

## **Focus on Learning Self-Study Report 2007**

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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 Unified High School District (SDUHSD) in San Diego's North County area, serving a population in 2007-2008 of 2706 students in grades 9 through 12. A high achieving school, proud of its tradition of excellence and achievement, Torrey Pines has a 2007 API of 852, and was named school number 113 on the *Newsweek Magazine* "Top 1200 Schools of the Nation" list of Spring 2007. More than 90% of our student population continues on to 4-year colleges and universities, and we administered more than 2,800 Advanced Placement Exams in May 2007. In May 2007, ACT also cited our school in their 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. Our students score high on AP exams, STAR exams, the ACT and SAT (for which over 70% of graduating seniors sit), and 94% of our students pass the California High School Exit Exam (CAHSEE) on their first attempt.

Booming population growth and demographic diversity have characterized the North County, SDUHSD, and Torrey Pines in the past 15 years. Families from all parts of the world are attracted to our inviting climate and exceptional learning institutions, enriching our schools with a wide variety of languages and cultural backgrounds. From surfers to scientists, from beach cottages to high tech towers, this district represents a broad range on the socio-economic spectrum. 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 giants like QUALCOMM, all of which influence the high standards of education and expectation at our school and in our 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 \$1.8 million. We are definitely lucky to be in an affluent community – leading to wonderful support for our Foundation, which raises approximately \$2 million per year. Less than 6% of our students qualify for Free and Reduced Lunch, and 45% of our parents have reported that they have completed a postgraduate degree. Our main ethnic groups are White (67%), Asian (21%), and Hispanic (9%).

Changes in demographics and the boom in population up to 2006, has meant that the Torrey Pines campus, originally opened in 1973, has had to expand and grow – reaching a student population high in 2003-2004 with nearly 3,400 students. This has impacted facilities, the needs of our community, and the diversity in our classrooms. To meet the changing needs of students and families, our district has supported and encouraged the development of new programs, such as AVID, the training of teachers in resources such as S.D.A.I.E. strategies and receiving their E.L. Authorization, and engaging in differentiation training. A large influx of new teachers due to student population growth coupled with retirements and other natural staff movement,

has resulted in as many as 25 new staff members in one year. To support these new staff members and provide them with an opportunity for excellence, our district developed its own BTSAs program which includes a week-long orientation, and our site has monthly New Teacher Luncheons to provide new staff with an opportunity to sit down in a small group with administrators and department heads. Because two new schools opened in the community within the past 3 years (Cathedral Catholic High School, as well as our district's own Canyon Crest Academy) and a leveling of enrollment in our district, we have had relief in terms of numbers and returned to a pre-2003-2004 population size. We are projected to have 2,640 students for the 2007-08 school year.

As with many schools around the state and across the nation, we at TPHS have also worked to meet the needs of a changing society – incorporating more technology into our classrooms and curriculum, providing social as well as academic support to students and families, educating our community about state-mandated accountability measures and standardized testing, and encouraging larger percentages of our population to be college-ready by participating in rigorous coursework and being well-rounded through participation in extra-curricular programs. In 2003-2004, our school set a district-wide example by adopting the College Board Equity and Excellence policy for Advanced Placement philosophy to our Honors courses as well. This program, known as Expanded Access, has removed artificial barriers to allow more students access not only to Honors classes, but the rigor, content, and experience to be prepared for Advanced Placement courses, and consequently university/college. As a result, we have seen a yearly increase in enrollment in Honors and AP courses, as well as AP exams being administered. But unlike most other schools which have seen an increase in AP exam participation, we've also seen a steady increase in school wide pass rates – an achievement of which we are extraordinarily proud. We also aligned our district graduation requirements with the entrance requirements of the University of California, including a Visual and Performing Art requirement to match A-G requirements, and more than 75% of our seniors are eligible for UC application yearly.

## 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 (Revised in 2006-2007)*

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 our AYP, with the exception of 2003-2004, when we had no API score due to low participation in the STAR examination administration. Our current, 2007-2008 API is 852, an increase of 14 points from 2006-2007 and 94% of our students pass the High School Exit exam on the first attempt. Nearly 1200 students took over 2600 Advanced Placement Exams in 2006-2007. We are a campus that believes in striving for excellence, and preparing students for a world beyond high school.

## Demographics

### *Student Enrollment*

Like many districts in southern California, SDUHSD, and specifically Torrey Pines, experienced increased enrollment in the earlier portion of this decade. Expansion of housing developments, and the continued urbanization of the Carmel Valley/Del Mar area (much of which was horse ranches 20 years ago), has resulted in families moving into this area to enable them to have access to employment in large institutions such as UCSD, Salk Institute, Qualcomm, and others. In 2004-2005, a new high school modeled on a 4x4 academy approach, was opened by our district just down the street from Torrey Pines in a conscious effort to relieve the pressure created by increased enrollment. In 2005-2006, a new private school also opened down the street, Cathedral Catholic High – formerly University of San Diego High School. These two factors, as well as a leveling out enrollment in our district, has led to a decrease in numbers for the past two school years.

Three major ethnic subgroups make up our population – White, Asian and Hispanic. A high percentage of our parents provide educational support at home, as well as volunteer or are involved on the campus. To ensure equity and access, it has also meant that we have had to take conscious measures to support those students who are not as affluent, or who have families at home lacking educational experience to help them.

- Enrollment by Grade

Grade	Number of students	
	2006-2007	2007-2008
Grade 9	625	649
Grade 10	670	663
Grade 11	671	694
Grade 12	895	665
<b>Total</b>	<b>2865</b>	<b>2671</b> * At time of report

- Enrollment History (since last WASC visit)

Number of students in 2007-2008:	2671
2006-2007:	2865
2005-2006:	3133
2004-2005:	3300
<b>2003-2004:</b>	<b>3396</b>
2002-2003:	3201
2001-2002:	2936
2000-2001:	2723

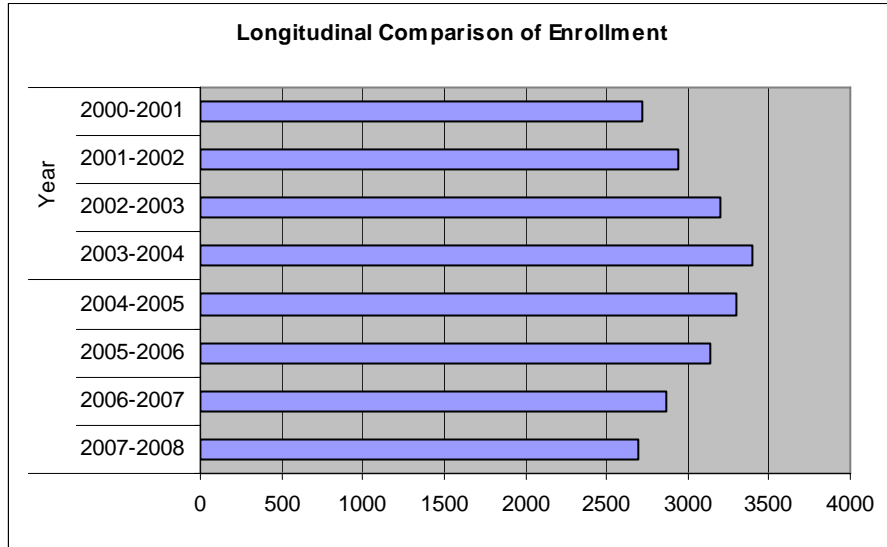


Chart Number 1

**Gender Breakdown**

Grade	2006-2007		2007-2008	
	Males	Females	Male	Females
Grade 9	324	301	322	327
Grade 10	357	313	354	309
Grade 11	347	324	370	324
Grade 12	450	445	345	320
Total	1478	1383	1391	1280

**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
2006-2007	9	595	4	21	258	30	1920	27	2865
2007-2008	8	617	4	22	261	38	1703	18	2671

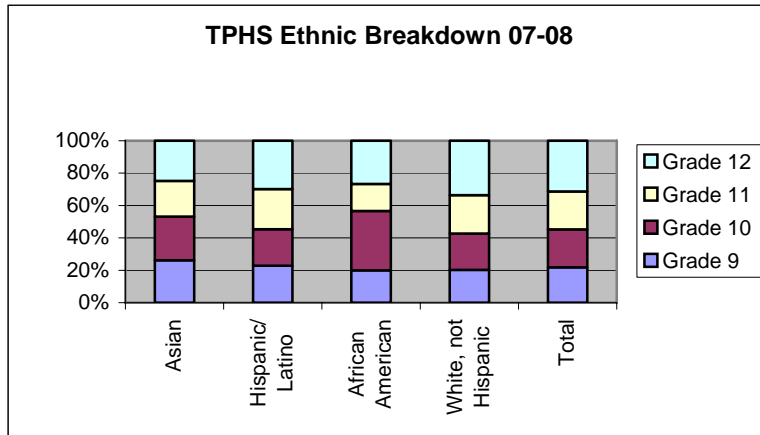


Chart Number 2

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
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

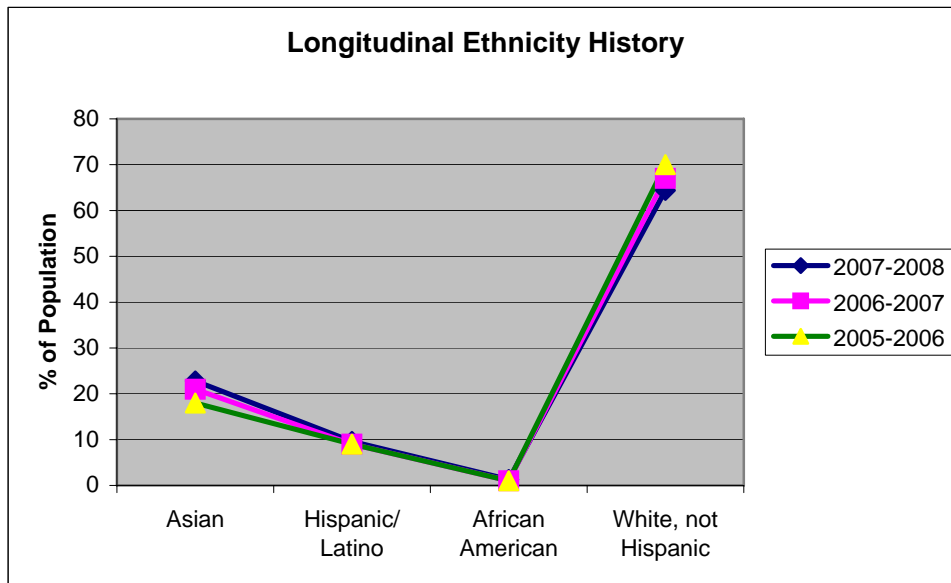


Chart Number 3

**Special Needs**

**Migrant Education:**

Migrant Education Students	
2006-2007	35 students
2005-2006	17 Students

Our Migrant Education program is in cooperation with the San Diego County of Education. The program provides these students and their families with additional support, including a roaming counselor who comes to the school site to meet with them in their native language and provide them with specific guidance. Our Migrant Education population has doubled since 2005. Many of these students enroll in the school mid-year and take advantage of our ELD program.

**AVID Program:**

# of Students in AVID program	
2007-2008	75 students
2006-2007	89 students
2005-2006	102 students

The AVID program was established at TP in 2004-2005. The program has steadily expanded to include students from all grade levels, but has remained consistently at 3% of our total student population. The AVID programs successes include 100% 4-year university acceptance for seniors over the last two school years.

**GATE:**

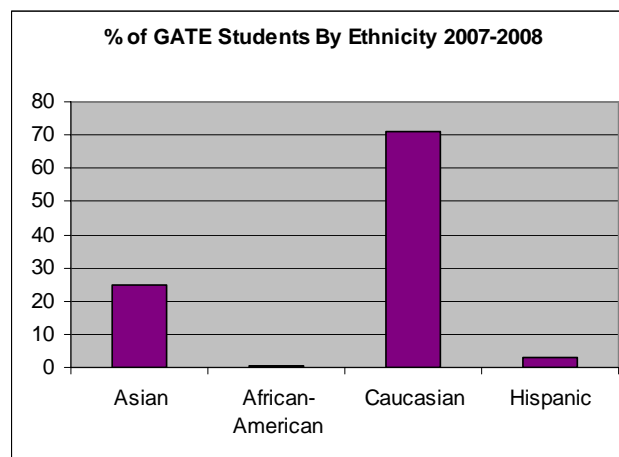


Chart Number 4

At Torrey Pines we offer a variety of course options for students who are designated as Gifted and Talented. (See Appendix for AP/Honors Course Offerings.) All AP and Honors courses are open to any student interested in attempting the higher level of rigor and faster pace in preparation for college. Our Expanded Access program, opening specifically Honors courses to



all students via a GATE-waiver process, was implemented in 2004-2005. (See Appendix for Expanded Access Data detailing GATE and Non-GATE achievement in Honors courses.) This has led to large increases in enrollment in Honors and AP courses and has changed the culture in those classrooms. It has also meant increased participation in Advanced Placement testing, something we've worked hard to encourage all students, regardless of socioeconomic status, to take advantage of. We've increased the number of students applying for Fee Reductions to engage in AP testing from 24 students in 2005, to more than 70 in 2007. Despite increases in numbers of students enrolled in the AP courses as well as percent of the student body testing, we have shown increases in our overall school AP exam pass rate, an accomplishment! (See Chapter 1, page 22 for breakdown of AP exam data.) Over the past two years we have also had 15 staff members attend GATE Certification training to better meet the needs of the diverse student populations in their courses.

Number of students enrolled in AP/Honors courses:

COURSE	# Enrolled in 2005-2006	# Enrolled in 2006-2007	# Enrolled in 2007-2008
Honors English 9	320 (out of 606 Freshmen)	313 (out of 625 Freshmen)	312 (out of 664 Freshmen)
Honors English 10	318	211	320
Honors Geometry	205	180	181
Honors Algebra 2?trig	245	258	260
AP Art History	61	56	21
AP Biology	100	160	101
AP Calculus A/B	220	189	190
AP Calculus B/C	47	33	33
AP Chemistry	22	76	77
AP Computer Science A	49	45	40
AP Computer Science B	9	9	13
AP Economics	137	352	285
AP English Language	421	323	343
AP English Literature	315	367	303
AP Environmental Science	48	45	92
AP European History	19	22	30
AP French Language	29	24	16
AP Government	139	341	295
AP Japanese	Not offered	22	Not Offered
AP Music Theory	24	14	7
AP Physics B	248	261	294
AP Physics C	78	80	80
AP Psychology	202	219	216
AP Spanish Language	83	60	62
AP Spanish Literature	25	20	Not offered
AP Statistics	96	108	78
AP Studio Art - 2D Design	17	28	19
AP Studio Art – Drawing	48	44	30
AP U.S. History	286	260	277
AP World History	225	246	290

**Special Education:**

<b>Special Education Population: Number of Students Enrolled Per Disability</b>				
<b>Disability</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Mental Retardation	9	13	15	12
Hard of Hearing	5	5	6	3
Deaf	0	0	0	0
Speech & Language Impaired	56	27	23	14
Visual Impairment	2	2	2	1
Emotional Disturbance	9	8	15	6
Orthopedic Impairment	6	6	6	3
Other Health Impairment	74	62	43	33
Specific Learning Disability	148	130	121	106
Deaf-Blindness	0	0	0	0
Multiple Disability	3	3	3	0
Autism	10	17	18	14
Traumatic Brain Injury	0	3	1	2
Total number	324	276	253	194

***Socioeconomic Status***

<b>Number of Students Qualifying for Free &amp; Reduced Price Meals</b>	
2006-2007	151 (5.3% of Population)
2005-2006	153 (4.9% of Population)

***Parent Education Levels***

<b>Parent Education Levels (% of students)</b>	
No High School	2%
High School Graduate	1%
Some College	5%
College Graduate	22%
Graduate or Post Graduate school	45%
Decline to state/Unknown	24%

**Language Proficiency**

*English Language Development (ELD) Program*

There were 94 students in the ELD Program in the Fall of 2006-2007. This number increased in the second semester to 112 students due to migrant worker movement. Students are identified as English Learners based on the results of the CELDT exam (California English Language Development Test). The test is administered to all students who report on the Home Language

Survey that a language other than English is spoken at home. If the student scores below Advanced overall, the student is then identified as an English Learner.

Based on the English level, the student is placed in the appropriate ELD class. The levels are ELD I, II, III and Sheltered English. In addition, Sheltered content area classes such as Math, Science, and Social Studies are taught using specialized techniques to provide equal access to the core curriculum. The Sheltered classes are taught by EL authorized teachers using the SDAIE methodologies. The classes currently offered to EL students are US History, World History, American Government and Economics, Coordinated Science, Biology, and Chemistry, Pre-Algebra, Algebra I and Algebra II, Computer Applications, Health, Reading for Success, and School Success. All instruction is in English.

*ELD Population*

<b>Number of English Language Learners by Language</b>				
	2003-2004	2004-2005	2005-2006	2006-2007
• Spanish	53	56	64	66
• Mandarin	20	20	21	19
• Korean	9	13	14	22
• Japanese	11	7	6	4
• French	2	1		1
• German	1	1	2	2
• Cantonese	1	1	1	15
• Farsi	2	2	1	1
• Hebrew	2	2	1	2
• Russian	1	3	1	3
• Urdu	1		1	
• Vietnamese	1		1	1
• Gujarati		1		
• Filipino	2			2
• Polish	1			1
• Thai	1			3
• Other Non-English	5	5	4	7
<b>Total</b>	113	112	117	134

<b>English Learner Levels</b>				
	2003-2004	2004-2005	2005-2006	2006-2007
# of English Learners	113	112	117	134
# of Fluent-English-Proficient (FEP) Students	600	621	588	462
# of Re-designated FEP Students	18	24	5	9

## Attendance Data

### *Average Daily Attendance Data*

Year	Number of Students	%
2006-07	2769	97%
2005-06	2999	96%
2004-05	3191	97%
2003-04	3252	96%

## Student Discipline Data

At Torrey Pines High School, we admit that we are fortunate to work with a student population where most of the student discipline involves minor issues when compared with other schools. Disciplinary infractions we see most often are: truancy, cell phone and iPod use in the classroom, tardies, academic dishonesty, computer crime (accessing teacher files or network data), and influence or possession of drugs and alcohol. We have very few violent incidents on campus, which contributes to an overall feeling of safety at school.

Discipline actions available to staff include: in-class procedures set by the teacher (such as lunch detention or parent contact), Saturday School, In School Alternative Program (see \* below), suspension from class for up to two class periods, suspension from school, and recommendation for expulsion. In 2005-2006, an additional option was developed by our District. The Recovery Education and Alcohol/Drug Instruction (READI) program is a 3-day drug and alcohol counseling program run in-district for students who are first-time offenders for drug/alcohol possession or under the influence. The program is geared towards behavior change versus disciplining and includes a community service requirement, mandatory attendance of recovery groups such as AA or Alateen, support group attendance on site, and parent attendance at a special session. Student records do 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.

Student Discipline Action	2005-2006	2006-2007
READI (Drug and Alcohol Counseling)	8 (2 <sup>nd</sup> semester only)	21
Suspension	76	44
In School Alternate Program*	7	39
Class Period Suspension	Data not available	8
Expulsion	1	0

\*In School Alternative Program (ISAP) is an in-school alternative program located at La Costa Canyon High School (northern portion of our district) and is an excellent alternative between Saturday School and Suspension.

## Staff Data

Torrey Pines High School is proud of its highly skilled staff which provides student-centered services and delivers curriculum in innovative, challenging, and balanced methods. Over the past 5 years we have seen a large percentage of new staff due to growth in enrollment as well as retirements and other natural forms of attrition, with 31 new teachers in 2003-2004. Our District, as well as our on-site hiring committees, value and treasure a tradition of high expectations and careful screening in the hiring process. Consequently, employment in our district is highly competitive, and provides administration with phenomenal candidates from which to select. Our teachers are all Highly-Qualified according to the standards set forth by NCLB, and many have expanded their professional development into Masters degrees, doctoral degrees, or certifications in areas of specialty, modeling a culture of life-long learning, growth, and change.

<b>QUALIFICATIONS</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
# of Teachers	139	135	125
# Fully Credentialed	139	134	125
# Emergency Credentials	2	3	0
Avg. Yrs Teaching	12.7	12.5	12.7
Avg. Years in District	11.1	10.8	11.0
# 1 <sup>st</sup> Year Teachers	2	15	9
# 2 <sup>nd</sup> Year/Experienced 'New' Teachers*	25	4	9
# Male/ # Female	62/72	64/71	58/67
% White	88.5	87.4	85.6
% Hispanic	7.2	7.4	7.2
% Asian	2.9	3.7	3.2

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

## Student Performance Data

TPHS has earned a reputation and tradition of academic excellence. We have been consistently ranked among the top 120 schools on the *Newsweek Magazine* list of “Top 1200 Schools in the Nation” based on our number of Advanced Placement exams administered and our success with those exams. We’ve had an average of 25 students who have qualified as National Merit Scholarship Finalists based on their PSAT scores, and have a 94% pass rate for first time CAHSEE test takers.

Our API score has been consistently above 800, with a high score of 855 in 2003. All subgroups have met their AYP goals, except for the 2003-2004 testing cycle, during which we had too large of a percentage of students opt out of the CST exams to enable us to receive a score. Our current API, 838, is a 17 point increase over our 821 score in 2005.

Despite this student achievement data, our culture of excellence and pursuit of knowledge has fostered an environment where resting on laurels of the past is not even an option. Our staff has worked hard to implement best practices to improve student achievement, such as align curriculum more closely with the standards, implement standards-based resources, consciously connect curriculum with standards for students, help students see where exams such the STAR can assist them in other high-stakes tests such as the SAT and AP, reflect on data for improvement, and educate our students, parents and own staff community about the purpose, value and validity of testing data and results.

One of the steps implemented has been to share STAR results with students in a very conscious activity. Students and families typically receive CST/STAR results over the summer, and unlike other exams such as the AP and SAT tests, these letters are often discarded or the results are unclear to parents and students. Beginning in 2005-2006, TPHS developed a personalized STAR result 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 3 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, our school’s results and ranking in comparison with other schools, explain the equivalency of their scores to their in-class achievement, and provide a chance for students to set goals for their own scores on paper and reflect on the “effort variable.” We want the students to try their best on these assessments, so that we have reliable data upon which to make informed decisions about learning.

**Academic Performance Index (API)**

Schoolwide Results

<b>Academic Performance Index (API)</b>				
	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2003	855	10	9	Yes
2004	--	--	--	No
2005	821	10	5	Yes
2006	838	10	6	Yes
2007	852	Not yet available	Not yet available	Yes

Note: Among schools that tested at least 2,000 students, TPHS ranked (tied) for fourth in California.

Subgroup Results

<b>Subgroup API Results</b>					
Group	2002*	2004	2005	2006	2007
African American	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--
Asian	926	904	*exceeded target	910	913
Filipino	--	--	--	--	--
Hispanic/Latino	627	646	647	633	672
Pacific Islander	--	--	--	--	--
White	864	824	*exceeded target	845	855
Socioeconomically Disadvantaged	602	625	626	646	622
English Learners		--	--	--	--
Students with Disabilities		594	595	603	569

(\*-- indicates group size that is numerically insignificant, \* no data available for 2003)

**Adequate Yearly Progress (AYP)**

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
<b>AYP Goal % Proficient</b>	11.2	9.6	11.2	9.6	22.3	20.9	22.3	20.9	22.3	20.9
Schoolwide	89	81	86	82	87	85	87	84	86.4	84
Asian	93	97	90	92	91	96	91	95	90.7	94.7
Hispanic/Latino	56	43	53	53	49	47	46	39	50.9	48.1
White	91	81	90	83	91	87	91	87	90.8	86.5
SES Disadvantaged	46	28	43	42	49	48	50	44	36.8	39.5
English Learner	41	57	60	76	35	44	34	46	37.2	51.2
Disabled Students	50	31	53	37	42	39	32	32	35	30

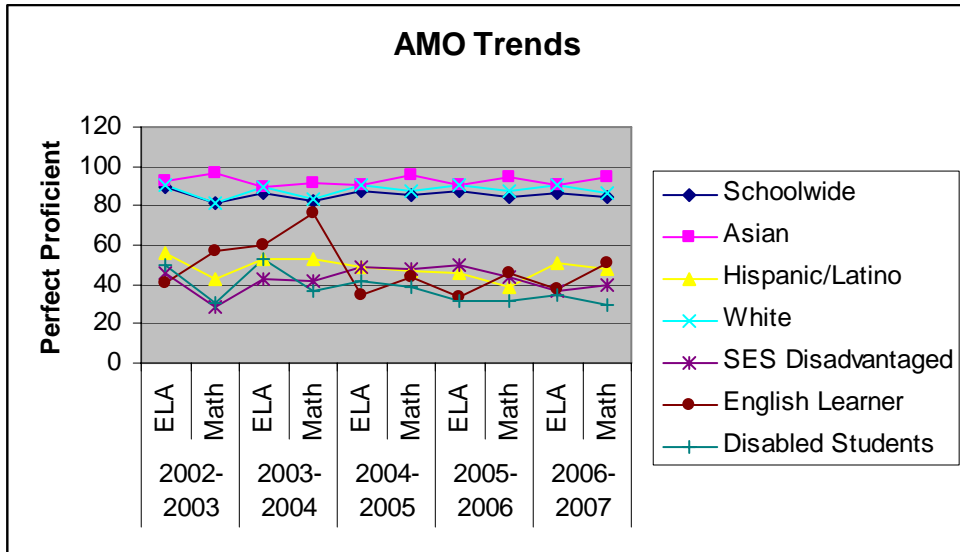


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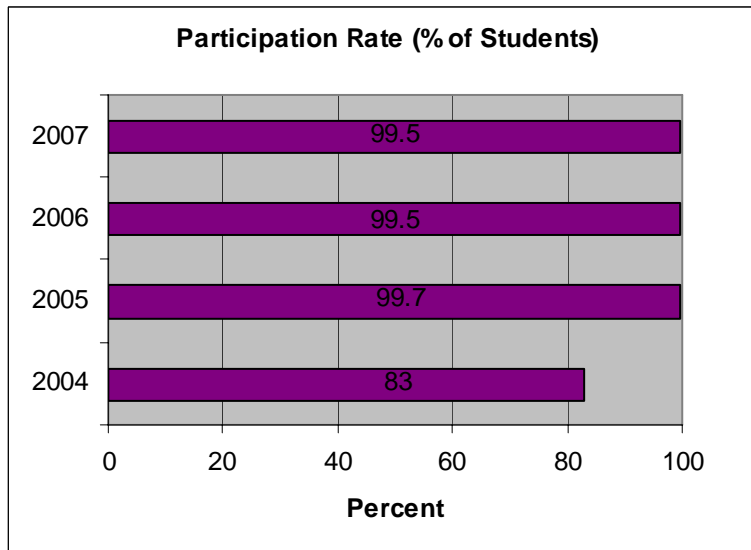


Chart Number 6



**STAR/CST Results**

<b>Percent of Students Scoring Proficient or Above on STAR CST Exam</b>						
		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
ELA	Grade 9	79%	77%	78%	81%	82%
	Grade 10	74%	66%	73%	72%	70%
	Grade 11	76%	58%	61%	68%	70%
Math (Summative)	All Grades	72%	55%	64%	59%	65%
	Grade 10	88%	80%	86%	96%	98%
	Grade 11	70%	50%	60%	55%	59%
Algebra I	All Grades	15%	13%	8%	12%	11%
	Grade 9	18%	15%	12%	15%	13%
	Grade 10	8%	3%	2%	7%	5%
	Grade 11	4%	0%	0%	0%	13%
Geometry	All Grades	54%	52%	52%	58%	54%
	Grade 9	73%	67%	68%	72%	69%
	Grade 10	21%	11%	17%	25%	9%
	Grade 11	6%	0%	16%	0%	8%
Algebra II	All Grades	56%	40%	44%	47%	52%
	Grade 9	98%	91%	96%	94%	94%
	Grade 10	64%	44%	51%	54%	53%
	Grade 11	18%	6%	10%	6%	11%
Biology	All Grades	85%	76%	71%	75%	73%
	Grade 9	93%	95%	86%	86%	81%
	Grade 10	75%	54%	63%	55%	34%
	Grade 11	80%	76%	54%	69%	79%
Chemistry	All Grades	77%	67%	67%	59%	67%
	Grade 10	86%	77%	83%	74%	74%
	Grade 11	62%	44%	43%	41%	46%
Earth Science	All Grades	70%	73%	57%	40%	43%
	Grade 9	73%	75%	59%	44%	44%
	Grade 10	32%	50%	N/a	N/a	40%
Physics	All Grades	79%	63%	66%	78%	68%
	Grade 11	80%	63%	66%	79%	68%
	Grade 10	N/a	N/a	N/a	N/a	88%
World History	Grade 10	68%	54%	61%	56%	62%
US History	Grade 11	77%	58%	58%	68%	63%

N/a = not enough results reported for data

<b>Subgroups Performance on STAR - % Proficient</b> (Including all 2007 data released as of report date)													
	ELA 9	ELA 10	ELA 11	Alg I	Geo	ALg II	Sum. Math	World Hist.	US Hist.	Bio	Chem	Earth Sci.	Phys
<b>English Learners</b>													
2005	13	0	13	15	24	38	--	0	14	24	--	--	--
2006	21	6	8	6	29	31	--	3	8	22	27	--	--
2007	21	12	6	0	22	33	--	20	7	17	64	--	--
<b>Redesignated Fluent English Proficiency</b>													
2005	50	61	52	0	42	62	80	57	63	60	87	--	79
2006	65	50	59	0	70	56	68	50	65	75	64	--	--
2007	62	58	47	8	44	73	65	48	48	50	71	--	--
<b>Socioeconomically Disadvantaged</b>													
2005	34	24	33	4	28	19	--	19	26	38	45	--	--
2006	37	26	24	3	18	22	--	20	29	33	25	--	--
2007	23	19	23	4	18	21	25	10	27	27	--	--	--
<b>Students with Disabilities</b>													
2005	27	23	23	6	14	21	27	27	24	37	--	58	--
2006	31	21	27	5	26	15	58	22	32	45	33	37	--
2007	30	15	11	2	8	--	--	15	22	--	--	--	--
<b>GATE Students</b>													
2005	98	93	82	--	81	63	72	80	76	90	77	83	72
2006	--	100	84	--	--	40	72	100	83	88	65	--	80
2007	99	94	95	--	86	82	84	83	83	94	84	--	79

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

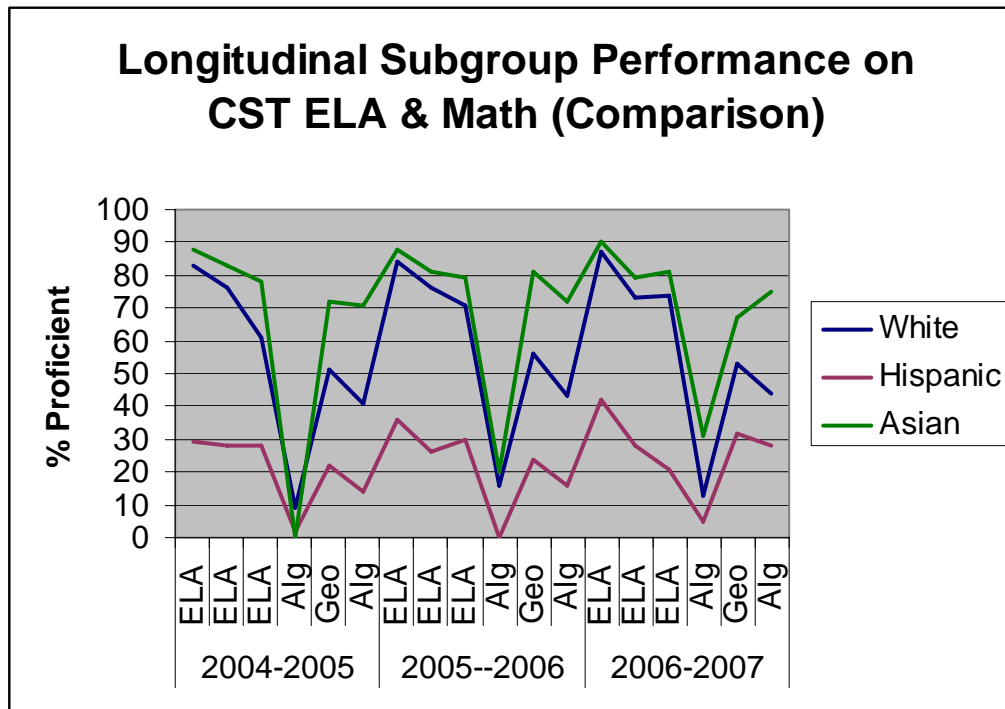


Chart Number 7

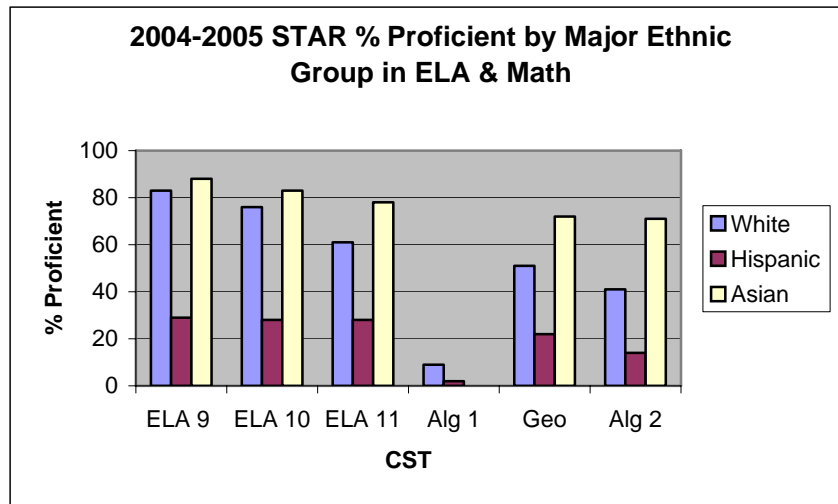


Chart Number 8

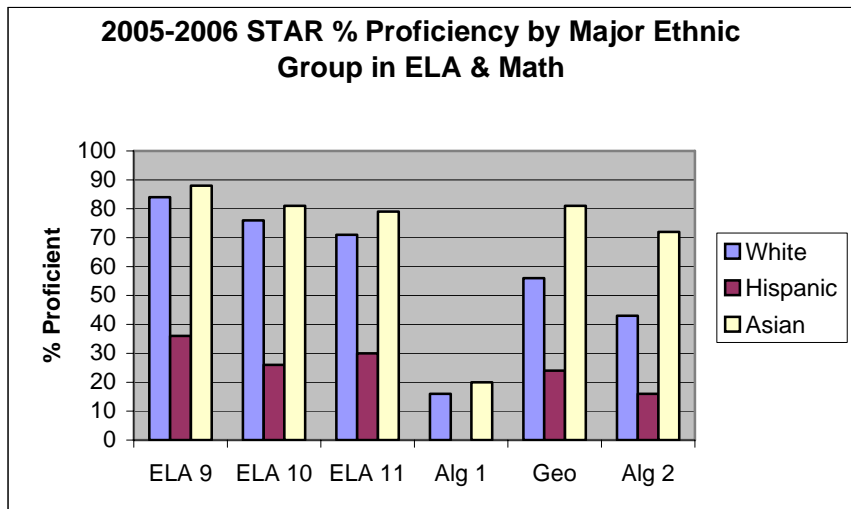


Chart Number 9

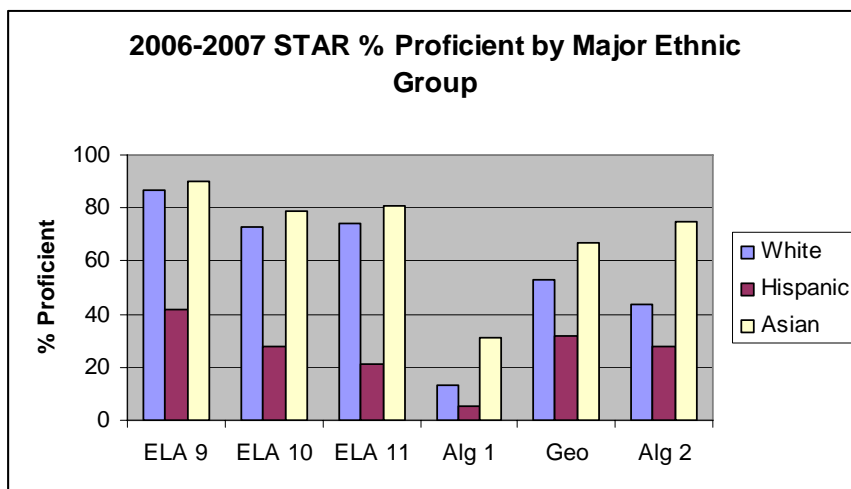


Chart Number 10

**California High School Exit Exam (CAHSEE) Results**

<i>Percent of TPHS Students who have passed the California High School Exit Examination in <b>English Language Arts</b> (Grade 10 and All students testing – Combined administrations)</i>								
	2003-2004		2004-2005		2005-2006		2006-2007	
	Gr. 10	All	Gr. 10	All	Gr. 10	All	Gr.10	All
Schoolwide	96	96	95	91	94	87	94	91
Statewide		75	76	65	77	61		
Male	95		89	89	93	83	92	88
Female	98		94	94	96	92	96	94
White not Hispanic	97		95		98	94	98	97
Hispanic/Latino	85		63		65	49	68	57
Asian	100		93		97	93	94	92
African American/Black	--		10		--	--	--	--
American Indian/Alaskan Native	--		2		--	--	--	--
Filipino	--		8		--	--	--	--
Pacific Islander	--		5		--	--	--	--
Multiple/No response	93		--		--	--	--	--
English Only	97		94		98	93	97	96
Redesignated FEP	94	94	97	97	93	88	93	94
English Learner	72	72	33	28	32	35	46	37
Special Education	79	79	74	61	73	58	63	50
Socioeconomically Disadvantaged	77	77	77	61	69	50	60	50
Non-Socioecon. Disadvantaged	97	97	97	94	97	93	98	95

('--' indicates less than 10 documents processed)

<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>								
	2003-2004		2004-2005		2005-2006		2006-2007	
	Gr. 10	All	Gr. 10	All	Gr. 10	All	Gr. 10	All
Schoolwide	96	96	96	92	94	88	95	94
Statewide			74	65	76	59		
Male	96		90		93	87	94	92
Female	97		95		96	90	96	95
White not Hispanic	98		95		97	91	97	96
Hispanic/Latino	87		68		72	60	73	73
Asian	98		98		99	99	99	99
African American/Black	--		77		--	--	--	55
American Indian/Alaskan Native	--		--		--	--	--	--
Filipino	--		--		--	--	--	--
Pacific Islander	--		--		--	--	--	--
Multiple/No response	93		--			--	--	--
English Only	97				97	90	96	96
Redesignated FEP	100	100	97	97	86	87	97	97
English Learner	91	91	54	56	70	62	68	64
Special Education	80	80	78	62	64	54	64	60
Socioeconomically Disadvantaged	85	85	73	65	76	66	63	59
Non-Socioecon. Disadvantaged	98	98	98	95	96	92	99	98

('--' indicates less than 10 documents processed)

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

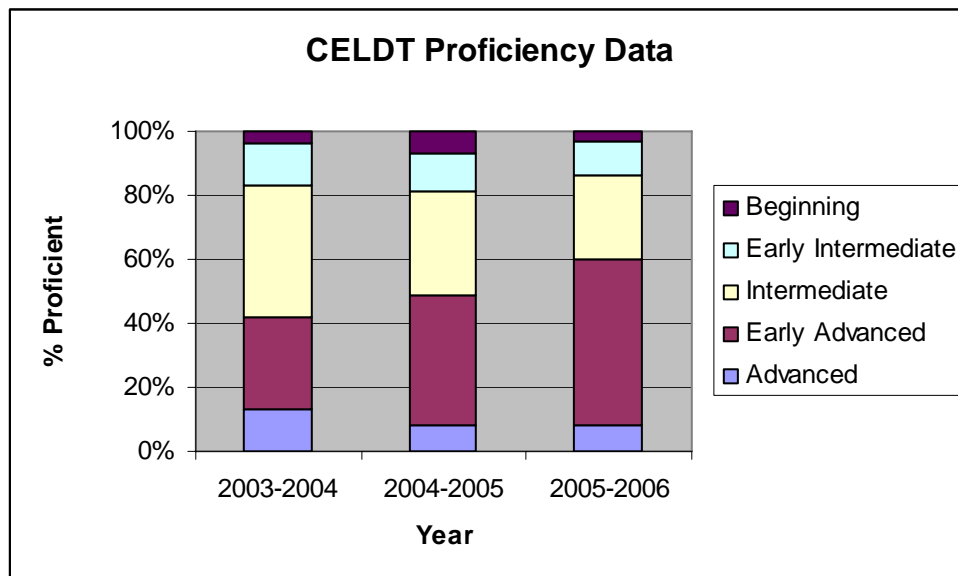


Chart Number 11

**Local Assessments**

- *Direct Writing Assessment*

This assessment is a prompt based writing task which is scored multiple times for accuracy. Teachers from across the district gather together and are trained on the scoring and then score the items. Each submission is scored twice. Student scores are used as a very clear indicator of level of writing. Submissions are scored on a scale of 1 through 6, with 6 the highest level of achievement. The DWA is administered in all English classes throughout the site and district at a designated time each year.

2005						
Scores	1	2	3	4	5	6
<b>9th Grade</b>						
<b>10th Grade</b>		1	3			1
<b>11th Grade</b>		6	41	200	162	60
<b>12th Grade</b>		7	107	241	146	47
2006						
Scores	1	2	3	4	5	6
<b>9th Grade</b>			2			
<b>10th Grade</b>		4	67	184	118	56
<b>11th Grade</b>		7	42	187	170	69
<b>12th Grade</b>	3	14	60	232	205	134

2005						
RawScores	1	2	3	4	5	6
<b>Female</b>		4	59	208	158	63
<b>Male</b>		10	92	233	150	45
2006						
RawScores	1	2	3	4	5	6
<b>Female</b>		4	54	273	259	113
<b>Male</b>	3	21	117	330	234	77

**College Entrance Exam Results**

SAT and ACT Results							
Graduation Class		2002	2003	2004	2005	2006	2007
SAT	% of Seniors Taking	80	76	77	85	77	78%
	Mean Verbal	565	563	583	571	570 * Reading	576 * Reading
	Mean Math	608	607	617	609	612	613
	Mean Total	1173	1170	1200	1180	577 * Writing	582 * Writing
ACT	% of Seniors Taking	29	28	31	36	33	34
	Avg. Composite Score	24.7	24.7	25.6	25.3	25.7	25.3

**Advanced Placement Results**

<b>AP Subject</b>	<b>2005 # of Exams</b>	<b>2005 % Passing</b>	<b>2006 # of Exams</b>	<b>2006 % Passing</b>	<b>2007 # of Exams</b>	<b>2007 % Passing</b>	<b>% +/- between 06 &amp; 07</b>
AP Art History	39	97	48	77	43	79	+2
AP Biology	103	96	98	98	145	92	-6
AP Calculus AB	228	83	212	94	201	95	+1
AP Calculus BC	52	94	44	98	37	95	-3
AP Chemistry	78	95	77	100	67	97	-3
AP Chinese					14	100	
AP Comp Science A	26	100	35	69	41	90	+21
AP Comp Science AB	11	100	8	100	10	70	-30
AP Econ/MAC	147	78	153	82	167	76	-5
AP Eng. Lang.	318	80	411	76	311	84	+8
AP Eng. Lit.	251	77	280	84	327	80	-4
AP Env. Science	2	100	39	77	38	87	+10
AP Euro. History	13	92	18	94	17	88	-6
AP French Lang.	22	36	25	56	22	77	+21
AP French Lit.	4	50	5	20	0		
AP German	3	100	2	100	4	100	0
AP Gov/Pol US	120	52	117	72	150	63	-9
AP Japanese					23	78	
AP Music Theory	17	88	20	95	10	100	+5
AP Physics B	173	56	167	73	172	70	-3
AP Physics C- E&M	23	83	29	83	26	88	+5
AP Physics C - Mech	68	65	67	75	67	87	+12
AP Psychology	170	37	123	64	139	67	+3
AP Span. Language	68	82	80	80	51	90	+10
AP Span. Literature	23	100			14	71	
AP Statistics	107	74	95	87	89	79	-8
AP Studio Art – Draw	11	73	12	33	8	63	+30
AP Studio Art – 2D	8	25	5	0	15	93	+93
AP Studio Art – 3D			1	100	1	100	0
AP US History	165	64	269	60	250	66	+6
AP World History	210	70	221	72	226	77	+5
<b>Total Exams</b>	<b>2460</b>		<b>2663</b>		<b>2685</b>		<b>+22</b>
<b>Total Candidates</b>	<b>1122</b>		<b>1204</b>		<b>1169</b>		<b>-35</b>
<b>% of Population Participating</b>	<b>34%</b>		<b>38%</b>		<b>41%</b>		
<b>Overall % Passing</b>		<b>73</b>		<b>78</b>		<b>80</b>	<b>+2</b>

<b>AP Results School wide</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Number of Candidates	742	906	1122	1204	1169
Number of Exams with Passing Score	1351	1596	1787	2077	2136

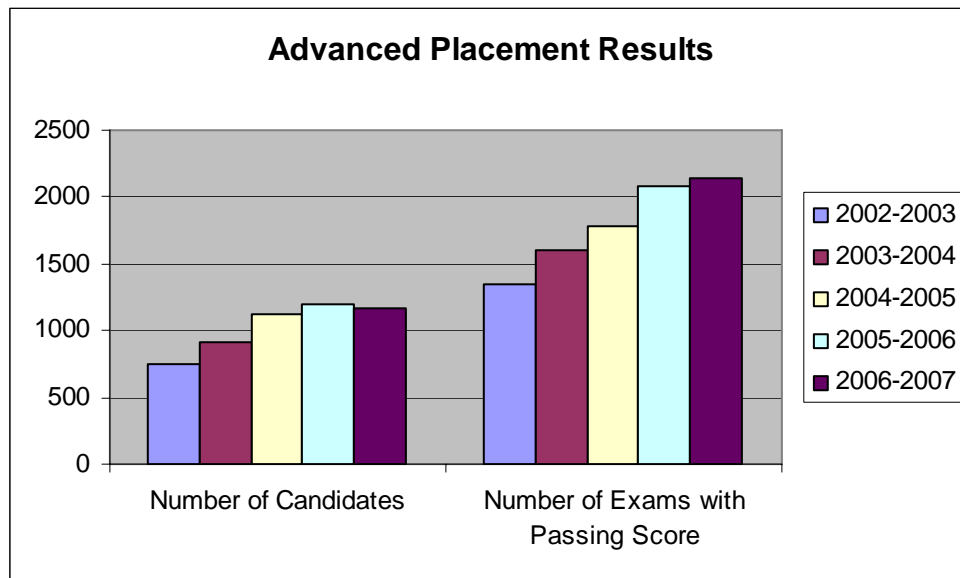


Chart Number 12

### UC A-G Requirements

REQUIREMENTS	Class of 03	Class of 04	Class of 05	Class of 06
# UC Eligible Grads	514	583	630	628
# of Seniors	732	778	809	835
% Of Class	70	75	78	75

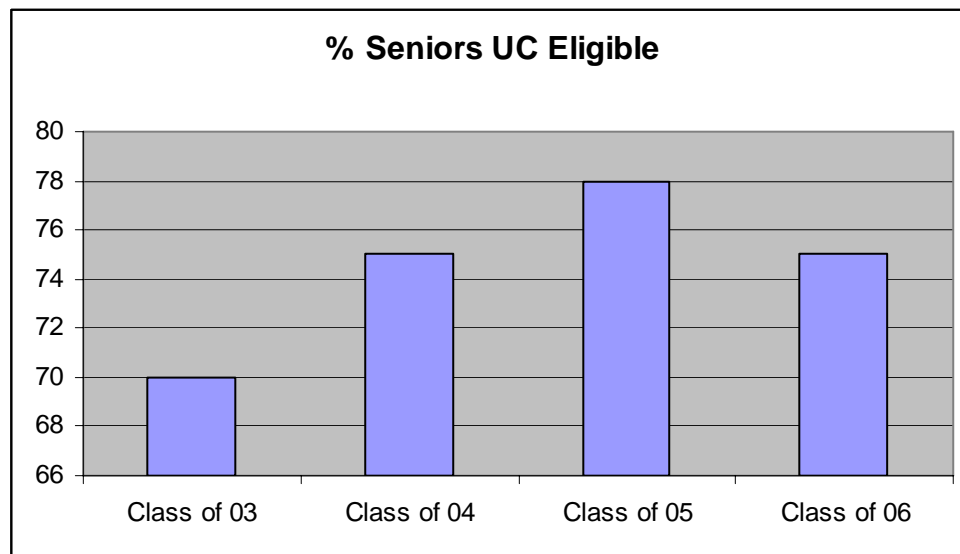


Chart Number 13



**Mathematics Courses**

- Number of Students Enrolled in Algebra I by Grade

	<b>NUMBER of Students in Alg. I in 2006-2007</b>	<b>2007-2008</b>
Grade 9	156	94
Grade 10	36	38
Grade 11	10	13
Grade 12	--	13

- Courses Offered

Torrey Pines offers a variety of Mathematics courses aligned with state standards and UC approved at the levels of College Preparatory, Honors, and Advanced Placement. We also offer courses beyond Advanced Placement in conjunction with San Diego State University. To be eligible to enroll in these courses, students must have passed either the AP Calc AB or AP Calc BC exams. Additionally, we offer a double-block Intro to Algebra/Algebra course for students on the opposite end of the spectrum – in this course students can complete an entire year of Intro to Algebra in the Fall semester, and Algebra in the Spring Semester – allowing students to ‘catch-up’ to grade levels. Students who are still struggling have additional options which include enrolling into summer school, or the Success Program, our independent study program via North Coast Academy, a district school. The Success Program is staffed by a NCLB qualified math teacher who can provide students with math resources at a variety of levels.

Intro to Algebra  
 Algebra I  
 Geometry  
 Honors Geometry  
 Algebra II  
 Honors Algebra II/Trig

Pre-Calculus  
 AP Calculus AB  
 AP Calculus BC  
 Calc C/D (through San Diego State)  
 Linear Algebra (through San Diego State)  
 Advanced Topics in Math

**Completion Rates**

We strive to provide all students with an opportunity to be prepared for life after secondary education, whether that is university or college, military, school-to-career, or a gap-year. To that end we have developed close relationships among the programs within our district as well as community resources, to provide students with an opportunity to earn a high school diploma.

Students who are deficient in credits have the following options: enroll in our continuation high school (Sunset High School) for a semester to get caught up; enroll in our independent study program, North Coast Academy, located at Sunset High School with a satellite branch on the TPHS campus referred to as the Success Program; enroll in Adult Education to complete their courses through their offerings; enroll in Mira Costa Community College, with whom our district

has established a partnership allowing students to enroll without a high school diploma and work towards earning that document (this is a great option for students who are unable to pass the CAHSEE exam.)

Senior transcripts are audited several times a year to provide them with information, guidance, and timely options– whether that is enrolling in something as simple as a seventh period Work Experience course, or one of the programs listed above. 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>
2006	99.4
2005	99.3
2004	99.7
2003	99.8

***Dropout Rates***

<b>YEAR</b>	<b>1 Year Drop Rate</b>	<b>4 Year Drop Rate</b>
2006	3.6	14.4
2005	.2	.6
2004	.1	.5
2003	.1	.4

We've seen a marked increase in the percent of students who do not continue with us and are classified as 'drop-out'. We attribute this to several factors; increases in the number of migrant education workers in our population, increases in the number of students who are unable to complete the CAHSEE exam, and increases in the number of students who've selected to leave public school systems for private. The adoption of our Aeries data system has also created increased efficiency in tracking student data.

***Average Class Size***

**Average Class Size**

<b>SITE</b>	<b>CLASS SIZE</b>
TPHS	35
District	29.4
County	27.5

## ***Chapter 2: Student/Community Profile – Overall Summary***

### **Implications of Data in regard to Student Performance**

- Demographic Changes
  - We've seen large fluctuations in population size over the past 6 years, growing from 2723 students in 2000, to 3396 students in 2003-2004. The growth trend has subsided due to population changes, enrollment shifts, and opening of new schools, bringing us down to 2671 in 2007-2008.
  - These rapid and drastic changes in school population size meant mass new hires, with a peak of 27 new staff members in 2004, and then changes due to over-staffing in years with declining enrollment.
  - Demographic changes in subgroups within our growth and decline has also meant different subgroup data, with increases in the following: the percent of Asian students (from 18% in 2005-2006 to 21% in 2006-2007); the number of migrant education students (from 17 to 35 in a two-year period); the number of student enrolled in our ELD program (from 113 in 2003-2004 when we had our highest enrollment ever, to 134 students in 2006-2007 – a 2% increase); and a slight (.4%) increase in the number of students who qualify for free and reduced lunch. Conversely, we've seen a decline in the number of students participating in our special education program – from 324 students in 2003-2004 (10% of the population), to 194 students in 2006-2007 (7% of the population.)
- Student Performance Data
  - Despite steady increases in our API, we've seen a decrease over the past six years in our Similar School Ranking, from 9 in 2003, to 5 in 2005. 2006 saw a slight increase to 6.
  - Subgroup performance data has also seen shifts. Our Hispanic subgroup has increased their API score by 39 points from 633 in 2006 to 672 in 2007. However, our socioeconomically disadvantaged students and students with disabilities saw an API decrease in 2007. Our socioeconomically disadvantaged group decreased from 646 to 622, and our students with disabilities decreased from 603 to 569.
  - Our Hispanic subgroup has shown increases in meeting Annual Measurable Objectives (AMOs.) This group showed a 4.9% increase in ELA, and 9.1% increase in Math. The Socioeconomically disadvantaged subgroup and students with disabilities subgroup saw declines. In ELA the Socioeconomic disadvantaged subgroup decreased 13.2%. In Math: the SES group declined by 4.5%, and disabled students subgroup declined by 2%.
  - We've shown increases in 2006-2007 in our CST (STAR) percentage of students scoring Proficient or Above in English Language Arts, Summative Math, Algebra II, Chemistry and World History. We've seen decreases in ELA grade 10, Geometry, Biology, Physics and US History. Algebra I CST % Proficient or Above for all grades has also remained very low, with 11% scoring proficient or above in all grades in 2006-2007, and only 13% in grade 9.

- Largest increases in 2006-2007 were:
  - Algebra II, with a schoolwide percent proficient or above increase of 5%
  - Chemistry, with a schoolwide percent proficient or above increase of 8%
  - World History, with a schoolwide percent proficient or above increase of 6%
- Largest decreases in 2006-2007 were:
  - Geometry, with a schoolwide percent proficient or above decrease of 4%
  - Physics, with a schoolwide percent proficient or above decrease of 10%
- After significant decreases in the percentage of Hispanic and ELD students who pass the CAHSEE English portion as 10<sup>th</sup> grade students, 2006-2007 saw slight improvement – with 68% of Hispanics and 46% of ELD students passing the exam on the first attempt (up from 65% and 32% respectively.) The percent of special education students who passed the English portion of the exam decline from 73% to 63%.
  - Our Hispanic subgroup has improved in the percentage passing across all grades in CAHSEE Math, from 60% to 73%. Over the past two years ELD student have improved consistently, with the percent of ELD students in all grades passing rising from 56% in 2004-2005, to 64% in 2006-2007. However, special education and socioeconomically disadvantaged subgroups saw declines, with the percent of 10<sup>th</sup> grade special education students passing the Math CAHSEE shifting from 78% in 2004-2005, to 64% in 2006-2007, and SES disadvantaged students passing declining in grade 10 from 73% in 2004-2005 to 63% in 2006-2007.

### **Critical Academic Needs**

- Ensure that ALL students are being successful in and out of the classroom.
  - This need is specifically focused on Hispanic, ELD, and socioeconomically disadvantaged students who may need additional support, mentoring, or resources to connect to the culture of the school.
- Ensure that a consistent standards-based curriculum is implemented that addresses student skill needs in the areas of Math and English Language arts.
  - With continually higher objective goals for the Annual Measurable Objectives in Math and English Language Arts, as well as the continued pressure for students to passing the CAHSEE exam, ensuring that students are proficient in Math and ELA skills is critical. In addition, student proficiency in content area standards is a continued area of focus.
- Ensure that programs that reach out to students of our special needs subgroups as well as our students in the 'middle' are continued, maintained, monitored for success, and expanded if needed.

- This includes programs such as AVID, mentoring, support for students enrolling in AP or Honors courses, ELD support, Special Education support, and proactive work with students of socioeconomic disadvantaged or minority status to include their participation in these programs.
- Changes in demographics and campus environment means continued focus on areas of staff connectedness, student connectedness and overall well-being.
  - Research has shown that students belonging to subgroups in educational environments must be connected socially, emotionally and academically to the larger culture of the campus to be successful. The same holds true for our staff, our students at the top, and our students in the ‘middle.’

These critical needs are based on data evidence, as well as our ESLRs by continuing to create “active community participants,” “collaborative workers,” “self-directed learners,” and develop “effective communicators.” Our ESLRs are designed to create students who are prepared not only for success at high school, but life beyond high school – including career-technical and practical skills. Focus on areas of growth in terms of Math and English Language skill acquisition affects other academic and social areas positively. Students able to master grade-level skills in those areas will be able to expand their abilities to become “self-directed learners” who can ask questions, seek answers, set challenging goals, take pride in their work, and make a positive impact on their environment – all elements within our ESLRs and items that correlate with school and life success.

**Questions to consider:**

1. What programs, procedures, steps do we need in place to ensure that all students have access to success?
2. What programs that have been put into place are currently effective? What programs need changes?
3. What steps are necessary to increase Math and English Language Arts skills for all students?
4. What steps are necessary to deliver standard-based curriculum to all students in a manner that provides them with an opportunity for success?
5. What professional development opportunities and needs are to be considered?
6. How can we build effective community relationships?

## ***Chapter 3: Significant Developments since the Last Visitation***

### **Significant Developments at the School Since Last Visitation**

Since the WASC visitation in 2002, Torrey Pines High School continues to change and improve. There have been many improvements, starting with increased participation in our Advanced Placement program testing. In 2003, 1,730 tests were taken but in 2004, that number jumped to 2,122 and increased to 2663 exams in 2006. (See Chapter 1 for detailed breakdown.) The percent of students passing AP exams went from 73% in 2004, to 78% in 2006, and 80% in 2007. This increase in schoolwide pass rate is especially positive considering the percentage of our school population participating in the program has increased as well. Additionally, school culture regarding STAR testing has improved. In 2004, Torrey Pines did not receive an API score due to low participation rate. This was because a number of students opted out, impacting the scores and comparisons with previous years. But in 2005, a student-driven campaign was begun to improve STAR test participation and as a result we had close to 100% participation in 2005 and 2006. The campaign focused on educating students and parents about the purpose of the exams, as well as the application of data to classroom instruction. In 2006, the principal met with each English class and set personal STAR score goals with all kids based on a reflection exercise using two years worth of results and raising the question of student effort. Students were educated about the value and purpose of the exams, and what teachers and staff use the results for on a daily basis. Based on the success of this program, the process was continued in 2007.

As an additional data measure, starting in October 2004, the PSAT test was administered to 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders during the school day. As a result, TPHS tested 2,211 (86.9%) of its 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders in 2004. This has grown to 92% of students testing in October, 2006. Students who in the past would never have taken the PSAT now do and in the process students are introduced to the SAT. The results also generate for us the AP Potential report, from which prospective AP students can be identified. We also administer the PLAN exam on campus on a Saturday. Through increased communication about what this exam is and when it's available, in 2006 we tripled the number of students who sit for this ACT diagnostic and career evaluative/inventory tool. Results are received in December, and are released to parents in a series of January PSAT Parent Results Nights. These nights, broken down by alpha to create a more intimate atmosphere, allow us to share results with parents, educate them on how to understand and apply the results, and also are used as an opportunity to share information about college preparedness, connecting high school courses and testing to college entrance testing, and where to find resources for assistance. If parents miss the evenings, the PowerPoint can be downloaded from our website. (See Appendix for PSAT Results Night Presentation.)

Expanded Academic Access was introduced in 2004 meaning all Honors classes at Torrey Pines High School were open to any students who wished to enroll. (Access to Advanced Placement courses had been opened per College Board in 2000.) This opportunity allowed 395

non-Gate students to enroll in Honors courses for the first time. Students who did not match the suggested student profile for the course but still elected to enroll in honors courses signed a waiver with their parent and counselor. The waiver acknowledged that they understood they did not meet the suggested criteria for the class, but they chose to accept the responsibility nonetheless. Data shows that the expanded access initiative has improved diversity in the classroom, and that the GPA gap between GATE and non-GATE students does diminish by the end of each year. (See Appendix.) In addition, a GATEway Study Skills program has been established to provide support for first-time AP or Honors students – this three-hour program on Saturdays teaches study skills and strategies to students who need extra academic support. Students enroll based on parent sign-up, counselor or teacher recommendation, or peer interest. No student is denied participation. Sessions are once a month, and have been at capacity every time. Courses are led by a team of teachers who developed the curriculum based on critical thinking and study habit research as well as training in GATE and ELD teaching strategies. Our goal as a school is that every student attends at least one Saturday GATEway session during their time as a TP student – and eventually we'd like to explore making this a mandatory part of Freshman Orientation.

In 2006-2007 we also introduced a Mentor program to support students who are struggling academically, socially or emotionally. Students are identified by their academic performance, attendance, and referrals and are paired up with a staff member (both certificated and classified) who can best meet their needs. Mentors meet with their students informally on a weekly basis and provide them with resources, guidance and emotional support. The program will be expanded in 2007-2008.

Special Education services have been restructured to reduce the number of team classes offered thereby distributing the number of special education students per section more evenly. This has resulted in a closer partnership between special and mainstream education, as both teachers share responsibility for the monitoring of the students progress in that class. In 2006-2007, a new mainstream approach to Intro to Algebra/Algebra was established, mimicking Special Education models. This double-block course allows students daily contact with mathematics and their math teacher, as well as providing them the opportunity to earn Intro to Algebra credit in the Fall semester and Algebra credit in the Spring. This enables students to acquire two years' of math credits in one year. In 2007-2008 an approach more closely connected to the research-supported Response to Intervention method drove the structuring of the Special Education program schedule. Special Education case managers and teachers will be teaching less Fundamental courses, and instead be available to provide support to general education teachers during Liaison periods. This will provide Case Managers with more contact time with their students, as well as opportunities for students to participate in mainstream educational settings.

In the 2003-2004 school year, course profiles or curriculum outlines were created for each core academic course by academic department. These profiles give detailed information to prospective students in regard to course content, level of rigor, types of assessment, and

workload. (See appendix for samples.) The profiles also include a suggested student profile for college prep versus honors or Advanced Placement courses. During the 2004-2005 school year, the profiles were expanded upon to include sample assessment questions and details on types of assignments as well as types of class activities and teaching methods used. Profiles are posted online and are found in paper format in the counseling office. These profiles assist students and parents in making informed choices about the type and level of courses to select. For 2007-2008 registration in the Spring of 2007, profiles for **all** course offerings, including elective programs and non-academic courses, were posted in one central one-stop-shopping spot on our Counseling website to assist students and parents in course selection.

Technology at Torrey Pines has improved significantly with the introduction of new programs. In 2005-2006 online attendance was introduced and in 2006-2007 a new student data system (Aeries) was implemented for grade and attendance reporting. One hundred percent of teachers are using it to submit information – allowing parents to view real-time attendance data as well as quarter and semester grades online. This attendance method provides them with easy access to the most up to date attendance information about their students and also provides teachers with a tool to increase accuracy of attendance taking. In addition, Aeries allows teachers to also view students' standardized test scores, including CST, PSAT, SAT and AP results, to facilitate instructional design. Aeries also allows our staff to access data easier to build queries and reports and to extrapolate information for tasks such as the personalized STAR visits, and data for teachers about their students' achievement on the STAR from their previous year's roster.

Another improvement in technology at Torrey Pines has been the addition of Edline. Edline is an internet-based program that provides parents and students access to class materials in a secure format from home. It allows teachers to communicate with students and parents on a daily basis that is easy and saves time. Edline also supports struggling students through a Combined Calendaring feature showing them all their course assignments combined into one place to enable time-management strategies to be developed. Currently 72 teachers are using Edline as a supplement to Aeries, with more than 4230 students and parents as users. Our next step is to integrate Aeries and Edline so that all parents can be reached via email or through our phone dialer system. Increases in communication have resulted in increased participation in school events such as the PLAN and PSAT administration. Parents receive on average 2 emails per week from the school notifying them of schedules, updates, and key events. All information is also duplicated on our public website.

District-wide we have upgraded our automated caller system to one that is integrated with Aeries. Our new system, ConnectEd, can be used by the Superintendent, any of the administrators, and other designees from any computer or phone at any time, versus one person in the entire school trained to use one station. ConnectEd also enables automated calls to go out in minutes versus days, provides sophisticated reports, and is customizable. Parents will now receive attendance calls twice a day (at 10:30 a.m., - 30 minutes into our second block of the day, and if not excused by 8 p.m., another call). Emergency calls or informational messages are now easier to send out and information can be sent in both English and Spanish.



Through generous donations from parents in our community, we have begun the installation of a wireless network. Wireless access will enable us to increase the computer to student ratio in classrooms, which has been a major obstacle to increasing technology since many of our older buildings cannot support more computers on our network servers. Wireless option negates that concern and will allow students to bring their laptops and PDA from home to use in the classroom.

Course consistency has greatly improved throughout departments due to the course profile development, articulation meetings and collaborative planning. Specifically, the focus has been on consistency between courses in the areas of materials used, content covered, addressing the state standards, level of rigor and projects assigned. Participation in the College Board in the AP Audit has increased this consistency – with release time provided for teachers to develop syllabi and course pacing as teams. Departments have engaged in detailed conversations about the value of grades, grade distribution, project alignment, and homework load. Continued growth towards consistency is an ongoing focus through our Homework Policy Review Team as well as within departments.

The registration process at Torrey Pines was restructured, now students and parents are provided information in advance to make thoughtful and informed course selections. Incoming 9<sup>th</sup> graders and their parents have an opportunity to preview our programs through a Choices Night, held annually in February. This showcases the TP campus and options, with classrooms open to students, teachers engaged in demonstrations, and staff on hand for questions and answers.

9<sup>th</sup> Grade Parent Nights allow for individualized parent conferences with a counselor or administrator and there are visits to all feeder schools by the counselors during the school day. Video presentations were made on required and elective courses to better inform students about their choices and are shown at registration nights and are available online for anyone unable to attend or for more detailed reference. Counselors visit TP English classes in person to deliver course offering information and registration contracts for current 9<sup>th</sup> through 11<sup>th</sup> graders. They return to these classes a week later and meet individually with students to counsel them before collecting their course requests. Reference is made frequently to student transcripts, the course profiles – copies of which are available while waiting for the counselor– and standardized test results. The implementation of Aeries has automated large portions of the master schedule development and student registration. In Spring of 2007, students were able to select Torrey Pines as their District school of choice via an online application process. This is the first step towards online course selection procedures. Labs were made available on campus for students and parents without access to computers at home. Through Aeries, better student information and records are accessible to the counselors, including test scores and counseling notes.

Counselors visit grade level classrooms in the Fall to share College and Career planning information with students. These presentations include discussions on 4-year planning, AP vs.

honors levels, career pathways and options, college entrance requirements, and why and how to get involved as a productive member of the school community. These visits are based on the national Counseling Standards and address students growth in the arenas of academic, career and personal/social development. In conjunction with this increased focus on providing students with proactive counseling, we opened the TPHS College Career Center in 2006-2007, sponsored through a collaboration of our School Site Council and our Foundation. This resource center supplements the counselors' presentations and daily work by providing daytime and evening informational sessions for students and parents, as well as hosting college and career speakers. Many of the parents in our community invest thousands of dollars for private 'college counselor services.' This personalized service and resource is now available to any and all students for free. This resource center also has 12 computer stations to be used as a research center for students. To support the work of the College Career Center, data is gathered through the implementation of Naviance software, which tracks college application data, college attendance and graduation data, and supports students in the application process by developing reminders and timelines for them. Data from Naviance will serve as a valuable tool to parents, students, and staff as we educate students about the college process.

New pilot courses have been introduced to the students of Torrey Pines to diversify course selection. Pilot courses run for one year and are continued based on student demand and interest. Bowling, field hockey, aerobics, dance, wrestling, personal fitness, weight conditioning, skateboarding, costume design, discrete math, accounting, musical theatre, AP Japanese, AP Environmental Science, Principles of Law, ROP Fashion design, Advanced Topics in Math, wind ensemble/strings, orchestra, concert band, and symphonic band have been added within the past three years. Two humanities programs were also added; AP World Humanities (English 10 Honors and AP World History), and AP US Humanities (AP US History and AP English Language). In 2006-2007, we also added a ninth-grade literacy course – which is designed as an ELA course for students who scored Below Basic and Far Below Basic on ELA CST's as 8<sup>th</sup> graders. The course is designed as a means to fulfill English 9 credit, but has imbedded into it the use of READ 180 curriculum to assist the students in gaining grade-level reading skills. In 2007-2008 we are offering a pilot version of Integrated Health and Physical Education.

As a district there has been increased focused on our English Language Learner population. For Torrey Pines it has meant educating our staff, parents and fellow students about the consistency of our program – which is largely made up of Hispanic students, but also includes students of Asian, European, Middle Eastern, and African origin. Our EL students speak Spanish, Korean, Russian, Farsi, Japanese and Afrikaans. Our district has supported our program through funding of two release periods for an ELD Coordinator to provide services such as meeting with the students and parents, administering CELDT testing, arranging for ELD student events, making schedule changes based on reclassification, supporting ELD program teachers, arranging for high school exit exam materials such as glossaries, and mentoring students in the program. Our Site Council has provided tremendous support by making ELD and socio-economically disadvantaged students the focus point of their Single Plan goals and objectives. The entire TP staff has participated in an ELD inservice that shared information about the

program, the students, and strategies that are effective. Our district also is requiring all teachers to earn their CLAD credentials by attending District developed or university approved courses toward earning their CLAD or equivalent by 2009. Two of our counselors are also designated to work in conjunction with the ELD coordinator and oversee ELD students to build stronger rapport with the group.

Torrey Pines has played a leadership role in the development of the District Strategic Plan. Our focus on Access, the Special Education/Regular Education Partnership, Course Consistency, and Student Support has impacted the vision and philosophy behind the current District Strategic Plan. (See Appendix.) Representatives from different aspects of the TP community (parents, teachers, counselors, students) continue to participate actively in the bi-semester meetings of the District Strategic Plan Committee.

## **Procedures for the Implementation and Monitoring of the Schoolwide Action Plan**

Simplifying the management of different programs on our campus has been the impetus to review our district strategic plan, Single Plan for Student Achievement (SIP), and our school-wide goals alongside our WASC Schoolwide Action Plan. Our goal as a school has been to create one vision/plan that directs all of our focus, money, and energy in the same direction.

The four Schoolwide Action plan goals have helped to unite our vision and move our school forward. The following groups have played a vital role in the implementation of each action plan:

- I. Action Plan 1: Student Placement - The counseling department, GATE team, staff development coordinator, and all TPHS departments.
- II. Action Plan 2: Student Connectedness - The counseling department, visual & performing arts department, PALs program, communication secretary, ASB, video film class, and administration.
- III. Action Plan 3: Safe Learning Environment - Safety Committee, Assistant Principals, Site Crisis Response Team, Counselors, health technician, PALs program, school psychologists, and district staff.
- IV. Action Plan 4: Comprehensive Assessment System - Technology department, all certificated staff, and all students.

Schoolwide growth and improvement review is conducted through three avenues:

- In 2003-2004, the school leadership group, which consists of Department Chairs and administrators, began meeting on a monthly basis.
  - This group reviews department goals, the District Strategic Plan, Site Strategic Plan priorities, Single Plan for Student Achievement, WASC Action Plan Goals, and student data. Based on analysis of these resources, decisions are made about courses, resources, and site action priorities.
- In 2005-2006, departments were asked to develop yearly departmental goals to set the tone for academic school year.
  - Department goals are based on reviewing the District Strategic Plan, the Single Plan for Student Achievement, the WASC Action Plan goals, and student achievement data such as D/F Failure Percentages, CST results, and subgroup results. Goals should address the needs of students, as well as the areas of focus of pre-existing plans.

- In 2005-2006, the School Site Council revamped its process for developing the Single Plan for Student Achievement.
  - The council reviews the WASC Action Plan, the District Strategic Plan, reports from sub-committees (such as the GATE committee, the ELD department, ASB, Parent Volunteer Association and the District Site Council Representative) and student achievement data disaggregated by subgroups, to develop the Single Plan for Student Achievement (SPSA.) The SPSA aligns with the other governing plans and determines expenditure of School Improvement and GATE funding. The Site Council is composed of teachers, classified staff, counselors, administrators, student and parent representatives and Foundation liaison. The Council meetings are regularly attended by student and parent observers and meets monthly.

## **Progress on Critical Areas**

### **Progress on our Action Plan**

#### ***Action Plan 1: Student Placement***

**We will develop policies and processes to ensure equity and excellence through the accurate and appropriate placement of students in classes and special programs.**

A counselor liaison has been assigned to each department and meets with them quarterly for articulation. Departments are invited to attend the weekly Counseling Department meetings to facilitate concerns. The counseling chair is a member of the Department Chairs Committee (which serves as our School Leadership Team). The counseling department participates in the Master Schedule Committee meetings, where each department is given the opportunity for an in-depth course offering meeting attended by their counselor and administrative liaison. The Counseling chair sends out monthly emails to the staff to inform them about events and progress within the department. Information and highlights concerning parents and students are published in the monthly Parent Newsletter, in the Counseling Corner. The Counseling website has been revamped to include a central course listing page – linking parents/students directly to the course profiles – as well as announcements, information about college application, testing resources, and more. During the week after our 2007 incoming 9<sup>th</sup> grade Parent Registration Nights, more than 1000 visits were logged on our Course Profiles webpage.

Electives have been increased so students have more choices to explore their talents and abilities. For example, TPHS has added AP Environmental Science, AP World History, AP Japanese, costume design, ROP Fashion design, digital photography, discrete math, statistics, bowling, racquetball, skateboarding, personal fitness at an off-campus gym, water polo, wrestling, music, and digital art. TPHS has moved toward a demand master schedule, where student choice drives the master schedule. Currently students complete as part of our graduation requirements one semester of Health and one semester of Practical Art, i.e. cooking, wood tech or interior design. Beginning in 2007-2008, Health will be incorporated into Physical Education as a year-long course. This will increase the elective opportunities for students. TPHS will pilot one section of this year-long PE/Health course for 2007-2008. Our Science Department, working with our District Coordinating Council, is considering changes in the delivery of AP Chemistry, which is currently a double-blocked course in which first semester is Honors Chemistry and second semester is AP Chemistry. To allow student scheduling flexibility we're offering starting in 2007-2008, a transition into a year-long AP Chemistry option. We are also actively investigating possibilities to expand ROP and Career & Technical offerings.

In 2003-2004, Torrey Pines began implementation of an Expanded Access program – opening Honors courses to students who were not GATE identified, which was the traditional access path. Non-GATE students signed a waiver to signify they understood the expectations of the Honors level course. To support student success and appropriate course placement, a conscious effort was made to develop a school culture of “Thoughtful and Informed Choices.”

Parents and students were provided detailed information about course selection and requirements through the following:

- Frequent articles in the Parent Newsletter.
- Counselor grade level presentations with students.
- Parent Registration Nights for incoming 9<sup>th</sup> grade students offering an opportunity to meet one-one-one with a counselor or administrator.
- Course Profiles were developed for core academic classes in 2003-2004 and placed online. This was expanded to include all courses in 2006-2007. Course profiles include course work descriptions, sample work, sample assessment information, course structure, work load, student profile, and level of rigor.
- CHOICES Night – an opportunity for incoming 9<sup>th</sup> graders to dialogue with departments and learn about TPHS.
- AP/Honors Parent Orientation Nights – to learn about course selection, differences between Honors and AP courses, work load, rigor, expectations and profile of a successful student.
- Registration contracts were implemented – setting deadlines for adding and dropping courses, level change deadlines, and delineated course selection expectations. Students and parents sign the contract and a copy is mailed home prior to final course change deadline.
- Math department teachers meet with students in their own classes to make recommendations for the following year's math course.
- Emails to parents and students via Edline about deadlines, event information, and reminder about resources such as the profiles.
- Administrators visit Senior classes to remind them about semester course change deadlines (For example, from AP Econ to College Prep Economics).
- Counselors visit all English classes for current 9<sup>th</sup> through 11<sup>th</sup> graders and share registration information, course offering information, highlight the course profiles, answer questions, and distribute transcripts. Counselors return to meet *individually* with students to review and collect course selection and registration contract.

To support students who have self-selected rigorous courses, TPHS offers the GATEway Study Skills Program, tutoring before and after school and at lunch, and has encouraged teachers to receive training in delivering differentiated instruction. The entire staff participated in a differentiation training in January of 2006. In addition 14 teachers attended GATE differentiation training, and 9 teachers attended a 4-day GATE certification training.

**Action Plan 2: Student Connectedness**

**Develop programs to connect each student to school and to foster personal well-being.**

Data from the California Healthy Kids Survey conducted semi-annually by outside administration from UCSD Department of Psychology, found that:

	<b>% of 9<sup>th</sup> Graders 2005</b>	<b>% of 9<sup>th</sup> Graders 2007</b>	<b>% of 11<sup>th</sup> Graders 2005</b>	<b>% of 11<sup>th</sup> Graders 2007</b>
Happy to be at School	87	89	79	80
Feel like part of the school	82	88	74	74
Feel close to people at school	86	88	78	78
Someone at school tells me when I do a good job	93	92	92	93
Someone at school believes that I will be a success	91	93	91	93
I do things that make a difference at school	79	81	75	77
An adult at school cares about me	89	89	88	91
Teachers at school treat me fairly	81	84	79	77

Data from our January 2007 In-House Student Survey shows that:

	<b>% Agree</b>	<b>% Neutral</b>	<b>% Disagree</b>
Students feel that they “belong at TPHS”	71	19	10
Students are “treated with understanding by teachers”	61	26	11
Students are “treated with respect by school administrators”	67	23	10
Students are “treated with respect by campus supervisors”	63	28	8
Students are “treated with respect by other students at TPHS”	60	29	10
Teachers are understanding when students have problems outside of school	48	32	20
Teachers care about me	47	34	18

In 2001-2002, TPHS was awarded a Smaller Learning Communities Grant as a tool to establish smaller environments to develop student academic and social connections. Programs put into place included Freshman Falcon Families, Sophomore Mentoring, a Spanish Immersion Academy, an Information Technology Academy, and Humanities Academy. Although block scheduling and the Humanities Academy have so far been successful, other programs associated with this grant did not flourish due to change in leadership, lack of teacher participation as mentors, scheduling difficulties for the academies, and changing needs. In 2003-2004, the principal requested and received approval from the Department of Education to use the funding to offer a change in service versus programs. The funding was used to kick-off the changed registration process, counseling meetings, parent evening events, staff



development on the use of technology, the newly-established AVID program and provide clerical support to develop communication strategies and goals.

TPHS is working to increase student support services. We have on staff two full-time school psychologists, an at-risk counselor who runs our onsite student support groups and works with our District drug and alcohol program, READI. The READI program is a 3-day counseling program that students can complete either based on referral or as a disciplinary measure. The program is led by a Drug/Alcohol counselor and incorporates community service, homework, and 5 hours of required attendance to a Support Group such as AA. We also have 6 regular counselors in addition to our at-risk counselor, a counselor technician in our College Career Center, a Special Education Lead, as well three Assistant Principals.

Our School Leadership Team (Department Chairs) launched in March a Mentor program for struggling or at-risk students. We provide students academic support opportunities through a variety of tutoring options funded by the School Site Council: Peer Tutoring Center after school, World Languages Tutoring at lunch, Chemistry Tutoring after school, the Breakfast Club before school for English Language Learners. Tutoring centers are developed based on evidence of student needs. TPHS also offers the PALs program. These Peer Assisted Listeners are students trained in peer counseling during the summer, and take on the responsibilities of making contact with new students and conducting campus tours. They coordinate our very successful Yellow and Red Ribbon weeks to educate students about suicide prevention as well as drug and alcohol awareness.

Additional resources that we provide students are: Student Success Services (which is a parent and student run group that present assemblies and evening lectures on key topics such as binge drinking and student stress); Cutting Edge Conversation (which are guest speakers who visit our campus) is coordinated by our Librarian and our Friends of the Library booster group. Speakers' topics are geared to engage students with a global community and current events); Computer Crossroads (a student-run computer donation program that provides students without computer access at home with their own computer); and Best Buddies (a student support program that pairs mainstream students with severely handicapped students for social and emotional development). We offer more than 150 school sponsored and non-school sponsored clubs on campus. Information about these clubs is disseminated through annual Club Day, as well as the ASB website, the Counseling website and Edline. ASB facilitates and coordinates an Inter-Club Council and a Student Senate. Leadership students also arrange programs such as the "Looks Like Me" Campaign – this very successful campaign is an annual fundraiser for Locks of Love, a program that provides wigs for cancer patients.

Technology has also become a very successful tool to help us make our school community connected, integrated and well-informed. Currently, announcements are made every morning on the PA, placed online and distributed to staff via email daily. Our TPHS.net website is updated daily with announcements, information, and links to resources. Our website was redesigned in

2006-2007 to be more user-friendly and allow parents, students and staff access to other resources through the web in a central location. These resources include:

- Edline (calendar, class and assignments, and the ability to send emails to parents and students – average of 2 emails are sent per week to keep parents and students informed).
- Aeries Parent and Student Portal (access to real-time attendance data as well as grades).
- Parent Newsletter (which is mailed home as well as emailed out via Edline and posted online).
- Email and voicemail roster for staff.
- NetStorage (online storage space for students and staff).
- Online voting for ASB Elections.
- Online research and test-preparation resources (school-sponsored subscription resources).
- Naviance (career and college inventory available to all students).
- Register for events such as TP Players Productions and GATEway Study Skills Workshops.
- 

At this time 95% of our teachers have webpages, 50% of all teachers are using the Edline program, and a large percentage updating their sites as often as once a week. In addition, 85% of our students and 60% families are currently activated in the Edline and 100% of our teachers are using Aeries for online attendance and grade submission. Staff training opportunities for staff who would like to begin use of these resources are offered throughout the year.

Edline is an internet-based program that provides parents and students access to class materials in a secure format from home. It allows teachers to communicate with students and parents on a daily basis that is easy and saves time. Edline also supports struggling students through a Combined Calendaring feature showing them all their course assignments combined into one place to enable time-management strategies to be developed. Currently 72 teachers are using Edline as a supplement to Aeries, with more than 4230 students and parents as users. Our next step is to integrate Aeries and Edline so that all parents can be reached via email or through our phone dialer system.

Non-web based communication tools include a new automated caller system, ConnectEd. ConnectEd enables automated calls to go out in minutes versus days, provides sophisticated reports, and is customizable. Parents now receive attendance calls twice a day (at 10:30 a.m., - 30 minutes into our second block of the day, and if not excused by 8 p.m., another call). Emergency calls or informational messages are easier to send out and can be done by the principal or trained designee via a remote website. Information can be translated into multiple languages. We offer our school newspaper, *The Falconer*. This award-winning paper is widely read by students, parents and staff. We have *The Talon*, the beginning journalism paper, and a 20-foot digital marquee in the center quad that scrolls announcements and information.

A key factor in the development of Torrey Pines's community partnerships has been the Torrey Pines Parent Foundation. Annually a "Shared Vision" proposal is drafted through cooperation of the Foundation, Site Council, the TP Department Chairs, and ASB. This "Shared Vision" becomes the focus of the Foundation's efforts in fundraising and support of the school. Key goals in the "Shared Vision" are computer and technology resources and access for all students and teachers, student connectedness, and staff support.

In working to incorporate our ELD population more firmly into our general community, our ELD Coordinator arranged for a staff inservice on the ELD program which included training on strategies, profile of the program and individual students, and resources available to staff. Teachers without CLAD credentials are required by the district to complete those by 2009. The ELD coordinator facilitates the monthly ELAC meetings, keeps personally in touch with students in the program, supports teachers in curriculum development, and works with the two counselors designated to support ELD students to host an Immigration Forum during the 2006 Immigration protests.

Our goal at TPHS is to make parents and students not only aware of the events happening that provide them with resources for high school and beyond, but to feel welcome to attend those events. We offer a variety of ASB events and activities – such as Class Spirit Week, Sophomore nights at local restaurants, assemblies for class council elections - College Night, a Career Fair, PSAT Parent Nights, AP/Honors Parent Orientations, 9<sup>th</sup> grade Registration Nights, Freshman Orientations for parents and students in August, quarterly Principal's Nights for parents, and evening sessions in our College Career Center on varying topics. We also started in 2005-2006 a Human Relations Days program to encourage and model inclusiveness. We found that students did not want to miss an entire day of classes to attend the program, and so are exploring alternative ways to promote inclusiveness and respect for diversity.

**Action Plan 3: Safe Learning Environment**

**In order to maintain our pro-active stance, we will revise our existing plan to ensure a safe learning environment for all students and staff.**

Data from the California Healthy Kids Survey conducted semi-annually by outside administration from UCSD Department of Psychology, found that:

	<b>% of 9<sup>th</sup> Graders 2005</b>	<b>% of 9<sup>th</sup> Graders 2007</b>	<b>% of 11<sup>th</sup> Graders 2005</b>	<b>% of 11<sup>th</sup> Graders 2007</b>
Feel unsafe at school	8	6	8	9
Harassed Because of:				
Ethnicity	17	20	13	13
Religion	13	10	13	8
Gender	10	8	9	5
Disability	4	2	4	2
Relational Aggression				
Made Fun of Looks/Speech	32	37	30	29
Sexual Comments	51	48	52	45
Rumors Spread	42	41	42	36
Physical Aggression				
Afraid of Injury	13	12	10	6
Pushed/Shoved	28	26	21	12
In a Fight	18	15	16	10

Data from the January 2007 Student survey found that:

	<b>% Combined Agree &amp; Agree Strongly</b>
Students “feel safe at TPHS”	88
Students are “treated with respect by school administrators”	67
Students are “treated with respect by campus supervisors”	63
Students are “treated with respect by other students at TPHS”	60

Data from the January 2007 Staff (Certificated and Classified) found that:

	<b>% Combined Agree &amp; Agree Strongly</b>
I feel safe here on campus	82
I feel connected to my school	64
I feel informed about what’s happening on campus	64
I feel that students are supported here	80
I work with people who treat me with respect	87
I work with people who listen to my ideas	80
I work effectively with an ethnically-racially diverse population of students	84
I feel that the school provides an atmosphere in which every student can succeed	65

Sensitivity and tolerance training for staff and students is always something for which we strive. We have an active Student Success Services group that consists of parents, students and administrators that work towards educating students and community about the need for tolerance, appropriate decision making, conflict resolution, and more. On campus we've offered Beyond Diversity training, EL training, a bullying seminar with the school resource officer, Community Day, annual Yellow Ribbon Week, annual Yellow Ribbon Suicide Prevention Assembly, as well as AVID and special education staff development to help all school members increase awareness, sensitivity, and tolerance is in place. In 2005-2006 we offered a year-long Human Relations Day training each month. At each training different teachers and administrators had the opportunity to attend, and counselors and administrators nominated students and parents to attend based on either needing to attend or being able to contribute greatly to the day's training. We have an active guest speaker program, Cutting-Edge Conversations, hosted by our Media Center. This program brings speakers onto our campus on a monthly basis with topics as diverse as sensitivity, Sudanese refugees, Holocaust survivors, Arab-Israeli conflict, child-labor and more. These events are well attended by classes, as well as parents from our community.

In terms of safety and facilities, security cameras were installed in November 2003 and since the installation, vandalism has decreased by 90%. Despite the reduction in campus supervisor staff (from 11 campus supervisors in 2001 to 3 campus supervisors currently), we've made efforts to ensure coverage of the campus by having administrators highly visible in the quad and other areas, and using technology tools such as radios to communicate and to connect with each other more effectively. We also provide each campus supervisor and administrator with a PDA to access Aeries Mobile – allowing them to see student ID pictures to verify identity, check student schedules, and access emergency information.

Until 2006-2007 we also had a full-time School Resource Officer on campus. With budget impacts on the City of San Diego, that position was eliminated by the SDPD. Despite fears and concerns about the lack of police presence on campus and what the implications would be, 2006-2007 was a year of relative campus safety and calm. In February, 2007 a new police sub-station opened only blocks from the campus. TP has been very proactive in building a relationship with the officer assigned to the 4 schools in the immediate community, and consequently there has been a routine officer presence on campus on a weekly basis – ranging from attendance support for truants, to requesting school cooperation in investigations, or participating in our lock-down drills.

In addition, the assistant principal in charge of safety participates in the monthly meetings for the district mandated Standardized Emergency Management System (SEMS). These meetings serve as opportunities to conduct "Table-Top" drills to assess the feasibility and appropriateness of general SEMS procedures, as well as communicate concerns, discuss needs, etc.

Annual safety plan presentations are conducted as introduction to new staff and reviewed for returning staff. New teachers are introduced to safety procedures in the beginning of the year

through the district-wide BTSA Induction program. The assistant principal in charge of safety also updates staff at inservice days, through handouts, detailed procedures in the Staff Handbook, and in e-mail communication. In 2006-2007, our evacuation procedures and areas were also revamped to be more effective and to take into consideration our changes in staffing as well as losses in facilities (10 portables were decommissioned as classrooms and removed due to lower enrollment.) New routes were developed, and each classroom or space on campus received an Emergency Folder equipped with essentials for an emergency and quick reference instructions for staff members. As a pro-active measure, fire/earthquake and lock-down drills are conducted twice a semester.

Through a partnership with our district, the following facility concerns are being addressed:

- new dance and music facilities built in the summer of 2007 by converting unused classrooms and storage and custodial spaces.
- Updated team rooms for athletics (men's and women's basketball in 2006-2007, football beginning in summer of 2007).
- Installed air-conditioning in the main (B) building as well as in parts of the E building.
- Removed 10 old portable classrooms.
- Installed gates at the entrances of the rear parking lots.
- Yearly maintenance on roof, parking lots, etc.
- Movement of textbook room to the center of campus and the same building as the library media center.

In terms of student safety and emotional well-being, all staff can refer students for proactive counseling to our two school psychologists at any time either through the SST process or by simply emailing the psychologists and administrator with their concerns. Students are also able to take advantage of monthly support group sessions led by counselors and psychologists in the areas such as family issues and healthy body-image.

#### **Action Plan 4: Comprehensive Assessment System**

**We will develop and implement an Assessment Plan to measure the accomplishment of our Expected School-wide Learning Results (ESLRs) and academic standards.**

Like many other schools around the nation, over the past 6 years TPHS has undergone a major cultural shift as we move towards increased attention and focus on accountability through measurable data and standardized testing. Our ESLRs have in many ways become our guiding philosophy of *how* we prepare our students and what lifelong attitudes we want to have them develop, while assessment data has become our measure of success. Due to the increased accessibility to data, we've also seen a shift towards data being used to guide instruction, decision making, and determine next steps to support students who can be more easily identified as struggling.

Our core data is focused on CST/STAR results, as well as information gathered from API and AYP reports, especially subgroup information, CAHSEE results, and CELDT testing. As a community, we've also implemented the following annual data measurements:

- PSAT administered to all 9<sup>th</sup> through 11<sup>th</sup> graders during the school day (this provides detailed data for teachers in the areas of English Arts and math, as well as generates the AP Potential report used to identify potential AP students).
- AP testing – we've moved towards balancing the ratio of number of students enrolled in the course with the numbers of students actually participating in the testing, allowing for more accurate data
- Direct Writing Assessment (DWA) – a districtwide writing assessment based on directed prompts administered in English classes grade 9 through 11. DWAs are scored by cross-grade teams of teachers and administrators. Scores of 1-5 are assigned and used to guide writing instruction in the classroom
- D/F results – percentage of students earning Ds or Fs in course by subject has been released to the staff for review and discussion in departments and Department Chair meetings for the last 3 years. Data is released at the end of the 1<sup>st</sup> quarter and the end of the 1<sup>st</sup> semester. (See Appendix.)
- Common unit and end of chapter exams have been developed in Science courses, as well as Intro to Algebra and Algebra. Common assessments are also being developed in Social Science as articulation and collaboration increases. The Math department is developing benchmark tools for formative assessment. The English department has made progress toward consistency by offering common assessments and projects across grade levels

Other measurement tools that have been implemented or which are now being more actively used to understand student achievement potential and guide instruction are:

- SAT, SAT II and ACT scores available to teachers electronically
- Naviance data (college readiness tracking system utilized by the College Career Center)

- Surveys
  - 04-05 ESLR survey
  - Annual senior survey
  - Voluntary ASB Feedback surveys conducted twice a year until 2005-2006
  - Healthy Kids Survey (administered 2005, 2007)
  - WASC Parent Survey (conducted June 2006 and January 2007)
  - WASC Student Survey (conducted June 2006 and January 2007)
  - WASC Staff Survey (conducted February 2007)

Changes in technology being used on the campus, especially our student information system, has allowed ease of access to data by administrators, counselors and teachers. Through Aeries, our staff can now view all of a student's testing information in great detail from their own desks, without having to find the student's paper cumulative file. Aeries also allows increased data management abilities – allowing reports and information to be pulled from our data system, analyzed and disaggregated, and shared with staff. Reports including information such as student's home language information, special education or English language learner status, CST results, as well as GPA all on one page are now shared with staff upon receipt of CST data. Teachers also will begin receiving reports showing the CST results from students on their roster from the previous year as soon as CST results are received.

To encourage active and interactive review of data, the following take place annually:

- staff receive disaggregated CST data for their courses, CAHSEE, SAT/ACT, AP and CELDT data in August and are updated throughout the year. Data is analyzed during staff inservice time and department meetings. (Increased collaboration time has been rolled into the 2007-2008 instructional calendar to encourage and provide time for more sophisticated analysis as well as problem solving.) Beginning in August 2007, Aeries has made it possible to also provide staff with a roster for each class period showing the CST performance level and raw score for each student. This data is available on Aeries for each teacher, but per individual student. A central roster, easily viewed and referred to, is a critical tool.
- D/F percentages per course are provided to all department chairs to discuss with departments at the end of the first quarter and first semester.
  - This data has been used in department goal development as well as discussion on consistent grading practices, consistent instructional planning and pacing, and consistent course assessment and expectations. The results have been increased alignment between grade levels as well as subject areas, especially in Math, Science, English college prep courses, and Social Studies.
- DWA results are discussed at districtwide and site English meetings and guide instruction as well as counseling of students for course selection
- Principal's Night to share data with parents.
- Students receive data as well:



- In preparation for the STAR exams each year, the principal visits each English class grade 9 through 11 and delivers to students two-year's worth of CST results – both scaled scores and proficiency band scores. Students discuss this data in relation to their GPAs, grades, abilities and effort.
- PSAT results are released in Results Evenings – where parents and students are consciously taught how to understand scores as well as make connections with other student data such as grades and CST scores.

**Progress on all Schoolwide critical areas for follow-up**

In addition to the items described above, the following steps have been taken towards each of these recommended areas for follow-up:

- I. **Establish an on-going assessment program that analyzes student data and student work to monitor the instructional program and meet the needs of all students.**
  - o Implementation of schoolwide PSAT administration
  - o Implementation of DWA administration districtwide
  - o Release of D/F percentages at quarter and semester
  - o Access to data online to all teachers, counselors and administrators via Aeries
  - o Culture of data driven decision making for teachers, administration, counselors, and parents and students
  
- II. **Continue to focus on a school-wide staff development program that includes new teacher training, active learning strategies, technology use in the classroom, and differentiated instruction for English Learners.**
  - o Process developed in 2006-2007 for requesting funding as well as set up data-driven selection of professional development, as well as share information with colleagues (See Appendix.)
  - o Since 2004-2005, decisions on the use of site inservice time have been made based on teacher needs as communicated via Site Council and Department Chairs meetings.
  - o Conducted schoolwide inservices on the following: ELD program. AVID program, differentiation in all classrooms with imbedded focus on EL learners, Aeries training, Edline training, Frontpage training, Adobe Acrobat training, course alignment. (See Appendix.)
  - o District has established a week-long BTSA induction for all new certificated staff members, including experienced teachers new to the district. The week includes a one-day onsite orientation. The District BTSA program is also committed to providing Support Providers who are on the same campus and from within the same content area whenever possible.
  - o Since 2005-2006, we've established on site support for new teachers by having a monthly New Teacher's Luncheon. This informal setting provides new teachers with lunch as well as an opportunity to dialogue, collaborate and support each other. All administrators attend and the principal or a designated assistant principal uses the opportunity to discuss issues or concerns that the new teachers may want to be aware of – for example, the district's parent civility policy which requires parents to have an appointment with a teacher to come onto campus. This is useful to new teachers to know as the first semester ends to enable them to professionally interact with parents who show up at their classrooms. New teachers are provided with a TPHS Welcome Pack – which includes a TPHS

lanyard, baseball cap, a copy of the Staff Handbook, and start-up supplies for their classrooms

- As a school committed to technology used in the classroom, teachers are able to take advantage of Peer Technology Training, which is one-on-one or small group instruction on aspects of instructional technology.
- To encourage technology use in the classroom, we:
  - Purchased 50 LCD projectors in the past 3 years, 4 SmartBoards, and updated our COWS (Computers on Wheels – mobile units with 20 laptops on each).
  - Provided training for teachers on Adobe Acrobat, Frontpage, PowerPoint, Edline, Aeries, Mathematica, Geometer Sketchpad, Digital Film Pro, Adobe Photoshop.
  - We upgrade our media center computers yearly, and have completely refurbished our Publications Lab (used by our Journalism and Yearbook programs as well as our AVID classes and AP Japanese,) upgraded our AP Computer Science and Computer Programming lab, upgraded our Science Computer lab, installed a Read 180 lab, installed an ELD minilab, installed an art mini-lab, installed a Digital Photo lab, upgraded the ROP CAD lab, upgraded the Digital Imaging lab, and upgraded our PC lab which is available to any teacher to schedule for the use of his/her class.
- Established [www.tphspd.com](http://www.tphspd.com) – a Professional Development resource listing training opportunities throughout the district and county, includes recommendations from previous attendees and request forms to attend workshops. Forms include a requirement to debrief and share with colleagues as well as to indicate need based on data.

**III. Given the highly competitive environment at TPHS, continue to address the socio-emotional needs of all students.**

- Added an at-risk counselor to the counseling staff
- Added more elective opportunities to the master schedule to meet the needs and interests of students
- Established our College Career Center
- Established Grade Level Presentations to meet the CA Counseling Standards as well as address student needs in career planning, personal and social development, and successful high school experiences
- Established our PALS program (Peer Assisted Listeners – student mentors)
- New student support groups through our Counseling office
- GATEway Study Skills workshops for students to learn study skills
- Expanded Freshman Orientation in August to include presentations on how to get involved in sports, clubs, etc.
- Two onsite school psychologists

- Student Success Team referral process streamlined to go directly through the student's counselor. This team of teachers, counselors and administrators is a wonderful intervention resource.
- Our EL program:
  - 2 counselors assigned as liaisons and to work with EL students
  - Active ELAC parent group
  - Activities for students (Immigration Forums, visits to colleges, reward activities such as visits to Universal Studios for EL students with no D's or F's).
  - EL Coordinator with two release periods to be able to make personal contact with students
  - Sheltered courses in a variety of areas
  - Academic Success course to help students transition into American high school
- Special Education Case Managers have revamped delivery of services and course offerings to provide them with more contact with their caseloads. Three years ago, case managers were given an extra period of prep time to work individually with the students on their caseload. Case managers can visit students in the general education classes to support them and can also pull students out for individualized instruction.
- Changes in scheduling of special education students. In the past, students with learning difficulties were regularly separated from their peers. Over the past 4 years, more special education students have been placed in the general education environment with support through either accommodations or modifications. Additionally, many students are showing mastery of content standards through participation in team-taught classes.
- Read 180 program established for students reading far below grade level
- English 9 Literacy course established for incoming 9<sup>th</sup> graders who are below grade level in reading
- Academic Literacy class proposed for students who are struggling but committed and showing effort (course focuses on academic skills, study skills, mentoring of students, and acquiring active strategies).
- AP Potential report used to identify students who may be ready for AP courses
- Homework Policy Review Committee established districtwide and at site in 2006 to review our policy and philosophy regarding the amount and format of homework
- AP/Honors Parent Orientation Nights – to educate parents about emotional, social and physical demands of these programs and encourage balanced lifestyle for students
- Campus Clubs – more than 150 clubs with sign-ups during Club Day in September. Many are service clubs, such as Project Options, Amnesty International, Having a Voice, Best Buddies, and Interact Club.

- District Established the READI Drug and Alcohol Intervention program for students caught under the influence or in possession. This provides students with a counseling alternative to being suspended, as long as they are first time offenders.
- Increased contact with administrators and counselors to establish a small school feel, by having evening opportunities and classroom visits. For example: Administrators visit all EL and AVID classes to share their personal experiences with language acquisition, new schools, college readiness, and college planning.
- Support Groups in Counseling
  - Family Issues, New Students, Body Image. Gay/Lesbian
- Yellow and Red Ribbon Weeks hosted by our PALS students with student-driven presentations, activities and assemblies.
- Youth Anti-Gambling Assembly hosted at TPHS for the State of California Department of Justice.
- Establishment of a Mentor program in 2007 to support students who are identified as at-risk.
- Establishment of Campus Beautification Team to foster a culture of pride on campus.

**IV. Continue to provide additional support and recognition for students in the 'academic middle.'**

- At risk counselor added to counseling team
- Mentor program established
- Counselors meeting with students who failed CAHSEE or are credit deficient as early as 10<sup>th</sup> grade
- Falconer Awards – established in 2006, these awards allow each teacher to nominate a student to honor at our end-of-year Awards Night. Criteria emphasize that the student is not necessarily the academically BEST student in the course, but a student who shows effort, promise, and love of the subject. Our goal was to increase the number of students recognized from the top 1% to include a variety of students and establish a culture of peer models. In 2006, we tripled the number of students who were recognized at Awards Night.
- GATEway study skills workshops to encourage those students at the cusp of higher achievement with conscious strategies
- Literacy Support classes
- College Prep and ROP electives added to master schedule
- College Career Center established and use of Naviance software in conjunction with Aeries to enable us to target students in the academic middle for outreach to ensure college readiness and eligibility
- PSAT administered to all students
- Changes in teaching assignments – teachers encouraged to no longer only teach all AP or Honors classes, but a mixture of AP/H and College Prep.
- Tutoring established across campus: peer tutoring center, world languages center, chemistry center, Breakfast Club for EL students

- Focus on “thoughtful and informed choices” through our registration process’ focus on proactive counseling, access to resources such as Course Profiles for decision making, and opportunities to meet with counselors and administrators
- Mira Costa Community College representative on campus twice a week as well as other forms of collaboration with the community college via our district office.
- ASVAB administered on campus
- Scholarship and financial aid information posted on website as well as in College Career Center, which also presents workshops on the items
- SST Meetings – these are highly successful resources for struggling students with high potential
- AVID program expanded
- Extended library hours Monday through Thursday until 6pm to allow students access to resources

**V. Continue to be pro-active in meeting the challenges of a rapidly growing student and staff population.**

- Use of data to drive decision making
- During Years of Expansion – Active BTSA and New Teacher trainings, monthly New Teacher Meetings, and Staff Luncheons and team-building activities during inservices to help staff meet new members and get to know each other
- AVID and EL Program growth
- Added in 2002 the E and G buildings, removed 10 portables in 2006-2007
- Increased access to technology (wireless network, computer labs, equipment in classrooms, teacher training)
- Awareness of student diversity and needs through Healthy Kids Survey results being published to staff and community
- Department collaboration time for colleague support, focus on alignment and consistency, data analysis, and integration of new teachers into the team
- Pro-active hiring practices to create a staff that reflects the schedule needs as well as student demographics.
- Monthly Brown Bag Lunches – informal lunchtime opportunities for staff to engage in q-&a with the Principal.

## Chapter 4 – Focus Group Criteria

### A1. Vision and Purpose

**To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school’s purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?**

- Vision: “Our vision is to be a dynamic community of lifelong learners who make significant contributions in the world.”
- The belief that all students can achieve is evident in student survey and staff survey, where data show that 44% of students and 38% of staff agree that all student can achieve, and 35% of students, and 34% of staff, somewhat agree that all students can achieve.
- School governing bodies – Department Chairs Committee and Site Council – make decisions and set goals with the focus of supporting students and teachers.
- Striving for achievement of academic standards and use of ESLRs as guiding principles is entrenched within the school culture.
- District and School's strategic plan align.

Findings	Evidence
<ul style="list-style-type: none"> <li>• TPHS has a Vision Statement and a Strategic Plan; A specific strategic plan components is the focus for the year</li> <li>• Student and Staff Achievements/ Activities are advertised</li> <li>• Communication from the administration is good and effective.</li> <li>• ESLRs are clearly stated and visible on campus</li> <li>• English learner parents involved in ELAC Committee which explains schools purpose</li> <li>• Teachers believe that students can achieve at high levels</li> <li>• Students believe they can achieve at high levels</li> <li>• District release days for collaboration</li> <li>• Course profiles and clear expectations</li> <li>• Site council has clearly defined, measurable goals and objectives which guide decisions</li> </ul>	<ul style="list-style-type: none"> <li>• On web site (district and school), Staff handbook, shared in department chair committee meetings, and department meetings</li> <li>• Accolades in Parent Newsletter, Awards Night, School Newspaper, School Bulletin Boards</li> <li>• Parent Newsletter, emails, website, Ed-line</li> <li>• Strategic plan, classrooms, staff and family handbook</li> <li>• Posters in classrooms, ELAC minutes, ELAC reports to Site Council</li> <li>• TPHS Profile, survey results, testing results, rigorous lesson plans, Expanded Access Policy</li> <li>• Student survey, student results, student reflections in classrooms, goals set on STAR results letter</li> <li>• AP syllabi, course outlines, meeting notes, common assessments</li> <li>• Course profiles online and in counseling office</li> <li>• Funding request forms, Single Plan for Student Achievement, data sheets, minutes</li> </ul>

**A2. Governance**

**To what extent does the governing board a) have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?**

- Strategic Plan based on data drives decisions.
- Results are monitored continuously and changes are affected based on data.
- District shares policies and delegates tasks through pyramid organizational chart.
- Communication of policies is shared through district and site meetings and collaboration opportunities.

<b>Findings</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Site Council meets monthly and works to provide students and staff with additional support</li> <li>• Department chair committee meetings are held monthly; the committee is highly involved in school decision making</li> <li>• Departments discuss site action plans and strategic plan and develop corresponding department goals</li> <li>• Departments discuss and monitor change in data connected to goals as well as guiding plans</li> <li>• School board meetings are held monthly</li> <li>• District notifies the staff monthly regarding the status of the district budget</li> <li>• Site administrative assistants forward emails to all staff in regards to changes or concerns within the district from superintendent</li> <li>• District strategic plan committee consists of representative from each site</li> </ul>	<ul style="list-style-type: none"> <li>• Single Plan for student achievement, meeting minutes, agendas, data sheets</li> <li>• Department chair meeting notes are made available to all staff</li> <li>• Department goal sheets and minutes</li> <li>• Department meeting minutes, data analysis sheets, and amended goals</li> <li>• Minutes of the meeting are published online</li> <li>• Email of budget from Superintendent, annual budget mailed</li> <li>• Copy of emails that are forwarded</li> <li>• District Strategic Plan and minutes, reports to Department Chair committee, department chair minutes</li> </ul>



<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"> <li>• Single Plan for Student Achievement is updated annually based on data and must align with strategic plan and action plan goals</li> <li>• New technology resources to provide hands-on access to forms and data at site and district wide</li> <li>• Direct Writing Assessment (DWA) administered annually to provide data to impact instruction and formulate amended goals</li> <li>• District organizational chart and administrative duties chart per site to delegate and assign tasks and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Single plan, data worksheets, and meeting minutes</li> <li>• Aeries and data reports and queries; Virtual office (district wide intranet with materials and resources)</li> <li>• DWA results, English Department meeting minutes, District principals meeting minutes</li> <li>• Pyramid Chart and Administrator duties chart</li> </ul>

**A3. Leadership and Staff**

**To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards? B) To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs**

- Site Council develops, reviews, oversees implementation and publicizes the Single Plan for Student Achievement on an annual basis.
- Single Plan for Student Achievement is reviewed annually and presented to the Department chairs as well as the district board.
- Department chair meetings review any new data that is available and review and adjust goals accordingly.

<b>Findings</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Department chairs work to place teachers in areas of strength and interest</li> <li>• Departments are encouraged to meet monthly, some meet weekly</li> <li>• Monthly Department chair meetings with administration team</li> <li>• CST results are reviewed per subject area and departments discuss ways to improve</li> <li>• CST scores are discussed at August in-service and accolades and areas of improvement are pointed out</li> <li>• CAHSEE results drove the need for a CAHSEE preparation class</li> <li>• BTSA provides new teachers with information on standards-based lessons</li> <li>• AP scores per subject area are provided at staff in-service and department meetings</li> <li>• Monthly Brown bag lunch meetings with principal</li> <li>• Site Council reviews assessment data in the fall and modifies the Single Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Department teaching preferences questionnaire and results</li> <li>• Department meeting agendas and minutes</li> <li>• Department chair meeting minutes and agenda</li> <li>• CST results reports for each department</li> <li>• August in-service agenda, data reports</li> <li>• CAHSEE Preparation class for students, CAHSEE data</li> <li>• BTSA schedule and agendas</li> <li>• AP results charts (longitudinal and detailed break down for each year), meeting minutes</li> <li>• Emails inviting all staff to attend Brown Bag lunch meetings</li> <li>• Copy of Single Plan, Data sheets, minutes</li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"><li>• D and F results data released at the quarter and first semester to drive discussion and change</li><li>• Data collected to identify at-risk and struggling students</li><li>• Department goals developed based on data for each year</li></ul>	<ul style="list-style-type: none"><li>• D and F results, chair meeting minutes and department minutes</li><li>• EL Level lists, teacher data reports, D and F lists, attendance reports, and SST meeting minutes, at-risk reports</li><li>• Department goals sheet</li></ul>

#### A4. Leadership and Staff

**To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction, and ongoing professional development?**

- More than 90% of staff considered Highly Qualified based on NCLB requirements.
- Our staff enjoys collaborating to find better ways to support student achievement and is eager to develop creative uses of time to do so.
- BTSA program is a wonderful resource for new teachers and counselors in our district.
- Requests for staff to attend professional development workshops are welcomed and encouraged and district sponsored EL authorization and GATE trainings are highly publicized.
- Open door policy of administration team has been embraced positively by staff.

Findings	Evidence
<ul style="list-style-type: none"> <li>• Principal and administration team are very visible on campus and approachable</li> <li>• BTSA</li> <li>• BTSA Week long induction for new teachers and counselors including experienced teachers new to the district</li> <li>• Four days of staff in-services held at the start of each year with one day specifically for district wide collaboration. Plus, a district wide in-service day at the end of the first semester</li> <li>• Evaluation of staff</li> <li>• Staff surveys of administrative performance and administration</li> <li>• Preparation through analysis of STAR and CAHSEE test results</li> <li>• Course alignment has increased as a result of teacher collaboration</li> <li>• GATEway Study Skills workshops are held and facilitated by teachers</li> <li>• Departments encourage teacher collaboration to coordinate lessons</li> <li>• Staff has opportunities to attend workshops and classes by request</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Survey results, administrative survey results</li> <li>• BTSA Schedule, seminar participation sheets, BTSA boxes, BTSA colloquium</li> <li>• In-service schedule and induction binder</li> <li>• District instructional calendar, agenda, and minutes</li> <li>• Completed evaluation forms</li> <li>• Survey forms and sharing results at Brown Bag lunch and Department Chair meetings</li> <li>• Staff In-service days agenda, data reports, individual student CAHSEE reports</li> <li>• Department meetings, common assessments and lessons, course profiles, AP syllabi</li> <li>• Mailers, site council money for curriculum development, attendance logs, and curriculum binder</li> <li>• Meeting minutes and lessons; late start days agendas</li> <li>• Professional Development spreadsheet, Site Council funding request forms, release time by district office, resources on <a href="http://www.tphspd.com">www.tphspd.com</a></li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"><li>• GATE certification (4 day workshop), GATE differentiation training and AP course trainings sponsored through GATE funding</li><li>• Professional Development schedule with late start days implemented in 06-07 and continued in 07-08</li></ul>	<ul style="list-style-type: none"><li>• Site Council minutes, GATE budget, and training binders, certificates</li><li>• 06-07 Odd/Even Calendar, 07-08 Odd/Even Calendar, Odd-Even Calendar Committee Minutes</li></ul>

**A5. Leadership and Staff**

**To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that is focused on identified student learning needs?**

- At staff in-service days at the beginning and middle of year all staff spend time reviewing data and implementing changes based on identified needs.
- Department chair meetings review data and analyze to determine student learning needs and project professional development needs.
- Use of new Aeries software has been very useful for teachers to easily access grades, CAHSEE results, and CST scores for their current students.

Findings	Evidence
<ul style="list-style-type: none"> <li>• Program leaders from the EL and Special Education departments teach in-services</li> <li>• Time is set aside at Department chair meetings to discuss ways to support varied student learning needs</li> <li>• Whole staff debriefing at start of year and start of second semester</li> <li>• Teachers receive score reports to assist them in evaluating their students success</li> <li>• Grade reports and testing data are available to teachers via Aeries</li> <li>• Student survey results indicate student needs</li> <li>• New courses offered to meet student needs</li> <li>• GATE certification (4 day workshop), GATE differentiation training and AP course trainings sponsored through GATE funding</li> <li>• Teachers also attend other trainings such as EL Authorization Training and AVID workshops</li> <li>• District wide geometry sketch pad trainings sponsored by Site Council</li> </ul>	<ul style="list-style-type: none"> <li>• In-service agendas</li> <li>• Department chair minutes</li> <li>• CST score reports broken into subgroups, school wide and district wide, agendas</li> <li>• Copies of score reports</li> <li>• Aeries software, testing result queries, reports received</li> <li>• Student survey results, in-class reflections</li> <li>• New course proposals, course offerings list</li> <li>• Site Council minutes, GATE budget, and training binders</li> <li>• AB 2913 district trainings, University sponsored workshops, updated certification rosters</li> <li>• Training agenda, Site Council minutes and use of sketch pads in classrooms</li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"><li>• Staff requests Site Council funding to attend professional development training</li><li>• All administrators attended SDCOE Leadership Network trainings and completed AB 75/430</li><li>• Release days for teachers for curriculum development in preparation for AP audit</li></ul>	<ul style="list-style-type: none"><li>• Site Council minutes, funding request forms, and travel requisitions</li><li>• Training manuals and module completion certificates</li><li>• Leave forms, AP syllabi, common assessments/lesson plans</li></ul>

**A6. Resources**

**To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?**

- Teachers are actively available to students and volunteer to assist in support programs such as tutoring centers and the mentor program.
- Budget support for student needs, classroom needs, extra curricular activities, technology resources comes from TPHS Foundation, especially their Mini Grant program, and Site Councils management of SIP and GATE funds.
- Weekend study skills GATEway program has been well received by students and community.
- District and Foundation funding support provides yearly facilities updates, as well as fund raising to meet new needs.

Findings	Evidence
<ul style="list-style-type: none"> <li>• Teachers are highly involved in activities outside the classroom to support student success</li> <li>• School offers after school peer tutoring centers</li> <li>• CAHSEE support classes are offered for students still needing to pass test</li> <li>• Class supplies through Mini-Grant program sponsored by the TPHS Foundation and parent volunteer organization</li> <li>• Teachers apply to Site Council for financial support, for student programs, and needed resources</li> <li>• Volunteer based mentor program supports students who may not be succeeding in school and need emotional, social or academic guidance; Program includes classified and credentialed staff</li> <li>• Aeries has helped identify students who may need more support since it is easily accessed and used by teachers to support students</li> </ul>	<ul style="list-style-type: none"> <li>• Saturday study groups, after school tutoring, weekend study skills GATEway programs</li> <li>• Tutoring center poster, Site Council minutes, budget, science tutoring center</li> <li>• CAHSEE support class in Master schedule</li> <li>• Mini Grants Ceremony, application form, and materials</li> <li>• Site Council minutes and funding request applications</li> <li>• Mentor Program Binder, program logs, and program meeting agendas</li> <li>• Easy access to records for teachers, able to plan lessons and support</li> </ul>



<b>Findings</b>	<b>Evidence</b>
<ul style="list-style-type: none"><li>• Technology training is provided by teachers to help peers use Edline and Aeries which in turn helps students have access to more information</li><li>• Facilities improvement</li></ul>	<ul style="list-style-type: none"><li>• Percent of teachers who use Edline and Aeries, active accounts, online sites</li><li>• New dance room, new music room, new sports locker rooms, refurbished team rooms, air conditioning added to E building, venting system replaced on B Building, cameras installed throughout campus and movement of textbook room to central location</li></ul>

### **Areas of Strength**

1. Ability of staff members to work together and collaborate.
2. Data driven school and district plans and goals.
3. Professional Development opportunities, on site, through the district, and funding for others.
4. Cooperation between the district and TPHS Foundation to maximize resources.
5. Site Council is a data driven body focused on student achievement and allocating resources towards that goal.
6. Site and District Strategic Plan closely aligned.

### **Areas of Growth**

1. More structured process for determining professional development needs and providing equitable participation.
2. Current year focus of District and Site Strategic Plan needs to be more clearly communicated.
3. Increase and maintain teacher collaboration time.
4. Provide training on how to analyze and apply information from data reports.
5. Facilities improvement for older parts of the campus.
6. Ensuring that all staff are involved in a transparent decision making process regarding allocation of resources.

**B1. Curriculum**

**To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? [Through standards based learning (i.e., what is taught and how it is taught), the expected school wide learning results are accomplished.]**

- Extensive offering of AP and Honors courses and AP exam participation (41% of student body) and pass rate (80% schoolwide).
- The number of college prep courses offered and last year 88% of our students indicated they will be attending four-year universities
- 94% of students pass CAHSEE during first sitting of exam.
- Students are practicing what they have learned in the classroom in outside activities such as Academic Team, Science Olympiad.
- Support to aid students in reaching college prep levels and beyond.

Findings	Evidence
<ul style="list-style-type: none"> <li>• Most students participate in a rigorous, relevant, and coherent curriculum</li> <li>• Support to aid students in reaching college prep levels and beyond</li> <li>• Curriculum aligned with state</li> <li>• Teachers cover the CA state standards</li> <li>• Students are involved in the community as world citizens</li> <li>• Our academic courses are UC approved and graduation requirements align with A-G list</li> <li>• Students are engaged in challenging courses through AP and honors level courses; in math, college classes offered on campus (Calc CD &amp; Linear Alg.)</li> <li>• Career pathway courses where levels are offered in Imagining, Video Film, Wood &amp; Construction Tech, Auto Tech, Theatre, Digital Media/Photo</li> </ul>	<ul style="list-style-type: none"> <li>• 2006 &amp; 2007 School profile, 88% of graduates attend a four year college</li> <li>• UC A-G eligible rate, tutoring centers, and GATEway workshops</li> <li>• New textbook adoptions and in-services on consistency and standards alignment</li> <li>• 94% of first-time test takers pass the high school exit exam</li> <li>• Key club (recycling program), Interact club and Habitat for Humanities, Amnesty International are involved in community service programs</li> <li>• A-G UC approved list, graduation requirements, A-G/Graduation Planning charts on counseling website</li> <li>• Enrollment, course offerings, expanded access policy, master schedule, SDSU college credit</li> <li>• ROP Course offerings, Course offering sheet</li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"> <li>• Students extend their learning experience to outside the classroom</li>   <li>• Instruction by AP teachers according to College Board guidelines and requirements</li>   <li>• District and site department meetings review and revise curriculum to reflect changes in the state framework</li>   <li>• Support for students to gain access to challenging curriculum and higher levels</li>   <li>• CST data analysis guides curriculum via blueprints</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre (plays, festivals), Journalism (conventions, publications), Science (Science Olympiad + Fair, Art (shows, portfolios), Math (Club + Competitions), Academic Team</li>   <li>• AP audit syllabi, collaboration time, schoolwide and subject area pass rates</li>   <li>• Meeting dates and agendas, lesson plans, common assessments</li>   <li>• GATEway workshops, Sheltered programs, Team taught Special Ed courses, tutoring</li>   <li>• Department meeting agendas, department goals, blueprint binders distributed to teachers</li> </ul>

**B2. Curriculum**

**To what extent do all students have access to the school’s program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?**

- Easily accessible counselors with grade level meetings to encourage 4-year planning.
- College and Career Center with late hours on Wednesday; Library extended hours 4 days per week.
- Several tutoring options, (World language, Chemistry, Breakfast Club, peer tutoring).
- Course profiles and additional information on school website.
- Events such as College Night, Career Day, CHOICES program.
- Access for ELD and Special Ed students to mainstream through staff training, team taught classes and high expectations.
- Expanded access allowed removal of artificial barriers and led to development of support measures for college prep students transitioning into Honors and Advanced Placement courses.

Findings	Evidence
<ul style="list-style-type: none"> <li>• Resources to support upward movement</li> <li>• Counselors provide students with sample four year plans depending on what their goals are for after high school</li> <li>• Individual academic assistance programs</li> <li>• Course descriptions are consistent within departments</li> <li>• Math teachers counsel students about course options for the following year during registration</li> <li>• Students are able to explore career possibilities</li> <li>• Prepare students with the skills for success in school (includes emotional and social growth)</li> <li>• Counselors are always available for student assistance</li> </ul>	<ul style="list-style-type: none"> <li>• GATEway workshops, Sheltered courses, Team taught courses, expanded access, 100% of AVID seniors accepted to university in 2006 and 2007</li> <li>• Found in registration materials, grade level presentations</li> <li>• Academic tutoring centers, Breakfast Club for EL students, AP prep sessions before AP exams</li> <li>• Course profiles</li> <li>• Math student recommendation spreadsheet</li> <li>• College Night Flier, Career Day flier, College + Career Center hours, Naviance program</li> <li>• GATEway workshops, Career Day, College Night, College + Career Center (open until 7 pm on Wed.), Mentor Program.</li> <li>• Call slips, counselor hours of work</li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"> <li>• Families have access to school's programs and general info at Back to School Night</li>   <li>• Counselor Guidance</li>   <li>• Multiple personal learning plans/support systems</li>   <li>• Expanded Counseling help in 06-07 school year due to AB 1802 funds</li>   <li>• Multiple resources available outside of school day</li>   <li>• College and career speakers are readily available and frequent</li>   <li>• Wide range of scholarship opportunities are available</li>   <li>• College and Career Center opened in Fall 06 to target students who need assistance in preparing for post-high school</li>   <li>• Training in SDAIE for teachers who teach Sheltered courses, EL authorization for all</li>   <li>• Differentiation trainings conducted by EL as well as GATE certified staff to whole staff during on-site in-services</li>   <li>• Mentor program established in 06-07 to support at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>• Back to School Night flier, Parent monthly newsletter (online and hard copy sent by mail); Edline; Aeries; admin. emails; automated phone calls</li>   <li>• Counselor individual registration process each spring</li>   <li>• IEPs, ITPs, SSS, AVID; individualized accommodation provided by classroom teacher</li>   <li>• Hired one additional counselor 02/07</li>   <li>• Library Media Center open before, during, and after school hours with access to computers, printers, internet, subscribed online resources, books, periodicals, audio-visual; Expanded hours 4 days a week</li>   <li>• College and Career Center, College Night, Career Day</li>   <li>• Counseling website</li>   <li>• College and Career Center (CCC), SIP Budget, Events held in CCC</li>   <li>• Trainings flier, Strategic Plan goals, staffing list</li>   <li>• Agenda, power point, handouts, data sheets, training certificates for leaders</li>   <li>• Mentor binder, meeting notes, logs</li> </ul>

**B3. Curriculum**

**To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

- Exceptionally high graduation rates, 99 % overall pass rate of CAHSEE, 75% of seniors meet UC A-G requirements, 88% of our students continue on to a 4-year university or college after graduation.
- Variety of options for students to be able to meet graduation requirements if they are struggling: North Coast Alternative Academy, Sunset High School, programs through Mira Costa College, Success Program on site, and independent study options.
- Support classes for students who are struggling to meet graduation requirements: CAHSEE math and English class, READ 180 program, 9<sup>th</sup> grade literacy class.

Findings	Evidence
<ul style="list-style-type: none"> <li>• 98% of TPHS students graduate</li> <li>• There are multiple opportunities and support to assist students meeting graduation requirements</li> <li>• Students allowed to take up to 30 credits off campus</li> <li>• Senior Audits to identify those seniors who are still behind credits; counselors follow up throughout the year</li> <li>• High school exit exam and other support classes are offered</li> <li>• Counselors meet with all students who are at risk, credit deficient, or have not passed the CAHSEE</li> <li>• Mentor Program</li> <li>• Counselors conduct D/F conferences with students of all grades at each quarter</li> <li>• CAHSEE mailers via mail and email as well as conference with counselors and Assistant Principals to notify of test dates, options, and strategies</li> <li>• University acceptance rate</li> </ul>	<ul style="list-style-type: none"> <li>• CBEDS</li> <li>• North Coast at Torrey Pines Alternative program, Sunset High School, Zero period Success program, partnership with Mira Costa College, independent study program</li> <li>• Off Campus Permission form, Mira Costa fliers</li> <li>• Senior audit classroom schedule, senior D/F reports, senior call slips</li> <li>• 9<sup>th</sup> grade literacy class, READ 180, CAHSEE classes, 99% of students pass the high school exit exam</li> <li>• More counselors added to counseling staff, D/F reports, deficiency notices, registrar reports</li> <li>• Mentor Binder and list, agenda of meetings</li> <li>• D/F list, students conference logs</li> <li>• Letter, flier, conference logs</li> <li>• 2007 senior survey and profile indicates 88% go on to four year colleges after graduation</li> </ul>

### **Areas of Strength**

1. Students are successful in a variety of standardized measurements that connect to structured curriculum; such as AP exams, STAR exams and SAT.
2. CAHSEE pass rate and percent of students attending four year universities is very high.
3. Students are very involved in TPHS and are practicing what they have learned in the classroom in outside activities such as Academic Team, Science Olympiad.
4. College and Career Center with late hours on Wednesday.
5. Several tutoring options.
6. Course profiles and additional information on school website.
7. Support classes and alternative means for students who are struggling to meet graduation requirements.

### **Areas of Growth**

1. Consistency of curriculum, instructional design, and grading practices across and within departments.
2. Build awareness of graduation and college entrance requirements to ensure information about alternative options is available and equitably utilized.
3. Increase professional growth opportunities to train on standards based curriculum.
4. Increase career and technical options and awareness.
5. Decrease the gap between high achieving and low achieving (EL, low SES, Special Education, Hispanic) students.



**C1. Instruction**

**To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?**

- Large number of college prep, honors, and advanced placement courses offering a variety of instructional methods and delivery strategies.
- Multiple ways to be involved outside the classroom and in the community to enable students to extend their learning experiences into real-world applications.
- Sheltered courses are also college prep.
- Course profiles describe the rigor of courses.

Findings	Evidence
<ul style="list-style-type: none"> <li>• Students are engaged in challenging and diverse courses</li> <li>• Students extend their learning experiences</li> <li>• Variety of course offerings at all levels and with varied goals(college prep, Honors, AP, ROP)</li> <li>• Students encouraged to be involved in community (ESLRs)</li> <li>• Course expectations clear</li> <li>• Teachers are prepared for class</li> <li>• Teachers make an effort to reach struggling students</li> <li>• English learners need more elective courses available to meet their needs</li> <li>• AVID program established and growing</li> </ul>	<ul style="list-style-type: none"> <li>• Student surveys, observations, teacher/student dialogue, course enrollments</li> <li>• Science fair, language awards, journalism awards, presentations/reports, pictures, classroom discussions</li> <li>• Master schedule: Sheltered, College Prep, Honors, AP, ROP program, new course proposals</li> <li>• Club list, lesson plans, syllabus (Health service learning requirement), internships, work experience programs, community service programs</li> <li>• TPHS website, Course profiles, Choices Night, syllabi, teacher/parent email and phone communication, Aeries/Edline, Back to school night</li> <li>• Observations, agendas, lesson plans, professional development</li> <li>• Department meeting agendas, observations, parent/teacher communication, teacher/student dialogue, mentor program, tutoring</li> <li>• Increasing number of EL students, master schedule, actively pursuing 100% of staff CLAD certified by 2009 to increase options</li> <li>• AVID schedule, banquets, log sheets, AVID video</li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"> <li>• School wide culture of high expectations</li> <li>• Expanded access removed barriers to challenging courses</li> <li>• Block scheduling encourages opportunities for interactive activities</li>   <li>• Achievement on CST exams increasing</li> <li>• Departments have been committing time to consistency of rigor, expectations, and strategies</li> <li>• Eligibility for UC schools and acceptance</li> <li>• Participation in AP program (both enrollment and exam participation) has been steadily growing, while pass rate remains high and even increased</li> </ul>	<ul style="list-style-type: none"> <li>• ESLRs, vision, survey</li> <li>• Course profiles, enrollment in Honors and Advanced Placement courses</li> <li>• Lesson plans, activities in quad, observations, student projects at Math Open House, For Arts Sake Open House, Choir concerts, dance productions, theatre productions, guest speakers, science labs</li> <li>• CST results</li> <li>• Department goals, common plans, common assessment, interdisciplinary planning (humanities), AP syllabi, course profiles</li> <li>• Eligibility rates, % of students accepted</li> <li>• Enrollment data, exam results, AP offerings</li> </ul>

**C2. Instruction**

**To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

- Foundation fundraiser project in conjunction with Site Council has purchased 50 LCD projectors for classrooms over two years as well as upgrades for several computer labs and is planning additional fundraising/purchases over 2 additional years.
- Field trips are offered (Catalina trip, College trips for AVID/EL) along with opportunities for students to apply problem solving strategies to content knowledge.
- Humanities courses are unique and offer collaboration between teachers.
- Guest speaker opportunities offered through the Media Center.

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"> <li>• Innovative/powerful teachers stay current through research</li> <li>• Students get multiple perspectives on curriculum-related issues</li> <li>• Creative field trips, beyond the textbook learning opportunities and community involvement, cultural events</li> <li>• Teachers use a variety of teaching strategies (skits, debates, cooperative learning, presentations, alternative assessments)</li> <li>• Technology integration expanding</li> <li>• Teachers offered professional development opportunities</li> <li>• Teachers collaborate with each other on curriculum</li> <li>• Critical thinking skills infused into curriculum in all areas</li> </ul>	<ul style="list-style-type: none"> <li>• Current event lessons, travel experiences, attendance at workshops, websites, teachers with advanced degrees</li> <li>• Media center guest speakers monthly, observations, teacher/student dialogue</li> <li>• Marketing class symposium, Catalina field trip, AVID/EL college visitations, guest speakers, parent community involvement, Science Olympiads, Debate Team, Academic team, open houses, Fine Arts competitions</li> <li>• Lesson plans, observations, agendas on boards, technology purchases, chalk drawings in quad, videos</li> <li>• Videos, internet lectures, purchases of LCDs and Smart Boards, upgrades of computer labs and COWS (Computers on Wheels) systems</li> <li>• student and teacher led technology workshops offered</li> <li>• Department meetings, syllabi, emails, meeting agendas, lesson plans, district department meetings</li> <li>• Document Based Questions (DBQ) essays in all Social Studies courses, expository writing in English, labs in science, end of year projects and open house in math</li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"> <li>• Humanities program encourages cross-disciplinary learning</li> <li>• Science department use of virtual labs and other experiences</li> <li>• GATE certification, GATE differentiation, EL authorization, SDAIE workshops, and College Board trainings to acquire strategies to meet needs of all</li> <li>• Site Council funds scholarships for items such as Catalina trip and EL Achievement field trip, to allow <u>all</u> students to participate</li> </ul>	<ul style="list-style-type: none"> <li>• American and World Humanities programs, Night of a Thousand Notables, common projects, Humanities teachers collaboration</li> <li>• Physics virtual labs, computer labs, lab write ups, research projects, presentations</li> <li>• Funding requests, whole staff in-services on topics, teacher collaboration, district sponsored AB 2913 Training (CLAD Authorization) and evidence of use in classroom during observations</li> <li>• Funding requests, Council agendas and minutes</li> </ul>

### **Areas of Strength**

1. Highly qualified staff functions in environment of high expectations for student success.
2. Expanded Access allows students, who may not have been eligible for Honors and AP classes, participation in program.
3. Many teachers are differentiating instruction through project choice, multiple grade levels in a single class, scaffolding, SDAIE strategies, multiple intelligences, grouping, and adjusting curriculum after assessment.
4. Large number of UC approved honors, and advanced placement, ROP, Sheltered and elective courses are offered.
5. There are multiple ways to apply learning outside the classroom and in the community.
6. Humanities courses are unique and offer collaboration between teachers.

### **Areas of Growth**

1. Improved communication/dialogue between counselors and departments, especially in terms of resources available to families to utilize when making course selections.
2. Expanded access is allowing students access, but still growth is needed in terms of education students in terms of course selection, developing students' skills and preparedness, providing staff training to meet needs of students and developing support measures that are institutionalized and consistent.
3. Staff needs more collaboration time to review curriculum/plan lessons with peers.
4. Teachers need more information regarding available trainings/workshops.
5. English learners need more elective courses available to them.
6. Technology integration is piecemeal due to funding limitations and continued training on new resources needed.
7. Increased communication about resources available to staff, students and parents including opportunities for engaging learning experiences outside the classroom.

**D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?**

- Stakeholders are provided feedback in a variety of forms- progress reports, teacher/student/parent conferences, emails, telephone calls, Aeries, Edline.
- Standardized test scores are mailed home to parents and individualized STAR letters delivered in the Spring to all 9<sup>th</sup> through 11<sup>th</sup> graders to their English classes by the principal.
- SARC, School Profile, and other data sources are available on our website.
- Teachers receive various data reports throughout the year to guide instruction and can access standardized test information via Aeries at any tme.

Findings	Evidence
<ul style="list-style-type: none"> <li>• A variety of methods to report student performance data to parents and other shareholders of the community</li> <li>• Analyze assessment data in department meetings and staff meetings                             <ul style="list-style-type: none"> <li>○ CST/STAR data</li> <li>○ AYP/Annual Measurable Objectives</li> <li>○ CAHSEE</li> <li>○ D/F rates</li> <li>○ AP data</li> <li>○ Direct Writing Assessment (DWA)</li> <li>○ CELDT data</li> </ul> </li> <li>• PSAT Administered schoolwide in October to all 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students during school hours. PLAN offered on a Saturday.</li> <li>• PSAT Results Information nights for parents to explain data</li> <li>• CAHSEE results mailed home and discussed by counselors/Assistant Principal’s with those who did not pass</li> <li>• Common/similar assessments used especially at the end of the semester</li> <li>• At risk reports</li> <li>• Student STAR result letters</li> </ul>	<ul style="list-style-type: none"> <li>• Aeries, Edline, newsletter, progress reports, newspaper, school report card, email, telephone calls</li> <li>• August staff meeting, STAR/API scores, D/F lists reviewed at quarter and 1<sup>st</sup> semester, teachers analyze IEP and 504 information on individual basis, CELDT data shared, Department meeting agendas, Department Chair Meetings, Aeries database creates accessibility of data</li> <li>• PSAT schedule, PSAT registration form, PSAT data reports, PLAN reports</li> <li>• PSAT nights schedule and power point</li> <li>• CAHSEE letter, student contact logs</li> <li>• Math, Science, English, and Social Studies use common tests/assignments</li> <li>• At risk reports, D/F reports, credit deficient reports</li> <li>• Individualized score letters shared in class, letters</li> </ul>

**D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?**

- Numerous formative and summative assessment measures are used throughout the school.
- Based on the students needs, (i.e. 504 or IEP plan, CELDT data), assessment strategies are modified to better meet the needs of the students.

<b>Findings</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Variety of techniques and strategies used to evaluate student learning such as:                             <ul style="list-style-type: none"> <li>○ STAR Standards-based assessments</li> <li>○ PSAT Administered Schoolwide</li> <li>○ Direct Writing Assessment (DWA)</li> <li>○ Multiple choice tests</li> <li>○ Essays and free response</li> <li>○ Lab practical</li> <li>○ Projects</li> <li>○ Individual research</li> <li>○ Power point presentation</li> <li>○ Models</li> <li>○ Lab simulations</li> <li>○ Data collection sheet</li> <li>○ Oral presentations</li> <li>○ Portfolios</li> <li>○ Performance assessment</li> <li>○ Self assessment</li> <li>○ Peer critique</li> <li>○ Homework corrections/self-analysis</li> <li>○ Plays/skits/role plays</li> <li>○ Formal/informal quizzes</li> <li>○ Curriculum embedded assessments</li> <li>○ Standards-aligned texts and assessments</li> <li>○ Math diagnostics</li> <li>○ Cross-curricular assignments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of such strategies:                             <ul style="list-style-type: none"> <li>○ STAR Results</li> <li>○ PSAT Results</li> <li>○ AP Potential reports</li> <li>○ Lesson plans, course expectations, sample tests, work samples</li> <li>○ Observations</li> <li>○ Math Open House</li> <li>○ Regional and State Science Fairs</li> <li>○ For Arts Sake (Art Open House)</li> <li>○ Night of a Thousand Notables (Social Science)</li> <li>○ Projects displayed in library</li> <li>○ Grades</li> <li>○ Progress Reports</li> <li>○ Humanities Research reports</li> <li>○ Newspaper/Yearbook</li> <li>○ Hour logs for internships</li> </ul> </li> </ul>

**D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

- Used to drive decision making for curriculum, interventions, and schoolwide improvement of academic achievement and student success.
- Students who do not perform well are recommended for mentor program and/or a Student Success Team (SST) referral is submitted. Placement is adjusted if needed.
- Recommendations may be made to student to attend on campus tutoring.
- Material retaught/reviewed in class to ensure that all students understand.
- Options in place such as the Success Program to allow students still struggling to experience content in an alternate setting.

Findings	Evidence
<ul style="list-style-type: none"> <li>• Interventions based on in-class formative and summative assessment results</li> <li>• Assessment data used in teacher reflection and decision making</li> <li>• Data used to drive new course offerings</li> <li>• Data discussed as early as possible to impact classroom instruction</li> <li>• Implementation of mentoring program</li> <li>• Aeries database allows teachers access to a variety of background information to support modification of the teaching/learning process</li> <li>• Special Education modifications via IEP process</li> <li>• GATEway Study Skills workshop available to students</li> <li>• Single Plan (SPSA) developed based on data, data determines actions and priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parents/students, individual tutoring/academic support time, department tutoring centers (Chemistry, World Language)</li> <li>• Review sessions, curved exams, re-teaching of info, teacher reflections in evaluation process, department minutes, department chair minutes</li> <li>• Academic literacy class and criteria, READ 180 English 9 class and criteria, Basic Math, D/F reports</li> <li>• STAR/CST data, AP data and CAHSEE data reviewed in August, D/F results at 1<sup>st</sup> quarter and 1<sup>st</sup> semester, Add/Drop reports</li> <li>• Training agenda/instructional manual/logs</li> <li>• Teacher feedback, information disseminated to regular education teacher, Aeries reports</li> <li>• Case manager support/contact, IEPs's</li> <li>• Calendar of GATEway offerings, GATEway curriculum, expanded access data</li> <li>• Data reports for Site Council, agenda, SPSA budget</li> </ul>



**D3. To what extent does the school, with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?**

- A variety of assessment data pieces are pulled together regularly to monitor achievement and guide instruction.
- Department chair meetings are held to discuss assessment results.
- Site council reviews data and develops goals for the school.

Findings	Evidence
<ul style="list-style-type: none"> <li>• Official grade reports mailed home at d/f notification point, quarter and semester</li> <li>• CAHSEE and STAR data is available and accessible to teachers, while current grades are available to parents and students and updated often as much as weekly via Edline and Aeries parent portal</li> <li>• Variety of support measures for students not meeting standards</li> <li>• AVID program</li> <li>• Special Ed. courses</li> <li>• CAPA (Standardized testing for severely handicapped)</li> <li>• CELDT Test and EL program</li> <li>• Direct Writing Assessment (DWA) administered yearly across grade levels and across district</li> <li>• AP results and Instructional Resource Reports used to monitor effectiveness of course</li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports, report cards, grade reports</li> <li>• Aeries, dissemination of information by administration, Aeries parent portal, portal activation letter, Edline trainings, Edline activation letter, websites, BTSA trainings</li> <li>• Teacher/parent interventions, Regular access to scores on Edline/Aeries (for teachers, students, and parents), tutoring centers (w/in departments, peer tutoring, etc.), CAHSEE support math class, CAHSEE reading support/Read 180, reading support lab, Read 180 program, Special Education support liaison</li> <li>• AVID class descriptions, curriculum and AVID progress reports.</li> <li>• Special Education – Language and Math support</li> <li>• CAPA results</li> <li>• CELDT scores</li> <li>• DWA prompts, grading sessions, results</li> <li>• Instructional planning reports, AP data, AP syllabi</li> </ul>

**D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school’s program, its regular evaluation and improvement and usage of resources?**

- Data derived from student assessment leads to discussion, analysis and decision making, such as:
  - Tutoring centers on campus
  - Special programs such as AVID and EL support.
  - Support courses for those students who need it.
  - Changes to class instructions
- Data used in conjunction with analysis of Strategic Plan to guide School wide and Districtwide change.

<b>Findings</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Teachers modify instruction and assessment according to 504’s and IEP’s</li> <li>• Based on data, TP instituted student study skills workshops</li> <li>• TPHS has applied resources to make program improvements based on demonstrated need</li> <li>• Teacher awareness and discussion of data is a part of regular focus during department and all-staff professional development with emphasis on understanding key concerns</li> <li>• Support for students with limited English proficiency is provided through ESL/Sheltered classes</li> <li>• Students can be referred to the AVID program</li> <li>• Site Council distribution of funds based on student instructional needs as determined by data driven Single Plan for Student Achievement (SPSA)</li> </ul>	<ul style="list-style-type: none"> <li>• IEP’s, 504’s, lesson plans, tests</li> <li>• GATEway study skills workshop flyer, lesson plans</li> <li>• Double period math course, sheltered classes, Read 180, Saturday support classes, EL support classes, Special education program, creation of additional honors/calculus classes in math, literacy class</li> <li>• Department meetings, staff meetings, D/F lists, Review of AP scores by department, dissemination of CELDT testing data, dissemination of IEP/504 information, Aeries</li> <li>• EL master schedule</li> <li>• AVID student roster</li> <li>• Site Council meeting minutes/SPSA/data sheets, SPSA goals/budget</li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"><li>• School tutoring programs have been implemented to provide extra assistance to students: World Languages, Chemistry, Breakfast Club, and TPHS Peer tutoring</li><li>• Strategic Plan of district evaluated each semester- and process repeated at site</li></ul>	<ul style="list-style-type: none"><li>• TPHS Tutoring posters around school/attendance logs</li><li>• Strategic Plan committee agenda/minutes, Department chair minutes</li></ul>

### **Areas of Strength**

1. Stakeholders are provided feedback in a variety of forms- progress reports, teacher/student/parent conferences, emails, telephone calls, Aeries, Edline.
2. A variety of formative and summative assessment measures are used throughout the school and feedback provided regularly to students.
3. Data used to drive decision making process and goals of site council, Strategic Plan team, and Department Chair committee.
4. Efforts made to make data real and relevant to students and parents through parent nights (i.e. PSAT Results night), and students individualized STAR results letters delivered by Principal in the Spring to English classes.
5. Data results in changes to class instructions, as well as allocation of resources (tutoring centers, support courses, etc.).

### **Areas of Growth**

1. Training and time to enable more in-depth analysis as well as construction of data to enable identification of at risk students, guide instruction, determine student guidance in regards to course selection, and allow stakeholders to understand data to enable a well-defined connection between assessment and student course selection.
2. Develop course selection sequences connected to assessment data that can provide students with guidance to make informed decisions when engaging in course selections.
3. Improved communication between and within departments to share assessment ideas/results, develop further consistency of expectations for course curriculum and assessments, and drive professional development
4. Effective methods to identify, monitor and support at-risk students who do not qualify for traditional support systems, such as Special Education, ELD, and AVID.
5. Use data more actively to determine opportunities for staff development as well as student intervention options.
6. Increased access to technology so students can display their projects, power points, etc. This will increase the variety of assessment strategies teachers use to evaluate student learning.



<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"> <li>• The school uses a variety of resources for disseminating information, advertising of our activities and communicating with parents and the community</li>   <li>• TPHS supports and allows for a variety of events between the school and community</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Newsletter</li> <li>• Falcon Flyer (Bulletin)</li> <li>• Aeries Parent Portal</li> <li>• Edline emails</li> <li>• School Website updated daily</li> <li>• Foundation Newsletter</li> <li>• Brochures in Spanish</li> <li>• Parent translators</li> <li>• Invites to school events</li> <li>• Mailers</li> <li>• Letters to students who have not passé</li> <li>• CAHSEE</li>   <li>• AVID College Tour</li> <li>• Community service opportunities</li> <li>• Career Day</li> <li>• Looks Like Me Program</li> <li>• Study Buddy Program</li> <li>• Student Success Services Team</li> <li>• Computer Crossroads</li> <li>• Friends of Library</li> <li>• Internship Opportunities</li> <li>• Foundation Business Partnerships</li> <li>• Sammy's Night</li> <li>• Vendors at Back to School Night and Readiness Days</li> <li>• Athletics &amp; Athletic camps</li> <li>• Eagle Scout Campus beautification projects</li> <li>• ROP Child Development includes a pre-school on campus for our community</li> <li>• School facilities are rented out to community groups</li> <li>• Adult education classes held on campus</li> </ul>

**E2. a) To what extent is the school a safe, clean, and orderly place that nurtures learning?  
b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?**

- Students and staff members feel that TPHS is a safe place to learn and work.
- Emergency Binders were revised in 2006 and drills are conducted often in accordance with the law.
- School Beautification committee was created to allow parents and students an opportunity to voice concerns and provide suggestions for improvement.
- High Expectations are communicated and enforced through rigorous Academic Honesty Policy, clear class rules, and immediate consequences for students.

<b>Findings</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• According to surveys, 88% of students and 85% of staff members feel safe at TPHS</li> <li>• Safety committee consists of students, parents, staff members, and police officer</li> <li>• School Beautification Committee consists of parents, students and staff members</li> <li>• Student clubs on campus provide school with ways to recycle a keep school clean</li> <li>• Required passes for students for on-campus and off campus business</li> <li>• Students are informed by their teachers and by the counselors in presentations about the school Academic Honesty Policy</li> <li>• Routine drills for fire, earthquake and lock down are conducted frequently</li> <li>• Students and staff engage in mutually respectful interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Student Survey 2006 and 07 Staff Survey, routine visits and on call service from police officer from nearby station</li> <li>• Safety Committee minutes</li> <li>• School Beautification Committee minutes</li> <li>• Recycling bins</li> <li>• Recycling ink cartridges</li> <li>• Recycling electronics</li> <li>• Key Club/ASB Recycling Projects</li> <li>• AP Environmental Class recycling projects</li> <li>• Supervisor’s check for passes, students sent to Sat. School if they leave without pass</li> <li>• Counselor power points presentation, teacher syllabi, Discipline Policy, Discipline Policy Notification Form completed by each student in August</li> <li>• Manuals were revised in 2006-2007, Drill reminders, special drill schedule, supply of fresh water and emergencies supplies in emergency bins</li> <li>• ASB gifts to teachers, Teacher Appreciation week, staff attending student events, observation, and involvement of staff in extracurricular activities to benefit students</li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"><li>• School accommodates students' spiritual needs</li><li>• Teacher/Staff involvement and communication</li></ul>	<ul style="list-style-type: none"><li>• Conference areas and rooms opened up for students who wish to pray, morning prayer meetings before school</li><li>• Monthly Brown Bag Lunch with Principal</li></ul>





<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"><li>• All departments provide students and parents with information to make good academic choices</li><li>• Communication regarding student progress; accessible to teacher, parents, students, counseling, and admin</li><li>• Grade level presentations to encourage 4-year planning</li></ul>	<ul style="list-style-type: none"><li>• Department Websites</li><li>• Course profiles</li><li>• “Pathways” provided to counselors</li> <li>• Aeries, Edline, online grades, email, website, parent nights, D/F progress reports</li> <li>• Grade level power points, handouts, presentations</li></ul>

**E4. To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?**

- The counseling office provides services and support in the areas of career, personal counseling and academic assistance.
- There are a number of program on campus including the GATEway Study Skills workshop and tutoring that provide academic support including our teachers.
- There are two school psychologists that provide personal counseling as needed to students
- Full time Health Tech to meet students’ health needs.
- READI program is provided by the district for students who need drug and alcohol intervention.

<b>Findings</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• SST referral process for struggling students</li> <li>• Health Tech easily accessible</li> <li>• Calif. Healthy Kids Survey info published</li> <li>• Participation in ASB</li> <li>• Food services/focus on healthy life style</li> <li>• Several tutoring center and academic support options for students</li> <li>• College and Career center has late hours to meet with parents and student</li> <li>• Participation in Naviance computer program to help students research careers and colleges</li> </ul>	<ul style="list-style-type: none"> <li>• SST referrals, meeting minutes</li> <li>• Health Tech’s list/sign in list, student medical history record</li> <li>• CHKS Survey results summary/ Falconer article</li> <li>• ASB flyers, programs, class enrollment</li> <li>• Adjusted menu offerings based on new State requirements, soda machines taken out. In-service on new state food requirements</li> <li>• Breakfast Club Tutoring</li> <li>• Tutoring Center</li> <li>• Chemistry Tutoring</li> <li>• World Languages Tutoring</li> <li>• GATEway Study Skills Workshop</li> <li>• AP Parent Orientations</li> <li>• Summer School</li> <li>• Success Program</li> <li>• Attendance of college reps</li> <li>• Establishment of career center</li> <li>• Naviance Program, College Career Center hadnouts</li> </ul>

<b>Findings (cont.)</b>	<b>Evidence (cont.)</b>
<ul style="list-style-type: none"> <li>• Information on graduation and college admission requirements is provided to students by the counselors</li>   <li>• The PALs program provides support to students through teacher, counselor, or peer referral</li>   <li>• READI program for students with an alcohol or drug problem.</li>   <li>• Sheltered curriculum for EL students</li>   <li>• Counseling and College Career center provides student with academic, college, career and personal social support</li>   <li>• Media Center extended hours for students to stay in the late afternoon funded by Site Council</li>   <li>• Mentor program pairs up staff members with at risk students</li>   <li>• Opportunities to become involved on campus</li>   <li>• Assemblies addressing areas of concern</li>   <li>• Other services for students and their families</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Counselor Presentations</li> <li>• Individual and Parent meetings</li> <li>• Registration information</li> <li>• Counseling website</li> <li>• 9<sup>th</sup> grade parent nights</li> <li>• Naviance</li>   <li>• PALS presentations, new student tours and support, Red Ribbon Week and Yellow Ribbon Week Activities</li>   <li>• READI Support group on campus/Referral forms</li>   <li>• EL Master Schedule</li>   <li>• Career Day</li> <li>• College Night</li> <li>• Support Groups</li> <li>• Individual counseling</li> <li>• Community referrals</li> <li>• College Career Center</li> <li>• College Workshops</li>   <li>• Media Center hours/SIP Budget</li>   <li>• Mentor Binder/training/meeting minutes</li>   <li>• Club Day, websites, flyers, teacher referrals to groups, events at break/lunch, ASB Student Senate, Athletics, Peer Tutoring, Clubs, PALs</li>   <li>• Cutting-Edge Conversations, suicide assembly, Red Ribbon Week, SSS assemblies, Career Day speakers</li>   <li>• Rideshare Program, Free-Reduced Lunch Program, ASB scholarships, Internships</li> </ul>

### **Areas of Strength**

1. Accessible counselors, administrators, teachers and classified staff.
2. Highly involved parents and community who provide active support.
3. Variety of support resources available to students.
4. Focus on enhancing and expanding support methods.

### **Areas of Growth**

1. Continued growth in terms of awareness and students needs as well as connectedness of large student and staff population.
2. Continue to explore ways to engage and support all students (i.e. Career and Technical options, tutoring, interventions and differentiation).
3. Provide all students with an opportunity to learn about and access resources (i.e. via assemblies and programs).
4. Educate staff and community about teen issues and how to support students (i.e. drinking, stress, family issues, drugs) as well as ethical and legal expectations for behavior.
5. Improve communication and information sharing between the high school and middle school and with parents of incoming 9<sup>th</sup> grade students.
6. Improve communication between departments on school campus.

## Torrey Pines High School Action Plan I – Academic Excellence

**DESCRIPTION:** Implement measures to ensure that all students at TPHS achieve academic success and participate in rigorous and challenging curriculum.

**RATIONALE:** Although TPHS is a high achieving school as a whole, some of our students are not as successful. As the diversity of our population grows through fluctuations in demographics, we must be ready to meet the needs of all students.

**ESLRs ADDRESSED:** All.

Specific Goals	Action Steps/Resources	Timeline	Person(s) Responsible and involved	Means of Assessment	Means to report progress
1. Institutionalize a culture of data-drive staff collaboration to support student success	<ul style="list-style-type: none"> <li>• Develop and maintain permanent calendar for systematic and frequent collaboration time for staff</li> <li>• Institute system of accountability for collaboration time</li> <li>• Provide departments in midst of text adoptions release time to develop new curriculum</li> <li>• Increase awareness of availability of opportunities for professional development based on referrals and sharing/posting information</li> <li>• Provide staff with complete and timely data picture to help drive curriculum and instruction and provide opportunity to spend time in analysis of data</li> <li>• Continue process of developing consistent standards-based curriculum with key learning goals identified and clarified</li> <li>• Provide staff with training to enable efficient and successful understanding and use of data</li> </ul>	<p>Sept 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Sept 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p>	Principal, Staff Development coordinator, teachers, department chairs, assistant principals	<ul style="list-style-type: none"> <li>• Ongoing Collaboration calendar</li> <li>• Department meeting notes</li> <li>• Staff requests for data</li> <li>• Data reports</li> <li>• Professional Development Requests</li> <li>• Staff attendance sheets</li> <li>• Course curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Parent newsletter</li> <li>• staff information emails</li> <li>• Department Chair meetings</li> <li>• Website</li> <li>• Course Profiles</li> </ul>

<p>2. Develop a systematic process for supporting and providing staff development opportunities, including on site options</p>	<ul style="list-style-type: none"> <li>• Develop staff development plan</li> <li>• Develop website to advertise professional development opportunities</li> <li>• Develop a systematic and equitable process to access funding for staff development</li> <li>• Professional Development findings and experiences will be shared with colleagues in more meaningful in-services</li> <li>• Increase awareness of the need to modify instruction to meet the needs of struggling students and provide training</li> <li>• Develop opportunities for technology training and creating access to resources for all teachers</li> <li>• Develop a Staff Council or Staff Development Committee to oversee the plan, and maintain and drive resources</li> <li>• Create on-site subject area staff advisor as a teacher and student resource for core academic departments</li> <li>• Provide training in areas of classroom and behavior management, Response to Intervention methods, and differentiation</li> </ul>	<p>Fall 2007 →                  Fall 2007 →                    Fall 2007 →                    Fall 2007 →                    Fall 2007 →                    Fall 2007 →                    Fall 2007 →                    Fall 2007 →</p>	<p>Principal, Department Chairs, Staff Development coordinator, Site Council, Technology Liaison, Communications secretary</p>	<ul style="list-style-type: none"> <li>• Staff Development website online</li> <li>• Professional development request forms</li> <li>• Professional Development attendance and reports</li> <li>• Mentor referrals</li> <li>• Committee minutes</li> <li>• Master Schedule</li> <li>• Training Agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Department minutes</li> <li>• Website</li> <li>• Site Council reports</li> </ul>
<p>3. Increase academic achievement of at-risk students</p>	<ul style="list-style-type: none"> <li>• Identify individual students</li> <li>• Expand mentor program established in 2006-2007</li> <li>• Rejuvenate PALS program to provide student-to-student support</li> <li>• Expand GATEway workshops to include all 9<sup>th</sup> grade students</li> <li>• Use complete data picture to drive decision making</li> <li>• Expand elective opportunities and support for ELD learners.</li> <li>• Engage in training in regards to research-based strategies and techniques</li> </ul>	<p>Sept 2007 →                  Fall 2007 →                    Fall 2007 →                    Sept 2007 →                    Fall 2007 →                    Fall 2007 →                    Fall 2007 →</p>	<p>Principal, Counselors, Department Chairs, GATE coordinator, Assistant Principals, ELAC council</p>	<ul style="list-style-type: none"> <li>• Student referral lists</li> <li>• Mentor training minutes</li> <li>• Mentor logs</li> <li>• GATEway registration forms</li> <li>• Data analysis sheets</li> <li>• Department minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Parent newsletter</li> <li>• Staff info emails</li> <li>• Website</li> <li>• Staff meetings</li> </ul>

<p>4. Develop measures to support students who are being unsuccessful academically</p>	<ul style="list-style-type: none"> <li>• Continue work on course curriculum, grading and expectancy consistency</li> <li>• Continue and expand technology integration into the curriculum</li> <li>• Consistently use disaggregated data to inform and drive student course selection (including formative assessment)</li> <li>• Add cross-curricular emphasis on critical thinking and study skills</li> <li>• Assess ESL students in native language when possible to better distinguish between language and academic difficulties</li> <li>• Develop institutionalized methods for communication between teachers and counselors to support student placement and achievement</li> <li>• Utilize language resources for translation at the District office as well as in community</li> <li>• Re-structure North Coast @ TP into the Success Program to allow students deficient in credit to be engaged in meaningful learning</li> <li>• Establish a match-program of peer tutors after school</li> </ul>	<p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007→</p>	<p>Principal, Department Chairs, Staff Development Coordinator, Technology Liaison, ESL Coordinator, Site Council, Counselors</p>	<ul style="list-style-type: none"> <li>• Department meeting minutes</li> <li>• Data reports</li> <li>• ESL assessments</li> <li>• Translator request forms</li> <li>• North Coast enrollment/curriculum</li> <li>• Peer Tutoring Network</li> </ul>	<ul style="list-style-type: none"> <li>• Parent newsletter,</li> <li>• Staff meetings</li> <li>• Website</li> <li>• Course Profiles</li> <li>• ELAC meetings</li> </ul>
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## Torrey Pines High School Action Plan II – Student and Staff Emotional and Social Support

**DESCRIPTION:** Implement resources and measures to ensure an opportunity for all TPHS students to experience a supported and connected experience while part of the TPHS community.

**RATIONALE:** In a large, competitive and comprehensive high school such as Torrey Pines, we believe that it’s imperative to create a culture where the goal is all students experience emotional, social, and academic growth and well-being. A key factor of a connected campus is a staff that feels an atmosphere of collegiality, shared-vision and support is in place. This is especially important in a community that is diverse and experiencing changing demographics

**ESLRs ADDRESSED:** All

Specific Goals	Action Steps/Resources	Timeline	Person(s) Responsible and involved	Means of Assessment	Means to report progress
1. Increase student emotional and social well-being and awareness of support resources	<ul style="list-style-type: none"> <li>• Increase student involvement in extra-curricular activities</li> <li>• Provide meaningful assemblies related to student emotional, social and academic well-being that are imbedded into the school day</li> <li>• Expand staff and student involvement in Student Success Services</li> <li>• Create student-center as a resource center</li> <li>• Incorporate information about resources into Freshman orientation by Media Center teacher</li> </ul>	<p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p>	Principal, Counselors, staff, Department Chairs, Media Center teacher, ASB Advisor	<ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Assembly attendance and feedback</li> <li>• SSS meeting attendance</li> <li>• Student Center established</li> <li>• Freshmen orientation notes</li> </ul>	<ul style="list-style-type: none"> <li>• School Profile</li> <li>• Staff Meeting</li> <li>• Parent Newsletter</li> <li>• Friends-of-the-Library news emails</li> <li>• Foundation newsletter</li> </ul>
2. Provide support for student and staff emotional well-being	<ul style="list-style-type: none"> <li>• Raise awareness of READI program</li> <li>• Publicize availability of resources currently available</li> <li>• Identify students who would benefit from Mentor program due to emotional concerns</li> </ul>	<p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p>	Principal, Assistant Principals, Counselors, Staff, ELD coordinator,	<ul style="list-style-type: none"> <li>• Parent Newsletter articles</li> <li>• Student list</li> <li>• HKS</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Newsletter</li> <li>• Website</li> <li>• Course profiles</li> </ul>

	<ul style="list-style-type: none"> <li>• Use Healthy Kids Survey data to determine future plans</li> <li>• Develop and utilize course pathways in core curricular areas to provide students with counseling guidance on course selection</li> <li>• Develop School Success class for struggling students (EL and others) focusing on academic and reading literacy</li> <li>• Provide teacher-supervised tutoring for all academic subject areas</li> <li>• Provide students with increased elective and career training course selections</li> <li>• Implement specific events to provide staff with an opportunity to be together: Such as luncheons, sport’s league, department retreats</li> <li>• Utilize staff development time for whole-staff meetings on regular basis</li> </ul>	<p>August 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p>	<p>Staff Development Coordinator, staff</p>	<p>analysis sheets</p> <ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Tutoring sign-in sheets</li> <li>• Staff event and meeting agendas</li> <li>• Course pathways charts</li> </ul>	<ul style="list-style-type: none"> <li>• Student center</li> <li>• CHOICES night</li> <li>• Staff meetings</li> </ul>
<p>3. Improve communication about support resources available to parents, students and staff</p>	<ul style="list-style-type: none"> <li>• Develop “Student-center” as central information resource</li> <li>• Incorporate resource information into Freshman Media Center Orientations</li> <li>• Incorporate resource information into GATEway workshops</li> <li>• Change morning announcement format</li> <li>• Expand Choices night program to other grades</li> <li>• Communicate Course Sequencing paths</li> <li>• Explore ways to simplify multiple methods of electronic communication with parent community</li> </ul>	<p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Spring 2007 →</p> <p>Spring 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p>	<p>Principal, ASB Advisor, GATE coordinator, Media Center teacher, counselors, Technology Liaison, Communications secretary</p>	<ul style="list-style-type: none"> <li>• Student center built</li> <li>• Freshman orientation notes</li> <li>• GATEway curriculum</li> <li>• Website</li> <li>• Tech team minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Website</li> <li>• School Profile</li> <li>• Campus Map</li> <li>• Website</li> <li>• Staff meeting</li> </ul>
<p>4. Provide effective communication to</p>	<ul style="list-style-type: none"> <li>• Monthly “What’s happening” email to staff</li> </ul>	<p>Fall 2007 →</p>	<p>Principal, Assistant</p>	<ul style="list-style-type: none"> <li>• Master</li> </ul>	<ul style="list-style-type: none"> <li>• Staff email</li> </ul>

and among staff	<ul style="list-style-type: none"> <li>• using Counseling department format</li> <li>• Centralize master calendar using electronic resources</li> <li>• Develop systematic collaboration time for communication and sharing</li> <li>• Develop school FAQ sheet to staff (especially new members)</li> </ul>	<p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p>	<p>Principals, Tech Liaison, Master Calendar Committee, Department Chairs</p>	<ul style="list-style-type: none"> <li>• calendar</li> <li>• Staff info emails</li> <li>• Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• FAQ sheet</li> <li>• Master Calendar</li> <li>• Website</li> </ul>
5. Improve communication with district, other sites, and inter- and intra-departmental	<ul style="list-style-type: none"> <li>• Clarify and improve communication of the vision and district/school strategic plan focus areas so staff know what we are working toward</li> <li>• Vertical teaming with middle schools to promote communication</li> <li>• Continue work on consistency between teachers within and between departments</li> <li>• Consistent policies on make-ups, grading, tardies, cell-phones</li> <li>• Provide more frequent opportunities for staff to participate in decision making to ensure the maintenance of a culture of collegial and communal interaction</li> </ul>	<p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p>	<p>Principal, Department Chairs, Assistant Principals, Staff Development Coordinator, Discipline Committee</p>	<ul style="list-style-type: none"> <li>• Discipline Policy updates</li> <li>• Teaming meetings</li> <li>• Department meeting agendas and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Department chair minutes</li> </ul>
6. Increase post high school readiness for all students	<ul style="list-style-type: none"> <li>• Increase career and technical training opportunities</li> <li>• Increase usage and awareness of College Career Center</li> <li>• Increase integration of technology into the curriculum</li> <li>• Inservice teachers on high school graduation and UC requirements</li> </ul>	<p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p> <p>Fall 2007 →</p>	<p>Principal, Counselors, Department Chairs, Staff Development Coordinator</p>	<ul style="list-style-type: none"> <li>• UC Acceptance rate</li> <li>• Senior Surveys</li> <li>• Naviance data</li> <li>• CCC sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Parent newsletter</li> <li>• School Profile</li> </ul>

## Torrey Pines High School Action Plan III – Safe and Orderly Campus

**DESCRIPTION:** Implement measures to ensure an orderly campus with limited distractions from classroom instruction and an overall feeling of emotional and physical safety with effective measures to address emergencies.

**RATIONALE:** On a large, comprehensive high school campus, the establishment of clear and consistent policies and procedures in regards to the orderliness of the campus and school safety are critical aspects of creating an environment focused on academic and whole-student success.

**ESLRs ADDRESSED:** All

Specific Goals	Action Steps/Resources	Timeline	Person(s) Responsible and involved	Means of Assessment	Means to report progress
1. Increase campus security	<ul style="list-style-type: none"> <li>• Build relationship with new police substation</li> <li>• Implement more effective electronic means of communication among Campus Supervisors and Admin</li> <li>• Implement reward incentive program for ethical behavior</li> <li>• Establish clear lines and protocols of communication during emergencies including outside agencies</li> </ul>	Fall 2007 → Fall 2007 →  Fall 2007 → Fall 2007 →	Principal, Assistant Principals, Safety Committee, Campus Supervisors, District Safety Coordinator	<ul style="list-style-type: none"> <li>• Police presence &amp; involvement on campus</li> <li>• Protocol established</li> <li>• Communication methods upgraded</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Parent Newsletter</li> <li>• Community newspapers</li> </ul>
2. Establish a clean-campus culture	<ul style="list-style-type: none"> <li>• Establish a Campus Beautification Committee and develop an action plan</li> <li>• Conduct education campaign regarding environmental responsibility</li> <li>• Develop a reward and incentive program</li> <li>• Institute practice of Saturday School OR trash pick-up for minor disciplinary offenses</li> </ul>	Spring 2006 →  Fall 2007 →  Fall 2007 → Spring 2007 →	Principal, Assistant Principal, Site Council, Beautification Committee, Staff	<ul style="list-style-type: none"> <li>• Committee action plan established</li> <li>• Saturday School statistics</li> <li>• Campus cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Meetings</li> <li>• Parent Newsletter</li> <li>• Discipline Policy</li> </ul>

<p>3. Develop a more positive relationship with surrounding community</p>	<ul style="list-style-type: none"> <li>• Publicize cooperation efforts and activities with law enforcement to curb reckless driving, etc.</li> <li>• Establish a Community Council to receive and address concerns from the community</li> <li>• Build community partnerships with local businesses for funding and resource sharing</li> </ul>	<p>Fall 2007 → Fall 2007 → Fall 2007 →</p>	<p>Principal, Assistant Principal, Foundation, Community Council, Staff</p>	<ul style="list-style-type: none"> <li>• Community Council established</li> <li>• Positive publication</li> <li>• Partnerships in funding established</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and Foundation newsletters</li> <li>• Staff meetings</li> <li>• Community newspapers</li> </ul>
<p>4. Address student attendance, tardies, and incidences of being out of class</p>	<ul style="list-style-type: none"> <li>• Develop a consistent and schoolwide tardy policy that implements progressive discipline measures</li> <li>• Explore methods of educating and raising awareness of Discipline Policy especially areas such as attendance.</li> </ul>	<p>Spring 2007 → Fall 2007 →</p>	<p>Principal, Assistant Principals, Discipline Committee, Staff</p>	<ul style="list-style-type: none"> <li>• Discipline Policy updated</li> <li>• Tardy statistics</li> <li>• SARB statistics</li> <li>• Saturday School numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Meetings</li> <li>• Discipline Policy Form</li> <li>• Website</li> <li>• Newsletters</li> </ul>