006, an additional option for first-time drug and alcohol offenses was developed by the District. The Recovery Education and Alcohol/Drug Instruction (READI) program is a two-day drug and alcohol counseling program run in-district for students who are first-time offenders for drug/alcohol possession or use. The program is geared toward behavior modification rather than discipline and includes a community service requirement, mandatory attendance at recovery groups such as AA or Alateen, support group attendance on site, and parent attendance at a special session. For students who participate, their record does not show suspension, and students are able to make-up work missed while attending the program. Students and families are able to self-refer to this program with no penalty.

There has been a steady decrease in truancy since 2005-2006. The decrease may be due to improved parent communication via the Aeries online information system, where parents can track real-time attendance online. The Aeries system was adopted in 2006-2007.

<b>Student Discipline Action</b>	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
READI (Drug and Alcohol Counseling)	8	21	10	12	13
Suspension	76	50	110	138	95
In School Alternate Program*	7	39	21	11	NA
Expulsion	1	0	2	2	2
Truancy (3 or more unexcused)	612	426	369	319	NA

\*In School Alternative Program (ISAP) is an in-school alternative program that served as an alternative between Friday School and suspension. The program was ended in the fall of 2009.

Source: CDE, Aeries reports

## Staff Data

TPHS teachers are all "highly-qualified" according to the standards set forth by NCLB. Many certificated staff members have continued their professional growth through Master's degrees, doctoral degrees, or certifications in areas of specialty, modeling a culture of life-long learning.



<b>TEACHER QUALIFICATIONS</b>	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
# of Teachers	139	135	125	112	106	106
# Fully Credentialed	139	134	125	112	105	106
# Emergency Credentials	2	3	0	0	0	0
Avg. Yrs Teaching	12.7	12.5	12.7	12.6	13.3	14.5
Avg. Years in District	11.1	10.8	11.0	11.1	11.8	12.8
# 1 <sup>st</sup> Year Teachers	2	15	9	8	4	1
# 2 <sup>nd</sup> Year/Experienced 'New' Teachers*	25	4	9	10	5	1
# Male/ # Female	62/72	64/71	58/67	56/56	53/53	50/56
% White	88.5	87.4	85.6	86.6	86.8	86.8
% Hispanic	7.2	7.4	7.2	7.1	6.6	6.6
% Asian	2.9	3.7	3.2	1.8	1.9	1.9
% African-American	1.4	.7	.8	.9	.9	1.9

\*Experienced 'New' Teachers are teachers new to the district who may have experience from previous schools.

Source: CDE

Over the past three years TPHS has maintained four administrators. The number of counselors was reduced from seven in 2007 to six in 2008, and finally to five for the 2010-2011 school year. TPHS has 1.5 school psychologists, and one speech pathologist in addition to the credentialed teaching staff. Starting in 2010, the certificated library-media teacher position was transitioned to a classified lead library-media tech. In 2008-2009, forty-eight classified staff members worked at TPHS in a variety of capacities including secretarial support, food services, campus supervision, library support, custodial, IT, and instructional aides. All areas of classified staff have seen reductions, including the reduction of 1.5 campus supervisor positions, one attendance clerk, and changes in custodial positions.

### **Student Performance Data**

TPHS has a tradition of academic excellence. The school is consistently ranked among the top schools on the *Newsweek Magazine* list of "Top 1,200 Schools in the Nation." In 2010 43 students qualified as National Merit Scholarship Finalists based on their PSAT scores and Torrey Pines had 500 AP Scholars (students who have earned a score of three or higher on three or more AP exams).

The TPHS API score has been consistently above 800, with a high score of 870 in 2010. Torrey Pines has met its school-wide AYP annually. One of the steps implemented to increase awareness of the importance of STAR testing has been to share and discuss STAR results directly with students. Students and families typically receive STAR results over the summer, and in many cases the results are unclear to parents and students. Beginning in 2005-2006, TPHS developed a personalized STAR results letter for each 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade student, showing their STAR raw score and scaled score for each of the four major content areas tested over a three year period. Letters are delivered by the principal to students in their English classes during STAR visits each April. These visits include an opportunity for the principal to share with students the

purpose of testing, the school’s results and ranking in comparison with other schools, an explanation of the equivalency of their scores to in-class achievement, and provide a chance for students to set goals for their own scores and reflect on their effort. In 2008-2009 the District adopted the Data Director information system to allow teachers and administrators access to detailed student achievement data. The goal of the Data Director system is to better connect coursework to state standards and identify areas of academic need.

***Academic Performance Index (API)***

The TPHS API has steadily increased from 2005-2010. Torrey Pines has consistently ranked at the top of the statewide rankings and has met its API growth target each year. The similar schools ranking has been consistently in the middle of the group.

<b>Academic Performance Index (API)</b>				
	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	821	10	5	Yes
2006	838	10	6	Yes
2007	852	10	6	Yes
2008	849	10	5	Yes
2009	860	10	5	Yes
2010	870	Not yet available	Not yet available	Not yet available

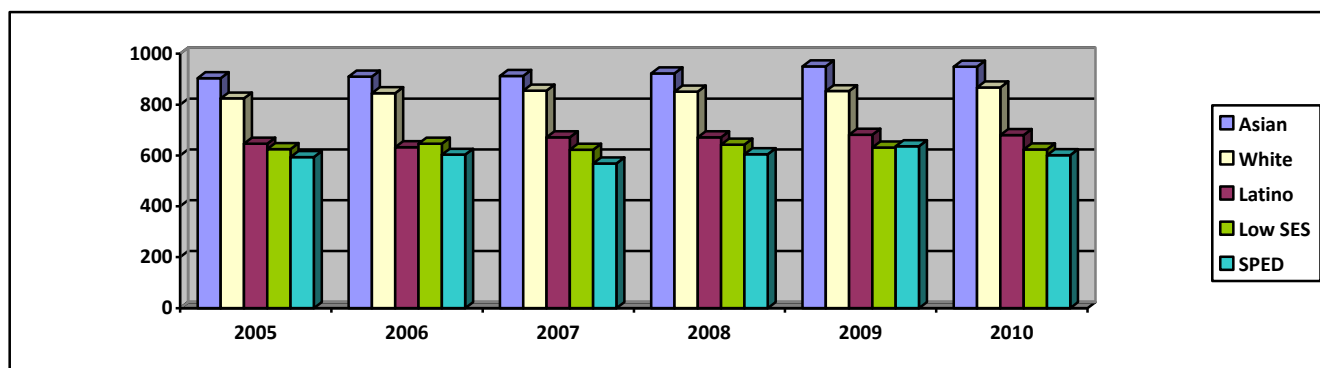
*Source: CDE Ed-Data*

From 2008 to 2010, TPHS experienced API growth in the Asian, White and Latino subgroups. During this same time period, scores for Students with Disabilities have fluctuated, and scores for Low SES students have decreased. With varying rates of growth in the individual subgroups, the gap between the highest and lowest subgroups has increased by four points. The Asian subgroup continues to record the highest achievement and has shown the most growth over the past three years. The performance of the White subgroup has improved, but at a slower rate than the Asian population. Latino student achievement has grown by just eight points over the past three years. English Learners were first reported as a significant subgroup in 2010.

## Subgroup API results

Group	2005	2006	2007	2008	2009	2010
African American	--	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--	--
Asian	904	910	913	923	950	949
Filipino	--	--	--	--	--	--
Hispanic/Latino	646	633	672	672	682	680
Pacific Islander	--	--	--	--	--	--
White	824	845	855	851	853	867
Socioeconomically Disadvantaged	625	646	622	643	631	624
English Learners	--	--	--	--	--	677
Students with Disabilities	594	603	569	605	636	601

Source: California Department of Education API report



## Adequate Yearly Progress (AYP)

Torrey Pines has met school-wide AYP each year. Four significant subgroups did not meet AYP:

- Hispanic/Latino did not meet AYP in 2009-2010 in ELA or Math.
- SES Disadvantaged did not meet AYP in 2008-2009 in ELA and did not meet AYP in ELA or Math in 2009-2010.
- English Learner students did not meet AYP in ELA in 2007-2008 and 2008-2009 and did not meet AYP in ELA or Math in 2009-2010.
- Students with Disabilities did not meet AYP in Math in 2008-2009 and did not meet AYP in ELA and Math in 2009-2010.

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	ELA	Math	Math	ELA	ELA	Math	ELA	Math	ELA	Math
<b>AYP Goal % Proficient</b>	<b>22.3</b>	<b>20.9</b>	<b>22.3</b>	<b>20.9</b>	<b>33.4</b>	<b>32.2</b>	<b>44.5</b>	<b>43.5</b>	<b>55.6</b>	<b>54.8</b>
Schoolwide	87	84	87	84	88	87	88	87	89	87
Asian	91	95	91	95	91	99	98	98	96	97
Hispanic/Latino	46	39	51	48	60	50	61	63	53	43
White	91	87	91	87	92	89	92	88	92	89
SES Disadvantaged	50	44	37	40	50	45	44	50	46	44
English Learner	34	46	37	51	28	57	39	44	42	53
Students with Disabilities	32	31	37	30	47	44	52	39	50	36
Met all % Proficient Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Source: CDE, Aeries reports

### AYP Participation Rate

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Target %	95	95	95	95	95	95	95	95	95	95
Schoolwide	99	99	99	99	97	97	98	99	97	97
Met Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Source: CDE

### STAR/CST Results

#### Overall CST test results:

##### **ELA**

Overall ELA proficiency scores have shown growth each year for the last six years. Cohorts of students, when compared from grades nine through eleven, score lower year to year. When comparing grade levels from 2004-2005 to 2009-2010, all grade levels grew between 6 and 13 percent.

##### **Math**

CST proficiency scores in Algebra 1 and Geometry have not improved over the last three years. Summative Math and Algebra 2 have shown moderate growth.

##### **Science**

Overall in science, the CST scores are consistent in each subject area from year to year with some moderate growth over the last two years. Biology scores have improved over the past two years, approaching 80% proficiency. Earth/Space Science proficiency scores have remained stable even after the elimination of Coordinated Science moved all lower-level science students into this college preparatory course. Improvement in CST scores in Physics is likely due to curriculum revision and the implementation of more differentiated instruction.

### **Social Science**

In Social Sciences, U.S. History and World History have shown moderate growth over the last three years.

### **Subgroup performances on CST tests have varied from year to year:**

#### **ELA**

The percent of EL students proficient in ELA has fluctuated for grade 9 and has shown a downward trend in grades 10 and 11. Low SES students and Students with Disabilities have shown moderate growth in grades 9 and 10 and a slight decrease in grade 11.

#### **Math**

EL students and Low SES students in Math have shown growth in Algebra 2, but proficiency scores are down in Algebra 1 and Geometry. Students with disabilities have shown moderate growth in Algebra 1 and a significant decrease in Algebra 2.

#### **Science**

In Science, the percent of EL students proficient in Biology and Chemistry has dropped. The percent proficient of Low SES and Students with Disabilities has increased on both subject area tests.

#### **Social Science**

In Social Sciences there has generally been modest growth for Low SES and Students with Disabilities, but the performance of EL students has fluctuated in both World History and U.S. History. There has been a decrease in proficiency among Students with Disabilities in U.S. History.

<b>Percent of Students Scoring Proficient or Above on STAR CST Exam</b>						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
ELA - All Grades	71%	74%	75%	76%	76%	79%
Grade 9	78%	81%	82%	82%	85%	84%
Grade 10	73%	72%	70%	76%	75%	79%
Grade 11	61%	68%	70%	70%	68%	74%
Math (summative) - All Grades	64%	59%	65%	67%	67%	72%
Grade 10	86%	96%	98%	94%	97%	98%
Grade 11	60%	55%	59%	66%	61%	66%
Algebra I - All Grades	8%	12%	11%	10%	18%	11%
Grade 9	12%	15%	13%	15%	21%	17%
Grade 10	2%	7%	5%	3%	0%	3%
Grade 11	0%	0%	13%	0%	NA	NA
Geometry - All Grades	52%	58%	54%	51%	47%	51%
Grade 9	68%	72%	69%	63%	59%	61%
Grade 10	17%	25%	9%	13%	7%	6%
Grade 11	16%	0%	8%	5%	6%	0%
Algebra II - All Grades	44%	47%	52%	47%	47%	53%
Grade 9	96%	94%	94%	70%	89%	96%
Grade 10	51%	54%	53%	48%	45%	52%
Grade 11	10%	6%	11%	5%	9%	13%
Biology - All Grades	71%	75%	73%	78%	81%	78%
Grade 9	86%	86%	81%	88%	89%	88%
Grade 10	63%	55%	34%	49%	58%	66%
Grade 11	54%	69%	79%	62%	65%	62%
Chemistry - All Grades	67%	59%	67%	62%	61%	66%
Grade 10	83%	74%	74%	73%	74%	77%
Grade 11	43%	41%	46%	20%	26%	38%
Earth Science - All Grades	57%	40%	43%	43%	45%	42%
Grade 9	59%	44%	44%	59%	48%	51%
Grade 10	N/A	N/A	40%	N/A	34%	12%
Grade 11	NA	NA	NA	NA	NA	46%
Physics - All Grades	66%	78%	68%	62%	78%	83%
Grade 10	N/A	N/A	88%	NA	91%	100%
Grade 11	66%	79%	68%	59%	78%	82%
World History - Grade 10	61%	56%	62%	66%	68%	68%
US History - Grade 11	58%	68%	63%	66%	70%	71%

Source: CDE, Data Director

## Subgroups Performance on STAR- % Proficient

	ELA 9	ELA 10	ELA 11	Alg 1	Geo	Alg 2	Sum. Math	World History	US Hist.	Bio	Chem	Earth Sci	Phys
<b>English Learners</b>													
<b>2009</b> (total pop: 2,691)	21	3	6	0	20	46	55	12	8	19	--	--	--
<b>2008</b> (total pop: 2,658)	3	8	0	8	33	30	--	12	0	11	18	--	--
<b>2007</b> (total pop: 2,865)	21	19	6	0	22	33	--	20	7	17	64	--	--
<b>2006</b> (total pop: 3,133)	21	6	8	6	29	31	--	3	8	22	27	--	--
<b>Redesignated Fluent English Proficiency</b>													
<b>2009</b> (total pop: 2,691)	76	77	76	--	39	43	78	67	73	76	70	--	71
<b>2008</b> (total pop: 2,658)	76	48	63	--	42	47	76	43	61	62	33	--	65
<b>2007</b> (total pop: 2,865)	62	58	47	8	44	73	65	48	48	50	71	--	--
<b>2006</b> (total pop: 3,133)	65	5	59	0	70	56	68	50	65	75	64	--	--
<b>Socio-economically Disadvantaged</b>													
<b>2009</b> (total pop: 2,691)	38	32	21	4	10	28	31	22	35	38	50	33	--
<b>2008</b> (total pop: 2,658)	43	33	29	0	22	15	--	19	26	33	29	17	--
<b>2007</b> (total pop: 2,865)	23	20	22	4	18	21	25	10	27	27	--	--	--
<b>2006</b> (total pop: 3,133)	37	26	24	3	18	22	--	20	29	33	25	--	--
<b>Students w/ Disabilities</b>													
<b>2009</b> (total pop: 2,691)	34	23	19	10	4	--	--	32	21	61	--	38	--
<b>2008</b> (total pop: 2,658)	30	32	14	0	13	--	--	24	24	44	--	--	--
<b>2007</b> (total pop: 2,865)	30	15	11	2	8	--	--	15	22	--	--	--	--
<b>2006</b> (total pop: 3,133)	31	21	27	5	26	15	58	22	32	45	33	37	--

(-- indicates not enough test takers for valid data)

Source: CDE

## California High School Exit Exam (CAHSEE) Results

The school-wide CAHSEE pass rate is 97% for 10<sup>th</sup> grade students. The following subgroups fall well below school-wide pass rates on the CAHSEE:

- Hispanic/Latino
- Special Education
- Socioeconomically Disadvantaged
- English Learner

Overall, the achievement gap on the CAHSEE for the four significant subgroups has decreased. Since 2006-2007, there was a downward trend for English Learners, which was dramatically reversed in 2009-2010. Hispanic/Latino 10<sup>th</sup> grade students improved from 68% to 75% pass rate from 2006-2007 to 2009-2010. The 75% pass rate is just five points short of the statewide average for all students. 10<sup>th</sup> grade Students with Disabilities improved from 63% in 2006-2007 to 81% in 2009-2010, which is better than the statewide average for all 10<sup>th</sup> grade students. 10<sup>th</sup> grade Socioeconomically Disadvantaged students improved from 60% in 2006-2007 to 73% in 2009-2010.

<i>Percent of TPHS Students who have passed the California High School Exit Examination in English Language Arts (Grade 10 and All students testing – Combined administrations)</i>								
	2006-2007		2007-2008		2008-2009		2009-2010	
	Gr.10	All	Gr.10	All	Gr.10	All	Gr.10	All
Schoolwide	94	91	95	92	95	92	97	96
Statewide	77	66	80	67	80	67	80	74
Male	92	88	95	91	95	90	95	93
Female	96	94	96	93	96	94	99	98
White not Hispanic	98	97	99	99	99	98	100	100
Hispanic/Latino	68	57	74	62	73	64	75	68
Asian	94	92	96	92	98	98	99	99
African American/Black	--	--	--	--	--	--	--	--
American Indian/Alaskan Native	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Pacific Islander	--	--	--	--	--	--	--	--
Two or more races	--	--	--	--	--	--	--	93
English Only	97	96	99	98	99	98	99	99
Redesignated FEP	93	94	91	88	95	93	100	100
English Learner	46	37	39	33	34	30	60	54
Special Education	63	50	81	64	74	72	81	79
SES Disadvantaged	60	50	64	53	57	49	73	64
Non-SES Disadvantaged	98	95	98	96	98	97	98	98

(-- indicates less than 10 documents processed)

Source: CDE



<i>Percent of TPHS Students who have passed the California High School Exit Examination in Mathematics (Grade 10 and All students testing – Combined administrations)</i>								
	2006-2007		2007-2008		2008-2009		2009-2010	
	Gr. 10	All	Gr. 10	All	Gr. 10	All	Gr. 10	All
Schoolwide	95	94	95	93	96	94	96	95
Statewide	77	67	79	67	80	67	81	75
Male	94	92	95	93	97	94	96	95
Female	96	95	94	93	96	94	97	96
White not Hispanic	97	96	97	96	98	97	98	98
Hispanic/Latino	73	73	73	66	85	78	76	73
Asian	99	99	99	99	99	99	99	99
African American/Black	--	55	--	58	--	--	--	--
American Indian/Alaskan Native	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Pacific Islander	--	--	--	--	--	--	--	--
Two or more races	--	--	--	--	--	--	--	--
English Only	96	96	97	95	97	97	98	97
Redesignated FEP	97	97	95	91	98	95	94	94
English Learner	68	64	64	57	67	67	66	66
Special Education	64	60	58	47	82	82	71	70
Socioeconomically Disadvantaged	63	59	62	55	82	71	75	69
Non-Socioecon. Disadvantaged	99	98	97	96	97	97	98	97

(-- indicates less than 10 documents processed)

Source: CDE

### **California English Language Development Test (CELDT) Results**

#### **CELDT Proficiency Data- % of students**

	Advanced (5)	Early Advanced (4)	Intermediate (3)	Early Intermediate (2)	Beginning (1)
2004-2005	8	41	32	12	7
2005-2006	8	52	26	11	3
2006-2007	7	25	29	21	18
2007-2008	13	35	23	13	16
2008-2009	25	35	20	10	10
2009-2010	22	37	21	14	6

\*Source: Migrant Education/Data Director Report

- Total # of students tested:
  - 2006-2007: 105
  - 2007-2008: 121
  - 2008-2009: 145
  - 2009-2010: 139

**College Entrance Exam Results**

Student achievement on college entrance exams continues to be outstanding and continues to improve. More students are now taking the ACT because it allows them to demonstrate achievement in a different testing format. TPHS now offers both the PSAT and PLAN to all students during the school day. All 9<sup>th</sup> and 11<sup>th</sup> grade students took the PSAT in the fall of 2010 and 10<sup>th</sup> grade students took the PLAN at the same time.

<b>SAT and ACT Results</b>							
Graduation Class		2005	2006	2007	2008	2009	2010
SAT*	% of Seniors Taking	85	77	78	79	79	75
	Mean Critical Reading	571	570	576	577	590	597
	Mean Math	609	612	613	620	630	628
	Mean Writing	n/a	577	582	588	599	609
ACT**	% of Seniors Taking	36	33	34	40	48	41
	Avg. Composite Score	25.3	25.7	25.3	26.1	26.3	27

Source: College Board and ACT  
 \* SAT scores out of 800 points possible per section  
 \*\* ACT composite score out of 36 points possible

### **Advanced Placement Results**

Over the past three years, the total number of exams administered has increased by more than 100 and the percent of the student body taking at least one AP exam has increased by 3%. At the same time, the overall pass rate has increased by 5% to 84%.

<b>AP Subject</b>	<b>2008 # of Exams</b>	<b>2008 % Passing</b>	<b>2009 # of Exams</b>	<b>2009 % Passing</b>	<b>2010 # of Exams</b>	<b>2010 % Passing</b>
AP Art History	16	94	27	89	16	94
AP Biology	94	91	113	87	107	95
AP Calculus AB	170	98	180	94	179	94
AP Calculus BC	29	100	38	100	32	100
AP Chemistry	57	96	57	95	60	98
AP Chinese	15	100	10	100	21	100
AP Comp Science A	28	86	18	89	29	52
AP Comp Science AB	11	100	10	80	--	--
AP Econ/MAC	151	74	130	85	129	88
AP Eng. Lang.	322	84	282	93	326	93
AP Eng. Lit.	257	86	247	86	230	95
AP Env. Science	73	68	130	68	71	80
AP Euro. History	27	81	13	85	26	88
AP French Lang.	13	92	12	67	18	72
AP German	3	100	1	100	1	100
AP Gov/Pol US	103	77	79	73	74	65
AP Japanese	3	100	15	100	9	100
AP Music Theory	8	88	--	--	18	89
AP Physics B	168	64	152	79	135	80
AP Physics C- E&M	33	79	35	80	44	84
AP Physics C - Mech	61	87	68	90	96	83
AP Psychology	114	61	119	61	145	60
AP Span. Language	53	91	57	82	60	87
AP Statistics	32	100	30	100	25	100
AP Studio Art – Draw	9	89	1	0	11	55
AP Studio Art – 2D	24	92	16	69	17	94
AP Studio Art – 3D	1	0	2	100	1	0
AP US History	290	60	307	66	351	74
AP World History	243	80	270	82	289	84
<b>Total Exams</b>	<b>2,411</b>		<b>2,419</b>		<b>2,521</b>	
<b>Total # of Students</b>	<b>1,026</b>		<b>1,077</b>		<b>1,072</b>	
<b>% of Total Population</b>	<b>40</b>		<b>40</b>		<b>43</b>	
<b>Overall % Passing</b>		<b>79</b>		<b>82</b>		<b>84</b>

Source: College Board AP report

## ***Completion Rates***

The graduation rate remains high at Torrey Pines and the dropout rate has been consistently low. In 2010 79% of graduating seniors were UC eligible, a number that has been consistent over the past six years.

Students who are deficient in credits have the following options:

- TPHS Success Program, with classroom and online course offerings
- The District's continuation high school (Sunset High School)
- The District's independent study program (North Coast Alternative High School)
- Adult Education
- Mira Costa Community College

Senior transcripts are audited several times a year to provide students with information, guidance, and timely intervention options. Senior Audit class visits are conducted by the counselors each fall in senior level English classes. During these class visits, seniors receive a copy of their transcripts, review high school graduation requirements, college entrance requirements, and receive information on a variety of resources to support them in their transition from high school to college or career.

## ***Graduation Rates***

<b>Year</b>	<b>GRADUATION RATE</b>
2010	97.1
2009	93.0
2008	93.3
2007	98.5

*Source: CDE, Aeries Reports*

## ***Dropout Rates***

<b>YEAR</b>	<b>1 Year Drop Rate</b>	<b>4 Year Drop Rate</b>
2010	NA	NA
2009	.3	1.0
2008	.3	1.2
2007	1.0	3.9

*Source: CDE*

## ***UC A-G Requirements***

<b>REQUIREMENTS</b>	<b>Class of 2004</b>	<b>Class of 2005</b>	<b>Class of 2006</b>	<b>Class of 2007</b>	<b>Class of 2008</b>	<b>Class of 2009</b>	<b>Class of 2010</b>
# UC Eligible Grads	583	630	628	628	573	462	492
# of Seniors	778	809	835	895	664	690	624
% Of Class	75	78	75	70	86	67	79

### ***Average Class Size – Cores Subject Areas***

Class sizes at TPHS have steadily increased, while averages at the county and state levels have remained stable.

<b><i>Year</i></b>	<b><i>TPHS</i></b>	<b><i>County</i></b>	<b><i>State</i></b>
2010	35	NA	NA
2009	33	27	27
2008	32	27	28
2007	31	27	28
2006	27	29	29

*Source: SDUHSD SARC, Aeries Reports*

## ***Chapter 2 – Significant School Changes***

### **ORGANIZATION**

In the last three years, TPHS has focused on merging the Single Plan for Student Achievement (SPSA) with the School-Wide Action Plan in order to have one guiding document (see appendix page 50). Significant work was done to integrate the previous WASC Action Plan with the former SPSA and Critical Areas for Follow-up. The development of the new SPSA has given the school a clear focus on its specific needs and areas of improvement.

Since the previous visit, site leadership has changed with two new Assistant Principals among the four administrators. The district leadership has also changed with the hiring of Ken Noah as Superintendent. Superintendent Noah has fostered a district-wide focus on individualized student achievement that has supported the efforts at Torrey Pines to improve student achievement among low-performing subgroups. To increase the effectiveness of leadership at all levels, Superintendent Noah has integrated the works of Marzano (*School Leadership that Works*) and involved all stakeholders in rewriting the SDUHSD District Strategic Plan.

In 2009-2010 the San Dieguito Union High School District became a Basic-Aid funded district. To this point there has been no significant change that has resulted from this funding model. While the district lost Categorical Funds, it has continued to fund programs such as GATE, tutoring, and professional development. A far greater challenge has been presented by the statewide cuts in education spending, which have impacted all districts. As a result of budget constraints, class sizes have gradually increased, summer school has been reduced to only being offered for seniors who do not graduate with their class, and all textbook adoptions are on hold.

As a result of budget constraints, TPHS has seen a reduction in classified staff over the past three years. One of the affected areas has been in campus supervision, where the school has decreased staffing from 3 to 1.5 FTE in the last three years. In response, TPHS administration has improved its collaboration with the San Diego Police Department. Improved collaboration has resulted in an increased presence of law enforcement on campus and in the neighborhood during school hours. Also affected by budget constraints has been the clerical staff, which has been reduced by two full-time positions over the past three years.

## **CURRICULUM, INSTRUCTION, AND ASSESSMENT**

Torrey Pines has continued a multi-year effort to align curriculum, increase course consistency, identify key standards, and improve student achievement. The focus on student achievement has led to increased teacher collaboration time, the development of department formative assessments, and the adoption of and training on the Data Director software to help teachers organize and access student achievement data.

Three years ago, teachers at TPHS and throughout the District began meeting to discuss the alignment of curriculum and course rigor. At that time, common syllabi were developed for the purpose of building consistency in the scope and rigor of course work across departments. Since that time the focus of teacher collaboration has shifted to the identification of key standards and the development of common formative assessments. At TPHS, most academic departments have begun to administer these formative assessments and work with course-alike colleagues to analyze results and discuss instructional practices for improving student achievement. The Data Director program compliments this effort by allowing teachers to access and analyze student achievement data on both standardized and teacher-created assessments. All teachers have received Level 1 training on Data Director (basic navigation and information gathering) and approximately 20 have received Level 2 training (test creation, standards-alignment). There is a plan in place to give all teachers Level 2 training in the spring of 2011. Department-specific changes have included:

- Adoption of new Math text books
- Addition of Sheltered Algebra 1
- Vertical alignment of curriculum in English and World Language to facilitate transition from one level to the next and to better identify struggling students
- Academic Literacy added in English to support struggling and at-risk students in Language Arts
- Reintroduced Spanish for Spanish Speakers to support Hispanic/Latino students in their native language development
- Restructured Science curriculum, including the elimination of Coordinated Science and the mainstreaming of special education below grade level students in Earth/Space Science, a college preparatory class
- More AP practice and preparation in Science, and an increase in the number of under-represented students enrolled in AP courses
- Health curriculum integrated into first-year PE class

Additional course changes forthcoming include:

- Independent study on-line (ISOL) courses in English, Math, and Social Studies
- Mandarin Chinese
- Relaxed interpretation of independent study PE (ISPE) standards to be more inclusive and aligned with feeder middle schools.

## **SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

In response to the need to better identify and support at-risk and struggling students, TPHS has made significant changes in the area of student support. Major additions include the use of Data Director to identify at-risk and struggling students, the Response to Intervention (RTI) plan (see appendix page 69), I-Team (Intervention Team), expanded after school tutoring, and the Mentor Program.

Purchased by the District in 2008 and implemented District-wide, Data Director has become an institutional tool for TPHS teachers, counselors and administrators to identify at-risk and/or struggling students. Immediate access to a wide range of achievement data has allowed the school to better adjust curriculum, lessons, and in-class assessments. Currently, several departments have implemented formative assessments and used Data Director to analyze results. Many departments have subsequently used the assessment results to refine classroom instruction. In addition, counselors and administrators have used Data Director to identify students who score "below basic" and/or "far below basic" on the California Standards Test (CST). These students often fall into multiple at-risk sub-groups and thus need specialized interventions. In the fall of 2010, 127 of these at-risk students were identified using Data Director and interventions were designed and implemented by administrators, counselors and Special Education case managers. Administrators began meeting with their alpha "127" students in the fall of 2010. The goal of the meetings is to allow struggling students to develop a positive relationship with an administrator so that they can make a connection with an adult on campus and become better informed about resources on campus.

A plan for implementing RTI strategies was developed in 2008-2009 and implemented in 2009-2010. The purpose of the plan was to better utilize school resources to support struggling and at-risk students, and to give staff a more clear understanding of the various stages of intervention and support that are available to students. Along with the RTI plan, the school developed the I-Team, comprised of teachers, counselors, support staff, and an administrator. Students are identified and referred to the I-Team by teachers and other staff members who feel that the student may need additional academic and/or non-academic interventions (see appendix page 70). The I-Team



meets twice monthly to review student referrals and assess interventions and progress. Once the student referral is reviewed by the I-Team, an action plan is developed and an I-Team member is designated to oversee and implement the action plan (see appendix page 72). The I-Team will then elicit the support of teachers, counselors, administrators, and parents to ensure the student receives additional support in their areas of need.

Starting in the fall of 2010, TPHS expanded tutoring opportunities for all students. In addition to teacher-led, department specific after school tutoring and after-school peer tutoring, a tutoring center was opened to help students in any subject area. The expanded after-school tutoring is led by teachers and offered on Mondays and Wednesdays from 2:45 to 3:45. Administration worked with the District to arrange for a late bus so that students who take the bus home can take advantage of the tutoring center on Mondays and Wednesdays. The tutoring center has been a significant resource for I-Team members and for counselors and administrators when meeting with the "127" group.

Student and staff participation in the Mentor Program has increased each year since its inception in 2007. The focus of the Mentor Program is building student-staff relationships with the goal of increasing student connectedness and academic achievement. Student participation in the Mentor Program is voluntary (as is staff participation), and students are identified using Data Director to research academic achievement and socioeconomic status. Teachers volunteer to mentor one or more students each year and meet with mentees throughout the year in an effort to support the students academically, socially, and emotionally. Data collected in the first year demonstrate academic improvement for most mentees (see appendix page 73), and anecdotal reports from students have been positive.

Additional changes in Student Support include:

- Special Education Liaison added to improve communication with general education teachers and facilitate individualized student support
- Departmental and peer tutoring opportunities continue to increase
- The Challenge Days program has been hosted since 2007
- The College and Career Center has been redesigned to facilitate more counseling support and student access
- The Success Program for credit recovery has added the PLATO online curriculum component which provides additional opportunities for credit recovery

- The AVID program has refocused its efforts and increased enrollment the past three years
- A fourth year of AVID classes now satisfies the CTE requirements for graduation
- The AVID program has added an AVID tutoring section
- PALS Peer Counseling is now a course offering
- Improved school-to-home communication via redesigned school website (including the posting of important documents in both English and Spanish) and the increased use of Connect-Ed and e-mail "blasts" to keep parents and students informed of school events
- Summer School offerings significantly reduced and offered primarily through PLATO online curriculum to Juniors and Seniors only in 2009-2010, and seniors only in 2010-2011

## **Chapter 3 – Ongoing School Improvement**

After the 2007 full self-study and subsequent WASC visitation, it was clear that the main priority of the Focus On Learning process at Torrey Pines High School was to address the needs of specific sub-groups. The first step in the implementation process was the merging of the goals in the WASC Action Plan with the goals in the Single-Plan for Student Achievement (SPSA). In the fall of 2008, the Site Council was tasked with updating the SPSA and aligning its goals with the WASC Action Plan.

### **Implementation**

In the fall of 2008, the implementation of the WASC Action Plan Goals began. The primary focus during the 2008-2009 school year was to begin the process to develop common formative assessments in course-alike groups. The goal of this process was to create a system to monitor student achievement on a regular basis during the school year and adapt instruction to meet student needs. However, TPHS was asked by the District to delay site implementation so that the entire District could be focused on the formative process. There was initial discussion about creating District formative assessments, but the decision was made to allow sites to develop their own formative assessments that would be common for all course-alike areas. The process requires TPHS teachers to do the following:

- Identify essential standards
- Create formative assessments to determine proficiency
- Share best practices in course-alike groups to assist students who are not proficient.

Almost all resources (limited as they have been) have been dedicated District-wide to the formative process and Data Director. Resources include:

- Late start collaboration time
- Funding for after-hours collaboration
- Sub release days
- Data Director training

While the efforts have been helpful in allowing for professional development that focuses on the formative process, TPHS has not been able to dedicate resources to as great an extent as differentiated instruction and learning. At this point, most courses and departments have made significant progress in the formative process, though there is a high degree of variance in implementation and, most importantly, the cyclical

nature of sharing best practices based upon the findings from the formative assessment.

In addition to working on the formative process, new student support systems were established in 2008-2009. The I-Team was developed as a mechanism to more quickly identify struggling and at-risk students. Based on Response to Intervention Strategies (RTI), the I-Team, comprised of teachers, counselors, a school psychologist, and an administrator, began to meet regularly to discuss the process for identifying students in need of support. Once students were identified by a teacher or other staff member, they were referred to the I-Team who would review the case and work to establish an intervention plan based on existing support programs.

The second student support program introduced in 2008-2009 was the Mentor Program. The program was developed by the counseling department as a way to better support students in targeted demographics. Staff mentors were asked to volunteer time to mentor one or more students, who were identified based on grades. Mentors were provided with background information on mentees (including grades, attendance and CST results) so that they could identify strengths and areas for improvement. Mentors were also provided with guidance on establishing positive relationships with the mentees, as well as topics of conversation to aide in building the relationship. The goal of the Mentor Program was, and continues to be, to create positive staff-student relationships and to encourage students to improve academic achievement through encouragement, information, and exposure to support services on campus.

In conjunction with the San Dieguito Union High School District Strategic Plan the following actions were taken:

- Formative Assessment professional development offered by the District
- I-team creation: identify and support at risk-students
- Mentor program established
- Data Director license purchased
- Data Director Training for administration began
- Technology Committee conducted break-out sessions to instruct staff
- READ 180 Professional Development
- Staff attended AVID Summer Institute
- Staff attended AP Summer Institute
- Restructured the AVID program to better reflect AVID goals

- After-school tutoring offered in media center in math, English, science, world languages
- Breakfast Club tutoring established
- Re-implemented Spanish for Spanish Speakers course (most are EL)
- AVID-trained college students assisting in all EL classes
- SDAIE Strategy Training provided by district (for teachers lacking CLAD certification)
- Increased the number of teachers using Aeries on-line grading software

In the fall of 2009, the merger of the WASC Action Plan Goals and the SPSA goals was completed. A new WASC site coordinator was named to help guide the process through the mid-term visit. In addition to Department Chair meetings, faculty and staff met in departments to address the Action Plan/SPSA goals during the late-start staff development days. The primary focus during the 2009-2010 school year was to refine and submit final versions of common formative assessments in course-alike areas.

Student support programs were expanded and refined in 2009-2010. The student referral process for the I-Team was improved to include a teacher referral form (see appendix page 70) that was made available to teachers on their computer desktop. The new form made it easier for teachers to refer students for review by the I-Team and expedited the team's information gathering. The I-Team members continued to meet twice monthly to review student referrals and find appropriate interventions for struggling and at-risk students.

The Mentor program continued to expand in 2009-2010. Existing mentor relationships were continued and new students were identified based on CST scores in Language Arts and Mathematics. A case study was undertaken by the director of the Mentor Program, Jayme Cambra, to determine the effectiveness of mentor intervention, and in most cases students had shown positive academic growth (see appendix page 73). In addition to hard data on a sample of mentor students, anecdotal evidence indicated that the Mentor Program was having a positive impact on most participants.

In addition, the following actions were taken:

- Refinement of I-Team referral process and support system
- Mentor program expanded and results analyzed/shared with staff
- Level 1 Data Director training for staff began
- Department collaboration schedule to utilize late-starts and offer release time
- Creation of common formative assessments by departments

- Classroom observations during prep. period to observe best practices and differentiation (still in the formative stage, continues to be a goal for greater implementation)
- Continued support for and participation in Mentor Program
- Technology Committee conducted break-out sessions to instruct staff in the use of technology tools
- Implemented the use of PLATO on-line learning for credit recovery during summer school
- Breakfast Club tutoring continued
- READ 180 Professional Development
- Staff attended AVID Summer Institute
- Staff attended AP Summer Institute
- "Be the Change" club established to continue the positive impact of Challenge Days
- AVID-trained college-students assisting in all EL classes
- Teacher syllabi submitted to administration
- Increased the number of teachers using Edline to post classwork
- An emphasis on "checking for understanding" in lessons
- Wednesday walkthroughs by administration with feedback to teachers

In the fall of 2010, the SPSA was established as the single driving document for increasing student achievement. Departments continued to meet monthly to address the goals of the SPSA. In addition to Department Chair meetings, faculty and staff met in departments to address the SPSA goals during the late-start staff development days. The primary focus during 2010-2011 school year was to implement common formative assessments in course-alike areas and analyze results. Based on the results, teachers worked to adjust instruction to meet student needs.

In 2010-2011, the I-Team has continued its work of identifying and supporting struggling and at-risk students. The referral and intervention process continued as it was established in 2009, and the result is that the school is now able to more easily identify students in need of support and quickly intervene.

The Mentor Program has continued this year, with increased guidance for mentors as to appropriate and timely topics of conversation throughout the year. Mentors were given a monthly calendar this year to serve as a road map for supporting their mentees. Mentors continue to be provided with relevant student information, such as grades, personal information, and standardized test scores to help them in their efforts to

support the students. Mentor meetings were held twice during the 2010-2011 school year to share updates on student data, and collaborate on best practices.

An additional student support plan was implemented for 2010-2011. Using the Data Director student information system, administrators identified the most at-risk students at TPHS and found 127 students who fell into several of the targeted demographics that needed improvement. The "127 Group" was divided among the four administrators and plans were made to meet individually with each student in the group to discuss ways they can improve academically and/or socially. All of the identified students belong to one of the low-performing subgroups at TPHS, and many of the students belong to multiple subgroups. The purpose of this plan was to meet with these students in a positive context, to review past and current academic performance, begin to build relationships, foster school connectedness, and encourage improved academic performance. Tutoring offerings were expanded, and a late bus was arranged for students who take the bus home but wanted to take advantage of tutoring. Work with the "127 Group" is ongoing.

In addition, the following actions were taken:

- Data Director data used to identify 127 at-risk students
- Administration began to meet with the "127" to address their individual needs
- Establishment of a calendar for monthly course-alike group meetings (see appendix page 63)
- Additional late busses added to support students participating in after-school tutoring
- Data Director Level 2 Training for staff began
- Expanded the use of PLATO on-line learning for credit recovery
- Surveys distributed to students, parents, and staff (see appendix pages 75-80)
- Teachers not using on-line grading programs were surveyed to identify roadblocks

### **Monitoring & Report of Progress**

The monitoring of the SPSA goals continued on a regular basis during the 2008-2009 and 2009-2010 school years. During the 2008-2009 school year, Department Chair meetings happened monthly. At these meetings, progress on the SPSA goals was shared and discussed. In addition to Department Chair meetings, faculty and staff met in departments to address the SPSA goals during the late-start staff development days. At the start of 2008-2009 school year, the staff met for the August teacher in-service.

During this meeting, the Principal shared specific details and data regarding progress made toward the SPSA goals. During the 2008-2009 August in-service, Principal Killeen shared the vision for the school along with the following information:

- How to address the needs of high-achieving students while simultaneously reducing the achievement gap
- The need to address WASC Critical Areas for Follow-up
- Plans to identify and support at-risk and struggling students
- The Development of common formative assessments
- Plans to design professional development opportunities to support student needs

At the start of 2009-2010 school year, the staff met for the August teacher in-service. During this meeting, the Principal shared specific details and data regarding progress made toward the SPSA goals. During the 2009-2010 August in-service, Principal Killeen shared the vision for the school along with the following information:

- The establishment of the first-ever TPHS fight song, "Fighting Falcons"
- The SPSA and the WASC Action Plan were merged into one guiding document
- The four SPSA goals were reviewed
- API score rose from 849 to 859
- Moderate Growth in Asian, Hispanic, White, and Special Education populations.
- Between 2005 and 2009 the gap between the Asian and Hispanic/Latino subgroups decreased by 90 points
- Low SES students continue to be an area for improvement
- Students earned 96 fewer automatic 200s on CST tests
- 2,400 AP exams administered with an 82% pass rate
- State and District budget limitations

At the start of the 2010-2011 school year, the staff met for the August teacher in-service. During this meeting, the Principal shared specific details and data regarding progress made toward the SPSA goals. During the 2010-2011 August in-service, Principal Killeen shared the vision for the school along with the following information:

- SDUHSD Vision for Improving Achievement Each Student
- The four SPSA goals were reviewed
- The four WASC Critical Areas of Follow-up were reviewed
- Formative Assessment priorities
- AP exam data – pass rate increased from 82% to 84%
- API score increased from 860 to 870



- Survey results regarding school choice – why do some students select CCA over TP?

Principal Killeen reported on progress toward the school's vision, and reinforced the specifics of the vision each year during the midterm staff presentation in February. Monthly Department Chair meetings are a regular means of monitoring and reporting progress on the SPSA. Notes of these meetings are sent directly to all staff and Department Chairs are responsible for reporting information to department members at late start meetings or regular department meetings. Areas of focus in the last three years have been resources for struggling/at-risk students, budget implications, and student achievement data for low-achieving subgroups. The Department Chair group reviews data and makes recommendations on ways to address the improvement of student achievement.

## **Chapter 4 – School-Wide Action Plan Progress**

In the fall of 2010, the SPSA was established as the single driving document for increasing student achievement. Although the new SPSA is now the focus of school improvement, the goals that it contains reflect the previous WASC Action Plan, the previous SPSA and the Critical Areas for Follow-up. The progress report presented here, though formatted based on the new SPSA, reflects progress made over the three year period on goals included in each of the action plans that existed during that period.

The Critical Areas for Follow-up developed by the previous visiting committee reflected the primary needs of the school related to student achievement. The Critical Areas for Follow-up are clearly integrated in the new SPSA and continue to be areas of focus for TPHS. The Critical Areas for Follow-up were:

1. The administration and staff must define and establish a clear process to identify struggling students and to provide them with a variety of enhancement opportunities.
2. The administration and staff, with the support of the district, must establish a clear and timely process to identify at-risk students and provide effective, systemic interventions to close the achievement gap.
3. The Leadership Team must provide sufficient collaborative time to align courses and develop common formative assessments and interventions based on the assessment data.
4. The Leadership Team must develop an articulated plan to align professional development to student learning needs.

### **TPHS Action Plan Progress and Critical Areas for Follow-up Addressed:**

**Goal #1 Student Achievement** - Increase school-wide and subgroup student achievement by aligning learning objectives and activities with the standards.  
(Critical Areas for Follow-up Addressed: 1, 2, 3, 4)

- A. Increase API according to state-projected growth targets.
  - School-wide API increased from 852 in 2007 to 870 in 2010.
  - Met school-wide goals annually and all subgroups improved for the period from 2007 to 2010, however not all subgroups met annual growth targets.
  - Students with disabilities increase from 569 in 2007 to 601 in 2010.
  - Asian students increase from 913 in 2007 to 949 in 2010.
  - Socioeconomically disadvantaged increase from 622 in 2007 to 624 in 2010.
  - Hispanic/Latino increase from 672 in 2007 to 680 in 2010.
  - White students increase from 855 in 2007 to 867 in 2010.
  - EL at 677 in 2010. This is the first year that EL constituted a significant subgroup.

- B. Increase the percentage all students achieving proficient or above in all four core subject areas on the CST exam by 5% by the end of the 2009-2010 academic year.
- For the period from 2009 to 2010, ELA increased 1 pt school-wide to 89% proficient (up 5% from 2007).
  - Math level at 87% proficient every year since 2007.
  - Results were mixed in Science and Social Studies, with only Physics and Chemistry meeting the 5% one-year growth target.
  - Over the period from 2007-2010, Summative Math and Biology also met or exceeded the 5% growth target.
- C. CAHSEE – Meet or exceed the percentage of students in all subgroups scoring proficient or higher on the CAHSEE as mandated by NCLB.
- Exceeded proficiency targets for all subgroups each year from 2007 to 2010.
- D. Develop common formative assessments within like subject matter areas.
- All academic departments have developed common formative assessments at all levels.
  - Some departments have implemented common formative assessments and reviewed assessment results in course-alike groups in order to assess student achievement and instructional practices.
- E. Increase staff development opportunities for differentiation and enrichment.  
(Note: The goal is that the formative process will yield results and collaboration that will foster an environment for a focus on differentiation and a need for further training in this area. However, TPHS is still very much in the process of getting to this point.)
- Beginning 2007, district and site level department groups met to discuss and develop common curriculum, key standards, pacing, and assessments (formative and summative).
  - In 2008-2009, departments developed course profiles and common course syllabi to encourage more common curriculum and to better inform students and parents in the course selection process.
  - In 2009-2010, course-alike groups developed common formative assessments and in some areas began implementing assessments.
  - Beginning 2009-2010, teachers were encouraged to use release time and/or timecard outside work for collaborative efforts related to the development and implementation of common formative assessments. Additional time was allotted during Late Start days and district inservice days (see appendix page 58-60).
  - In 2009, the district provided an inservice opportunity for some teachers on developing effective assessments.
  - Beginning in 2009 and continuing through 2011, district and site level training opportunities were offered on Data Director, an online database of student assessment information and teacher-created assessment results.

- In 2009, a group of teachers, counselors, administrators, and support staff attended RTI training.
- Since 2007, groups of teachers, counselors, administrators, and support staff have regularly visited other school sites to observe programs and best practices related to RTI and increased academic achievement of specific subgroups.
- ELL teachers have trained in EDGE curriculum to support English Language Learners.
- An EL survey was completed in 2010 to better serve English learners
- AP teachers have regularly attended AP conferences.
- English departments used late start time to share differentiated lessons and ideas.
- Staff received feedback and ideas related to “checking for understanding” strategies.

**Goal # 2 Gifted and Talented** - Increase Honors/AP student achievement via enrichment, differentiated opportunities, and collegial best practices.

(Critical Areas for Follow-up Addressed: 2, 3, 4)

- A. Improve the academic proficiency of traditionally underrepresented subgroups who are enrolled in GATE/Honors and Advanced Placement classes.
  - All students including traditionally underrepresented groups are taking more AP courses, while at the same time school-wide pass rates on AP exams have gone up.
  - All students have been offered the PSAT test during the school day and beginning 2010-2011 the PLAN was also offered for 10<sup>th</sup> grade students.
  - The AVID program was established at TP in 2004-2005. The program has expanded to include students from all grade levels, and for 2009-2010 AVID enrollment was 2.5% of the total student population. The AVID program’s successes include 100% 2 and 4-year college/university matriculation for seniors over the last two school years. There was a change in AVID leadership in 2008-2009 and a reassessment of the program revealed that many students in the program did not meet appropriate AVID criteria. As the program rebuilds, the number of qualified students enrolled has steadily increased.
- B. Improve student achievement in GATE/Honors and AP courses.
  - Percentage of students enrolled in at least one AP course has increased from 59 to 67% from 2008 to 2010.
  - Percentage of AP tests passed has increased from 79% (2008) to 84% (2010).
  - Number of AP classes taken per student has increased from 1.87 to 1.97, reflecting the fact that students are taking a more rigorous course load.
  - Since prerequisites for AP courses were eliminated, the AP pass rate has increased 11% (73% to 84%).

- C. Increase staff development opportunities for differentiation and enrichment.  
(Note: The goal is that the formative process will yield results and collaboration that will foster an environment for a focus on differentiation and a need for further training in this area. However, TPHS is still very much in the process of getting to this point.)
- Beginning 2007, district and site level department groups met to discuss and develop common curriculum, key standards, pacing, and assessments (formative and summative).
  - In 2008-2009, departments developed course profiles and common course syllabi to encourage more common curriculum and to better inform students and parents in the course selection process.
  - In 2009-2010, course-alike groups developed common formative assessments and in some areas began implementing assessments.
  - Beginning 2009-2010, teachers were encouraged to use release time and/or timecard outside work for collaborative efforts related to the development and implementation of common formative assessments. Additional time was allotted during Late Start days and district inservice days.
  - In 2009, the district provided an inservice opportunity for some teachers on developing effective assessments.
  - Beginning in 2009 and continuing through 2011, district and site level training opportunities were offered on Data Director, an online database of student assessment information and teacher-created assessment results.
  - In 2009, a group of teachers, counselors, administrators, and support staff attended RTI training.
  - Since 2007, groups of teachers, counselors, administrators, and support staff have regularly visited other school sites to observe programs and best practices related to RTI and increased academic achievement of specific subgroups.
  - ELL teachers have trained in EDGE curriculum to support English Language Learners.
  - An EL survey was completed in 2010 to better serve English learners
  - AP teachers have regularly attended AP conferences.
  - English departments used late start time to share differentiated lessons and ideas.
  - Staff received feedback and ideas related to “checking for understanding” strategies.

**Goal #3 Special Populations** - Develop and implement a clear, consistent, and systematic intervention plan to support at-risk, struggling students and/or English Language Learners.

(Critical Areas for Follow-up Addressed: 1, 2, 4)

- A. Develop and Implement School-wide intervention (RTI) plan tailored to TPHS needs.
- RTI plan developed in 2008-2009 and implemented in 2009-2010.
  - Intervention Team (I-Team) visited other school sites to observe best practices during RTI development process.
  - I-Team meets twice monthly to review student referrals and assess student interventions/progress. Student may need academic and/or non-academic interventions.
  - Once a student is accepted for intervention, an action plan is developed and an I-Team team member is designated to oversee and implement the action plan with the support of teachers, counselors, administrators, and parents.
- B. Acquire full proficiency in English as rapidly and effectively as possible, as measured by CELDT scores.
- Since 2007, the percentage of Advanced (5) and Early Advanced (4) scores has increased from 32% to 59%.
  - During that same time there was a 32% increase in the number of students tested.
- C. Increase staff development opportunities for differentiation and enrichment (Note: The goal is that the formative process will yield results and collaboration that will foster an environment for a focus on differentiation and a need for further training in this area. However, TPHS is still very much in the process of getting to this point.)
- Beginning 2007, district and site level department groups met to discuss and develop common curriculum, key standards, pacing, and assessments (formative and summative).
  - In 2008-2009, departments developed course profiles and common course syllabi to encourage more common curriculum and to better inform students and parents in the course selection process.
  - In 2009-2010, course-alike groups developed common formative assessments and in some areas began implementing assessments.
  - Beginning 2009-2010, teachers were encouraged to use release time and/or timecard outside work for collaborative efforts related to the development and implementation of common formative assessments. Additional time was allotted during Late Start days and district inservice days.
  - In 2009, the district provided an inservice opportunity for some teachers on developing effective assessments.

- Beginning in 2009 and continuing through 2011, district and site level training opportunities were offered on Data Director, an online database of student assessment information and teacher-created assessment results.
- In 2009, a group of teachers, counselors, administrators, and support staff attended RTI training.
- Since 2007, groups of teachers, counselors, administrators, and support staff have regularly visited other school sites to observe programs and best practices related to RTI and increased academic achievement of specific subgroups.
- ELL teachers have trained in EDGE curriculum to support English Language Learners.
- An EL survey was completed in 2010 to better serve English learners
- AP teachers have regularly attended AP conferences.
- English departments used late start time to share differentiated lessons and ideas.
- Staff received feedback and ideas related to “checking for understanding” strategies.
- Fall 2010 survey data show (see appendix pages 75-80):
  - 86% of students know where and how to get extra support if they need it.
  - 78% of parents feel that their student knows where they can get extra help or have questions answered.
  - 88% of staff believes the school has effective process for identifying and supporting students who are at-risk.

**Goal #4 School Community** - Create and ensure a safe and respectful learning environment that supports, connects and motivates all students and staff.  
(Critical Areas for Follow-up Addressed: 1, 2)

- A. Increase the percent of students, staff, and parents who perceive the school to be a safe and respectful environment
- In the fall of 2010 staff, student, and parent surveys were administered to establish baseline data to be compared with planned future survey data.
    - Fall 2010 survey results show that teachers and parents generally perceive the school to be a safe and respectful environment.
    - Surveys showed that although most students felt safe at school, 40% of students felt that their peers did not always respect one another.
    - Surveys showed that 35% of students felt that their peers did not respect other cultures.
  - The suspension rate peaked in 2008-2009 with 138 suspensions and dropped in 2009-2010 to 95. There has been no major change in discipline policy to account for this decrease.

## Chapter 5 – School-wide Action Plan Refinements

In the last three years, TPHS has focused on merging the Single Plan for Student Achievement with the School-wide Action Plan in order to have one guiding document that addresses the needs of the school, the recommendations of the WASC visiting committee and the District strategic plan. Significant work was done to integrate the previous WASC Action Plan with the former SPSA. The goals of the SPSA were developed based on the identified Areas of Strength and the Critical Areas for Follow-up developed during the previous WASC/CDE full self-study in 2008. The establishment of the new SPSA has given the school a clear focus on its specific needs and areas of improvement.

The previous WASC Action Plan was organized around three primary areas, each with specific goals:

1. Academic Excellence
  - a. Institutionalize a culture of data-driven staff collaboration to support student success
  - b. Develop a systematic process for supporting and providing staff development opportunities, including on-site options
  - c. Increase academic achievement of at-risk students
  - d. Develop measures to support students who are being unsuccessful academically
2. Student and Staff Emotional and Social Support
  - a. Increase student emotional and social well-being and awareness of support services
  - b. Provide support for student and staff emotional well-being
  - c. Improve communication about support resources available to parents, students, and staff
  - d. Provide effective communication to and among staff
  - e. Improve communication with District, other sites, and inter- and intra-departmental
  - f. Increase post-high school readiness for all students
3. Safe and Orderly Campus
  - a. Increase campus security
  - b. Establish a clean-campus culture
  - c. Develop a more positive relationship with surrounding community
  - d. Address student attendance, tardies, and incidence of being out of class

The previous visiting committee identified several areas of strength, which helped the SPSA committee and Site Council design goals that fit the needs of the school. The identified Areas of Strength during the previous self-study were:



1. The collegiality of the staff, the enthusiastic student body, and the safe and orderly campus.
2. The large number of Torrey Pines High School students that participate in academic, athletic, and extracurricular activities.
3. The staff's commitment to support students to become actively engaged in the schools culture of high expectations and academic success.
4. The students are focused, motivated, and engaged in the learning process at Torrey Pines High School.
5. The district, school, community and the Torrey Pines High School Foundation's commitment to provide the fiscal resources needed to support the school's programs.
6. The school's implementation of an expanded access program which provides all students opportunity for advanced coursework.
7. The staff and students for notable success on a variety of standardized assessments reflect a dynamic community of learners.

The Critical Areas for Follow-up developed by the previous visiting committee reflected the primary needs of the school related to student achievement. The Critical Areas for Follow-up are clearly integrated in the new SPSA and continue to be areas of focus for TPHS. The Critical Areas for Follow-up were:

1. The administration and staff must define and establish a clear process to identify struggling students and to provide them with a variety of enhancement opportunities.
2. The administration and staff, with the support of the district, must establish a clear and timely process to identify at-risk students and provide effective, systemic interventions to close the achievement gap.
3. The Leadership Team must provide sufficient collaborative time to align courses and develop common formative assessments and interventions based on the assessment data.
4. The Leadership Team must develop an articulated plan to align professional development to student learning needs.

These guiding principles outlined above form the backbone of the new SPSA and give the school a clear focus on improving student achievement. While progress has been made in all areas, there continue to be specific areas that require attention and evaluation.

Subgroup achievement is the primary area for continued improvement at Torrey Pines. Although all subgroups have made gains in academic achievement over the last three years, Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities continue to lag behind their White and Asian peers. Efforts have been made to identify these students early and to address the needs of these populations. RTI, the Mentor Program, the 127 group, transportation accommodations, increased tutoring, the Special Education Liaison, and strengthening AVID are all aimed at supporting these

subgroups. These efforts have all been implemented in the last three years as a result of the self-study analysis and the identified Critical Areas for Follow-up.

The 2010 student, staff, and parent surveys have established baseline data for perceptions related to the accomplishment of the goals for School Community. The survey results show that school connectedness continues to be an area of need. Surveys will be administered annually and reviewed by the Department Chairs and Leadership Team in an effort to study trends and provide data related to achievement of the SPSA goals.

The groups on campus will continue to refine the action plan goals annually based on:

- Demonstrated student achievement
- Formative process results
- Updated perception survey data
- Feedback regarding professional development opportunities

Moving ahead, there is a plan to modify the SPSA monitoring process. The WASC site coordinator will become a regular position. The site coordinator and administration designee will work together to monitor action plan progress and report progress to the SPSA group and Department Chairs. The SPSA group will be responsible for refining the action plan based on achievement and survey data. The Department Chairs and administrative team will guide the implementation of the action plan.

T O R R E Y P I N E S H I G H S C H O O L

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WASC/CDE - Focus on Learning

**Midterm Progress Report**

2010-2011

**Appendix**

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**Single Plan for Student Achievement: Torrey Pines High School, 2010-2011**

**SCHOOL GOAL #1: Student Achievement**

Increase our school wide and subgroup student achievement by aligning learning objectives and activities with the standards.

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities to Support</b>	<b>Responsible Parties</b>	<b>Professional Development</b>
<p>A. Increase Academic Performance Index (API) according to state projected growth targets:</p> <ul style="list-style-type: none"> <li>i. School wide API will grow by 10 points from 870 to 880</li> <li>ii. Students with disabilities have consistently scored around 600, and will grow by 10 points to 610</li> <li>iii. Asian students will grow by 5 points from 949 to 954</li> <li>iv. Socioeconomically disadvantaged having fluctuated the past few years and will build from 624 by 7 points to 631</li> <li>v. Hispanic or Latino students will grow by 6 points from 680 to 686</li> <li>vi. White (not of Hispanic origin) will grow by 5 points from 867 to 872</li> <li>vii. English language learners will grow by 5 points from 677 to 682</li> </ul>	<ul style="list-style-type: none"> <li>▪ CST Data</li> <li>▪ Student STAR Participation</li> <li>▪ CAHSEE Results</li> <li>▪ School API</li> <li>▪ Disaggregated data of sub groups performance on standards based assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Standards based lessons</li> <li>▪ Common Formative Assessments</li> <li>▪ STAR practice questions</li> <li>▪ Tutoring centers</li> <li>▪ GATEWAY based activities</li> <li>▪ AVID</li> <li>▪ Support Classes</li> <li>▪ Academic Literacy</li> <li>▪ Cross-disciplinary teaching</li> <li>▪ Counselor presentations</li> <li>▪ Honors/AP Classes Open Access</li> <li>▪ CAHSEE campaign</li> <li>▪ STAR Campaign</li> <li>▪ SPED STAR Testing Accommodations</li> <li>▪ After School Tutoring Center with late bus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Counselors</li> <li>▪ Teachers</li> <li>▪ AVID Coordinator</li> <li>▪ EL Lead Teacher</li> <li>▪ SPED Teachers</li> <li>▪ Library Media Teacher</li> <li>▪ Parents</li> <li>▪ Students</li> <li>▪ Site Council</li> <li>▪ Classified Staff / Campus Security</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data-driven collaboration</li> <li>▪ Continued development and use of common formative assessments</li> <li>▪ Peer Learning Walks</li> <li>▪ Focus on essential Standards and Objectives</li> <li>▪ Differentiated strategies</li> </ul>
<p>B. Increase the percentage all students achieving proficient or above in all four core subject areas on the CST exam by an overall 5% by the end of the 2010-11 academic year.</p>	<ul style="list-style-type: none"> <li>▪ CST Data</li> <li>▪ Disaggregated data of sub groups performance on standards based assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Standards based lessons</li> <li>▪ Common Formative Assessments</li> <li>▪ CST practice questions</li> <li>▪ Tutoring centers</li> <li>▪ Honors/AP Classes Open Access</li> <li>▪ AVID &amp; Support Classes</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>

**SCHOOL GOAL #1: Student Achievement**

Increase our school wide and subgroup student achievement by aligning learning objectives and activities with the standards.

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities to Support</b>	<b>Responsible Parties</b>	<b>Professional Development</b>												
<p>C. Meet or exceed the percentage of students in all subgroups scoring proficient or higher on the CAHSEE as mandated by NCLB:</p> <table border="1" data-bbox="86 570 623 932"> <thead> <tr> <th>English/LA</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>56.8%      58%</td> </tr> <tr> <td>2010-2011</td> <td>78.4%      68.5%</td> </tr> <tr> <td>2011-2012</td> <td>78.4%      79%</td> </tr> <tr> <td>2012-2013</td> <td>89.2%      89.5%</td> </tr> <tr> <td>2013-2014</td> <td>100%      100%</td> </tr> </tbody> </table>	English/LA	Mathematics	2009-2010	56.8%      58%	2010-2011	78.4%      68.5%	2011-2012	78.4%      79%	2012-2013	89.2%      89.5%	2013-2014	100%      100%	<ul style="list-style-type: none"> <li>▪ CAHSEE Results</li> <li>▪ Disaggregated data of sub groups performance on standards based assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Standards based lessons</li> <li>▪ Common Formative Assessments</li> <li>▪ Tutoring centers</li> <li>▪ Honors/AP Classes Open Access</li> <li>▪ AVID</li> <li>▪ Support Classes</li> <li>▪ Late start bus for CAHSEE and Star days</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>
English/LA	Mathematics															
2009-2010	56.8%      58%															
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2011-2012	78.4%      79%															
2012-2013	89.2%      89.5%															
2013-2014	100%      100%															
<p>D. Develop a school culture which implements common formative assessments, and collaborates about the data from the assessments to improve student achievement within subjects and across the curriculum.</p>	<ul style="list-style-type: none"> <li>▪ Department developed assessments</li> <li>▪ Late Start Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaboration time</li> <li>▪ Late starts with specific goals focusing on student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>												
<p>E. Increase staff development opportunities for differentiation and enrichment.</p>	<ul style="list-style-type: none"> <li>▪ CLAD Authorizations</li> <li>▪ BTSA</li> <li>▪ Department Meetings</li> <li>▪ Increased teacher participation in professional development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ BTSA participation</li> <li>▪ BTSA Mentors</li> <li>▪ Conference Attendance</li> <li>▪ Regular Release time</li> <li>▪ Teacher Trainings</li> <li>▪ Late Start</li> <li>▪ SPSA Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>	<ul style="list-style-type: none"> <li>▪ ELL Trainings</li> <li>▪ Differentiated Instruction trainings</li> <li>▪ Technology trainings</li> </ul>												

**SCHOOL GOAL #2: Gifted and Talented (GATE)**

Increase Honors/AP student *achievement* via enrichment, differentiated opportunities, and collegial best practices.

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities to Support</b>	<b>Responsible Parties</b>	<b>Professional Development</b>
A. Improve academic proficiency of traditionally underrepresented subgroups that are enrolled in Honors and Advanced Placement classes.	<ul style="list-style-type: none"> <li>▪ AP Scores</li> <li>▪ AP Exam Data for Subgroups</li> <li>▪ PSAT Participation</li> <li>▪ SAT/ACT Scores and participation</li> <li>▪ Increase number of eligible students for NHS/CSF</li> <li>▪ Increase AVID participation and decrease attrition</li> <li>▪ Increase number of EL students in AP/Honors classes</li> </ul>	<ul style="list-style-type: none"> <li>▪ AP Practice Tests</li> <li>▪ Saturday Enrichment</li> <li>▪ Raise awareness of Scholarship opportunities for low Socio-Economic Status (SES) students on AP and college entrance exams</li> <li>▪ College and Career Center</li> <li>▪ Increase the number of under-represented students who have developed a four year plan</li> <li>▪ AVID College Trip</li> <li>▪ College Night</li> <li>▪ Career Day</li> <li>▪ Online Resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Counselors</li> <li>▪ Teachers</li> <li>▪ GATE Site Coordinator</li> <li>▪ Communication Secretary</li> <li>▪ Site Council</li> <li>▪ Library Media Teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advanced Placement Training and Audit</li> <li>▪ Differentiated Instruction</li> <li>▪ Course-Alike Collaboration</li> <li>▪ Strategies to engage high-achieving and gifted students, including APand/or AVID methodologies and best practices</li> </ul>
B. Improve student achievement in Honors and Advanced Placement classes given the context of informed access and a more heterogeneous student population.	<ul style="list-style-type: none"> <li>▪ D/F List</li> <li>▪ Increase passing rates on Exams</li> <li>▪ Increase number of students taking the courses/exams</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science Fair Participation</li> <li>▪ Mathematica and Advanced Topics Math Classes</li> <li>▪ Art Fair</li> <li>▪ United States History Night of the Notables</li> <li>▪ Science Lecture Series</li> <li>▪ Cutting Edge Conversations</li> <li>▪ World Language Fair</li> <li>▪ Choices Night</li> <li>▪ EI Success Night</li> <li>▪ EL College Trip</li> <li>▪ Falcon Awards Night</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrators</li> <li>▪ Teachers</li> <li>▪ Counselors</li> <li>▪ GATE Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>

<p>C. Increase staff development opportunities for differentiation and enrichment with the intent of increasing achievement while working with the more prevalent heterogeneity in these courses</p>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>
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**SCHOOL GOAL #3: Special Populations**

Develop and implement a clear, consistent, and systematic intervention plan to support at-risk, struggling students and/or English Language Learners.

<p><b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b></p>	<p><b>Benchmark Indicators (Evidence of Progress)</b></p>	<p><b>Activities to Support</b></p>	<p><b>Responsible Parties</b></p>	<p><b>Professional Development</b></p>
<p>A. Promote the utilization of the school-wide Response to Intervention (RTI)</p>	<ul style="list-style-type: none"> <li>▪ Decrease in D/F list</li> <li>▪ CELDT scores</li> <li>▪ Decrease in suspensions</li> <li>▪ Increase student participation in school community</li> <li>▪ Increased student and teacher morale (Healthy Kids Survey)</li> <li>▪ CST Data</li> <li>▪ Subject Area Formative Assessments</li> <li>▪ Website of resources related to RTI levels of intervention</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentor Program</li> <li>▪ PALS</li> <li>▪ Breakfast Club</li> <li>▪ ELD Program</li> <li>▪ EL teachers administer CELDT tests</li> <li>▪ Sheltered/EL Classes</li> <li>▪ Support Classes</li> <li>▪ Fundamental Classes</li> <li>▪ SPED Liaison</li> <li>▪ ELAC (English Learner Advisory Committee)</li> <li>▪ Academic Literacy</li> <li>▪ Promote teacher awareness of our student populations via Data Director Reports</li> <li>▪ Develop published "menu" of support services available on campus</li> <li>▪ Admin &amp; Counselor walk through</li> <li>▪ Late start bus for CAHSEE and Star</li> <li>▪ After school tutoring with late bus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Teachers</li> <li>▪ RTI Team</li> <li>▪ Counselors</li> <li>▪ Students</li> <li>▪ Parents</li> <li>▪ Classified staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ In-service on RTI process</li> <li>▪ Utilization published "menu"</li> </ul>

**SCHOOL GOAL #3: Special Populations**

Develop and implement a clear, consistent, and systematic intervention plan to support at-risk, struggling students and/or English Language Learners.

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities to Support</b>	<b>Responsible Parties</b>	<b>Professional Development</b>
B. Acquire full proficiency in English as rapidly and effectively as possible as measured by California English Language Development Test (CELDT) scores	<ul style="list-style-type: none"> <li>▪ CELDT scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentor Program</li> <li>▪ Breakfast Club</li> <li>▪ ELD Program</li> <li>▪ EL teachers administer CELDT tests</li> <li>▪ Sheltered/EL Classes</li> <li>▪ Support Classes</li> <li>▪ Fundamental Classes</li> <li>▪ ELAC (English Learner Advisory Committee)</li> <li>▪ Academic Literacy</li> <li>▪ Promote teacher awareness of our student populations via Data Director Reports</li> <li>▪ After school tutoring with late bus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Teachers</li> <li>▪ Counselors</li> <li>▪ Students</li> <li>▪ Parents</li> <li>▪ Classified staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ ELD Trainings</li> <li>▪ CLAD Credentials</li> </ul>
C. Identify underperforming students in order to provide support to increase achievement and school connections	<ul style="list-style-type: none"> <li>▪ Decrease in D/F list</li> <li>▪ CELDT scores</li> <li>▪ Increase student participation in school community</li> <li>▪ Increased student and teacher morale</li> <li>▪ CST Data</li> <li>▪ CAHSEE (delete these)</li> <li>▪ Subject Area Formative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ See Above</li> <li>▪ PALS</li> <li>▪ SPED Liaison</li> <li>▪ Develop published "menu" of support services available on campus</li> <li>▪ Admin &amp; Counselor walk through</li> <li>▪ After school tutoring with late bus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Teachers</li> <li>▪ RTI Team</li> <li>▪ Counselors</li> <li>▪ Students</li> <li>▪ Parents</li> <li>▪ Classified staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ In-service on RTI process</li> <li>▪ Utilization published "menu"</li> </ul>
D. Increase staff development opportunities for differentiation and enrichment.	<ul style="list-style-type: none"> <li>▪ EL / CLAD Credentials</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>	<ul style="list-style-type: none"> <li>▪ Differentiation In-service</li> <li>▪ Peer walk through</li> <li>▪ Collaboration</li> </ul>



**SCHOOL GOAL #4: School Community**

Create and ensure a safe and respectful learning environment that supports, connects and motivates all students and staff.

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities to Support</b>	<b>Responsible Parties</b>	<b>Professional Development</b>
<p>A. Increase the percent of students, staff, and parents who perceive school to be a safe and respectful environment.</p>	<ul style="list-style-type: none"> <li>▪ Healthy Kids Survey</li> <li>▪ Increased student and teacher morale</li> <li>▪ Increased participation in school activities by students and staff</li> <li>▪ SDFA Staff Surveys and Newsletters</li> <li>▪ Campus Beautification</li> <li>▪ Project Options data;</li> <li>▪ Increased participation in the Mentor Program by both students and staff</li> <li>▪ READI</li> <li>▪ Justice 101</li> <li>▪ Start Smart</li> </ul>	<ul style="list-style-type: none"> <li>▪ Challenge Days</li> <li>▪ School Newsletters</li> <li>▪ Edline/AERIES parent portals</li> <li>▪ BTSN</li> <li>▪ Connect-Ed</li> <li>▪ READINESS Days</li> <li>▪ Counseling Support Groups</li> <li>▪ Clubs</li> <li>▪ At lunch activities (TP Idol for ex)</li> <li>▪ New Student Lunches</li> <li>▪ School Newspaper</li> <li>▪ Yellow Ribbon Week</li> <li>▪ Red Ribbon Week</li> <li>▪ Discipline Policy</li> <li>▪ Student Participation</li> <li>▪ Systematically reviewing D/F List</li> <li>▪ Project Options</li> <li>▪ Staff Development</li> <li>▪ Exhibits of Student Work</li> <li>▪ New Teacher Lunches</li> <li>▪ PALS Mentor for possible at-risk kids (2010-11)</li> <li>▪ Create a Be the Change Task Force to target teen substance abuse</li> <li>▪ Align bus schedule to school schedule</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Counselors</li> <li>▪ Teachers:</li> <li>▪ Student Mentors</li> <li>▪ Parents</li> <li>▪ Students</li> <li>▪ Site Council</li> <li>▪ Classified Staff</li> <li>▪ Campus security</li> <li>▪ Library Media Teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sunshine Committee</li> <li>▪ Interdisciplinary opportunities for staff</li> <li>▪ Challenge Days training</li> </ul>

**SCHOOL GOAL #4: School Community**

Create and ensure a safe and respectful learning environment that supports, connects and motivates all students and staff.

B. <a href="#">Increase staff capacity to help students who may struggle with substance abuse</a>	<ul style="list-style-type: none"> <li>▪ RTI Participation</li> </ul>	<ul style="list-style-type: none"> <li>▪ RTI Training</li> <li>▪ Late Start Program on Drugs/Alcohol Awareness</li> <li>▪ <a href="#">Provide intervention resources to stakeholders</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development related to identifying drug and alcohol abuse and what to do (protocol)</li> </ul>
C. Provide more opportunities that promote student and staff connectedness.	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pie Day</li> <li>▪ Bocce Tournament</li> <li>▪ Student / Staff Soccer Game</li> <li>▪ Winter Holiday Celebration</li> </ul>	<ul style="list-style-type: none"> <li>▪ See above</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sunshine Committee for Staff</li> </ul>

# Torrey Pines High School Calendar for 2008-2009

## August 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
10	11	12®	13®	14®	15®	16
17	18	19 P	20 P	21 INS	22	23
24	25 ▽	26	27	28	29	30
31						

© 08/12/08 - Readiness Day - Seniors  
 © 08/13/08 - Readiness Day - Juniors  
 © 08/14/08 - Readiness Day - Sophomores  
 © 08/15/08 - Readiness Day - Freshmen  
 08/25/08 - First day of School, Single Periods

## September 2008

Sun	Mon	Tue	We	Thu	Fri	Sat
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24#	25 LS	26 LS	27
28	29	30				

09/01/08 - Labor Day  
 09/25/08—Back to School Night

## October 2008

Sun	Mon	Tue	We	Thu	Fri	Sat
			1	2	3	4
5	6 INS	7	8	9	10	11
12	13	14	15 PSAT	16 LS	17	18
19	20	21	22	23	24	25
26	27	28*	29	30	31	

10/06/08 Staff Development Day, No Students  
 10/15/08— PSAT Test—9th, 10th, & 11th graders

## November 2008

Sun	Mon	Tue	We	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	C	H	12	13	14	15
16	17	18	19	20	21	22
23	H	H	H	H	H	29
30						

11/10/08 - No students/No Certificated staff  
 11/11/08 - Veteran's Day  
 11/24/08 - 11/28/08 - Thanksgiving holiday

## December 2008

Sun	Mon	Tue	We	Thu	Fri	Sat
	1	2	3	4	5	6
7	8#	9 LS	10 LS	11	12	13
14	15	16	17	18	19	20
21	H	H	H	H	H	27
28	H	H	H			

12/22/08 - 12/31/08 - Winter Break

## January 2009

Su	Mo	Tue	Wed	Thu	Fri	Sa
				H	H	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21FN 1-5	22FN 3-4	23FN 2-6*	24
25	26 INS	27 INS	28	29	30	31

01/01/09- 01/02/09 - Winter Break  
 01/19/09 - Martin Luther King Day  
 01/21-01/23/09 Finals, Semester 1 Ends 1/23

## February 2009

Sun	Mon	Tue	We	Thu	Fri	Sat
1	2	3 4 CAHSEE	5	6	7	
8	9	10	11	12	H	14
15	H	17	18	19	20	21
22	23	24	25 LS	26 LS	27	28

02/03/09 - 02/04/09 - CAHSEE Testing  
 02/13/09 - 02/16/09 - President's Weekend

## March 2009

Sun	Mo	Tue	We	Thu	Fri	Sat
1	2	3#	4	5	6	7
8	9	10	11	12	13	14
15	16	17 LS	18 LS	19	20	21
22	23	24	25	26	27	28
29	30	31				

06/10 - 06/12/09 Finals, Semester 2 Ends 6/12  
 06/12/09 - Graduation

## April 2009

Sun	Mon	Tue	We	Thu	Fri	Sat
			1	2	3*	4
5	H	H	H	H	H	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

04/06/09 - 04/10/09 - Spring Break

## May 2009

Sun	Mo	Tue	We	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12#	13	14	15	16
17	18	19 LS	20 LS	21	22	23
24	H	26	27	28	29	30
31						

05/25/09 - Memorial Day

## June 2009

Sun	Mon	Tue	We	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9 ▽	10FN 1-5	11FN 3-4	12FN 2-6*	13

06/10 - 06/12/09 Finals, Semester 2 Ends 6/12  
 06/12/09 - Graduation

### Calendar Key

- 1-3-5 Block Periods
- ▽ Single Periods (1-3-5-2-4-6)
- H All-School Holiday
- \* Quarter/Semester End
- # Progress Reports
- FN Finals Minimum Day (End 12:00)
- LS Late Start (9:00 a.m.)
- INS Inservice Day (No Students)
- C Classified Work Day-No students/teachers
- P Teacher Prep Days

# Torrey Pines High School Calendar for 2009-2010

## August 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
9	10	11	12	13	14	15
16	17	18 <sup>®</sup>	19 <sup>®</sup>	20 <sup>®</sup>	21 <sup>®</sup>	22
23	24	25 P	26 P	27 INS	28 INS	29
30	31 C					

© 08/18/09 - Readiness Day - Seniors  
 © 08/19/09 - Readiness Day - Juniors  
 © 08/20/09 - Readiness Day - Sophomores  
 © 08/21/09 - Readiness Day - Freshmen

## September 2009

Su	Mon	Tue	We	Thu	Fri	Sat
		▽	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 BTSN	23 LS	24 LS	25	26
27	28 C	29	30			

09/01/09 - First day of School, Single Periods  
 09/07/09 - Labor Day  
 09/22/09—Back to School Night  
 09/28/09 Staff Development Day, No Students

## October 2009

Su	Mon	Tu	Wed	Thu	Fri	Sat
				1	2 <sup>#</sup>	3
4	5	6	7	8	9	10
11	12	13	14 PSAT	15 LS	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10/14/09— PSAT Test—9th, 10th, & 11th graders

## November 2009

Sun	Mon	Tue	We	Thu	Fri	Sat
1	2	3	4*	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	H	H	H	H	H	28
29	30					

11/04/09 First Quarter Ends  
 11/11/09 Veterans' Day  
 11/23/09 - 11/27/09 Fall Break

## December 2009

Sun	Mon	Tue	We	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9 LS	10 LS	11	12
13	14 <sup>#</sup>	15	16	17	18	19
20	H	H	H	H	H	26
27	H	H	H	H		

12/14/09-12/16/09 - Challenge Days  
 12/21/09 - 1/1/10 - Winter Break

## January 2010

Su	Mon	Tu	Wed	Thu	Fri	Sa
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27FN 1-5	28FN 3-4	29FN 2-6*	30
31						

01/01/10- Winter Break  
 01/18/10-ML King, Jr. Day  
 01/27/10 - 01/29/10 Finals, Semester 1 Ends 1/29

## February 2010

Sun	Mon	Tue	We	Thu	Fri	Sat
	1 P	2 INS	3	4	5	6
7	8	9	10	11	H	13
14	H	16	17	18	19	20
21	22	23	24	25 LS	26 LS	27
28						

02/01/10 Teacher Prep Day  
 02/02/10 Teacher Inservice Day  
 02/12/10 - 02/15/10 Presidents' Weekend

## March 2010

Sun	Mo	Tue	We	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9 <sup>#</sup>	10	11	12	13
14	15	16 CAHSEE	17	18	19	20
21	22	23 LS	24 LS	25	26	27
28	29	30	31			

## April 2010

Sun	Mon	Tue	We	Thu	Fri	Sat
				1	2	3
4	H	H	H	H	H	10
11	12	13	14	15	16*	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

04/05/10 - 04/09/10 - Spring Break  
 04/16/10 - Third Quarter Ends  
 04/19/10 - 05/21/10 - STAR Testing Window

## May 2010

Sun	Mo	Tue	We	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18 <sup>#</sup>	19 LS	20 LS	21	22
23	24	25	26	27	28	29
30	H					

04/19/10 - 05/21/10 - STAR Testing Window  
 05/03/10-05/14/10 - AP Testing  
 05/31/10 - Memorial Day

## June 2010

Sun	Mon	Tue	We	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	▽	16FN 1-5	17FN 3-4	18FN 2-6*	

06/15/10 Single Period Day  
 06/16/10 - 06/18/10 Finals, Semester 2 Ends 6/18  
 06/18/10 - Graduation

### Calendar Key

- 1-3-5 Block Periods
- ▽ Single Periods (1-3-5-2-4-6)
- H All-School Holiday
- \* Quarter/Semester End
- # Progress Reports
- FN Finals Minimum Day (End 12:00)
- LS Late Start (9:00 a.m.)
- INS Inservice Day (No Students)
- C Classified Work Day-No students/teachers
- P Teacher Prep Days

# Calendar for 2010-2011

August 2010						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17 R gr.12	18 R gr.11	19 R gr.10	20 R gr.9	21
22	23	24 INS	25 INS	26 INS	27 INS	11
29	30 C	31 'First Day of School' Tue. 8/31 Single Period Day 1-3-5-2-4-6				

Aug. 17-20.....READINESS Days  
 Aug. 24-27.....Inservice/Teacher Prep-No Students  
 Aug. 30.....Classified Workday-No Teachers/Students  
 Aug. 31...'First Day of School'-Single Periods 1-3-5-2-4-6

September 2010						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		31-Aug SP	1	2	3	4
5	6 H	7	8	9	10	11
12	13	14 LS	15 LS	16	17	18
19	20	21	22 BTSN	23	24	25
26	27	28	29	30		

Aug. 31.....'First Day Of School'-Single Periods 1-3-5-2-4-6  
 Sept. 6.....Labor Day Holiday  
 Sept. 14 & 15.....Late Start Days - School Begins at 8:55  
 Sept. 22.....'Back To School Night'

October 2010						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1#	2
3	4	5	6	7	8	9
10	11	12	13 PSAT PLAN	14	15	16
17	18	19	20	21	22	23
24 31	25	26 LS	27 LS	28	29	30

Oct. 4-7.....Challenge Days  
 Oct. 5 & 6.....CAHSEE (Grades 11-12)  
 Oct. 13.....PSAT / Grades 9 & 11.....PLAN / Grade 10  
 Oct. 26 & 27.....Late Start Days - School Begins at 8:55

November 2010						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3*	4	5	6
7	8	9	10	11 H	12 C	13
14	15	16	17	18	19	20
21	22 H	23 H	24 H	25 H	26 H	27
28	29	30 LS	1-Dec LS			

Nov. 11.....Veterans' Day Holiday  
 Nov. 12.....Classified Workday-No Teachers/Students  
 Nov. 22-26.....Fall Break Holiday  
 Nov. 30 & Dec. 1.....Late Start Days-School Begins at 8:55

December 2010						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		30-Nov LS	1 LS	2	3	4
5	6	7	8	9	10	11
12	13#	14	15	16	17	18
19	20 H	21 H	22 H	23 H	24 H	25
26	27 H	28 H	29 H	30 H	31 H	1-Jan

Nov. 30 & Dec. 1.....Late Start Days-School Begins at 8:55  
 Dec. 20-31.....Winter Break Holiday

January 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 H	18	19	20	21	22
23	24	25	26 FN 1-5	27 FN 3-4	28* FN 2-6	29
30	31 INS	1-Feb INS				

Jan. 17.....Martin Luther King Day Holiday  
 Jan. 26-28.....Finals-School Ends at 11:55  
 Jan. 31 & Feb. 1.....Inservice/Teacher Prep-No Students

February 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	31-Jan INS	1 INS	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 H	19
20	21 H	22	23	24	25	26
27	28					

Jan. 31 & Feb. 1.....Inservice/Teacher Prep-No Students  
 Feb. 18 & 21.....Presidents' Day Holidays

March 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8# CAHSEE	9 CAHSEE	10	11	12
13	14	15	16	17	18	19
20	21	22 LS	23 LS	24	25	26
27	28	29	30	31		

Mar. 8 & 9.....CAHSEE (Grade 10)  
 Mar. 15 & 16.....Late Start Days-School Begins at 8:55

April 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8*	9
10	11 H	12 H	13 H	14 H	15 H	16
17	18	19	20	21	22	23
24	25	26 STAR	27 STAR	28 STAR	29 STAR	30

Apr. 11-15.....Spring Break Holiday  
 Apr. 26-29.....STAR Testing Days

May 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17#	18	19	20	21
22	23	24 LS	25 LS	26	27	28
29	30 H	31				

May 2-13.....Advanced Placement (AP) Testing  
 May 18 & 19.....Late Start Days-School Begins at 8:55  
 May 30.....Memorial Day Holiday

June 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 SP	15 FN 1-5	16 FN 3-4	17* FN 2-6	18
19	20	21	22	23	24	25
26	27	28	29	30		

Jun. 14.....Single Period Day SP 1-3-5-2-4-6  
 Jun. 15-17.....Finals-School Ends at 11:55  
 Jun. 17.....Last Day of School/Semester Ends/Graduation Day

Calendar Key	
—	1-3-5 Days (Underlined)
—	2-4-6 Days (Not Underlined)
SP	Single Period Day 1-3-5-2-4-6
LS	Late Start Day-School Begins at 8:55
FN	Semester Finals-School Ends at 11:55
#	Quarter Progress Notification Period Ends
*	Quarter/Semester Ends
H	All-School Holiday
INS	Inservice/Teacher Prep-No Students
R	READINESS Days
C	Classified Workday-No Teachers/Students

**2010 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
ALIGNED TO  
PROFESSIONAL DEVELOPMENT**

<b>SPSA GOAL</b>	<b>PROFESSIONAL DEVELOPMENT NEEDED</b>	<b>PROGRESS</b>
<p>1. Increase schoolwide and subgroup student achievement by aligning learning objectives and activities with the standards.</p>	<ol style="list-style-type: none"> <li>1. Data-driven collaboration</li> <li>2. Formative assessment</li> <li>3. Peer Learning Walks</li> <li>4. Focus on power standards and objectives</li> </ol>	<ol style="list-style-type: none"> <li>1. Data director training started in 2008 and yearly thereafter</li> <li>2. As of the '10-'11 school year, most departments using formative assessment data to plan instruction</li> <li>3. 2009 – present, interested teachers visit classrooms to observe best practices</li> <li>4. Formal and informal observations focus on use of objectives tied to standards</li> </ol>
<p>2. Increase Honors / AP student achievement via enrichment and differentiated opportunities.</p>	<ol style="list-style-type: none"> <li>1. AP Training / Audit</li> <li>2. Differentiated Instruction</li> <li>3. Course-alike collaboration</li> <li>4. Strategies to engage high-achieving students, including AP and IB PD</li> </ol>	<ol style="list-style-type: none"> <li>1. 2009 – present, AP audit procedures maintained and syllabi updated annually</li> <li>2. Fall 2010, English department PD for differentiated instruction</li> <li>3. 2009 – present, teachers given release time to collaborate and develop formative assessments</li> <li>4. 2009 – present, AP course offerings designed to meet student need/areas of interest</li> </ol>
<p>3. Develop and implement a clear, consistent, and systematic intervention plan to support at-risk, struggling students and/or English Learners.</p>	<ol style="list-style-type: none"> <li>1. Knowledge of Response to Intervention at each Tier of intervention</li> <li>2. Knowledge of academic and non-academic interventions</li> <li>3. Knowledge of how to refer struggling and at-risk students for support</li> <li>4. Knowledge of how to intervene in a variety of ways within the scope of a regular education class context</li> </ol>	<ol style="list-style-type: none"> <li>1. 2009, I-Team developed, procedures and resources made available to all staff in spring 2010</li> <li>2. Starting in 2010, Interventions available to staff on school web site and through site e-mail</li> <li>3. I-Team flow chart available to staff on school web site and through site e-mail</li> <li>4. 2009-present, PD re: differentiated instruction for English department</li> </ol>

	<p>5. Peer collaboration regarding best practices and curriculum for support classes.</p> <p>6. Note: See chart for TPHS structure for Response to Intervention</p>	<p>5. 2009 – present, teachers given release time to collaborate and develop student support systems.</p> <p>6. See appendix for “I-Team Flow Chart”</p>
<p>4. Create and ensure a safe and respectful learning environment that supports, connects and motivates all students and staff.</p>	<p>1. Sunshine Committee Collaboration</p> <p>2. PD planning with interdisciplinary participation</p> <p>3. Challenge Days with Staff</p> <p>4. PD regarding drug/alcohol interventions</p>	<p>1. Beginning in 2010, increased activities on campus for staff to connect socially</p> <p>2. 2008 – present, department chair meetings used to elicit feedback about PD needs</p> <p>3. Challenge days expanded (one day added for a total of 4)</p> <p>4. New protocol for teachers introduced in 2009, Newport Academy PD for all staff in 2010</p>

**Torrey Pines High School**

**Planned Collaboration for the 2010/2011 School Year**

MEETING	DATE	PURPOSE
District & Site Inservices	8/26/10	AM: District Department Collaboration PM: Site Departments—Analysis of Data & Goals Planning
	8/27/10	AM: All-Staff Site Meeting PM: Department Discretion w/ Goals Planning & Calendar Planning
	2/1/11	TBD [District/Site Inservice Day]
TPHS Late Start Days	9/14/10	Dept. Goals & Review WASC VC & Action Plan
	9/15/10	Depts. Gather to note evidence of progress for Progress Report / Dept. Business
	10/26/10	All Staff: WASC progress
	10/27/10	Depts. [Home Groups] WASC work for Progress Report / Dept. Business
	11/30/10	PD / Teacher-Led Workshops
	12/1/10	PD / Teacher-Led Workshops
	3/22/11	All Staff: WASC prep for visit
	3/23/11	Depts.: WASC final work/prep / Dept. Business
	5/24/11	Depts.: Tentative Master Schedule Meetings / Dept. Bus.
	5/25/11	All Staff: Presentation of formal findings from WASC Re-Visit & Revised Action Plan
WASC 1-Day Revisitation by 2-Member Team	TBA: April	Review our Progress since the full WASC Visit 3 years ago; Review Progress Report as it relates to Action Plan; Visit with Stakeholders and in Classrooms
Department Chair Meetings	8/27/10	Convene Briefly to discuss tasks for PM Dept. Meeting [Dept. Goals & Calendar for Mtgs. for the Year to submit to Brett]
	9/14 /10	Feedback from 9/14 Late Start; Plan for 9/15 Late Start
	10/12 /10	Progress Check on Formative Assessment Project



(Department Chair Meetings Continued...)	11/ 9/10	WASC Progress Report feedback from 10/27 Late Start Dept. work; Plan for 11/30 & 12/1 PD
	12/14 /10	Progress Check on Formative Assessment Project
	1/11 /11	Final Plans for 1/20/11 Choices Night
	2/8 /11	HS Selection Update
	3/8 /11	Plan for 3/22 & 3/23 Late Starts
	4/5 /11	Final WASC Visit Prep.
	5/10 /11	Debrief WASC Visit; Master Schedule Update
	6/7 /11	School Closure; Plan for 2011/2012
Departmental Meetings / Collaboration [Can meet before school, at lunch, during preparation periods, after school, or other occasions at your discretion. For formative assessment project, release time, by course-alike groups, is an option, as well as time-carded collaboration. Budget=\$30K]	[Monthly Collaboration; Need Calendars from each Department]  [You will have some Late Start time for your department on 9/15, 10/27, 3/23, and 5/24]	[Department Business, Formative Assessment Collaboration: 1. ID Essential Standards 2. Refine Formative Assessments & Implementation 3. Data Director Training & Use 4. Analysis of Data & Collaboration re: Teaching & Learning]
• English		
• Math		
• Science		
• Social Science		
• World Languages		
• Visual & Performing Arts		
• Physical Education		
• Business		
• Home Economics		
• Special Education		
• Applied Technology		
• Counseling		
Classified Collaboration	[Quarterly, during Late Starts] 9/15/10	Support, Morale, Job-Alike Sharing, Best Practices, Technology, Testing, Feedback, WASC, SPSA, etc.
	10/27/10	
	12/1/10	
	3/23/11	
School Site Council (SSC) Meetings	Quarterly TBD	Review SPSA Goals & Progress; Offer Guidance, Suggestions, & Feedback on Progress & Program

**Drug and Alcohol Education at Torrey Pines High School**

ACTIVITY and STATUS	PURPOSE	TARGETED AUDIENCE	BUDGET
Identification of Need as Goal in SPSA / Goal Adopted, Need to Implement Action Plan	"Increase Staff Capacity to help students who may struggle with substance abuse."	Faculty	School Site Council Budget
READi Program	Educate students and families who were referred or self-referred; usually reactive support response	Students and their Parents	District
Red Ribbon Week (11/2-11/6) Activities: -MADD and CHP Assembly -Assembly in Lecture Hall for 11 <sup>th</sup> /12 <sup>th</sup> graders with Paramedic -Students will post bulletin boards around campus with the word, "Remember." -Students have created wristbands and key chains	Educate Students to Make Good Decisions and Not Engage in Harmful Activities, such as drugs and alcohol	Students and School Community	School Site Council, ASB, and Foundation
Challenge Days (12/14-12/16)	Increase Support/Community; Good Decision Making Encouragement	300 diverse students and leaders, parents, staff	Foundation Shared Vision Item

ACTIVITY and STATUS	PURPOSE	TARGETED AUDIENCE	BUDGET
Write Articles in Newsletter about Support and Intervention	Educate Students' Parents about facts, resources, and how they can help their students	Parents	Foundation and SSC
Send Connect Ed messages, EdLine messages, and use Website to Convey Concerns and offer Suggestions to Help Parents Prior to Dances	Educate Parents about the critical role they can play prior to events, such as dances.	Parents	District and Site funded communication resources
Presentations to Parent Volunteer Association on Topic	Keep Parents in the Loop regarding Issues on Campus and Resources to Help	Parents	Free
Project Options via UCSD / Weekly	Encourage students to stay away from drugs and alcohol and offer support groups to do so	Students	Grant funded by UCSD
Student Presenters via the San Dieguito Drug Free Alliance	Drug/Alcohol Free Students Present to Elementary & Middle School Students	Young Students	Supported by the San Dieguito Drug Free Alliance
New Student & Parent Orientation	Educate Incoming Families re: Risks & Support	New Students and Parents	Free; Presented by Admin., Counselors, SDPD Juvenile Officer

ACTIVITY and STATUS	PURPOSE	TARGETED AUDIENCE	BUDGET
Counselor Attendance Monthly at the San Dieguito Drug Free Alliance Luncheon	Keep Counselors abreast of issues in the community and how our school may respond appropriately	School Personnel and Community Interface	Supported by San Dieguito Drug Free Alliance
Presentation by Joe Oleski and Tiffany Findell to TPHS Staff re: Drugs and Alcohol and What to Look For with respect to Students	Build capacity of staff in knowing what students are doing, what to look for with respect to symptoms, and how to respond	Staff	District Supported
Administrative Presence at Cathedral Catholic's Presentation of "Justice 101"	See if this would be a good program for our students and parents	Students and Parents	Sponsored by Cathedral Catholic's Parent Group
Met with 2 Judges and the Coordinator of the "Justice 101" Program on 10/21/09 to Plan Program for our School (Late January & Early February)	12 <sup>th</sup> Graders will go to Court House and Hear Candid Presentation; Judges will Speak to Parents in a Separate Assembly (2/24)	Older students and Parents for students of all ages	Foundation Support will be solicited
Desire to Work with San Dieguito Drug Free Alliance for PD & Activities	Work more closely with resources within our own community	School and Community	TBD

ACTIVITY and STATUS	PURPOSE	TARGETED AUDIENCE	BUDGET
Community Workshop re: Teen Grief by Druck Foundation	Help Parents recognize their teens' needs with respect to grief	Parents of teens	Donation to Non-Profit Presenters from Foundation
Presentation to staff by Newport Academy on 2/2/10	Develop Staff Capacity to recognize symptoms of students who are struggling and enable them to act according to appropriate protocol	Staff	Funds available if necessary; initial contact has been free
Newport Academy has offered to conduct a presentation for parents	Develop Parent capacity to help students in need	Parents	TBD

**What is I-Team:**

The I-Team is a systematic approach to identifying and assisting struggling students. I-Team is the mechanism that connects struggling students to the support systems and programs in place at Torrey Pines High School (i.e. PALs, Breakfast Club, support groups, Mentor program, etc...). There are different levels of intervention that I-Team pulls from when making recommendations for intervention. There is a flow chart of interventions the I-Team uses that will become available to all staff (TBA). The levels of intervention are based on a tier system- Tier 1 being the least restrictive level of intervention (i.e. classroom strategies), and Tier 3 being the most restrictive level of intervention (i.e. SST, 504 plan, or referral to special education).

**How I-Team works:**

The I-Team meets on a bi-weekly basis to discuss students who have been referred to the I-Team. At these meetings, the I-Team assesses the needs of each referred student by looking at current data (test scores, grades, attendance, discipline, teacher feedback, and a student self-report of progress ), and develop an action plan (if necessary) for the student. If an action plan is developed for a student, it is sent out in an e-mail to the student's current teachers, to the referring staff member, the alpha-counselor, and the alpha-AP. If an action plan is not developed for the student, a follow-up email will be sent to the referring staff member and the alpha-counselor with brief notes and recommendations for working with the student. ALL students referred to I-Team are assigned a review date where the I-Team follows-up on the student's progress. If progress has not been made, a revised action plan may be implemented, suggesting a higher level of intervention.

**Who is on the I-Team:**

The I-Team is made up of a multi-disciplinary team in order to effectively collect different perspectives and expertise on how to best support struggling students. The TP I-Team members include the following: Debra Lawler (School Psych), Don Hollins (Teacher, Success Pgm), Joanne Serrano (Teacher, EL Pgm), Anastasia Kokkinis (Teacher, AVID), Brennan Dean (Counselor), Liz Marshall (Special Education Dept. Chair/ Case Manager), Milan Perisic (Assistant Principal), and Grace Lisle (Assistant Principal secretary).

**Who can refer students to I-Team:**

Teachers, counselors, and administrators can refer students to I-Team.

**How to refer a student to I-Team:**

Teachers, counselors, and administrators can e-mail any of the above listed I-Team members with their referral name(s). An email will be sent back to you with an attached referral form that we request you fill out. The referral form is mainly check boxes. The information provided on the referral form is viewed by the I-Team and taken into consideration when assessing the student's needs and in the development of their action plan.

**Who should be referred to I-Team:**

I-Team does not want to restrict referrals to a stringent set of criteria as we believe that TP staff members have the best pulse on students who are in need of intervention. Below are some criteria to consider when referring a student to I-Team.

- Is the student struggling in one or more academic areas? You can check student's grades in other classes on Aeries first.
- Does the student have chronic attendance issues?
- Does the student express behavior concerns in the classroom?

# I-Team Referral Form

The I-Team screens students referred for possible additional support services. Please fill out the form to the best of your ability as the information you provide is CRUCIAL to supporting this student's academic success.

**Student Name:** \_\_\_\_\_ **Staff Name (making referral):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_ **Course Name:** \_\_\_\_\_ **Current grade in your class:** \_\_\_\_\_

1. **Reason for Referral (check all that apply):**  Academic concerns  Attendance  Behavior

2. Please fill out the below chart to the best of your ability:

Academic Information	Needs to Improve	At Level	Strength	Behavioral Information	Needs to Improve	At Level	Strength
<b>Learning Skills:</b>				<b>Motivation</b>			
<b>Reading</b>				<b>Absences</b>			
-Fluency				<b>Tardiness</b>			
-Comprehension				<b>Class participation</b>			
<b>Listening</b>				<b>Sense of responsibility</b>			
<b>Speaking</b>				<b>Self control</b>			
<b>Writing</b>				<b>Follows class/school rules</b>			
-Expresses well-thought-out ideas				<b>Complies w/ teacher request</b>			
<b>Math</b>				<b>Easily distracted</b>			
-Computation skills				<b>Distracts others/ instruction</b>			
-Understands concepts				<b>Behavior results in discipline referrals</b>			
-Problem solving				<b>Interpersonal Relationships:</b>			
<b>Study Habits:</b>				-With peers			
Timely assignment completion				-With teachers			
Processes information and formulates answers quickly				<b>Appears withdrawn/ depressed (circle one)</b>	Yes	No	
Follows directions							
Use of free time							
Works independently							
Works as a group							

3. Which of the below strategies have you implemented in your classroom with this student?

Strategies	Yes	No	Sometimes	Strategies	Yes	No	Sometimes
Extra time on homework				Check for understanding			
Extra time on exams				Positive Reinforcement			
Reduce homework				Pair with higher level peer			
Accept late work				Change seating			

4. Of the above strategies you have implemented, please circle the one(s) that has/have helped to improve the student's academic/behavioral performance? Please explain how/why they have worked.

5. What additional supports, in your professional opinion, do you believe would benefit this student (i.e. tutoring, use of planner, formal accommodations, SARB, etc..). Please explain.

6. Have you contacted a parent/guardian about any concerns you have? Yes  No

7. Have you contacted other staff members regarding the student's progress? Yes  No

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FOR I-TEAM USE ONLY:

Date Reviewed:

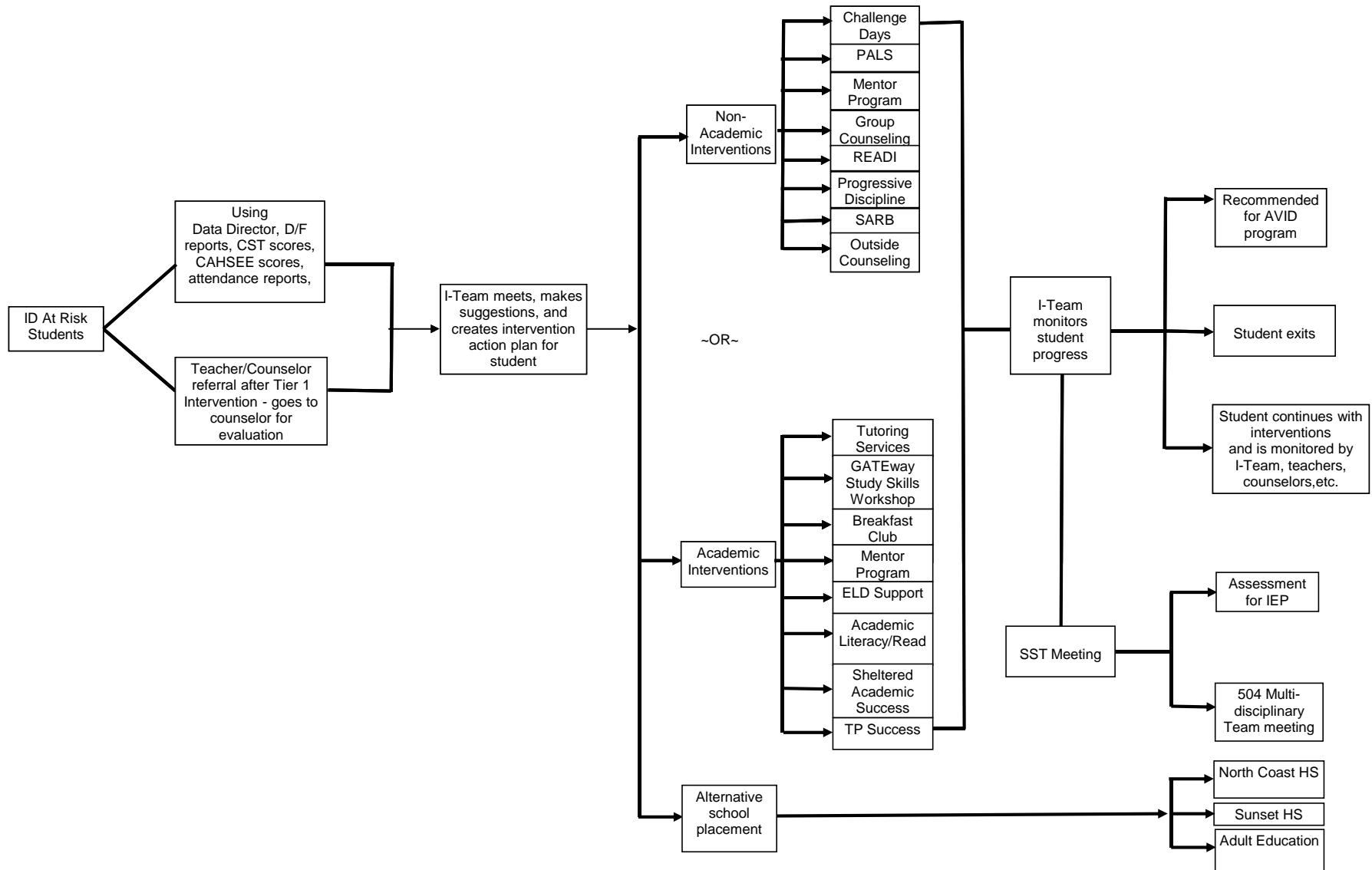
Reviewers:

Notes:

Action Plan created: Yes  No



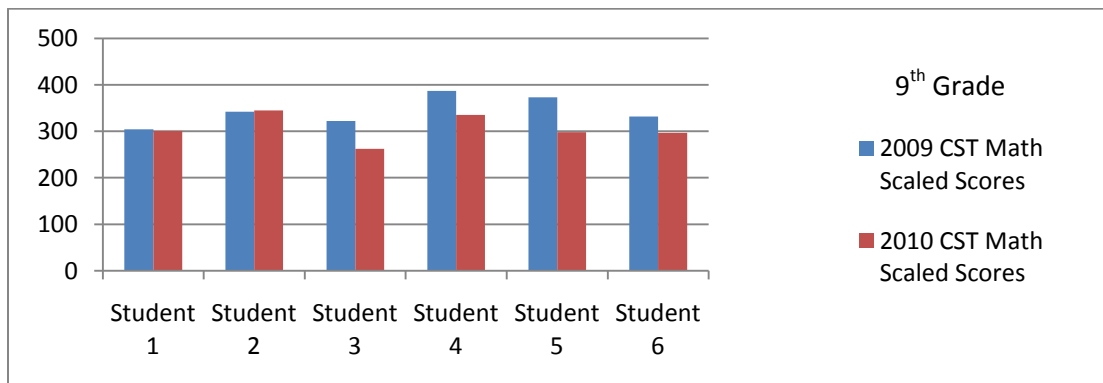
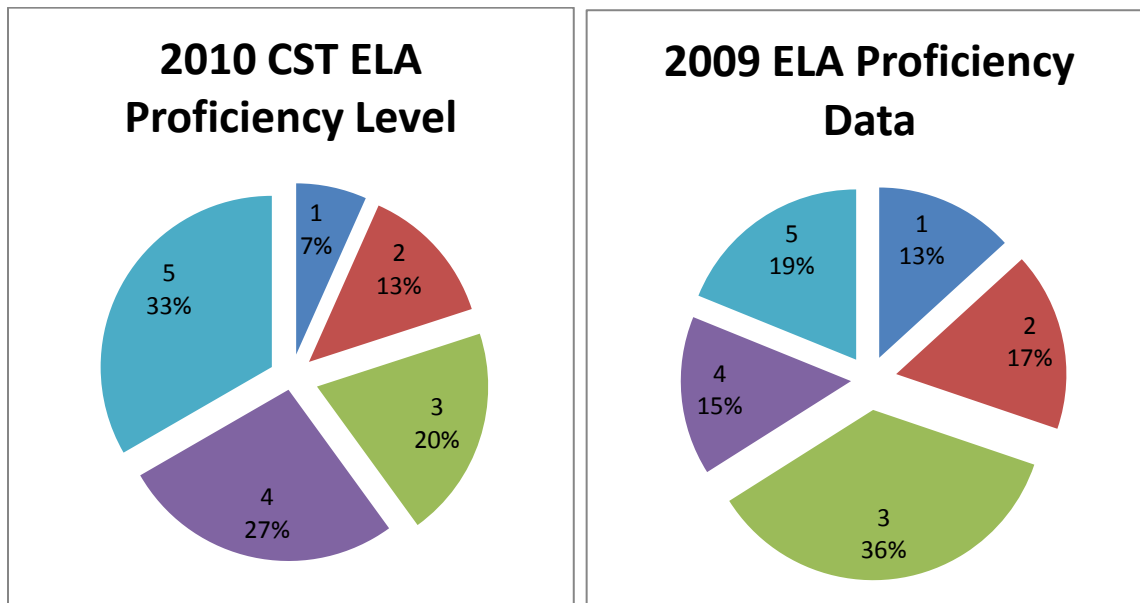
### Torrey Pines High School- Systemic Intervention Plan

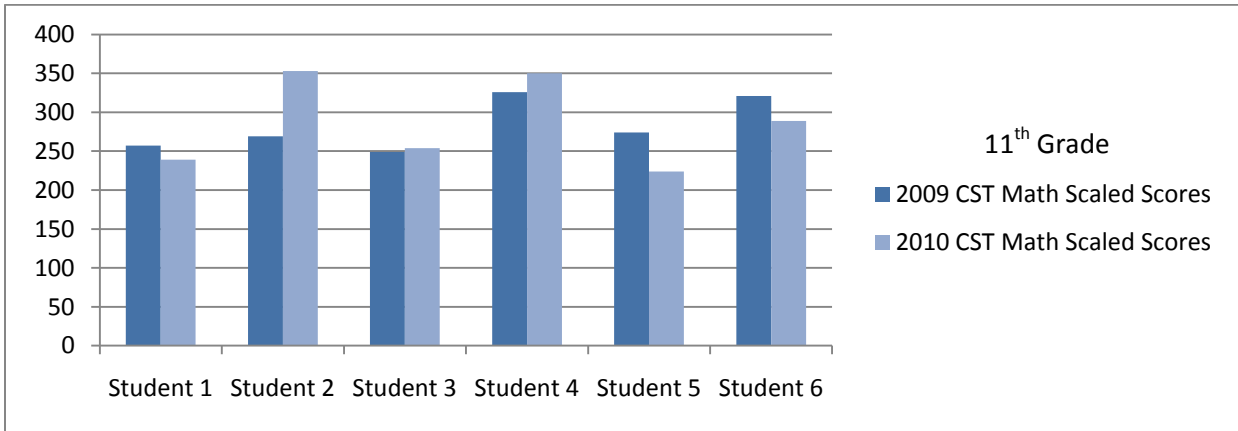
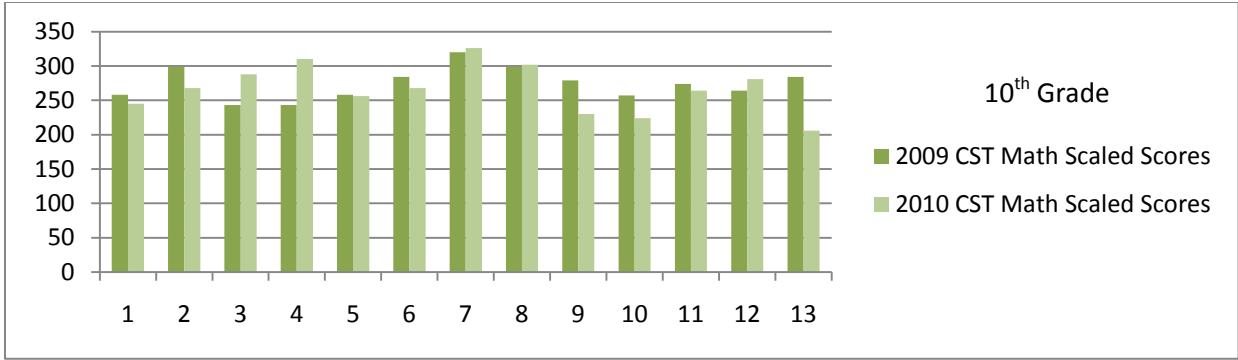


## Mentor Program Achievements

**2009-2010**

- 37 Mentors
- Served 61 students, 43 of these students were low SES
- Successfully integrated “welcome kits” for mentees
- 14 Mentees improved English CST scores
- 80% of Mentees scores 3, 4, or 5 on 2010 English CST (up from 70% in 2009)
- Varied results on Math CST scores





Item #	Positive Response %	Negative Response %	No Response #	Student Survey Statement
1	95.4	4.6	3	I understand what is expected of me in each of my classes.
2	85.5	14.5	4	My teachers have taught me how to gather and apply knowledge on my own.
3	90.2	9.8	4	I feel safe while at school.
4	81.1	18.9	3	My counselor is available to me when needed.
5	89.5	10.5	5	I have access to my grades and progress reports on a regular basis.
6	34.1	65.9	5	Student bullying or harassment is a problem at my school.
7	88.1	11.9	5	My teachers have high expectations of me and challenge me academically in the classroom.
8	31.5	8.5	16	I have the opportunity to participate in activities outside the classroom here at school, i.e., clubs, athletics, community service, and special programs.
9	71.1	28.9	10	I have daily access to the morning bulletin, so I am aware of club meetings, college visits, application deadlines and school activities.
10	89.7	10.3	6	My teachers provide a positive learning environment or climate in the classroom.
11	78.4	21.6	6	I have at least one teacher or counselor I can go to if I have a problem at school.
12	59.8	40.2	8	Students show respect for one another at school.
13	85.5	14.5	11	I am aware of resources here at school where I can get educational support if needed.
14	77.4	22.6	6	My teachers make me aware of what I should know and be able to do before they test me on it.
15	84.0	16.0	5	Student morale and school spirit at Torrey Pines are good.
16	92.5	7.5	7	My classes include students who have different abilities and different cultural/ethnic/racial backgrounds.
17	63.4	36.7	10	Students have opportunities to give input before a decision regarding students is made by the school's decision-making groups.
18	77.3	22.7	7	Students show respect towards staff members here at school.
19	86.8	13.1	7	In my classes a variety of teaching and learning activities are provided for students to help them learn.
20	82.8	17.2	7	Teachers are willing to give students individual help.
21	67.1	32.9	8	My teachers give me personal encouragement in my schoolwork.
22	67.1	32.9	8	Students are given an appropriate amount of homework to help them succeed in their studies.
23	73.4	26.6	8	The school recognizes all types of high achievement by students.
24	64.7	35.3	8	I feel that the student population has a respect for all cultures.
25	70.3	29.7	9	Issues related to drug and alcohol abuse among students are adequately addressed at TPHS.
26	50.2	51.8	5	There is not a significant problem with alcohol abuse among the students of this school.
27	74.4	25.6	8	School rules are clearly communicated to students.

28	79.4	20.6	6	Discipline policies are fair at this school.
29	51.7	49.3	6	My parents are involved in and support school functions.
30	77.1	22.9	7	Overall, TPHS students take pride and ownership in the TPHS campus and treat it with respect.
				<b>Total Responses: 501</b>

Item #	Positive Response %	Negative Response %	No Response #	Parent Survey Statement
1	85.5	14.5	1	I have access to reports of my student's progress on a regular basis.
2	95.4	4.5	8	TPHS' goals are defined by what all students should know and be able to achieve by graduation.
3	85.5	14.5	8	The TPHS staff creates a climate to reach the school's goals.
4	86	13.9	3	I can communicate with my student's teachers when needed.
5	84.5	15.5	4	I can communicate with my student's counselor when needed.
6	93.2	6.9	5	TPHS encourages parent involvement in various ways.
7	74.6	25.4	17	TPHS teachers use creative teaching methods to inspire student success.
8	83.6	14.4	19	At TPHS students show respect for one another.
9	86.4	13.7	13	TPHS teachers show respect for their students.
10	91.3	8.6	14	Students at TPHS respect their teachers.
11	64.4	35.6	19	My student knows one staff member well enough to receive personalized guidance.
12	88.7	11.3	12	I can reach school administrators when needed.
13	82.5	17.5	12	My student has daily access to the morning bulletin and is aware of what is happening at school, and what deadlines are approaching.
14	83.2	16.7	24	Teachers are knowledgeable of available resources at TPHS and encourage students to use them.
15	83.2	16.8	13	Necessary programs and classes are developed based on student needs and achievements.
16	77.9	22.1	11	If my student needs help or has any questions he/she knows where to get assistance at TPHS.
17	96.2	3.9	9	The parent newsletter provides helpful information.
18	92.4	7.6	5	Parent involvement at the school is important for student success.
19	72.5	26.5	22	Students see a relationship between what they are studying and their everyday lives.
20	75.9	24	7	Students are given an appropriate amount of homework to help them succeed in their studies.
21	84.1	15.9	24	The school recognizes all types of high achievement.
22	73.3	26.8	15	Teachers are available to give students the assistance they need with assignments.
23	92.3	7.7	9	Teachers hold high expectations for student learning.
24	82.7	17.3	26	I think that the student population has an appreciation and respect for all cultures.
25	90.3	9.7	21	I think that teachers at our school have an appreciation and respect for all cultures.
26	92.8	7.2	18	I think that administrators at our school have an appreciation and respect for all cultures.
27	85.9	14.2	50	Issues related to student bullying or harrassment are adequately addressed at TPHS.
28	71.4	28.6	28	Issues related to drug and alcohol abuse among students are adequately addressed at TPHS.
29	91.5	8.5	10	School rules are clearly communicated to students.

30	91.3	8.8	7	I feel welcome in our school.
31	89.5	10.5	22	I am involved in and support school functions.
				<b>Total Responses: 269</b>

Item #	Positive Response %	Negative Response %	Skipped Question	Staff Survey Statement
1	57.4	42.7	1	I have an opportunity to give input in areas affecting me before decisions are made in this school.
2	60.3	29.7	1	Communication about decisions affecting me is adequate.
3	92.8	7.2	0	I believe students at TPHS receive the highest quality education.
4	85.5	14.5	0	I have a clear understanding of the major priorities and goals of this school.
5	88.4	11.5	0	The school's vision/mission are clearly and consistently articulated.
6	78.5	21.5	4	This school's vision/mission and goals are genuinely pursued.
7	75	25	1	I have a clear understanding of the district's vision/mission and goals.
8	72	28	1	My co-workers (including certificated and classified) work together as a team.
9	81.8	18.1	3	I am aware of the decision-making groups that exist on campus.
10	54.7	45.3	5	The decision-making groups in this school are fully representative of the entire school community.
11	51.6	48.4	5	The decision-making groups in this school adequately communicate their process and decisions to all members of the school community.
12	87.6	12.3	4	The decision-making groups in this school focus on improving student performance.
13	95.4	4.5	3	Parental involvement is meaningful and active at TPHS.
14	78	22	1	Staff development generally supports our school vision and mission.
15	77.9	22	1	The social and emotional needs of students at TPHS are adequately met.
16	26.9	73.2	2	Each student is connected to our school community.
17	70.6	19.4	2	Administrators respect and support the work of teachers at TPHS.
18	85	15	9	Our school uses student performance data to drive curriculum and instruction.
19	95.2	4.8	7	I have access to useful, in-depth data about student performance.
20	98.4	1.6	7	I use a variety of ways to assess student performance.
21	80.9	19.1	6	Our school is taking adequate steps to improve student achievement.
22	94	6	2	There are gaps in student performance at this school.
23	76.2	23.8	6	There are opportunities for staff to reflect on/discuss curriculum, instruction, and student performance.
24	94.9	5.1	10	I use a variety of strategies and resources, including technology and experiences beyond the textbook and classroom, which actively engage students in higher-order thinking skills.
25	85.5	14.5	7	I use assessment data to plan what I teach.
26	95.2	4.8	7	I use assessment data to identify students who would benefit from intervention.



27	87.6	15.4	4	The school has an effective process to identify and support students at-risk or with special needs.
28	73.6	26.4	1	Student morale and school spirit at this school are good.
29	43.3	57.6	2	Staff morale at this school is good.
30	91.3	8.6	0	This school provides a safe, secure learning environment for all students.
31	89.6	10	2	I know how to get support or intervention for a student that I believe may have substance abuse issues.
32	86.8	13.2	1	Students show respect for staff members at TPHS.
33	86.3	13.7	3	I receive appropriate support from administrators in handling student discipline and parent issues.
				<b>Total Responses: 69</b>