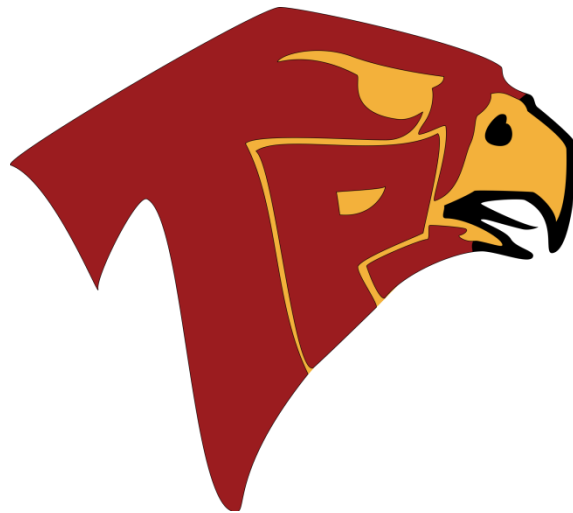


Torrey Pines High School
Self-Study Report 2013-14
Focus on Learning



Torrey Pines High School

Home of the Falcons

3710 Del Mar Heights Rd.
San Diego, CA 92130
(858)755-0125

Focus on Learning Self-Study Report 2013-2014

David Jaffe
Principal

Cara Couvillion, Rob Coppo, Garry Thornton
Assistant Principals

Patricia Storey and Staci Ortiz-Davis
WASC Coordinators

Mary Sanchez-Allwein
Head Counselor

www.tphs.net

Table of Contents

Chapter 1: Student/Community Profile	1
Community.....	1
Expected Schoolwide Learner Outcomes.....	4
Status of School	5
Demographics.....	5
Student Enrollment.....	5
Migrant Education	8
AVID Program.....	9
AP/Honors	9
Special Education	12
Independent Study Online Instruction (ISOL)	13
Socioeconomic Status	14
Language Proficiency.....	15
Attendance Data.....	17
Student Discipline Data.....	17
Student Health Behaviors	18
Staff Data.....	19
Student Performance Data	21
Academic Performance Index (API).....	22
Adequate Yearly Progress (AYP).....	23
STAR/CST Results.....	25
California High School Exit Exam (CAHSEE) Results	28
California English Language Development Test (CELDT) Results	31
College Entrance Exam Results	32
Advanced Placement Results	33
Completion Rates.....	34
Graduation Rates.....	35
Dropout Rates.....	35
UC a-g Requirements.....	36
Average Class Size – Cores Subject Areas	36
School Technology	37

Chapter 2: Progress Report.....	39
Significant Developments:.....	39
Schoolwide Critical Areas for Follow-up:.....	42
Ongoing Follow-up Process:.....	42
Progress on Schoolwide Action Plan:.....	43
Critical Areas for Follow-up Not Currently in the Action Plan:.....	48
Chapter 3: Student/Community Profile- Overall Summary from Analysis of Profile and Progress	
Data	51
Areas of strength:.....	51
Areas of Need:.....	52
Critical Academic Needs:.....	53
Chapter 4: Self Study Findings	55
Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, Resources.....	55
Category B: Standards-based Student Learning: Curriculum.....	79
Category C: Standards-based Student Learning: Instruction.....	94
Category D: Standards-based Student Learning: Assessment and Accountability.....	105
Category E: School Culture and Support for Student Personal and Academic Growth.....	116
Chapter 5: Excerpts from the School Wide Action Plan.....	139
SCHOOL GOAL #1: Student Achievement	139
SCHOOL GOAL #2: Honors/Advanced Placement.....	143
SCHOOL GOAL #3: Special Populations	146
SCHOOL GOAL #4: School Community.....	149

Chapter 1: Student/Community Profile

Community

Torrey Pines High School is one of four comprehensive high schools in the San Dieguito Union High School District (SDUHSD) in San Diego's North County, serving a population in 2013-2014 of 2,755 students in grades 9 through 12. A high-achieving school, proud of its tradition of excellence and achievement, Torrey Pines has a 2012-2013 API of 895, a steady growth in API scores every year since 2008. According to the *US News and World Report*, Torrey Pines was named the number 2 top ranked high school in San Diego County, number 25 in the state, and number 167 in the nation. In 2013, 74% of the students met or exceeded UC requirements and 80% of the students planned on attending a four year school. In May 2013, 2,469 Advanced Placement Exams were administered, with a pass rate of 87.2%. Students at Torrey Pines consistently demonstrate high achievement on standardized tests, including CAHSEE, CST, AP, ACT, and SAT exams. More than 75% of graduating seniors take the ACT and/or SAT. The first-time pass rate on the California High School Exit Exam (CAHSEE) is 97%.

A booming population growth and increasing diversity have characterized North County, SDUHSD, and Torrey Pines for the past 20 years. Families from all parts of the world are attracted to the inviting climate and exceptional learning institutions, enriching local schools with a wide variety of languages and cultural backgrounds. Many parents are employed at such neighboring institutions as the University of California, San Diego, Scripps Institute of Oceanography, Salk Institute, Scripps Clinic and Research Foundation, and Neurocrine, as well as nearby high tech giants like Qualcomm, Peregrine and Cisco Systems, and biotechnology firms in Sorrento Valley, all of which influence the high standards of education and expectations at Torrey Pines and in the District. The average cost of a single-family home in the North County coastal area is \$587,950. In Carmel Valley that average is \$772,800 and in Del Mar it is \$1.6 million. The largest ethnic groups are White (57%), Asian (27%), and Latino (11%). Parents have reported 52% have completed a postgraduate degree. There are approximately 8.2% of TPHS students who qualify for Free and Reduced Lunch. As a well-respected school in an educated community, Torrey Pines has benefited from the generous support of its Foundation, which raises approximately \$2 million per year to benefit both academic and extracurricular pursuits at Torrey Pines.

Originally opened in 1973, the Torrey Pines campus has continually grown and expanded due to increasing development in the community. Additions to the school campus were made in 1980, 1999, and 2003. Since then, portables have also been included to meet the needs of the growing population. In addition November 2012, Proposition AA was passed as a \$449 million bond initiative for the San Dieguito Union High School District with the goal of creating technology rich facilities, sustainable high performance environments for learning, and community focused campuses. Torrey Pines has begun a four phase improvement plan with the specific goals of:

connecting separate areas of the campus, creating a welcoming entrance to the school, improving visual/performing arts and athletics facilities, and significantly improving the technological infrastructure of the campus. Over the course of the next 6 years, every portion of the TPHS campus will be touched by more than \$75 million worth of improvements.

To meet the changing needs of students and families, the District has supported and encouraged the development and expansion of programs such as AVID, Academic Support classes, Peer Assisted Listeners (PALS), Career Technical Education (CTE), and the English Language Development program. As new teachers have joined the staff in recent years, the BTSA program continues to support these new teachers and provide them with opportunities for professional growth. The District has its own BTSA program which includes a week-long orientation and continued support from BTSA support providers throughout the year. In addition, TPHS has regular New Teacher Luncheons to provide new staff with an opportunity to ask questions, give feedback, and exchange best practices in a small group with administrators and colleagues.

As with many schools around the state and across the nation, TPHS has also worked to meet the needs of a changing society and increasing demands in education. Technology has become a primary focus incorporated into curriculum and instruction, social and academic support is provided to students and families, and the school is undergoing the process of aligning its curriculum with the Common Core Standards. The school focus is to encourage larger percentages of the student population to be college and career ready by participating in rigorous coursework, incorporating 21st Century skills into curriculums, and being well-rounded through participation in extracurricular programs. In 2013, 37 Torrey Pines Seniors qualified as finalists for the National Merit Scholarship award, 1,064 students took 2,469 AP exams, there were 76 school sponsored clubs and 74 non-school sponsored clubs, and students logged 59,457 hours of school and community service. Overall, students at TPHS hold themselves to a high standard and the staff works to support these efforts.

Torrey Pines High School offers a wide array of extracurricular opportunities for students. Traditionally, Torrey Pines CIF athletic teams win the most league titles of any school in the North County. In its history, Torrey Pines has won more CIF championships than any school in the San Diego Section. In addition, for the second time in three years, Torrey Pines was named the number one school for girls sports in California according to Cal High Sports. TP Players Theatre Company has more than 300 students involved as actors, designers, technicians, directors, choreographers, musical directors, and musicians. In addition to performing 4 main stage plays in 2012-13, they participated in two theater festivals with 24 students winning awards. The Torrey Pines Jazz Band and Orchestra participated in five festivals winning many top accomplishments. Most notably, the TPHS Advanced Orchestra Class won a unanimous superior rating for the 9th year in a row. The *Falconer* student newspaper earned 4th place at the Fall National High School Journalism Convention in 2012. Additionally, the Torrey Pines Academic Team finished 50th out of 256 teams at the High School National Championship Tournament. Visual Arts, Science, Foreign Language,

Math, Mock Trial, and Speech and Debate teams have also been consistently recognized among the finest in both local and national competitions.

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

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

Expected Schoolwide Learner Outcomes

Vision:

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

Expected Schoolwide Learner Outcomes:

Torrey Pines High School is committed to fostering...

- An Academic & Supportive School Culture that promotes...
 - Academic proficiency in state standards through rigorous & challenging courses
 - Access to and achievement in Honors & Advanced Placement courses
 - Continuous academic improvement via support and intervention
 - Literacy across content areas
 - Positive school spirit and connectivity
 - Creative and academic use of technology
- Literate, Forward-Thinking Citizens who....
 - Listen, speak, and write effectively and critically
 - Respect diversity and accept others in a safe learning environment
 - Resolve conflicts peacefully and develop positive relationships
 - Use technology and social media responsibly and effectively
 - Employ innovative thought in assessing and solving real life problems
- Actively Involved Participants who...
 - Engage in a variety of service learning and extracurricular activities
 - Collaborate, communicate, and engage within their community
 - Think critically and solve problems creatively
 - Demonstrate college and career readiness
 - Achieve a healthy balance amongst academics, social relations, and personal commitments

Status of School

Torrey Pines has continuously met its schoolwide AYP and API targets over the past six years. The current 2012-2013 schoolwide API score is 895, an increase of seven points since 2012, 13 points since 2011, and 25 points since 2010. Since the 2007-2008 school year, an average of 97% of students have passed the California High School Exit Exam on the first attempt.

Demographics

Student Enrollment

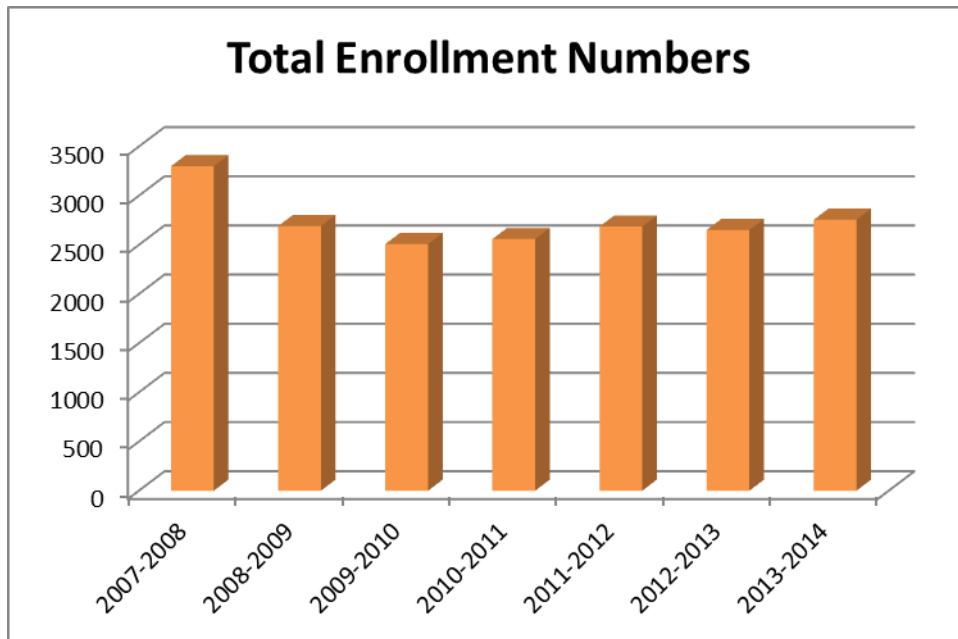
Over the past five years, Torrey Pines has had steadily increasing enrollment numbers from 2,508 to 2,755. The school has a capacity of 3,000 students. In 2008-2009, TPHS had a drop of approximately 500 students due to the initial opening of Canyon Crest Academy, a choice school in in the district, then another decrease of over 1,000 the following year due to CCA's expansion. After the initial decrease in numbers, TPHS increased student enrollment over the next five years. The increased enrollment is a result of the growing Pacific Highlands Ranch community, a significant increase in international students, and the school's efforts at promoting its academic programs and wide array of extracurricular activities through monthly campus tours, regular visits to the PTSA's of feeder middle and elementary schools, and Choices Night which is held annually to showcase the school.

The primary ethnic subgroups at TPHS are White (59%), Asian (27%), and Latino (11%). Since 2007, there has been an increase in the Asian population from 22- 27% and the Hispanic Latino population from 9-11%. During that time there was a corresponding decrease in the White student population from 64-59%. The percentage of Special Education students at TPHS has increased from 6.2% in 2007 to 7.8% in 2013. Students of low socioeconomic status have consistently represented about 5-6% of the total population with a slight increase to 8% in 2013-2014.

Total Enrollment

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-14*
Grade 9	643	678	605	596	756	688	691
Grade 10	659	667	636	636	649	718	715
Grade 11	692	656	639	663	634	624	732
Grade 12	664	690	624	664	647	621	616
Total	3,300	2,691	2,508	2,559	2,686	2,651	2,755

Source: CDE, Aeries reports, *As of October 2013



Gender Breakdown

	2007-2008	2007-2008	2008-2009	2008-2009	2009-2010	2009-2010	2010-2011	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013	2013-2014	2013-2014
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gr 9	317	326	367	311	340	265	312	284	366	390	383	305	358	341
Gr 10	349	310	336	331	337	299	351	285	336	313	352	366	394	324
Gr 11	371	321	342	314	319	320	354	309	358	276	326	298	370	358
Gr 12	343	321	369	321	319	305	333	331	349	298	350	271	318	292
Total	1,380	1,278	1,414	1,277	1,319	1,189	1,350	1,209	1,409	1,277	1,411	1,240	1,440	1,315
%	52%	48%	53%	47%	53%	47%	53%	47%	52%	48%	53%	47%	52%	48%

Source: CDE, Aeries reports

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
2013-2014	6	726	6	19	311	37	1650	**	2755
2012-2013	4	714	8	18	302	38	1,556	11	2,651
2011-2012	5	707	4	23	294	38	1,609	6	2,686
2010-2011	3	670	4	19	268	33	1,549	13	2,559
2009-2010	3	662	3	19	224	31	1,517	49	2,508
2008-2009	5	668	3	18	265	35	1,667	30	2,691
2007-2008	7	607	7	17	263	34	1,694	27	2,658

Source: CDE, Aeries reports

** Data from Aeries did not have multiple response option

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
2012-2013	.1	26.9	.1	.6	11.3	1.4	58.6	.4
2011-2012	.1	26.3	.1	.8	10.9	1.4	59.9	.2
2010-2011	.1	26.1	.1	.7	10.4	1.2	60.5	.5
2009-2010	.2	26.2	.1	.6	10.3	1.3	60.7	.5
2008-2009	.2	24.8	.1	.7	9.8	1.3	61.9	1.1
2007-2008	.3	22.8	.1	.8	9.6	1.3	64.4	.7

Source: CDE, Aeries reports

Migrant Education

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

	Migrant Education Students
2012-2013	0 students
2011-2012	2 students
2010-2011	3 students
2009-2010	10 students
2008-2009	19 students
2007-2008	24 students

Source: EL Coordinator

AVID Program

The AVID program was established at TPHS in 2004-2005. This program includes students from all grade levels and represents 2.1% of the total population with 60 students. The AVID program's successes include 100% 4-year college/university matriculation for seniors over the last two school years.

	# of Stu in AVID / % of student pop.
2013-2014	60 (2.1%)
2012-2013	58 (2.1%)
2011-2012	63 (2.3%)
2010-2011	75 (2.9%)
2009-2010	63 (2.5%)
2008-2009	41 (1.5%)
2007-2008	75 (2.8%)

Source: AVID Counselor and Coordinator

AP/Honors

Torrey Pines maintains a policy of open access to AP/Honors courses. The only limitation to enrolling in AP/Honors courses is that freshmen are not encouraged to enroll in AP courses, in accordance with the University of California A-G policy of not granting credit for freshman AP courses. While the programs are open to all students, course profiles and homework guidelines are provided to families to allow them to make an informed course choice. From Spring 2012 to Spring 2013, the percentage of the student population taking AP exams increased from 39% to 40.1%. The passing rate of students with a score of 3 or higher on the test also increased from 86.1% to 87.2% .

Number of students enrolled in AP/Honors courses:

COURSE	2009-2010 (enrollment: 2,508)	2010-2011 (enrollment: 2,867)	2011-2012 (enrollment: 2,658)	2012-2013 (enrollment: 2,691)	2013-2014 (enrollment: 2,755)
Honors English 9	289	No data	368	313	286
Honors English 10	332	No data	292	323	331
Honors Geometry	157	No data	201	175	142
Honors Algebra 2 /Trig	205	No data	205	252	229
AP Art History	29	26	30	23	28
AP Biology	112	144	147	152	195
AP Calculus AB	186	175	173	164	203
AP Calculus BC	32	19	30	24	58
AP Chemistry	62	91	73	128	113
AP Chinese Lang	--	--	23	29	45
AP Computer Science A	31	--	48	31	68
AP English Language	334	295	238	253	272
AP English Literature	257	287	251	218	224
AP Environmental Science	93	204	163	91	118
AP European History	177	223	221	151	119
AP French Language	20	11	--	13	14

AP Government	290	308	242	291	213
AP Japanese	12	36	--	39	34
AP Macroeconomics	254	286	224	245	227
AP Physics B	196	157	180	222	262
AP Physics C: EM	100	90	96	113	113
AP Psychology	275	279	307	265	329
AP Spanish Language	66	80	87	91	83
AP Statistics	23	76	52	32	46
AP Studio Art - 2D	45	30	25	22	23
AP Studio Art - 3D	8	6	2	11	13
AP Studio Art - Drawing	19	17	9	16	30
AP U.S. History	374	364	364	346	412
AP World History	316	319	327	386	384

Source: CDE, Aeries reports

Special Education

Torrey Pines has a comprehensive Special Education program serving students with mild to severe needs. The Functional Life Skills class serves students with severe needs (i.e. severe Autism, severe Mental Retardation). This is a completely self-contained classroom where students focus on practical life skills and most students participate in at least one general education elective. The Transition Alternative Program serves students with moderate disabilities (i.e. moderate Autism, Down Syndrome, and typical IQ's in the 70's) who focus primarily on job and life skills while maintaining their academic skills. These students have flexible schedules that provide for the least restrictive environments which include participation in a variety of general education courses. The Learning Center program serves students with mild/moderate disabilities who require intensive support in their general education classes. New to the campus this year is Seaside Prep Academy which provides an intensive emotional/social support program combined with specialized academics. Although this is a school within a school program, the approximately 14 students do participate in some general education classes on campus. Torrey Pines High School also has eight Education Specialist teachers who provide support for students with mild disabilities via Academic Support classes, co-teaching models, and Fundamental level courses. Academic Support classes are designed to provide re-teaching, study skills, test preparation, post high school transition activities, and regular collaboration with students, teachers, and family. Fundamental level courses in English, History, and Math provide small group modified instruction. There are four Team Taught classes with general and special education teachers collaborating in Earth/Space and Algebra 1 classes.

Special Education Population

Number of Students Enrolled Per Disability						
Disability	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Intellectual Disability	5	8	5	5	5	3
Hard of Hearing	4	3	3	2	0	1
Deaf	0	0	0	0	2	1
Speech & Language Impaired	14	18	16	18	19	22
Visual Impairment	0	0	1	0	2	3
Emotional Disturbance	10	12	12	12	13	20

Orthopedic Impairment	3	4	5	3	7	10
Other Health Impairment	48	57	55	51	62	63
Specific Learning Disability	66	64	78	92	100	108
Multiple Disability	1	2	5	3	5	7
Autism	13	18	21	24	26	33
Traumatic Brain Injury	4	3	4	3	1	4
Total number	168	189	208	216	208	275
Percent of Total Enrollment	6.2	7.5	8.1	8.0	7.8	10.0

Source: Student Information Support Technician

Independent Study Online Instruction (ISOL)

In the fall of 2011, TPHS started an online education program for students. Previously, there was a success program where students were able to complete coursework if they were credit deficient. However, a need arose to offer more than just credit deficiency opportunities for students. As a result, the District now offers course acceleration as well as credit recovery through ISOL. Students can now complete up to two courses a year through ISOL which allows them to earn more than 60 credits a year. In 2013, the district adopted a new online program called Edgenuity which has a more rigorous course content that is UC approved. At the time of this report, there are 161 students enrolled. Because this program is relatively new, there is work being done to ensure it is a success. In the Spring of 2013, 210 students earned passing grades, while 38 students earned an F. The failing course grades were primarily due to poor time management skills and/or they did not recognize the discipline needed to be in an independent learning program. As students and staff become more aware of the skill sets needed to complete online courses, the number of students passing the courses will improve. The drop in initial enrollment suggests students are self-selecting these classes based on a better understanding of the skills and discipline needed to successfully complete an ISOL course.

Year	Number Enrolled	% of total population
2013-2014	161	5.7
2012-2013	199	7.51
2011-2012	275	10.24

Socioeconomic Status

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

Students Qualifying for Free & Reduced Price Meals

	Number of Students Qualifying (% of population)
2013-2014	172 (6.2%)
2012-2013	173 (6.5 %)
2011-2012	194 (7.2%)
2010-2011	152 (5.9 %)
2009-2010	117 (4.6%)
2008-2009	143 (5.3%)
2007-2008	153 (5.8%)

Source: Director of Student Information Services

Parent Education Levels 2012-2013

	# of students (% of total student population)
No High School	57 (2.1 %)
High School Graduate	80 (3.0%)
Some College	209 (7.7%)
College Graduate	810 (30.0%)
Graduate or Post Graduate school	1384 (51.1 %)
Decline to state/Unknown	170 (6.3%)

Language Proficiency

English Language Development (ELD) Program

Students are identified as English Learners (ELs) based on the results of the California English Language Development Test (CELDT) and California Standardized Testing (CST). The CELDT test is administered to all students who report a home language other than English on the Home Language Survey. If a student scores below Advanced overall, the student is identified as EL. There are 139 students in the ELD Program in 2013-14, with more than 17 languages represented. At the time of this report, these numbers are continuing to increase as students enroll throughout the school year from a variety of countries.

Based on the English level, the student is placed in the appropriate ELD class. The levels offered are ELD I/II, ELD III and Sheltered English. In addition, sheltered content area classes in Math, Science, and Social Studies are taught using specially designed academic instruction in English (SDAIE) strategies to provide access to the core curriculum. The sheltered classes are taught by EL authorized teachers. In addition, the district has incorporated a Teacher on Special Assignment (TOSA) in the area of English Language Learners to assist teachers in developing curriculum and strategies to use with EL students. Course offerings have varied based on student need, and include U.S. History, World History, American Government and Economics, Biology, Chemistry, Algebra Readiness, Algebra I and Algebra II, Geometry, Computer Applications, and Academic Literacy. All instruction is in English. Students who are long term English Learners can also be placed in an Academic Literacy class as opposed to an ELD class to enhance their reading skills.

In addition, there are a variety of supports available to EL students. Tutoring is available for students at lunch through the "International Friends Club", college AVID tutors support English Language development in the ELD and Sheltered classes, and there are monthly meetings held for parents via the English Language Advisory Committee (ELAC).

ELD Population

Number of English Language Learners by Language

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
● Spanish	58	68	68	66	63	52	55
● Mandarin	13	18	18	20	19	16	20
● Korean	17	29	23	28	20	20	21
● Japanese	4	6	4	4	5	4	8
● French	1	2	1	1	2	3	1
● German	--	1	2	1	-	--	1
● Cantonese	--	--	2	2	3	2	2
● Farsi	--	3	5	5	7	6	11
● Hebrew	3	--	--	--	1	--	5
● Russian	3	3	4	3	6	3	2
● Vietnamese	--	1	1	1	1	--	--
● Filipino	1	1	--	--	1	--	1
● Other Non-English	5	10	9	1	5	7	12
Total	105	140	137	139	138	114	139

Source: CDE

English Learner Levels

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# of English Learners	105	140	141	139	138	114	139
# of Fluent-English-Proficient (FEP) Students	381	527	520	551	604	636	443*
# of Re-designated FEP Students	41	34	36	17	17	42	216*

Source: CDE *2013-14 current numbers taken from Aeries data, not CDE, which may be calculated differently than CDE.

Attendance Data

Average daily attendance (ADA) at TPHS has exceeded the 95% mark over the past five years. Although SDUHSD became a Basic-Aid district in 2009-2010, attendance accounting procedures have not changed. The increase in ADA from 2008-2009 to 2009-2010 is likely due in part to a district-wide effort to improve accounting for senior students during end-of-year activities.

Average Daily Attendance Data

Year	2007-2008	2008-2009	2009-2010*	2010-2011	2011-2012	2012-2013	2013-2014
%	95%	95%	99%	96%	96%	97%	96%

*SDUHSD became a Basic-Aid funded district in 2009

Source: Director of Student Information Services

Student Discipline Data

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

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

Student Discipline Action	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
READI (Drug and Alcohol Counseling)	10	12	13	21	17	17
Suspension	110	138	74	60	52	45
In School Alternate Program*	21	11	NA	NA	NA	NA
Expulsion	2	2	3	3	6	0
Truancy (3 or more unexcused)	369	319	188	211	639	286

*In School Alternative Program (ISAP) is an in-school alternative program that served as an alternative between Friday School and suspension. The program did not run in 2009 and 2010.

2013-14 Data is not yet available.

Source: CDE, Aeries reports

Student Health Behaviors

According to the Healthy Kids Survey 2013, Torrey Pines has seen some growth since 2011.

- Alcohol use has decreased from 48% to 44%
- Marijuana use has decreased from 28% to 24%
- Lifetime substance use of cigarettes from 17% to 14%
- Zero Binge drinking episodes in the past month increased from 86% to 88%
- Lifetime drunk driving or riding in a car with a friend driving drunk has decreased from 23% to 22%
- 92% of students have never been drunk or high on campus
- 65% of students feel like they are a part of the school
- 84% of students feel that a teacher or other adult cares about them on campus.
- 90% of students feel that a teacher or other adult cares about them outside of school.
- Students who have never heard a mean rumor about them has increased from 64% to 67%.
- Students who have never heard a mean rumor about them spread on the internet has increased from 78% to 83%
- 84% of students feel safe while on campus at TPHS

Staff Data

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

TEACHER QUALIFICATIONS	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
# of Teachers	112	106	106	101	104	107
# Fully Credentialed	112	105	106	101	104	107
# Emergency Credentials	0	0	0	0	0	0
Avg. Yrs Teaching	12.6	13.3	14.5	15.1	14.8	13.9
Avg. Years in District	11.1	11.8	12.8	13.3	13.1	++
# 1 st Year Teachers	8	4	1	2	5	3
# 2 nd Year/ Experienced ‘New’ Teachers*	10	5	1	2	3	10
# Male/ # Female	56/56	53/53	50/56	**	**	**
% White	86.6	86.8	86.8	86.1	84.6	86.0
% Hispanic	7.1	6.6	6.6	7.9	7.6	7.5
% Asian	1.8	1.9	1.9	2.9	4.8	3.7
% African-American	.9	.9	1.9	.9	.9	.9

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

** Data no longer collected on CDE.

++To be released in February 2014.

Source: CDE

Classified Staff	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Para-professionals Full Time	0	0	4	0	0	0
Paraprofessionals Part Time	14	20	13	17	11	18
Office Full Time	15	12	13	10	11	9
Office Part Time	2	1	1	3	2	3
Other Full Time	5	5	5	9	8	9
Other Part Time	11	10	8	11	10	9

Over the past three years TPHS has maintained four administrators. The number of counselors was reduced from six in 2010 to five in 2011 and has been four full time and one 80% counselor the past two years. This year, TPHS has two full time school psychologists, and one speech pathologist in addition to the credentialed teaching staff. Starting in 2010, the certificated library-media teacher position was transitioned to a classified lead library-media tech. TPHS has seen reductions in other areas as well. The school currently has 13 classified staff, seven custodians, and 20 instructional assistants working with special education students. The numbers of classified staff over the past six years has fluctuated based on school needs. For example, in 2010-2011 we had an additional severely handicapped special education classroom on campus which increased our paraprofessional numbers. Our office/clerical staff numbers have greatly decreased since 2007 due to budget cuts.

Student Performance Data

TPHS has a tradition of academic excellence. The school is consistently ranked among the top schools on the *US News and World Report's* list of "Top 1,200 Schools in the Nation." In 2012, 31 students qualified as National Merit Scholarship Finalists.

The TPHS API score has been consistently above 800, with a high score of 895 in 2013. Torrey Pines has met its schoolwide AYP annually. One of the steps implemented to increase awareness of the importance of STAR testing has been to share and discuss STAR results directly with students. Students and families typically receive STAR results over the summer, and in many cases the results are unclear to parents and students. Beginning in 2005-2006, TPHS developed a personalized STAR results letter for each 9th, 10th and 11th grade student, showing their STAR raw score and scaled score for each of the four major content areas tested over a three year period. Letters are delivered by the principal to students in their English classes during STAR visits each April. These visits include an opportunity for the principal to share with students the purpose of testing, the school's results and ranking in comparison with other schools, an explanation of the equivalency of their scores to in-class achievement, and provide a chance for students to set goals for their own scores and reflect on their effort. In 2013, the District adopted two data management tools: Apperson and Terrascore to replace the Data Director information system. These tools are designed to help teachers better aggregate data on their students to inform curricular decisions. As we transition to the new SBAC testing for common core curriculum, we will develop a process to educate our students and families on the meaning of the testing results.

Academic Performance Index (API)

The API scores have steadily increased from 2008-2013. Torrey Pines has consistently ranked at the top of the statewide rankings and has met its API growth target each year. The similar schools ranking has been consistently in the middle of the group.

Academic Performance Index (API) Table

	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2013	895	10	5	Yes
2012	888	10	5	Yes
2011	882	10	5	Yes
2010	870	10	5	Yes
2009	860	10	5	Yes
2008	849	10	5	Yes
2007	852	10	6	Yes

Source: CDE Ed-Data

From 2012-2013, TPHS experienced API growth in African American, Filipino, Hispanic, White, English Learners, and Special Education subgroups. Specifically, a 48 point improvement for Special Education and a 13 point jump for English Learners. With varying rates of growth in the individual subgroups, the gap between the highest and lowest subgroups has decreased by 49 points. The Hispanic population has shown the greatest improvement over the last six years with an increase of 111 points. The performance of the White and Asian groups have increased as well by 38 and 34 points respectively.

Subgroup API results

Group	2008	2009	2010	2011	2012	2013
African American	--	--	--	824	788	793
American Indian/Alaska Native	--	--	--	NA	NA	NA
Asian	923	950	949	956	957	957
Filipino	--	--	--	838	840	936
Hispanic/Latino	672	682	680	745	766	783
Pacific Islander	--	--	--	NA	NA	NA
White	851	853	867	872	879	889
Socioeconomically Disadvantaged	643	631	624	693	695	775
English Learners	--	--	677	758	732	745
Students with Disabilities	605	636	601	662	613	662

Source: California Department of Education API report

Adequate Yearly Progress (AYP)

Torrey Pines High has met schoolwide AYP each year. Four significant subgroups did not meet AYP:

- Hispanic/Latino subgroup has not met AYP in both ELA and Math since 2010.
- SES disadvantaged subgroup has not met AYP in both ELA and Math since 2009.
- English Learner subgroup has not met AYP in both ELA and Math since 2009.
- Students with Disabilities subgroup has not met AYP in both ELA and Math since 2009.

The following improvements have been made:

- SES disadvantaged subgroup increased their ELA score by 15 points from 2012 to 2013
- SES disadvantaged subgroup increased their Math score by 13 points from 2012 to 2013

AYP Subgroups

	2007-2008	2007-2008	2008-2009	2008-2009	2009-2010	2009-2010	2010-2011	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
AYP Goal % Proficient?	35.2	37	46	47.5	56.8	58	67.6	68.5	78.4	79	89.2	89.5
Schoolwide	88	87	88	87	89	87	91.2	89.8	85.1	87.2	89.8	88.9
Asian	91	99	98	98	96	97	95.1	98.8	92.5	98.8	94.9	99
Hispanic/Latino	60	50	61	63	53	43	68.8	58.7	60	55.2	68	62.7
White	92	89	92	88	92	89	93.3	91.1	86.8	89.1	92	89.6
SES Disadvantaged	50	45	44	50	46	44	48.1	44.0	48.8	42.9	63	55.6
English Learner	28	57	39	44	42	53	58.5	71.8	40	53.2	42.2	51.1
Students with Disabilities	47	44	52	39	50	36	53.8	44.2	36.7	38.7	46.7	37.3
Met all % Proficient Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Source: CDE, Aeries reports

AYP Participation Rate

	2008-2009	2008-2009	2009-2010	2009-2010	2010-2011	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Target %	95	95	95	95	95	95	95	95	95	95
Schoolwide	98	99	97	97	99	99	100	100	99	99
Met Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Source: CDE

STAR/CST Results

Overall CST test results:

ELA: Overall ELA proficiency scores have shown growth each year for the last six years. When comparing grade levels from 2007-2008 to 2012-2013, all grade levels grew between 7 and 11 percent.

Math: CST proficiency scores in Algebra 1 and Geometry have improved over the last six years from 4-11%. Summative Math has maintained the same percentages and Algebra 2 have shown significant growth with our 9th graders by 25%.

Science: Overall in science, the CST scores are consistent in each subject area from year to year with a drop in the last two years. Biology scores dropped for 9th and 10th graders but improved by 4% for 11th graders. Earth/Space Science proficiency scores have dropped by 6% in the last two years and 10% since ten years ago. Improvement in CST scores in Physics is likely due to curriculum revision and the implementation of more differentiated instruction.

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

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

ELA: The percent of EL students proficient in ELA has increased in all three grade levels over the past 4 years from 18 to 32%. Low SES students and Students with disabilities have shown moderate growth over the past four years with the exception of 11th grade Students with Disabilities which had a slight decrease.

Math: EL students and Low SES students in Math have shown no growth in Algebra I, an increase in Geometry, and a decrease in Algebra 2. Students with disabilities have shown a decrease in Algebra I, increase in Geometry, and an increase in Algebra 2.

Science: In Science, the percent of EL students proficient in Biology has increased from 19 to 60. The percent proficient of Low SES in biology has increased and Students with Disabilities have increased in biology while decreasing in Chemistry.

Social Science: In Social Sciences there has been significant increase for English Learners. Socio-economically disadvantaged students increased in World History and decreased in US History. Students with disabilities decreased in World History and increased in US History.

Percent of Students Scoring Proficient or Above on STAR CST Exam

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ELA - All Grades						
Grade 9	82%	85%	84%	85%	88%	89%
Grade 10	76%	75%	79%	83%	82%	85%
Grade 11	70%	68%	74%	79%	75%	81%
Summative Math						
Grade 10	94%	97%	98%	93%	95%	96%
Grade 11	66%	61%	66%	67%	67%	66%
Algebra I						
Grade 9	15%	21%	17%	9%	13%	20%
Grade 10	3%	0%	3%	0%	0%	8%
Grade 11	0%	NA	NA	NA	5%	NA
Geometry						
Grade 9	63%	59%	61%	64%	70%	70%
Grade 10	13%	7%	6%	8%	19%	24%
Grade 11	5%	6%	0%	7%	16%	0%
Algebra II						
Grade 9	70%	89%	96%	95%	98%	95%
Grade 10	48%	45%	52%	52%	54%	51%
Grade 11	5%	9%	13%	25%	8%	12%
Biology						
Grade 9	88%	89%	88%	90%	92%	79%
Grade 10	49%	58%	66%	59%	59%	56%
Grade 11	62%	65%	62%	81%	81%	85%
Chemistry						
Grade 10	73%	74%	77%	76%	90%	79%
Grade 11	20%	26%	38%	41%	49%	50%
Earth Science						
Grade 9	59%	48%	51%	52%	55%	49%
Grade 10	N/A	34%	12%	54%	35%	39%
Grade 11	NA	NA	46%	NA	39%	NA

Physics						
Grade 10	NA	91%	100%	NA	NA	100%
Grade 11	59%	78%	82%	81%	81%	84%
World History – Gr 10	66%	68%	68%	70%	70%	75%
US History - Grade 11	66%	70%	71%	74%	68%	71%

Source: CDE, Data Director

Subgroups Performance on STAR- % Proficient

	ELA 9	ELA 10	ELA 11	Alg 1	Geo	Alg 2	Sum. Math	World Hist	US Hist	Bio	Chem	Earth Sci	Phys
English Learners													
2012 (total pop: 2,688)	39	35	24	0	81	36	64	31	14	60	--	--	--
2011 (total pop: 2,559)	34	25	19	--	63	63	--	25	8	62	--	--	--
2010 (total pop: 2,508)	25	14	11	10	53	50	--	9	11	55	--	--	--
2009 (total pop: 2,691)	21	3	6	0	20	46	55	12	8	19	--	--	--
Redesignated Fluent English Proficiency													
2012 (total pop: 2,688)	80	84	77	--	67	56	81	64	69	90	79	--	79
2011 (total pop: 2,559)	82	76	71	--	64	64	59	72	69	89	82	--	--
2010 (total pop: 2,508)	79	80	71	--	67	62	73	63	71	67	71	--	89
2009 (total pop: 2,691)	76	77	76	--	39	43	78	67	73	76	70	--	71
Socio-economically Disadvantaged													
2012 (total pop: 2,688)	53	45	24	0	55	--	--	26	21	54	--	23	--
2011 (total pop: 2,559)	35	38	42	0	0	--	44	27	41	43	--	23	--
2010 (total pop: 2,508)	34	30	38	4	5	19	64	18	35	45	--	19	--
2009 (total pop: 2,691)	37	26	24	3	18	22	--	20	29	33	25	--	--
Students w/ Disabilities													
2012 (total pop: 2,688)	44	26	17	0	36	45	--	22	27	78	--	22	--
2011 (total pop: 2,559)	38	41	27	0	41	**	--	41	27	61	--	24	--
2010 (total pop: 2,508)	35	24	23	3	16	17	--	19	20	31	--	24	--
2009 (total pop: 2,691)	34	23	19	10	4	--	--	32	21	61	--	38	--

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

Source: CDE

California High School Exit Exam (CAHSEE) Results

The schoolwide CAHSEE pass rate is 97% for 10th grade students. The following subgroups fall well below schoolwide pass rates on the CAHSEE:

- Special Education
- English Learner

The Hispanic and SES disadvantaged groups have both increased their passing rate significantly over the past six years. In 2009, SES disadvantage subgroup had a 57% passing rate and in 2013, they had a 90% passing rate. In 2009, the Hispanic subgroup had a 73% passing rate and in 2013, had a 93% passing rate. Special Education has maintained a 75% passing rate average over the past six years while English Learners have increased from a 34% passing rate to a 74% passing rate.

*Percent of TPHS Students who have passed the California High School Exit Examination in
English Language Arts (Grade 10 and All students testing – Combined administrations)*

	2008-2009	2008-2009	2009-2010	2009-2010	2010-2011	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013
	Gr.10	All	Gr.10	All	Gr. 10	All	Gr. 10	All	Gr. 10	All
Schoolwide	95	92	97	96	97	96	96	96	97	97
Statewide	80	67	80	74	82	77	83	78	77	77
Male	95	90	95	93	96	95	96	95	96	96
Female	96	94	99	98	98	98	97	97	98	98
White not Hispanic	99	98	100	100	98	98	97	96	97	98
Hispanic/Latino	73	64	75	68	86	84	91	91	93	90
Asian	98	98	99	99	98	98	98	98	99	97
African American/Black	--	--	--	--	92	92	91	91	--	--
Amer. Indian/Alaskan Native	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or more races	--	--	--	93	--	--	--	--	--	--
English Only	99	98	99	99	?	?	?	?	?	?
Redesignated FEP	95	93	100	100	97	97	100	100	96	96
English Learner	34	30	60	54	78	76	76	74	74	74
Special Education	74	72	81	79	81	71	71	69	75	75
SES Disadvantaged	57	49	73	64	79	89	89	89	90	90
Non-SES Disadvantaged	98	97	98	98	98	97	98	97	97	97

Source: CDE (-- indicates less than 10 documents processed)

*Percent of TPHS Students who have passed the California High School Exit Examination in
Mathematics (Grade 10 and All students testing – Combined administrations)*

	2008-2009	2008-2009	2009-2010	2009-2010	2010-2011	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013
	Gr. 10	All	Gr. 10	All	Gr. 10	All	Gr. 10	All	Gr. 10	All
Schoolwide	96	94	96	95	97	95	96	96	98	97
Statewide	80	67	81	75	83	77	84	79	84	79
Male	97	94	96	95	96	95	97	97	98	98
Female	96	94	97	96	97	95	94	95	98	97
White not Hispanic	98	97	98	98	98	97	97	97	98	97
Hispanic/Latino	85	78	76	73	83	76	81	81	93	93
Asian	99	99	99	99	99	199	100	100	100	99
African American/Black	--	--	--	--	85	85	100	100	--	--
Amer. Indian/Alaskan Native	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or more races	--	--	--	--	--	--	--	--	--	--
English Only	97	97	98	97	?	?	?	?		
Redesignated FEP	98	95	94	94	97	98	98	98	96	96
English Learner	67	67	66	66	89	88	87	88	87	87
Special Education	82	82	71	70	70	64	60	64	78	78
Socioeconomically Disadvantaged	82	71	75	69	79	79	79	79	91	91
Non-Socioeconomically Disadvantaged	97	97	98	97	98	99	98	99	98	98

Source: CDE (-- indicates less than 10 documents processed)

California English Language Development Test (CELDT) Results

Over the past six years, Torrey Pines has improved in the number of students scoring in Advanced on the CELDT from 13 to 33. In addition, the number of students scoring in the Beginning range decreased from 16 to 6 and Early Intermediate from 13 to 8. Students scoring in the Intermediate and Early Advanced have remained stable.

CELDT Proficiency Data- % of students

	Total # Students Tested	Advanced (5)	Early Advanced (4)	Intermediate (3)	Early Intermediate (2)	Beginning (1)
2007-2008	121	13	35	23	13	16
2008-2009	145	25	35	20	10	10
2009-2010	139	22	37	21	14	6
2010-2011	101	29	39	26	6	1
2011-2012	112	31	50	23	2	2
2012-2013	126	33	33	20	8	6

**Source: Migrant Education/Data Director Report*

College Entrance Exam Results

Student achievement on college entrance exams continues to be outstanding and continues to improve. More students are now taking the ACT because it allows them to demonstrate achievement in a different testing format. TPHS now offers both the PSAT and PLAN to all students during the school day. All 9th and 11th grade students took the PSAT in October 2013 while 10th grade students took the PLAN at the same time.

SAT and ACT Results

Graduation Class		2008	2009	2010	2011	2012	2013
SAT*	% of Seniors Taking	79	79	75	79	79	73
	Mean Critical Reading	577	590	597	602	598	602
	Mean Math	620	630	628	635	631	640
	Mean Writing	588	599	609	619	619	618
ACT**	% of Seniors Taking	40	48	41	45	48	50
	Avg. Composite Score	26.1	26.3	27	26	27	26.6

Source: College Board and ACT

* SAT scores out of 800 points possible per section

** ACT composite score out of 36 points possible

Advanced Placement Results

Over the past three years, the total number of exams administered has fluctuated as has the passing rate. Despite the total percentage of students from TPHS taking the exam last year almost doubling, the passing rate only dropped 7 points.

AP Subject	2010 # of Exams	2010 % Pass	2011 # of Exams	2011 % Pass	2012 # of Exams	2012 % Pass	2013 # of Exams	2013 % Pass
AP Art History	16	94	22	77	27	88	18	89
AP Biology	107	95	129	99	143	93	136	98
AP Calculus AB	179	94	164	97	169	98	158	92
AP Calculus BC	32	100	23	99	31	100	28	100
AP Chemistry	60	98	61	100	69	91	127	91
AP Chinese	21	100	13	100	23	100	39	100
AP Comp Science A	29	52	26	76	17	64	19	74
AP Econ/MAC	129	88	131	88	112	91	123	83
AP Eng. Lang.	326	93	273	93	228	94	246	95
AP Eng. Lit.	230	95	251	92	231	93	200	93
AP Env. Science	71	80	124	65	105	75	64	64
AP Euro. History	26	88	15	80	41	90	12	83
AP French Lang.	18	72	9	66	1	100	4	100
AP German	1	100	1	100	--	--	--	--
AP Gov/Pol US	74	65	71	78	72	73	80	79
AP Japanese	9	100	19	89	--	--	17	94
AP Music Theory	18	89	--	--	--	--	--	--
AP Physics B	135	80	124	78	134	84	161	73
AP Physics C- E&M	44	84	47	82	34	88	40	60
AP Physics C - Mech	96	83	86	90	82	73	93	73
AP Psychology	145	60	108	68	194	63	187	70
AP Span. Language	60	87	78	87	85	81	78	90
AP Statistics	25	100	66	93	40	97	22	82

AP Studio Art – Draw	11	55	9	100	1	100	5	100
AP Studio Art – 2D	17	94	16	99	10	99	14	93
AP Studio Art – 3D	1	0	--	--	--	--	4	50
AP US History	351	74	306	67	246	67	255	69
AP World History	289	84	284	78	304	83	337	84
Total Exams	2,521		2,456		2,399		2,469	
Total # of Students	1,072		1,026		1,047		1,076	
% of Total Population	43		40		39		41	
AP Students with Scores 3+	951		894		901		938	
% of Total AP Students w/ Score 3+	84		87.1		86.1		87.2	

Source: College Board AP report

Completion Rates

The graduation rate remains high at Torrey Pines and the dropout rate has been consistently low. In 2012, 71% students graduated meeting the UC requirements.

Students who are deficient in credits have the following options:

- Independent Study Online (ISOL)
- The District’s continuation high school (Sunset High School)
- The District’s independent study program (North Coast Alternative High School)
- Adult Education
- Mira Costa Community College

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

Graduation Rates

Year	GRADUATION RATE
2012	96.6
2011	98.5
2010	97.1
2009	93.0

*Source: CDE, Aeries Reports *2013 Data still pending*

Dropout Rates

YEAR	Annual Adjusted Dropout Rate
2012	.3
2011	.2
2010	.3
2009	.3

*Source: CDE *2013 Data still pending*

UC a-g Requirements

REQUIREMENTS	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013*
# UC Eligible Grads	573	462	492	497	497	439
# of Seniors	664	690	624	625	697	594
% Of Class	86	67	79	80	71	74

Source: CDE *2013 Data from Aeries

Average Class Size – Cores Subject Areas

Class sizes have increased by three and a half students per class while the number of classes have dropped by 45. TPHS has approximately one more student in their class in comparison to other schools in the district.

Year	# of classes	Average Class Size	District Average Class Size
2012	414	33.8	32.8
2011	401	34.1	33
2010	not collected	not collected	not collected
2009	448	31.7	31.4
2008	459	30.4	30.5

Source: SDUHSD SARC, CDE – not available for 2013 yet

School Technology

In 2009, Torrey Pines reduced the number of computers on campus due to a significant upgrading of the district network system. As a result, older computers were removed from classrooms, while others were updated using the new network. In addition, additional netbooks have been purchased for teachers to use in their classrooms and laptops have been provided for the ISOL classroom on campus. There are also two computer labs on campus for teachers to use with their classes.

	Computers	Students per computer	Classrooms with internet
2013	667	4.0	123
2012	577	4.7	123
2011	546	4.7	123
2010	494	5.3	121
2009	824	3.3	134
2008	824	3.2	130

Chapter 2: Progress Report

Significant Developments:

Since the WASC visitation in 2007, Torrey Pines High School continues to evolve and use the action plan as a mechanism to ensure school improvement. Significant developments that occurred over the last six years include: professional development and implementation in the Formative Process for all core subjects, an increased and varied need in technology, adoption, training, and implementation of the Common Core State Standards headed by the district, passage of a bond measure which affects all district schools, and a change in leadership at both the site and district level. There has also been growth in enrollment over the last three years which has led to the hiring of new teachers in departments which have had very few personnel changes in past years.

TPHS has implemented two Late Start Days every two months for staff members to collaborate and participate in professional development. The focus of these Late Start Days has mostly been course-alike groups working through the formative process in the creation, implementation, and comparison of assessment data. Although the district has encouraged use of formative assessments and collaboration for several years, district personnel began professional development for all teachers on the Formative Process three years ago. Course-alike groups were also given release days, starting in the 2011-12 school year, to collaborate. Course-alike teacher groups met to discuss and develop Expected Schoolwide Learner Outcomes (ESLOs), create formative assessments, analyze data related to formative assessments, share best practices related to student achievement, and collaborate on curriculum. The implementation throughout the district at different sites and in different departments is at varying levels. Some course-alike groups had a history of collaboration, such as the TPHS science department, and have fully implemented the use of common curriculum, common formative and summative assessments, and collaboration on a regular basis. Other departments had less collaborative experience so they worked through the ELO and formative assessment development in 2011-12 and collaborated on analyzing data in the 2012-13 school year. The focus shifted with new state standards and all departments are now focusing on using the Formative Process as a means of transitioning to Common Core State Standards for the 2013-14 school year and beyond.

During this 2013-2014 academic school year, TPHS and the District are transitioning from the California State Standards to the Common Core Standards. Although some departments, including

English, looked ahead at the CCSS and developed ELOs, lessons, and assessments based on these standards, many are learning about and implementing the CCSS for the first time this school year. At the August 2013 district in-service, all subject area teachers were exposed to the new standards and are working to begin transforming lesson plans. Throughout this 2013-2014 academic school year, teachers are attending district-sponsored subject area CCSS training, gaining further exposure to the standards and opportunities to collaborate. SDUHSD has offered approximately 45 days of CCSS-aligned, in-house professional development during the 2013-14 school year. Additionally, teachers have the opportunity to participate in CCSS PD sessions offered by the San Diego County Office of Education. Teachers in both Math and English departments are incorporating lessons and activities based on the CCSS in each subject, while Science, Social Science, World Languages, and other electives are including lessons which involve the CCSS Anchor Standards for Literacy. Full transition to CCSS is expected to take at least three years throughout the District. As of the writing of this document, the state recently announced that all schools will pilot both the California ELA and Math MAPP tests which are the new tests for the CCSS. Although details have not been announced, all juniors at TPHS will take these tests for the first time in Spring 2014.

Over the past two years, the District has made the transition to Common Core State Standards and the use of technology, two of its top priorities. Over the past three years, along with the district-wide professional development, the district also created three new Teacher on Special Assignment (TOSA) positions, as well as six part-time TOSAs who are having a significant impact on curricular programs at TPHS. Four part-time math TOSAs and two part-time literacy TOSAs all focus on the new Common Core State Standards. They deliver mandatory professional development workshops as well as one-on-one coaching to assist TPHS teachers in the transition to CCSS. A full-time Formative Assessment TOSA started her position in 2012-2013. She works with subject-area departments, providing information, coaching, and resources as TPHS implements formative assessments that are aligned to the CCSS. A Teaching, Learning and Technology TOSA began supporting teachers in the fall of 2012; he ensures all teachers are proficient with software, web sites, and the tools needed to effectively use technology in the classroom. Teachers are using Blackboard, Google sites, or other web site formats to upload assignments, communicate with students, and create an on-line climate of collaboration and discovery amongst students. This TOSA has led the way for teachers and students to use the software program Edgenuity for all on-line courses. The switch was made from Plato to Edgenuity this year to increase academic rigor in the Independent Study Online Courses (ISOL). Currently, TPHS offers approximately 14 on-line courses through ISOL. Finally, an English Language Learner TOSA began working with teachers this fall, providing resources and strategies for teaching ELD students. She has also provided information

during professional development workshops regarding the new ELD Standards and teaching strategies, as well as one-on-one coaching. The TOSAs will be used for the initial trainings and ongoing support of TPHS teachers as they implement common core curriculum. Through the District training process, TPHS curriculum and technology leaders will be identified to build capacity within the school to ensure on-site support throughout the implementation process.

Voters in the SDUHSD boundaries approved Prop AA in November 2012. This \$449 million bond initiative for the district will modernize schools and upgrade outdated classrooms and facilities. TPHS's enrollment for 2013-14 is approximately 2,755 but the campus can serve 3,000 students at capacity. As a result of the bond, the goal of TPHS is to provide permanent classroom buildings and facilities to function at campus capacity. There are four phases of construction which began over summer 2013. The first phase includes technology upgrades, West Quad Site upgrades, and Student Center and Science Classroom renovations. Included in the science classroom renovations will be the construction of three state-of-the art chemistry classrooms as well as a dedicated research laboratory. Future improvements include the construction of a new Visual and Performing Arts building and field upgrades. The final phase of construction, scheduled to begin 2017, will include a new campus entry, a new field overlook plaza, stadium access, outdoor cafe seating, a tree grove, and an expanded administration building. This new construction will improve safety and security. The widespread improvement of facilities, along with the implementation of common core state standards, provides TPHS the opportunity to design learning opportunities that best support career training as well as math, science, and technology instruction needed for the 21st century.

The 2013-2014 academic year has delivered changes in administration, at both the district level and site level. After seven years under the same leadership, TPHS welcomed new principal David Jaffe, who is no stranger to the District. As an 18 year educator in the San Dieguito High School District, Mr. Jaffe was the founding principal of Canyon Crest Academy and served as the District's Executive Director of Curriculum and Instruction for four years. Through his leadership, each school site began to implement the formative process whereby teachers learned how to use formative and summative assessment data to inform instruction. Mr. Jaffe is a staunch advocate for developing a culture of collaboration where by staff is empowered to design and implement curriculum and programs that inspire students. The District has also undergone change with a new superintendent. Rick Schmitt served seven years as Associate Superintendent of Educational Services for SDUHSD, and as the Principal of Torrey Pines High School from 2003-2006. Since he has worked in the District, he is carrying on some of the previous priorities. The District focus as defined by the superintendent is in four areas: 1.) Continued improvement for each student with a

focus on growth over performance- (Common Core) through the SDUHSD Vision for Improving Achievement; 2.) At the right price (Budget Recovery); 3. In world-class 21st Century facilities (Prop AA); 4. With a highly-trained & talented staff (Accomplished Educators).

During the last six years, TPHS has worked to address the critical areas of follow-up as outlined in the previous WASC Self Study. Some of the focus was initiated by school site staff, while other changes were facilitated through district initiatives, and still other changes are required through the State's adoption of new standards. This year marks the beginning of a major transition for TPHS and all other schools in the state, but the goal of this school remains to find ways to support all students in TPHS's Vision - "To be a dynamic community of lifelong learners who make significant contributions in our world."

Schoolwide Critical Areas for Follow-up:

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

Ongoing Follow-up Process:

In the fall of 2007, the Single Plan for Student Achievement was established as the single driving document for increasing student achievement. Although the SPSA is now the focus of school improvement, the goals that it contains reflect the previous WASC Action Plan, the previous SPSA and the Critical Areas for Follow-up. The SPSA Committee consists of a number of individuals representing the school's demographics. Teachers from different departments, including math, English, social studies, science, and world languages, serve on the committee. Three years ago, TPHS placed parents on the committee, and students joined two years ago. This team meets annually, for a full day in the Fall, to analyze and revise the SPSA. That document then is given to department chairs to review, and then the entire staff for review. All recommendations and changes are executed via email collaboration, prior to the final step. The school's Site Council gives final approval of the SPSA in November, then the final document is given to the School Board.

In the Fall of 2008, TPHS staff members from the Single Plan for Student Achievement Committee reflected upon student achievement results, as well as school survey data, in order to refine the WASC Action Plan. The members determined the Action Plan is a fluid document, needing annual updates, so the SPSA committee has met to compare data and to discuss the goals. Although the members have changed slightly over the years, many members have been on the committee for all six years and have included both the principal and an assistant principal along with teachers, classified staff, parents, and students. These group members have been meeting for the last six years to follow the development and changes in TPHS achievement and climate. One change is within School Goal #1: Student Achievement. Due to the transition from State Content Standards to Common Core State Standards, teachers are utilizing late start dates for course collaboration and the use of common formative assessments. One objective of Goal #1 is to increase the percentage of all students achieving proficient or above in all four subject areas on the CST exam. Teacher collaboration is contributing to the attainment of this goal. While the execution of the state's assessment, SBAC testing, will not be disseminated until the Spring of 2015, TPHS will pilot the Math and/or English assessment this spring. Another change within the SPSA is the goal of developing a school culture that promotes all levels of post high school education, not just the four-year university track. The committee has recognized changes in TPHS's demographics and believes it is imperative to foster an awareness of technical training and community college opportunities.

Progress on Schoolwide Action Plan:

Goal #1 Student Achievement- *Increase schoolwide and subgroup student achievement by aligning learning objectives and activities with the standards.*

The student achievement goal relates to two critical areas for follow-up:

- (3.) Provide sufficient collaborative time to align courses and develop common formative assessments and interventions.
- (4.) Develop an articulated plan to align professional development to student learning needs.

These critical areas for follow-up were developed by the previous visiting WASC committee as they reflected upon the primary needs of TPHS. While the majority of subgroups made gains in academic achievement over the last four years, African Americans fluctuated in their achievement, while Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities continue to lag behind their White and Asian peers. The Leadership Team has provided collaborative time to align

courses and develop common formative assessments. Teachers have been given approximately two late start days every two months, as well as district-run professional development opportunities throughout the year; however, many teachers desire additional time to understand and collaborate on the transition to CCSS.

Schoolwide and subgroup student achievement demonstrate favorable results from the 2010-2013 academic year. Overall, the API score increased by 25 points, from 870 in 2009-10 to 895 in 2012-13. All subgroups, except African Americans, increased their performance.

Group	2010	2011	2012	2013	Overall Growth
African American	N/A	824	788	793	-31
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	949	956	957	957	+8
Filipino	N/A	837	840	936	+99
Hispanic/Latino	680	745	766	783	+38
Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	867	872	879	889	+22
Socioeconomically Disadvantaged	624	693	695	775	+151
English Learners	677	758	732	745	+66
Students with Disabilities	601	662	613	662	+61

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

The Gifted and Talented goal relates to two critical areas for follow-up:

- (1.) The administration and staff must define and establish a clear process to identify struggling students and to provide them with a variety of enhancement opportunities.
- (3.) Provide sufficient collaborative time to align courses and develop common formative assessments and interventions based.

Advanced Placement Results

Student achievement on the AP exam shows mixed results. While the total number of exams administered over the last three years has decreased by 67 exams, the percentage of AP test takers within the school population has increased by 24%, (demonstrating an increase in student participation) In addition, the overall percentage of student pass rate has increased from 84% in 2010, to 87.2% in 2013, a 7.2% increase in student achievement.

AP Subject	2010 # of Exams	2010 % Pass	2011 # of Exams	2011 % Pass	2012 # of Exams	2012 % Pass	2013 # of Exams	2013 % Pass
AP Art History	16	94	22	77	27	88	18	89
AP Biology	107	95	129	99	143	93	136	98
AP Calculus AB	179	94	164	97	169	98	158	92
AP Calculus BC	32	100	23	99	31	100	28	100
AP Chemistry	60	98	61	100	69	91	127	91
AP Chinese	21	100	13	100	23	100	39	100
AP Comp Science A	29	52	26	76	17	64	19	74
AP Econ/MAC	129	88	131	88	112	91	123	83
AP Eng. Lang.	326	93	273	93	228	94	246	95
AP Eng. Lit.	230	95	251	92	231	93	200	93
AP Env. Science	71	80	124	65	105	75	64	64
AP Euro. History	26	88	15	80	41	90	12	83
AP French Lang.	18	72	9	66	1	100	4	100
AP German	1	100	1	100	--	--	--	--
AP Gov/Pol US	74	65	71	78	72	73	80	79
AP Japanese	9	100	19	89	--	--	17	94
AP Music Theory	18	89	--	--	--	--	--	--
AP Physics B	135	80	124	78	134	84	161	73
AP Physics C- E&M	44	84	47	82	34	88	40	60
AP Physics C - Mech	96	83	86	90	82	73	93	73
AP Psychology	145	60	108	68	194	63	187	70
AP Span. Language	60	87	78	87	85	81	78	90
AP Statistics	25	100	66	93	40	97	22	82
AP Studio Art – Draw	11	55	9	100	1	100	5	100

AP Studio Art – 2D	17	94	16	99	10	99	14	93
AP Studio Art – 3D	1	0	--	--	--	--	4	50
AP US History	351	74	306	67	246	67	255	69
AP World History	289	84	284	78	304	83	337	84
Total Exams	2,521		2,456		2,399		2,468	
Total # of Students	1,072		1,026		1,047		1,076	
% of Total Population	43		40		39		41	
AP Students with Scores 3+	951		894		901		938	
% of Total AP students w/ Score 3+	84		87.1		86.1		87.2	

Source: College Board AP report

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

This goal relates to three of the critical areas for follow-up:

- (1.) Define and establish a clear process to identify struggling students and provide a variety of enhancement opportunities.
- (2.) Establish a clear and timely process to identify at-risk students and provide effective, systemic interventions to close the achievement gap.
- (3.) Develop an articulated plan to align professional development to student learning needs.

After the WASC review six years ago, at-risk students became an area of focus at TPHS. Programs were established and/or enhanced to help identify and support students who struggled in school. The Mentor Program was established which pairs students with Below Basic or Far Below Basic test scores with a mentoring staff member for support. More focus was given to the English Learner and Special Education programs to ensure those students were being given the proper amount of support in core subjects. English Learners have ELD classes for English, and Sheltered classes in subjects like Algebra, History, and Biology to help support their success. The Academic Support classes for students in Special Education were reconfigured so that case managers had mostly their own students to monitor, and these classes also focused more on study skills and good student habits along with assignment support. Students who need it are given Fundamental classes in English, and Social Science, and Math and Science classes are team taught for added support with

one below level Math Fundamental class. Students who scored below grade reading level on CSTs were placed in Academic Literacy classes which incorporate READ 180 and other support curriculum. The AVID program helps students who want to attend college but who need extra support in meeting UC a-g requirements and in applying to both four year and two year colleges. The I-Team, comprised of staff members including an administrator, a counselor, the Special Education department chair, English Learner Coordinator, AVID lead teacher, School Psychologist, classified staff member, and the ISOL teacher, meets on a bi-monthly basis to assess the needs of students referred by teachers. This group develops an action plan for each student. The criteria for referral is based on grades, attendance, behavior, and mood changes. Staff is encouraged to refer any student whom they feel may need support to be successful in school. All of these programs are support programs for students at TPHS who may need extra support to earn a high school diploma or attend college in a climate where the large majority of students are academically successful and four year college bound. *See data results from Goal #1.*

Goal #4 School Community- Create and ensure a safe and respectful learning environment that supports, connects, and motivates all students and staff.

This goal relates to all four critical area for follow up:

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

TPHS has always had a high focus on academic success of students. However, through communication by the principal, administrators, counselors, teachers, and the Foundation, the idea of balance in a student's life has been stressed. Students are encouraged to take Honors/AP classes, but are also encouraged when signing up for classes to maintain balance by taking electives, joining clubs or extra-curricular activities and to consider the amount of work required for each course.

Counselors and/or administrators meet with students and parents who sign up for extra challenging schedules to provide guidance. Math and science teachers talk with students about which classes to take in order to be successful. Although TPHS has an Open Access policy, students are encouraged to make informed decisions about their class choices.

Teachers are encouraged to collaborate with one another in course alike groups for curriculum, and within their departments for overall school information and policy. The principal communicates with staff on a weekly basis through a Weekly Update, and has department chair meetings monthly where school policy, issues, and events are discussed. The minutes of these meetings are shared with the staff. Two years ago, the principal worked to provide longer collaboration time and adjusted the schedule for Late Start Days so that teachers have 90 minutes to collaborate each day, giving 3 hours of collaboration time over two days. Besides academic collaboration, teachers also get together at staff events hosted by the Foundation or the Sunshine Committee. These events include breakfasts and staff lunches, the annual Bocce Ball tournament, holiday parties, and the end of the year staff party.

Programs such as the Mentor Program, Having a Voice Club, AVID, EL classes, Academic Support classes, Academic Literacy classes, PALS, ASB, over 125 Clubs, and other classes and extracurricular activities, including and annual staff vs. student soccer game, have helped all students, including at-risk students, make connections on campus. Through the Healthy Kids Survey, students have reported statistics such as 65% of students feel like they are a part of the school, 84% of students feel safe while on campus at TPHS, and 84% of students feel that a teacher or other adult cares about them on campus. The HKS data also suggests that as the students matriculate they feel more connected to each other, the staff, and the overall school. Other interesting results from the HKS are: 67% of students say that they have never had a mean rumor spread about them on campus, 83% have never had a mean rumor spread about them on the Internet, and 92% say they have never been drunk or high on school campus. All these percentages are an increase from 2011.

Critical Areas for Follow-up Not Currently in the Action Plan:

Although somewhat addressed in the action plan, the transition to Common Core and the expectation of increased use of technology by both students and staff are two critical areas for follow-up for which implementation plans are just currently being developed.

As the District's Action Plan for CCSS Implementation is developed, TPHS will have to determine how this plan will best be incorporated throughout the school and into its' SPSA. Also in the near future is the implementation of the Next Generation Science Standards, which will have to be addressed, as well as the California ELD Standards. For educators across California, this is a time of major transition in not just what is taught in classrooms but also how curriculum is taught and assessed. This year, teachers are being trained on both the what and the how. The Math Departments made a decision on following the Integrated Pathway for CCSS, which will require a complete overhaul of the curriculum from 7th grade through Pre-Calculus for our entire district. They are currently in discussions on the course sequencing for Honors/Accelerated classes and for Support Classes. Once these decisions are made, the collaboration and articulation throughout the district will be imperative for successful transition over the next three years. Although many English teachers have started using lessons and activities that incorporate Common Core State Standards, they will also have to collaborate on the curriculum and how to implement Performance Tasks on a regular basis. Teachers at TPHS seem ready for the change, but will need continued support to help students be successful in the transition.

Technology has been an on-going concern for teachers over the last several years. They have been asked to transition from using some programs like Edline, Plato and Data Director to programs like Blackboard, Google sites, Edgenuity and Aeries Analytics. Every year for the last three years, teachers have been asked to learn new programs for classroom management and communication, including Aeries, Google mail and docs, and a new data analysis tools. There is a district TOSA to give support, but the day to day IT position on campus was eliminated two years ago. Therefore, much of the maintenance is done remotely by the district, through a roaming IT tech, or by one of the assistant principals. Recently, the district is working with school sites to find teacher leaders for on-site technical training and support. Teachers are also looking for ways to incorporate more student use of technology. Although Wifi has been updated on campus, there are not enough computers or enough Wifi access points to allow for all classrooms the use of technology on a daily basis. In addition, despite weekly emails from the district regarding technology updates, teachers have expressed concerns about the overwhelming amount of information with little practical collaboration time to explore these new technology avenues. As CCSS encourages the use of increased technology literacy and use by students, these issues will need to be addressed. As technology is one of the district's focuses, there will be upgrades incorporated with the bond updates to campus. However, the technology plan will have to be discussed and amended on a regular basis with collaboration between administration and staff to accommodate the need of increased use of technology.

Chapter 3: Student/Community Profile- Overall Summary from Analysis of Profile and Progress Data

Torrey Pines High School has shown significant improvements since its last full accreditation in 2007. In 2007, the API score was 852. In 2013, Torrey Pines earned an API of 895, a 43 point increase since 2007. All subgroups have shown overall growth, especially the English Learners (+68 pts.) and Students with Disabilities (+57 pts.). A comprehensive analysis of all pertinent Torrey Pines High School data is summarized below in terms of areas of strength and areas of need.

Areas of strength:

- Overall, TPHS has made a 43 point gain in its' API score since 2007
- Specifically the following subgroups have made gains:
 - Socioeconomically disadvantaged +132 points
 - English Learners +68 points
 - Students with Disabilities +57 points
- TPHS has met AYP every year since 2007
- There is a 97% pass rate for 10th graders taking the CAHSEE
 - Socioeconomically disadvantaged subgroup increased from 57% pass rate in 2007 to a 90% pass rate in 2013
 - Hispanic subgroup has increased from 73% in 2009 to 93% pass rate in 2013
 - English Learner subgroup has increased from 34% in 2009 to 74% in 2013
- CELDT data has improved from 13% advanced in 2008 to 33% in 2013
- There was an increase in the number of students taking AP exams in 2012 from 1,047 to 1,076 in 2013.
- The AP pass rate increased from 84% in 2012 to 87.2% in 2013.
- Common Core trainings and implementation meetings are scheduled by the district throughout the school year across all subjects, with emphasis in English Language Arts, Mathematics, and Literacy in Science and Social Science.
- In a series of 2012-2013 meetings, district math teachers decided to transition to "Integrated Mathematics Pathway" and Honors/College Prep/Support sequencing for Common Core Mathematics. This transition is on-going with a plan to provide professional development for math teachers through 2016.
- TPHS has data driven school and district plans and goals via the Single Plan for Student Achievement which is updated annually.
- There is cooperation between the district and the TPHS foundation to maximize resources.
- Amicable relationship between School Board and San Dieguito Faculty Association (teacher's union)
- TPHS PAL's mentor program has increased its' presence on campus via additional Challenge Days, a new club on campus, and student outreach (including to the international students on campus).

- Teachers use a standards based curriculum with learning expectations that are clearly defined.
- Course-alike groups in all areas have collaborated on curriculum and instruction for many years to maximize student achievement.
- The district implementation of the Formative Process over the years 2011-2013 brought course-alike groups in core subject areas together to write Expected Schoolwide Learner Outcomes, develop formative assessments, discuss student data, and develop curriculum.
- Honors and Advanced Placement classes are open to all students. The school provides information related to course expectations and then allows families to make informed course selection choices.
- Teachers differentiate instruction through multiple grade levels in a single class by using: scaffolding, SDAIE strategies, multiple intelligences, grouping, and adjusting curriculum after assessment.
- Large number of UC approved honors and advanced placement, ROP, Sheltered and Elective courses are offered.
- Parents, students, teachers, and staff are provided feedback in a variety of forms: progress reports, teacher/student/parent conferences, emails, telephone calls, and AERIES (online parent/student portal).
- A variety of formative and summative assessment measures are used throughout the school and feedback provided regularly to students.
- TPHS has strong parental support and involvement, especially through the Foundation.
- Positive, visible, frequent administrator support for academics, support programs, and co-curricular activities.
- TPHS has strong counseling and special education departments that support students' needs with 504's and IEP's.
- TPHS has an extensive college and career program with frequent visits from colleges across the country and local employers.
- TPHS has a large participation level at school events: sports, math and science fairs, grade level social events, lunchtime activities, etc.

Areas of Need:

- Despite large gains, there is a need to close the achievement gap between English Learners (API 745), students in Special Educations (API 662) and the school (API 852).
- Continue to raise English Learner students' 74% pass rate on the CAHSEE.
- Continue to raise Special Education students' 75% pass rate on the CAHSEE.
- Continued staff development for Common Core State Standards implementation, curriculum design, and authentic assessment.
- Continue using the formative process to inform student learning and teacher instruction.
- Begin awareness and transition phase to the California ELD Standards.
- Increased use of technology in the classroom through professional development and demonstrations of best practice.
- Further encouragement of all post-high school outcomes including but not limited to: Community College, Vocational/Tech School, Cal State Schools, UC schools, private colleges, and/or employment.

- Increased collaboration time to enable development of common assessments, in-depth analysis of data, and curriculum development.
- Continue to develop effective methods to identify, monitor, and support at-risk students who do not qualify for traditional support systems such as Special Education, ELD, and AVID.
- Address the growing population of international students and English Learners to support them in their transition to a new school and new culture.
- Increase student participation in schoolwide activities such as Challenge Days and Pep Rallies on campus so that more students and teachers can participate.

Critical Academic Needs:

Through examination of the data and input from the Home and Focus groups, in combination with the WASC Leadership Team, the following are TPHS's Critical Academic Needs:

1. Increase our school wide and subgroup student achievement by aligning learning objectives and activities with the Common Core State Standards, and to increase achievement via enrichment and collegial best practices in Honors/AP classes.
2. Maximize the effectiveness of a clear, consistent, and systematic intervention plan to support at-risk, struggling students and/or long term English Language Learners.
3. Continue the move toward creating 21st Century classrooms through the implementation of technology, updated classrooms and facilities, and professional development for teachers.
4. Continue to create and ensure a safe and respectful learning environment that supports, connects, and motivates all students and staff.

The following questions have been raised from the data analysis and related to the Critical Academic Needs:

1. What are we currently doing to increase our school wide and subgroup achievement?
2. Does the staff receive enough professional development in the Common Core Standards, collegial collaboration time, and training in the use of technology?
3. How effective are the programs in place to intervene with at-risk, struggling, and/or long term English Language Learners?
4. Does the school have a long term plan in place that addresses the upgrades of facilities and implementation of technology throughout the school?
5. How effective are the current systems set in place to ensure a safe and respectful learning environment?

Chapter 4: Self Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, Resources

A1. Vision and Purpose

To what extent a) does the school have a clearly stated vision or mission (purpose) based on its student needs, current educational research and the belief that all students can achieve at high academic levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learner outcomes and the academic standards?

<p>Indicator: Has the school established a clear coherent vision and mission (purpose) of what students should know and perform and is it based upon high-quality standards congruent with research practices, the student/community profile data, and a belief that all students can learn?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● TPHS has a Vision Statement and Single Plan for Student Achievement with clearly articulated goals. ● The SPSA has been updated by a committee of staff, admin, parents, and students annually using new data on student performance. ● ESLOs are clearly stated and visible on campus (they are being revised, currently) ● Courses are based upon school and student interests and needs (Demand Scheduling) ● Course alike groups meet regularly to develop Expected Schoolwide Learner Outcomes based on their curriculum, state standards, and student achievement data 	<ul style="list-style-type: none"> ● Vision, ESLOs, SPSA, and Foundation Vision published ● Website, Facebook, Twitter, Foundation website and Facebook pages, District website, School Profile, Student and Faculty Handbook, shared in department chair meetings, staff meetings, community meetings, etc. (agendas) ● Posters and literature posted on campus ● Course profiles online and in counseling office ● ELOs from Formative Assessment process

Indicator: Are the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission, and schoolwide learner outcomes effective?	
Findings	Evidence
<ul style="list-style-type: none"> • Diverse stakeholder involvement is evident in the SPSA committee and focus groups • EL Parents have input via ELAC meetings • Department chairs have input on the SPSA • All stakeholders have involvement in the ESLRs revisions • The School Site Council's diverse membership works to support the SPSA • ASB supports the SPSA, particularly goal #4 	<p>Agendas and minutes from:</p> <ul style="list-style-type: none"> • SPSA Committee work • Department Chair meetings • All Staff meetings • Foundation Board meetings • School Site Council meetings • ASB meetings • ELAC meetings

Indicator: Do students, parents, and other members of the school community demonstrate understanding of and commitment to the vision, mission and schoolwide learner outcomes?	
Findings	Evidence
<ul style="list-style-type: none"> • TPHS is a school of choice, and the trend is more students than ever are selecting TPHS as their first choice, knowing our Vision, ESLRs, through the high school selection process • The community is regularly updated through a variety of means of communication on activities that are in alignment with the SPSA • The Foundation's Vision supports the students' and schools' needs • The TPHS vision is shared and promoted as part of the High School Selection process 	<ul style="list-style-type: none"> • HS Selection Data • Parent and student survey results • Emails, TPHS website, Accolades in Parent Newsletter, Awards Night, school newspaper, school bulletin boards, Facebook, Twitter • Blackboard, Google docs, Aeries • Staff, parent and student surveys • Choices Night • Monthly campus tours • Attendance at Principal's monthly coffee • Percentage of donations to

	<p>Foundation general fund increasing</p> <ul style="list-style-type: none"> ● Public desire to focus on academic achievement ● TPHS students participate in panel presentation with other high schools to promote TPHS vision and describe school culture ● Principal led campus tours promote school vision as well as principal middle school PTSA presentations
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Is the school implementing an effective process for regular review/revision of the school vision, mission, and schoolwide learner outcomes based on student needs, local, national, and global needs, and community conditions?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● The SPSA has been updated faithfully by a committee each year since the last full visit by the WASC visiting team ● ESLRs were reviewed and endorsed for the midterm review and are being revised this year to more accurately reflect Student Learning Outcomes ● Department Chairs meet monthly with the Administrative Team to review school progress, needs, and goals ● The Intervention Team helps to support students who are struggling with academic and non-academic interventions ● The principal meets with each student, grades 9-11 to review the prior year's assessment results on the STARs, and works with them to establish new personal achievement goals 	<ul style="list-style-type: none"> ● SPSAs, ESLOs ● STAR reports and presentations ● Staff may use Data Director to run reports on their individual students to determine their needs ● CAHSEE results and intervention ● I Team list of students who are in need of additional support ● Mentor program ● Department Chair Meeting minutes ● Schedule of principal STAR talks in English classrooms

Conclusions

Our vision is to be a dynamic community of lifelong learners who make significant contributions to our world. The belief that all students receive a high quality education based on the school and district's clear vision/goals is evident in the staff, parent, and student surveys where 98% of staff, and 80% of parents feel that students at TPHS receive a high quality education. Furthermore, 78% of parents feel that the school board has established education goals based on the needs and beliefs of the community. Through annual review and revision of the Single Plan for Student Achievement by a staff committee and other regular meetings with stakeholders - staff, parents, students and community, the vision and mission of Torrey Pines High is communicated and supported.

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 schoolwide learner outcomes 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 schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

<p>Indicator: Are the policies and procedures clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● School board meetings are held bi-monthly ● District notifies the staff monthly regarding the status of the district budget and board meetings ● Site administrative assistants forward emails to all staff in regard to changes or concerns within the district from superintendent ● District organizational chart and administrative duties chart per site to delegate and assign tasks and responsibilities ● The school’s SPSA is consistent with the objectives set forth in the District Strategic Plan 	<ul style="list-style-type: none"> ● Minutes of the meeting are published online ● Meetings open to the public ● Email of budget from superintendent, annual budget mailed ● Copy of emails that are forwarded ● Organizational Chart and Administrator duties chart emailed to staff ● Strategic Plan

<p>Indicator: Are the governing board’s policies directly connected to the school’s vision, mission, and schoolwide learner outcomes?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Budgets are allocated to schools based upon their needs and instructional objectives. Example: Support in staffing is offered for ELD classes, Academic Literacy classes, and special education support classes ● Independent Studies Online Learning courses have been added for both credit recovery and enrichment ● The district Strategic Plan is driven by student achievement needs 	<ul style="list-style-type: none"> ● Budget allocations ● Policies, practices, procedures, and programs via Educational Services, for example, ISOL ● Strategic Plan ● Educational Services Vision for Improving Student Achievement via the Formative Process

<ul style="list-style-type: none"> Recent policies and practices at the district level address the formative process to improve student achievement 	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Indicator: Does the school community understand the governing board’s role, including how parents can participate in the school’s governance?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> A parent serves on the district site council and regularly reports back to the school site council and foundation board The principal communicates how parents may get involved on a regular basis in a variety of forums Site council meets monthly and works to provide students and staff with additional support School board meetings are held bi-monthly. There is a student representative on the board, and parents know they may attend these public meetings The Superintendent and School Board members regularly attend Back to School Night and other school/community functions and encourage parental involvement 	<ul style="list-style-type: none"> Agenda and minutes from District Council and curriculum advisory board Communication, including Facebook, website, Twitter, ConnectEd re: parental involvement in school and district activities Board agendas and minutes Student representation to Board

<p>Indicator: Is the governing board involved in the regular review and refinement of the school’s vision, mission and schoolwide learner outcomes?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> The School Board requests from staff the SPSA from each school. The Board is briefed on student achievement data and programs to help students who are not proficient, improve Principals present a School Report at a Board 	<ul style="list-style-type: none"> SPSAs presented to district administration to share with the Board School Board agendas and minutes Principal’s School Report

<p>meeting annually to report their school's goals and what they are doing to improve student achievement</p> <ul style="list-style-type: none"> ● The School Board members visit the school throughout the year and interact with site administration and staff. 	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Indicator: Is there a clear understanding about the relationship between the governing board and the responsibilities of the professional staff?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● The professional staff and the Board have a strong, constructive, and positive relationship ● The Board has been consistently supportive of the professional staff's approach to meeting the needs of students ● The Board follows appropriate protocol when interfacing with the district's professional staff 	<ul style="list-style-type: none"> ● The Board typically votes 5-0 in favor of programs and resources aimed at improving student achievement at the site level. ● Board meeting minutes

<p>Indicator: Are the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders, effective?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● Very few complaints that occur at the site level make it to the district level, and even fewer need to be dealt with by the Board ● The community knows to begin every concern with the teacher, then site administration, before it ever is appealed to the district and/or Board level ● If a complaint goes to the district first, the district professional staff redirects the parent back to the school ● District policies include an expectation for Parent Civility 	<ul style="list-style-type: none"> ● Uniform Complaint Procedure published on board website ● School Board Practice and Policy ● Grade Challenge Policy

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none">• There is a well-established Grade Challenge procedure in place, that is mutually supported by administration and SDFA and is further supported by Ed. Code | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Conclusions

<p>Our school governing bodies, the Department Chairs Committee, and Site Council make decisions and set goals with the focus of supporting students and teachers. The Strategic Plan is based on data which ultimately drives decisions. The school's plan is also aligned with the district's plan. Results are monitored continuously through a variety of means and changes are made based on data.</p>

<p>The district shares policies and delegates tasks through a pyramid organizational chart. Also, the communication of such policies is shared through district and site meetings and collaboration opportunities. According to student surveys, 45% of students and 61% of staff feel they have the opportunity to give input before a decision regarding students is made by the school's decision making groups. 76% of parents feel that TPHS encourages parent involvement in a variety of ways.</p>

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 schoolwide learner outcomes and academic standards? B) To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

<p>Indicator: Is the school’s planning process broad-based, collaborative and does it have commitment of the stakeholders, including staff, students and parents?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● A schoolwide vision is presented each year by the principal, as well as a midterm vision on how the school is doing ● The SPSA group meets to plan, revise, and implement activities in support of student achievement and schoolwide improvement ● Parents are involved in school improvement via the Parent Volunteer Association and Foundation activities ● School Site Council meetings support the SPSA ● The Admin. Team meets weekly and begins each meeting with how to support and improve what’s happening in the classrooms ● Department chairs work to place teachers in areas of strength and interest ● Departments are encouraged to meet monthly, some meet weekly ● Monthly department chair meetings with administration team ● Regular Brown Bag lunch meetings - open forum for teachers to meet with the principal during lunch to ask questions, voice concerns, and discuss student needs ● A student representative from ASB attends monthly Foundation Board meetings ● Teachers in course-alike groups in the five core academic departments meet to improve student achievement via the formative process 	<ul style="list-style-type: none"> ● Vision presentations ● SPSA group ● SSC agendas/minutes ● Foundation Board agendas/minutes ● Department teaching preferences questionnaire and results ● Department meeting agendas and minutes ● Department chair meeting minutes and agenda ● Emails inviting all staff to attend Brown Bag lunch meetings ● Department goals sheet ● Formative process ELOs, formative assessments, and evaluation of data tools ● common course syllabi ● Weekly update from Principal ● Admin surveys provided useful information/response

<ul style="list-style-type: none"> ● Department goals developed based on data for each year 	
------------------------------------------------------------------------------------------------------------	--

Indicator: Is the school’s Single Plan for Student Achievement directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards?

Findings	Evidence
<ul style="list-style-type: none"> ● SPSA is updated annually by a committee of staff, parents and students ● STAR, CAHSEE, AP, and CELDT data is evident in the SPSA ● ESLOs are being revised to reflect the academic emphasis of the SPSA goals ● The SPSA supports programs to intervene for those students who are not proficient ● STAR results are reviewed per subject area and departments discuss ways to improve ● STAR scores are discussed at August in-service and accolades and areas of improvement are pointed out ● CAHSEE results drove the need for CAHSEE prep within Academic Support, English Learner, and Academic Literacy classes ● AP scores per subject area are provided at staff in-service and department meetings ● School Site Council reviews assessment data in the fall then reviews and approves the SPSA ● D and F results data released at the quarter and first semester to drive discussion and change ● Counselors meet with students on D/F list. ● EL lead and EL counselor meet with students on D/F list to make action plan for improvement. ● Data collected to identify at-risk and struggling students 	<ul style="list-style-type: none"> ● STAR results report for each department ● August in-service agenda, data reports ● CAHSEE preparation in Academic Support classes, CAHSEE data ● AP results charts (longitudinal and detailed breakdown for each year), meeting minutes ● Copy of Single Plan from current and previous years, data sheets, minutes ● D and F results, chair meeting minutes and department minutes ● EL Level lists, teacher data reports, D and F lists, attendance reports, and SST meeting minutes, at-risk reports ● Formative Assessment ● PLAN, PSAT

Indicator: Is there a correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement?

Findings	Evidence
<ul style="list-style-type: none"> ● The SPSA team is released to update the SPSA twice each year ● Professional Development funds have been allocated to support the formative process work of teachers in the 5 core academic departments to improve student achievement ● BTSA provides new teachers with information on standards-based lessons ● Funds have been provided to staff to support the EL, Special Education, AVID, ISOL, Academic Literacy, and AP/Honors classes 	<ul style="list-style-type: none"> ● Budget allocations and time cards ● Programs offered at the school ● BTSA schedule and agendas ● District allocation to support student achievement, sections in the master schedule, and professional development.

Conclusions

The SPSA Committee is made up of certificated staff, classified staff, parents and students. Using data and input from previous years, the committee reviews and revises the Single Plan for Student Achievement on an annual basis. This plan is reviewed by department chairs, and reviewed and approved by the School Site Council. Administration and support staff oversees implementation and publicizes the SPSA for staff, district personnel, students, parents, and community to view. Department chair meetings, held once a month, include review of any new data that is available and review and adjust goals accordingly.

A4. Leadership and Staff

To what extent does a qualified staff facilitate achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

Indicator: Does the school have clear employment policies and practices related to qualification requirements of staff?	
Findings	Evidence
<ul style="list-style-type: none"> • District follows NCLB, board and state employment policies and procedures • Job openings are posted on EdJoin and on Job Board at district and at each school site and contain the qualifications and job descriptions for each position 	<ul style="list-style-type: none"> • Board policies found on SDUHSD.net and under Human Resources • Job Postings on EdJoin and on the Job Board at each school

Indicator: Does the school have procedures to ensure that staff members are qualified based on staff background, training, and preparation?	
Findings	Evidence
<ul style="list-style-type: none"> • Teacher credentials and experience are monitored by HR at district level and communicated to site administration • Administrators and Department Chair Evaluations of staff • Walkthrough observations • Participation in BTSA by beginning teachers • Participation in PAR by experienced teachers who receive unsatisfactory evaluations • AP and AVID training participation by teachers • Teachers are provided substitutes to attend trainings • All new and experienced first year teachers are required to participate in one year of district training incorporated into BTSA 	<ul style="list-style-type: none"> • Observations and Evaluations • Walkthrough forms • Credential list • BTSA seminars • PAR support • AP audit • AVID certification • District trainings and workshops

Indicator: Does the school have a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning?

Findings	Evidence
<ul style="list-style-type: none"> ● BTSA week long induction for new teachers and counselors including experienced teachers new to the district ● BTSA induction program participation for new teachers hosts trainings and programs throughout the year and provides Support Provider ● Three days of staff in-services held at the start of each year with one day specifically for district wide collaboration, plus one in-service day at the end of the first semester ● Certificated staff attend district-wide trainings throughout the year on Common Core curriculum in 2013-14 ● Classified staff attend job-alike district meetings monthly ● Course alike collaboration during Late Start Days ● Technology support classes offered ● Training for those teachers who teach ISOL ● Formative Process training ● ROP Training ● EL training and certification ● Special Education training ● AVID methodology training ● WASC training ● Master schedule collaboration ● Contract language regarding teaching assignments 	<ul style="list-style-type: none"> ● BTSA schedule, seminar participation sheets, BTSA colloquium ● In-service schedule and induction binder ● District instructional calendar, agenda, and minutes ● Late start calendar, meeting agenda and minutes ● Employee contract ● Common Core trainings ● Advanced SDAIE trainings

<p>Indicator: Does the school have clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes and relationships of leadership and staff?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Policies are published and distributed in the Faculty Handbook ● The Administrative Duty Chart is published and distributed ● SDFA Contract ● District policies and procedures are available on the district website ● Department chairs have written job descriptions 	<ul style="list-style-type: none"> ● Faculty handbook ● Administrative Duty Chart ● Contract ● District and Board policies ● Job descriptions ● Governing bodies, such as Coordinating Council and Department Chairs ● Published on website

<p>Indicator: Does the school have effective existing structures for internal communication, planning, and resolving differences?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● The principal sends a weekly update every Monday to all staff members ● The principal and SDFA site representative meet once per week, or as needed, to constructively address staff needs ● Brown Bag lunches are held regularly to listen to staff members and support their concerns ● Course alignment has increased as a result of teacher collaboration ● Departments encourage teacher collaboration to coordinate lessons ● Department chair meetings, held monthly, include a “once-around” where each chair may convey issues pertaining to departmental or schoolwide needs. 	<ul style="list-style-type: none"> ● E-mails from principal to all staff ● Department meetings, common assessments and lessons, course profiles, AP syllabi ● Meeting minutes and lessons; late start days agendas ● Weekly meetings between SDFA representative and principal ● Brown bag lunches ● Administrative duty chart

<ul style="list-style-type: none"> Each administrator is assigned to a department to work with teachers regarding curriculum, needs, and concerns 	
------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Indicator: Does the school evaluate the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Does this include an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> Administration is provided feedback from teachers via administrative surveys conducted by district in coordination with SDFA Departments encourage teacher collaboration to coordinate lessons Formative process collaboration and progress are frequently discussed by administration and department chairs and course-alike groups The ISOL program is debriefed regularly by teachers, counselors and administration to make it appropriately rigorous but user-friendly Each administrator works with a department on the Formative process and with individual course alike groups 	<ul style="list-style-type: none"> Survey forms and sharing results at Brown Bag lunch and Department Chair meetings Meeting minutes and lessons; late start days agendas Course-alike and departmental agendas and minutes Effectiveness of ISOL program being evaluation Shared documents

<p>Indicator: Does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> The principal views the SPSA as the guiding plan for action to help all students achieve at higher levels at the school The SPSA team, as a leadership body, reviews and revises the plan to consistently improve as a school 	<ul style="list-style-type: none"> Staff In-service days agenda data reports, individual student CAHSEE reports SPSA growth in student achievement Department Chair agendas and

<ul style="list-style-type: none"> ● The department chair meetings are structured to focus on student achievement. Section 2 of the agenda is focused on schoolwide improvement via the SPSA ● The admin. team conducts regular walkthroughs and debriefs in admin. team meetings regarding how to support effective instruction and learning ● Brown Bag conversations are typically balanced between staff needs and concerns about student achievement ● Formative process is still being developed by individual departments at different rates ● Weekly Admin team meeting followed by morning walk throughs 	<p>minutes</p> <ul style="list-style-type: none"> ● Weekly updates by the principal ● STAR talks to students in grades 9-11 by principal ● Walkthroughs ● New Teacher lunches every 2 months ● Admin involvement in course alike meetings ● Shared documents ● Individual teacher data is shared at the discretion of the teacher ● Admin agendas
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Conclusions</p>
<p>100% of staff is considered Highly Qualified based on NCLB requirements.</p> <p>Our staff utilizes monthly late start days to collaborate and discover better ways to support achievement. In addition to late start days, requests for staff to attend professional development workshops are welcomed and encouraged. The district sponsors SDAIE trainings and GATE trainings that are highly publicized and attended.</p> <p>The BTSA program is a wonderful resource for new teachers and counselors in our district for additional training and support.</p> <p>82% of students and 85% of parents feel that their teachers have high expectations and challenge them academically.</p>

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?

<p>Indicator: Does the school effectively support professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Time is set aside at department chair meetings to discuss ways to support varied student learning needs ● Whole staff debriefing at start of year and start of second semester ● Teachers receive score reports to assist them in evaluating their students success and training on how to disaggregate student data through Data Director or other data analysis system ● Grade reports and testing data are available to teachers via Aeries ● Student survey results indicate student needs ● Late start days allocated for course-alike collaboration ● School foundation provides materials through mini-grant awards ● Teachers have been provided training on creating Expected Learning Outcomes (ESLOs), creating Assessments, Creating Evaluation and Data Disaggregation tools, etc. to support the formative process ● Teachers are getting trained by district TOSA's on effective collaboration techniques to support the formative process ● There has been increasing access to training on technology tools to support student achievement via a Teacher on Special Assignment ● District and Site development and support for AVID 	<ul style="list-style-type: none"> ● Department chair minutes ● STAR score reports broken into subgroups, school wide and district wide, agendas ● Copies of score reports ● Aeries software, testing result queries, reports received ● Student survey results, in-class reflections ● Late start day calendar, agendas and minutes ● Mini grant applications and inventory of materials ● District TOSA for technology support ● District TOSA for the formative process ● Professional Development embedded in SPSA ● Some grants have supported additional training ● Catalog of materials awarded through the Foundation's Mini-Grants

<ul style="list-style-type: none"> ● Online course training: Edgenuity, ALEKS, READ 180 	
--------------------------------------------------------------------------------------------------------	--

<p>Indicator: Does the school implement effective supervision and evaluation procedures in order to promote professional growth of staff?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● HR leadership meets with the administrative staff at the site annually to review observation and evaluation procedures ● Teachers to be evaluated are provided an orientation ● BTSA is offered to those who qualify ● PAR is offered to those who qualify ● Teachers also attend other trainings such as EL Authorization Training, AVID and AP workshops ● Teachers are evaluated by administrators regularly ● Professional Growth Plans are offered to those teachers who need it ● Regular walkthroughs focus on dialogue related to teaching and learning ● ISOL professional development collaboration with colleagues from other schools 	<ul style="list-style-type: none"> ● University sponsored workshops, updated certification rosters ● Evaluation goals, observation reports, and findings report ● HR agendas and supporting materials ● Orientation PowerPoint presented by principal ● Observations, Evaluations, Growth Plans ● Walkthrough notes ● BTSA support ● PAR support ● ISOL meeting agendas and minutes ● SDUHSD policy on teacher evaluations

<p>Indicator: Are there effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● New courses offered to meet student needs ● Course alike team teachers meet during late starts to analyze common assessment results 	<ul style="list-style-type: none"> ● New course proposals, course offerings list ● Common assessment data and changes to curriculum and

<ul style="list-style-type: none"> ● Teachers are observed by administrators ● BTSA surveys for effectiveness of program ● Data is collected on the effectiveness of the mentor program on student achievement ● Data is collected on the effectiveness of intervention programs ● Departments meet and collaborate on goals and needs based on student achievement 	<p>assessments</p> <ul style="list-style-type: none"> ● Evaluation goals, observation results, and findings results ● Mentor meetings and presentations ● I Team monitoring of student achievement data ● Department chair meeting minutes
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Conclusions</p>
<p>Staff in-service days at the beginning and middle of the year have all staff spend time reviewing data and implementing changes based on identified needs. In addition to the staff in-service days, faculty at department chair meetings review and analyze data to determine student learning needs and project professional development needs.</p> <p>The use of Aeries software has been very beneficial for teachers to easily access grades, CAHSEE results, and STAR scores for their current students as well as to have up to date academic information readily available to students and parents.</p>

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 schoolwide learner outcomes?

<p>Indicator: Is there a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards? Are the school leadership and staff involved in the resource allocation decisions?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● The SPSA reflects what we need and what we need to do. Given financial constraints, we are able to address the needs of students through program and resources, such as AVID, Academic Literacy, Sheltered Academic Success, Special Education Support, ISOL, AP/Honors classes, the Mentor Program, and the Intervention Team ● School Site Council Meetings ● Teachers are highly involved in activities outside the classroom to support student success such as extra-curricular academic and community service clubs and athletics for which some receive stipends or other pay ● School offers after school peer tutoring centers ● A tutoring budget is used to support tutoring in a variety of core academic subject areas ● Class supplies through Mini-Grant program sponsored by the TPHS Foundation and parent volunteer organization ● Foundation’s annual general fund goals are driven by administrative priorities ● Departments receive a budget allocation 	<ul style="list-style-type: none"> ● Master Schedule (with respect to staffing) ● Agendas and Minutes from meetings ● After-school tutoring in specific classrooms daily, Friendship Program, Clubs ● Tutoring posters, and website information, Site Council Minutes ● AVID tutors from local colleges ● Mini Grants Ceremony, application form, materials ● ISOL lab, netbooks from Foundation ● District allocates a budget to the school and then it is distributed by dept. ● Foundation budget (All Students fund and extracurricular activities funding)

Indicator: Are there processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds? *(some of these may be more district-based than school-based)*

Findings	Evidence
<ul style="list-style-type: none"> ● School Board Policies require specific accounting practices and audits ● The Foundation Board follows a similar protocol ● ASB must follow state law regarding accounting practices ● Attendance must follow state law regarding student attendance and is audited annually on attendance accounting 	<ul style="list-style-type: none"> ● District and Board policies ● District policies ● Annual credential audit ● Foundation policies and audit findings ● ASB audits ● Attendance audits

<p>Indicator: Are the school’s facilities adequate to meet the school’s vision, mission, schoolwide learner outcomes, and the educational program and are they safe, functional, and well-maintained?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● TPHS is a 40-year-old campus with allocated funds (Proposition AA) for physical plant improvements over the next ten years to best fulfill the vision for our students and staff. ● Two building additions to campus completed in 2001 & 2003 which added additional modern classrooms ● Site administrative and custodial staff work with district maintenance department on facility needs to maintain a safe school environment. ● Technology has been allocated through the Foundation and through school funds over the last several years to build more capacity for technology use in classrooms. 	<ul style="list-style-type: none"> ● Annual capital facilities needs ● Maintenance orders ● Bond construction plans ● Prop AA Master Facilities Plan for TPHS ● Site and District personnel maintaining campus

Indicator: Are the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials effective?

Findings	Evidence
<ul style="list-style-type: none"> ● The district protocol is to invest in digital books, where possible, to save money on lost, stolen, or missing textbooks. ● A protocol has been established to carefully track what we have and what we need. ● Department chairs are involved in monitoring our textbook needs and noting what we have. ● Teachers request classroom use technology items such as LCD projectors and Docucams at beginning of the year and these requests are filled as best possible. ● Foundation provides mini-grants for teachers to purchase classroom supplies 	<ul style="list-style-type: none"> ● Emailed regularly at the beginning, middle, and end of the school year and as needed ● Late charge notices to families who fail to turn in books ● E-books in AP World History, some math classes, and Chinese ● Protocols provided to Chairs and managed at the district level in Educational Services

<p>Indicator: Are resources available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Staff trainings for technology provided by district for the use of Aeries, Blackboard, Google docs and sites ● Staff trainings for technology provided by peers ● A survey was administered by the TOSA for instructional technology to determine our needs and offer professional development accordingly ● Our ISOL teacher is very competent and the program is successful; it is being reviewed and revised annually at the site and district level since it is relatively new 	<ul style="list-style-type: none"> ● Teachers trained during school day or after school ● Time allocated during the school day and late start days for peer training ● TOSAs (3) were hired to offer additional training and support ● New program for ISOL this year due to feedback from teachers and students

Indicator: Does the district and school’s processes for regularly and effectively examining a long-range plan ensure the continual availability and coordination of appropriate resources to support students’ achievement of the critical learner needs, the academic standards, and the schoolwide

learner outcomes?	
Findings	Evidence
<ul style="list-style-type: none"> ● Long-term refurbishment and modernization plans for school through passing of recent bond ● Though funds have been limited, we, as a district, have emphasized hiring the best possible candidates to teach our students ● Our SPSA's core goals have not changed much over the past several years, and we have received financial support to continue to address our students' needs in critical areas over time ● District's Prop AA committee works with school administration and holds meetings regarding renovations and additions which includes teachers. 	<ul style="list-style-type: none"> ● Site construction plans ● Budget and personnel records ● Master schedule ● SPSA ● Proposition AA passage ● Meetings with Prop AA bond and construction personnel

Conclusions
<p>Teachers are actively available to students and volunteer to assist in support programs such as tutoring centers, Mentor Program, I-Team, EL and AVID support programs.</p> <p>In terms of funding, the budget support for student needs, classroom needs, extracurricular activities, and technology resources come in a small part from district funds and increasingly more from the TPHS Foundation, especially their Mini Grant Program. Also, additional funding from the district and the foundation provides yearly facilities updates, as well as fundraising to meet new needs. There has been stability in SDUHSD despite state-wide budget cuts and there have been no furlough days in the district. Two board members were also re-elected in November 2012.</p> <p>Some significant changes occurred in the last year including a new superintendent hired in July 2013 who has been a long-term administrator in the district and who encourages the district's ongoing goal of continuous improvement of student achievement as well as communication with school and community. Due to budget cuts, the class size district-wide has increased by 2 students per class over the last 5 years. There was also the passing of Proposition AA, a \$430 million bond to improve school facilities and technology access across the district.</p>

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

1. Data driven school and district plans and goals (SPSA)
2. Cooperation between the district and TPHS Foundation to maximize financial resources
3. Site and District Strategic Plan closely aligned
4. Consistent vision with the Board of Education
5. Ability of staff members to work together and collaborate
6. Amicable relationship between School Board and San Dieguito Faculty Association (teachers' union)
7. Amicable relationship between administrators from different sites
8. District-wide use of Edgenuity for on-line independent learning
9. District-wide Common Core trainings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

1. The use of ESLOs as guiding principles needs to become entrenched within the school culture
2. More structured process for determining professional development needs and providing equitable participation for all departments
3. Wise use and explanation of bond monies to improve older parts of campus, science labs, athletics
4. Ensuring staff access to and input on decision making process regarding allocation of resources and introduction of new technology through school governance process (department chairs)
5. Continued development of connectivity among staff

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

Do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes? Through standards-based learning (what is taught and how it is taught), are these accomplished?

<p>Indicator: Does the school provide examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students?</p>	
Findings	Evidence
<ul style="list-style-type: none"> • Student work demonstrates mastery of State Content Standards • Teachers in Honors and AP classes use the most current research to guide their instruction. • AP teachers attend summer training for new courses or reconfigured courses through the College Board. • General education and resource teachers use current research to guide their instruction • Teachers in core subjects will integrate Common Core Curriculum beginning this school year and are attending district-wide training. 	<ul style="list-style-type: none"> • Student work displayed in classroom • Student work examples • Common Core student examples • AP test scores • Mini-Grant supplies • Attendance at summer AP trainings • STAR Scores

<p>Indicator: Has the school defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements?</p>	
Findings	Evidence
<ul style="list-style-type: none"> • Teachers in five core content areas have established Expected Learning Outcomes in course alike groups. • Curriculum aligned with state content standards and currently begin aligned with Common Core through the Formative Process 	<ul style="list-style-type: none"> • District in-services on writing ELO’s and formative assessments, and in Common Core State Standards • A-G UC approved list, graduation requirements, A-G/Graduation Planning charts on counseling

<ul style="list-style-type: none"> • Teachers in other non-core classes collaborate and align with state standards • Academic courses are UC approved and graduation requirements align with A-G list • Instruction by AP teachers is aligned with the College Board guidelines and requirements 	<p>website</p> <ul style="list-style-type: none"> • AP Course Audit and Syllabus approval through College Board • Collaboration time through Late Start Days • Schoolwide and subject area pass rates on STAR tests • Science & Math Suggested Pathways for course selection
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Is there congruence between the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> • Students extend their learning experience to outside the classroom through extra-curricular activities, clubs, and competitions in academic areas. • Students are accepted to 4 year colleges across the country • Students are involved in the community as world citizens 	<ul style="list-style-type: none"> • Theater (plays, festivals), Journalism (conventions, publications), Science (Science Olympiad & Fair), Art (shows, portfolios), Math (Club & Competitions), and Academic Team competitions • In 2012, 77% of students attend 4 year colleges after high school • Key Club, Interact Club, Habitat for Humanities, and Amnesty International and many other clubs involved in community service programs

<p>Indicator: Does the school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> • Student assignments and class curriculum are aligned with state content standards, ELOs, and 	<ul style="list-style-type: none"> • Students in the same subject are learning the same ELOs and have the

<p>AP course requirements.</p> <ul style="list-style-type: none"> • Course alike groups are engaged in the Formative Process to create ELOs, assess, and discuss student learning 	<p>same formative assessments</p> <ul style="list-style-type: none"> • Teachers meet to discuss data on common assessments and student learning outcomes • Data from Focus on Learning Walks
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicator: Is a rigorous, relevant, and coherent curriculum to all students accessible to all students through all courses/programs offered? Does the school examine the demographics and situation of students throughout the class offerings? Does the school’s instructional practices and other activities facilitate access and success for special needs students?

Findings	Evidence
<ul style="list-style-type: none"> • Most students participate in a rigorous, relevant, and coherent curriculum • Support to aid students in reaching college prep levels and beyond • Students are engaged in challenging courses through AP and honors level courses; in math, college classes offered on campus (Calc CD & Linear Alg.) • Career pathway courses where levels are offered in Imaging, Video Film, Wood & Construction Tech, Auto Tech, Theatre, Digital Media/Photo • Instruction by AP teachers according to College Board guidelines and requirements • Support for students to gain access to challenging curriculum and higher levels including Academic Literacy and Academic Support classes • Open Access Policy allows students to take rigorous courses of their choosing 	<ul style="list-style-type: none"> • 2013-2014 School Profile, 77% of graduates attend a four year college • UC a-g eligible rate, tutoring centers • Enrollment, course offerings, expanded access policy, master schedule, SDSU college credit • ROP Course Offerings, Course Offering sheet • AP Audit syllabi, collaboration time, schoolwide and subject area pass rates • Sheltered programs, Team taught Special Ed Courses, Fundamental level courses, tutoring • ISOL Classes • AP/Honor class participation by ethnicity: 16% Chinese, 1.9% Japanese, 7.9% Korean, 1.6% Vietnamese, 5.8% Asian Indian, .9% black, 58% white, and 4.9% other • AP Test passing rates - 87.2% of Total AP students received a 3+ on exams • AP Test participation rates about 60% of students took at least one AP exam in May 2013

<p>Indicator: Is there integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Curriculum aligned with state standards ● Teachers cover the CA state standards ● Career pathway courses where levels are offered in Imaging, Video Film, Wood & Construction Tech, Auto Tech, Theatre, Digital Media/Photo ● Humanities courses in AP History and AP English integrate curriculums. ● We are in the process of Implementing CA Common Core Curriculum ● EL Curriculum & Academic Literacy Curriculum ● Common structure in Special Education Academic Support Classes 	<ul style="list-style-type: none"> ● New textbook adoptions, department meetings, course alike group meetings ● <u>94%</u> of first time test takers pass the high school exit exam ● ROP course offerings, Course offering sheet ● ISOL classes ● Humanities classes ● Formative assessments ● Focus on Learning Walks ● EL Curriculum & Academic Literacy Curriculum (English 3-D, Edge, Read 180) ● Special Education Academic Support Class lessons

<p>Indicator: Does the school assess its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum? Does this include the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students)?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● District and site department meetings review and revise curriculum to reflect changes in the state framework ● STAR data analysis guides curriculum ● Weekly administrative and counseling meetings to discuss policies and procedures. 	<ul style="list-style-type: none"> ● Meeting dates and agendas, lesson plans, common assessments ● Department meeting agendas, department goals, course-alike groups

<p>Indicator: Does the school assess the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.? (add online instruction prompt)</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● District and site department meetings review and revise curriculum to reflect changes in the state framework ● STAR data analysis guides curriculum 	<ul style="list-style-type: none"> ● Meeting dates and agendas, lesson plans, common assessments ● Department meeting agendas, department goals, course-alike groups ● Formative assessments ● Late start meetings

<p>Indicator: Does the school articulate regularly with feeder schools and local colleges and universities? Does the school use follow-up studies of graduates and others to learn about the effectiveness of the curricular program?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Communication with feeder schools and local community colleges ● Two college level courses through SDSU held on campus ● Counselors set up regular visits from college representatives ● Career and College night arranged by our counselors open to all students in the district ● District Administrative meetings with middle school principals and assistant principals. ● Counselors work with middle school counselors regarding incoming 9th graders. ● Programs such as Special Education, English Learners, and AVID communicate with middle schools and with local colleges and community colleges. ● Fundamental class teachers collaboration with general education teachers. 	<ul style="list-style-type: none"> ● Special education transition meetings ● English Learner Advisory Committee meets monthly with parents of middle and high schools ● AVID program has contact with local colleges ● Mira Costa ambassador on campus weekly, Mira Costa runs bus for placement tests ● College and Career night ● Former students giving teachers feedback ● District-Wide College Night ● Principal attends Eden Gardens/Community meetings ● Principal presentation to parents/community regarding the CCSS

Conclusions

Students have open access to several levels of classes including College Prep, AP/Honors, ROP, Sheltered for English Learners and Fundamentals for special education populations. The district-wide Open Access policy allows students to choose the level of class they want, and counselors work with students both in groups and individually to promote balance in their schedule. All college prep, AP/Honors, ROP, and elective courses are UC a-g approved so more students have the necessary requirements for four year college acceptance and all AP classes have AP course audits approved by College Board. Teachers meet in course-alike groups to discuss curriculum and establish Expected Schoolwide Learner Outcomes as well as Formative assessments. This year, teachers are working within district and school site groups to implement Common Core Standards into the curriculum. The district will re-submit courses for UC a-g approval. For students who need support, there are offerings such as Academic Support classes, Academic Literacy, Sheltered classes, and AVID to help them meet the demands of the rigorous courses.

Students at Torrey Pines High School consistently score high on state content standards test, AP tests, and CAHSEE tests (see Ch. 1 charts). A high percentage (77% in 2013) of Torrey Pines students are accepted into four-year universities and attend four-year and two-year colleges immediately after high school.

B2. Curriculum Criterion

Do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

<p>Indicator: Are all students able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Does the school provide for career exploration, preparation for postsecondary education, and pre-technical training for all students?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Counselors do talks in history and English classes to provide students with information on graduation requirements, college requirements, and options after high school ● Resources to support upward movement ● Course descriptions are consistent within departments ● Students are able to explore career possibilities through Naviance and through College and Career representatives to counseling ● Counselors are available for student assistance ● College and career speakers are readily available and frequent ● ASVAB given to juniors and seniors interested in military or other careers ● AVID, EL, and Academic Support classes work with students specifically on college and career exploration 	<ul style="list-style-type: none"> ● Sheltered courses, expanded access, 100% of AVID seniors accepted to a university in 2012-2013 ● AVID College Trips ● Course profiles ● College Night Flier, Career Day Flier, College and Career Center hours, Naviance program ● Call slips, counselor hours of work ● College and Career Center ● College Night ● Mira Costa liaison working with counseling department ● College Visits (students can attend by signing up through NAVIANCE) ● Skill Inventories (Naviance), ASVAB test ● Science & Math Pathways ● Meet with counselors &/or teachers for an honest conversation with regards to future classes, placements etc. ● ELD Success Night

<p>Indicator: Do parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, based upon a student's learning style and college/career, and/or other educational goals? (This includes the evaluation of whether online instruction matches the student’s learning style.)</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● Counselors provide students with sample four year plans depending on what their goals are for after high school ● Counselors and Administrators meet with incoming freshmen on Registration nights to explain the four year plan ● Math teachers counsel students about course options for the following year during registration ● Teachers and Counselors prepare students with the skills for success in school (includes emotional and social growth) ● Counselors always available for student assistance ● Multiple personal learning plans/support systems ● ELAC Committee meeting with parents of English Learners from feeder middle schools and high school. 	<ul style="list-style-type: none"> ● Found in registration materials, grade level presentations, online resources ● Math student recommendation spreadsheet ● Science Pathways ● Career Day, College Night, College and Career Center, Mentor Program ● Call slips, counselor hours of work ● IEPs, 504s, AVID, individualized accommodation provided by classroom teacher ● AERIES ● Counselors set up personal plans with students and take into account personal goals etc. ● ELAC meeting agendas and information

<p>Indicator: Does the school implement processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● Counselors provide students with sample four year plans depending on what their goals are for after high school ● Prepare students with the skills for success in school (includes emotional and social growth) 	<ul style="list-style-type: none"> ● Found in registration materials, grade level presentations ● Career Day, College Night, College and Career Center, Mentor Program ● Call slips, counselor individual

<ul style="list-style-type: none"> ● Counselors available for student assistance ● Multiple personal learning plans/support systems ● Counselors monitor students with D's and F's and have meetings to discuss progress ● Teachers can refer students to the I-Team who make recommendations to support students 	<ul style="list-style-type: none"> ● registration process each spring ● I-Team meetings ● Teacher/Counselor collaboration
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicator: Does the school implement strategies and programs to facilitate transitions to post high school options and regularly evaluate their effectiveness?

Findings	Evidence
<ul style="list-style-type: none"> ● Individual academic assistance programs ● Students are able to explore career possibilities through Naviance and through resources in the College and Career Center ● Counselors are available for student assistance ● College and career speakers are readily available and frequent ● Wide range of scholarship opportunities are available 	<ul style="list-style-type: none"> ● Academic tutoring centers, International Friends club for EL students, AP prep sessions before AP exams ● College and Career Center Resources ● College Night flier, Career Day flier, College and Career Center hours, Naviance program ● Counselor individual registration process each spring, call slips ● Counseling website, Naviance

Conclusions

When choosing their schedules coming into high school, each incoming 9th grader has the opportunity to meet with a counselor or administrator one-on-one to choose their schedule and how it will relate to their four year plan. Counselors go into classrooms and present the four-year learning plan beginning in 9th grade. When students register for classes in the Spring, there is a specific page for each grade which also allows students to consider their high school plan for that year. When students choose classes, counselors meet with students as needed to discuss balance in their schedule and what might be best. Counselors also work with science and math departments to make sure students are choosing the best class for the student's success.

The culture of TPHS and the surrounding community promotes attending a four-year university. Many colleges visit campus and give presentations and over a hundred colleges

participate in College Night which was initiated by TP and is now district-wide. Students have the opportunity to take the PSAT (9th & 11th grades) and the PLAN (10th grades) to prepare for the SAT and ACT. Counselors also work with Mira Costa College, the local community college, and have representatives on campus on a monthly basis.

98% of teachers say their curriculum is aligned with UC A-G requirements and 77% of staff feel that students have equal access to the school's entire program and assistance to prepare them for the pursuit of their academic, personal, and school-to-career goals. 51% of parents feel that their child has an individualized learning plan/ 4 year plan and 89% of parents feel that all TPHS students have access to a curriculum that prepares them for college and/or career readiness. 77% of students feel as though they have been developed a personal learning plan including opportunities for college and career exploration.

B3. Curriculum Criterion

Upon completion of the high school program, have students met all the requirements of graduation?

<p>Indicator: Do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?</p>	
<p>Findings</p> <ul style="list-style-type: none"> ● Core subjects have integration of real world applications ● Students are required to take one Career Technical Elective for graduation ● ROP and Elective Courses including Marketing and Internship ● Counseling website includes links to Internships and Careers ● Extra-curricular and Co-curricular applications through many courses including Journalism, Speech and Debate, Science, Culinary Arts, etc. 	<p>Evidence</p> <ul style="list-style-type: none"> ● Counseling website ● Graduation requirements ● Journalism, Yearbook, Speech and Debate, Wood tech, Cabinet-making, Construction and Technology, Fashion Design, Business Math, Work Experience, Culinary Arts, Child Development, Computer Applications, Computer Science, Photo Imaging, Game Design, Marketing, Intro to Law, Auto Tech, Video/ Film, Drama, Theater/ set design, costume design ● Access to Marketing teacher, ROP teachers ● Access to Naviance ● Guest speakers in the industry/profession ● Classroom projects create relationships between current events and historical events ● Projects that are applicable to the real world ● Advanced Topics math class ● Biology Olympiad, Physics Olympiad, Science Internships, FIRST US robotics competition, IGEN, Science journal ● Math Night ● Justice 101 ● Japanese Competitions

	<ul style="list-style-type: none"> ● Real-world Life trips (SpED shopping) ● Focus on Learning Walks
--	------------------------------------------------------------------------------------------------------------------------------

Indicator: Does the school implement academic support programs to ensure students are meeting all requirements, including the CAHSEE?

Findings	Evidence
<ul style="list-style-type: none"> ● Counselors, special education teachers, and administrators meet with all students who are at risk, credit deficient, or have not passed the CAHSEE ● Mentor program ● I-Team ● Counselor’s conduct D/F conferences with students of all grades at each quarter ● Communication regarding test dates and test information ● Multiple opportunities and support to assist students meeting graduation requirements ● Students allowed to take up to 30 credits off campus ● Senior audits to identify those seniors who are still behind credits; counselors follow up throughout the year ● Support classes that support CAHSEE preparation ● University Acceptance Rate 	<ul style="list-style-type: none"> ● At-risk student spreadsheet distributed to all staff ● meetings held with individual students ● Mentor binder and list, agenda of meetings ● D/F list, student conference logs ● All-calls, Facebook, newsletter, website ● Zero period, Independent Study online, Adult Education, partnership with Mira Costa, Sunset High School ● Off campus permission form, Mira Costa fliers ● Senior audit classroom schedule, senior D/F reports, senior call slips ● Academic Support Classes, Academic Success Classes, Academic Literacy ● 2013 senior survey indicates that <u>100%</u> go on to four year colleges after graduation ● ISOL ● Advanced SDAIE training ● After School Tutoring ● Subgroup Individualized testing rooms during STAR, STAR, CAHSEE

Conclusions

Students begin the discussion of the four-year plan and requirements for completion of high school while in eighth grade at feeder schools in the community. Each year, counselors review transcripts to ensure students are in the required courses for graduation. 74% of students in the graduating class of 2013 met UC college requirements, and 96% received a high school diploma in 2012. Teachers work with students in classes to be successful, especially those in special programs or at-risk. Multiple programs support students who have academic or emotional struggles including AVID, EL and Sheltered classes, Academic Support and Team Taught classes, Academic Literacy classes, Mentor Program, and I-Team. Counselors are in communication with teachers and administrators regarding any concerns with specific students. SST's are held for students not meeting requirements to determine if they need extra support. There is a summer school program specifically for juniors and seniors who are not meeting requirements.

WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

1. AP test attendance/participation rates and overall AP Test scores are rising
2. API continuously increased for the 5th consecutive year - students in all sub categories reached or exceeded their goals and the achievement gaps are closing
3. High % of students complete graduation requirements and attend four year or two year colleges
4. Students participate in ROP courses (earning certificates at end of course), Internship and work experience courses
5. College and Career Center brings in colleges at all levels from across the country and a volunteer staffs the CCC daily to assist students
6. Open Access allows for students to take rigorous courses at the level they choose.
7. Teachers are being trained in Common Core State Standards district-wide and are continuing to use the formative process for curriculum and assessment collaboration
8. Mentor Program, support classes, and late busses offered for after school tutoring
9. Independent On-Line learning opportunities provide flexibility for students to participate in a wider variety and depth of coursework and activities.
10. Increased use of technology to support curriculum in all departments

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

1. Consistency of instruction in college prep and AP classes varies in departments
2. Use of and access to technology on a daily basis (trainings)
3. Continue to revisit the Open Access policy (students counseling) communication w/ teachers and find ways to help students choose appropriate courses, especially in math and science, and educate parents on a realistic case load
4. Programs need to be developed for students who are identified through formative assessments as the "average kid"-not only for our gifted or under-achieving students
5. Class Sizes have grown which directly affects safety in classes, especially science labs, culinary arts, and auto tech type classes.
6. Counseling for struggling students to take advantage of options available to them for success, i.e. after school tutoring
7. Continued development of course-alike collaboration time

8. Articulation and communication with feeder schools (middle schools) and surrounding elementary districts regarding course expectations, especially while implementing common core standards
9. Increase awareness and support of all post-secondary options including but not limited to: community college, vocational school, job-readiness, military, four year colleges

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To achieve the academic standards and the schoolwide learner outcomes, are all students are involved in challenging learning experiences?

<p>Indicator: Does the school’s observations of students working and the examining of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic standards and the schoolwide learner outcomes? Has the school, particularly, evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Expanded access removed barriers to challenging courses ● Course-alike group meetings ● Eligibility for UC schools and acceptance ● Participation in AP program (both enrollment and exam participation) has been steadily growing, while pass rate remains high and increasing ● STAR and CAHSEE results are reviewed each year, students who need extra support are identified ● Life Learning Skills (TAP) 	<ul style="list-style-type: none"> ● Course profiles, enrollment in Honors and Advanced Placement courses ● Departments meet to examine formative assessment results ● Eligibility rates, % of students accepted ● Enrollment data, exam results, AP offerings ● STAR and CAHSEE results ● Sheltered, AVID and EL instruction ● TAP program ● Teacher Walk throughs

<p>Indicator: Do the students know beforehand the standards/expected performance levels for each area of study?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Course Expectations clear through Course profiles ● Course syllabi are given to Principal and students 	<ul style="list-style-type: none"> ● TPHS website, Course profiles, Choices Night, syllabi, teacher/parent email and phone communication, Aeries, Back to School night

<p>at start of year</p> <ul style="list-style-type: none"> ● Counselors and some departments talk with students regarding placement and appropriate course selections ● Many teachers post expectations and assignments on the web ● Back to School Night for parents ● School wide culture of high expectations 	<ul style="list-style-type: none"> ● ESLOs, vision, survey ● Counselors meet individually and do classroom presentations ● Math department does presentations and individual conversations with students ● coordination between math and science and counseling spreadsheet ● TAP program sends out weekly agenda to students ● Standards on walls referenced
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Does the school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● Teachers integrate multimedia and technology into lessons; multiple computer labs on campus for class use ● Students are allowed to bring their own technology devices onto campus and are allowed to use them in classes as appropriate ● Students are engaged in challenging and diverse courses at multiple levels ● Teachers make an effort to reach struggling students through in class interventions and tutoring ● Elective courses designed to meet a variety of needs including students with learning disabilities and EL needs ● All teachers are CLAD certified ● Achievement on STAR scores increasing ● media center laptop check out ● Special Ed Dept. has expert tech trainer for assistive technology 	<ul style="list-style-type: none"> ● Student surveys, observations, teacher/student dialogue, course enrollments ● Communication with Special Ed and EL staff via emails and conferences, department meeting agenda, observations, parent/teacher communication, teacher/student dialogue, mentor program, tutoring ● Variety of elective courses at various levels ● teacher certifications ● STAR results ● District Technology Policy includes Social Media ● TOSAs to assist teachers in Educational Technology ● Lenovo think pads ● support classes have computers

	<ul style="list-style-type: none"> ● ISOL Lab ● COWs/ netbooks in classrooms ● Kelly Dunn - AT specialist ● Teacher Walk throughs
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicator: Do the students understand the expected level of performance based on the standards and the schoolwide learning results? Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference?

Findings	Evidence
<ul style="list-style-type: none"> ● Syllabi for each class ● Counselors give presentations to students on graduation and college requirements ● Principal gives "STAR Talks" before state-wide assessments to explain value of STAR results ● Students encouraged to be involved in community (SWLOs) ● ISOL classes ● AVID program ● Block scheduling encourages opportunities for interactive activities ● Small group interaction with the Latino population ● Smaller groups to discuss social environment on campus ● College and career readiness training ● Workability 	<ul style="list-style-type: none"> ● Club lists, lesson plans, syllabus (Health service learning requirement), internships, work experience programs, community service programs ● AVID college trips, AVID schedule, banquets, log sheets, AVID video ● lesson plans, activities in the quad, observations, student projects at Math Open House, For Arts Sake Open House, Choir concerts, dance productions, theatre productions, guest speakers, science labs ● Student survey results ● Having a Voice ● Challenge Days/PALS ● Mentor Program ● Naviance ● Portfolios and goals reports for TAP

Conclusions

There are a large number of college prep, honors, and advanced placement courses offering a variety of instructional methods and delivery strategies. In addition to classroom offerings, our school community offers multiple ways for students to be involved outside the classroom, enabling students to extend their learning experiences into real-world applications.

Our sheltered courses are also college prep. level, meaning students receive rigor and challenging curriculum which also qualifies them for college acceptance.

C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicator: Are teachers current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology?	
Findings	Evidence
<ul style="list-style-type: none"> • Technology integration expanding • Teachers offered professional development opportunities; District TOSAs provide training in person and online • College Board trainings to acquire strategies to meet needs of all, EL authorization, SDAIE workshops, differentiation • NCCSE offer workshops for professional development • District offers online training for programs 	<ul style="list-style-type: none"> • Videos, internet lectures, purchase of LCDs and Smart Boards, upgrades of computer labs and COWS (Computers on Wheels) systems • Student and teacher led technology workshops offered • Funding requests, teacher collaboration, and evidence of use in classroom during observations • Focus on Learning Walks • District TOSA online trainings and websites • District TOSAs for Education and Technology: Kevin Fairchild and Guen Butler • District TOSAs for CCSS Math, CCSS English and ELD

Indicator: Do teachers work as coaches to facilitate learning for all students?	
Findings	Evidence
<ul style="list-style-type: none"> • Teachers use a variety of teaching strategies (skits, debates, cooperative learning, presentations, alternative assessments) • Teachers work with Special Ed staff and EL staff to support students in classes. • Many teachers serve as Mentors for students 	<ul style="list-style-type: none"> • Lesson plans, observations, agendas on boards, technology purchases, chalk drawings in quad, videos • Communication with Special Ed and EL staff • Mentor program

<ul style="list-style-type: none"> ● Tutoring is available after school and many teachers voluntarily tutor at lunch ● Teachers collaborate with one another on best practices and student learning ● Staff collaborate on struggling at risk students ● Teachers sponsor and support clubs on campus ● Coaching for academic/art competitions across all subjects 	<ul style="list-style-type: none"> ● Tutoring Program ● Focus on Learning Walks ● Late Start meetings ● I-Team ● Having a Voice ● AVID ● Various competitions and programs ● Master list of all clubs
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicator: Do representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?

Findings	Evidence
<ul style="list-style-type: none"> ● Critical thinking skills infused into curriculum all areas ● Science department use of virtual labs and other experiences ● Projects and assignments in many classes incorporate internet research and work to teach students information literacy ● Community based instruction ● Students are given opportunity to demonstrate learned skills ● Students are independently seeking internships and community service 	<ul style="list-style-type: none"> ● Document Based Questions (DBQ) essays in all Social Studies courses, expository writing in English, labs in science, projects and Open House in math ● Physics virtual labs, computer labs, lab write ups, research projects, presentations ● TAP kids go out into the community and practice learned skills ● music concerts ● WASC binders of sample work in each classroom ● SPED kids work at local stores ● KEY club etc.

Indicator: Do representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?	
Findings	Evidence
<ul style="list-style-type: none"> ● Students participate in cooperative learning activities in numerous classes ● Presentations are an integral part of many classes ● Inquiry based instruction ● Teachers include research based projects 	<ul style="list-style-type: none"> ● Lesson plans, observations, agendas on board, projects displayed on wall ● Student presentations and projects ● 'Flipped' classrooms ● WASC binders of sample work in each classroom ● Government classes with current events discussions and activities

Indicator: Do representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes?	
Findings	Evidence
<ul style="list-style-type: none"> ● Students use technology to research, analyze, and create projects. ● Student samples in all subjects demonstrate technology use in achieving academic standards ● Teacher websites show technology based lessons 	<ul style="list-style-type: none"> ● Research papers, outlines, lesson plans ● Projects which incorporate technology in all subjects ● Teacher websites ● Web quests ● Virtual labs ● WASC binders of sample work in each classroom ● Edgenuity (Independent Study Online Program) ● Special ed programs for accommodations such as Read 180, assistive technology, etc.

Indicator: Do representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?

Findings	Evidence
<ul style="list-style-type: none"> ● Creative field trips, beyond the textbook learning opportunities and community involvement, cultural events ● Teacher websites, online resources ● Intradistrict cooking competitions ● English teachers use nonfiction articles to support novels 	<ul style="list-style-type: none"> ● Marketing class symposium, AVID/EL college visitations, guest speakers, parent community involvement, Science Olympiads, Debate Team, Academic Team, open houses, Fine Arts competition, Ms ● Justice 101, law students visit courtrooms ● Field trips for public transportation ● Model UN ● Speech and debate competitions ● Cake wars ● Lesson plans, student activities in English

Indicator: Are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?

Findings	Evidence
<ul style="list-style-type: none"> ● Students participate in internships and community service ● School credit for internships and work experience ● Community based instruction (TAP class) ● Workability program 	<ul style="list-style-type: none"> ● Documented hours of volunteer work, college and career center ● Work experience class ● Internship class ● Utilize local community to shop and travel

<ul style="list-style-type: none"> ● Student produced publications ● High school students tutoring younger kids ● Peer tutoring club and other opportunities 	<ul style="list-style-type: none"> ● Actual jobs in the local community ● Study buddies through the San Dieguito Alliance ● Emeritus
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Conclusions</p> <p>The TPHS Foundation raises funds for teacher mini-grant proposals. This foundation has provided materials such as: lab equipment, projectors, netbook carts, scanners, calculators, stereo equipment, media equipment, math manipulatives</p> <p>Field trips are offered to students, such as: science research on Catalina Island, college visitations for AVID/EL students, Justice 101, and there are opportunities for students to apply problem solving strategies to content knowledge.</p> <p>Our humanities courses are unique and offer collaboration between teachers. In addition, schoolwide 70% of students, 62% of parents, and 83% of staff feel the teachers use a variety of teaching and learning activities.</p> <p>There are also guest speaker opportunities offered through The Foundation and ASB, such as: Challenge Day, Red Ribbon Week assembly, Yellow Ribbon Week assembly, and more.</p>

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

1. Standards-based curriculum
2. Learning expectations are clearly defined and being re-evaluated with implementation of Common Core Standards
3. Highly qualified staff functions in environment of high expectations for student success
4. Open Access allows students who may not have been eligible for Honors or AP classes, to participate in the program
5. Teachers differentiate instruction through multiple grade levels in a single class, scaffolding, SDAIE strategies, multiple intelligences, grouping, and adjusting curriculum after assessment
6. Programs integrate technology where possible
7. Large number of UC approved honors and advanced placement, ROP, Sheltered and elective courses are offered
8. Learning is applied outside the classroom and in the community
9. Humanities courses are unique and offer collaboration between teachers
10. All departments are taking steps to move towards Common Core curriculum by incorporating critical thinking skills via reading and writing

Category C. Standards-based Student Learning: Instruction: Areas of Growth

1. More wide-spread opportunity with the use of and access to technology (including access to computers for students)
2. Technology integration has been piecemeal due to funding limitations and there is a continued need for training on new resources
3. Teachers need more information regarding available trainings/workshops
4. Teachers need more time to implement new technology and receive training
5. English learners need more elective courses available to them
6. Within an Open Access program, supporting appropriate course selections and appropriate class sizes
7. More input from TPHS students and TPHS teachers into the use of e-textbooks vs. traditional textbooks

8. Discussion of articulation between courses needed, prerequisites in Math and Science are necessary
9. Continued training and course-alike collaboration with Common Core curriculum
10. Increased education for students on appropriate vs. inappropriate uses of and resources within technology

Category D: Standards-based Student Learning: Assessment and Accountability

D1 & D2. Assessment and Accountability Criteria

Does the school staff use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

Do teachers employ a variety of appropriate assessment strategies to evaluate student learning? Do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

<p>Indicator: Does the school use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and other stakeholders?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● A variety of methods to report student performance data to parents and other shareholders of the community ● PSAT and PLAN administered in October to all 9th, 10th, and 11th graders during school hours ● CAHSEE results mailed home and discussed by counselors/special ed staff/Assistant Principal's with those who did not pass ● Analyze assessment data in department meetings and staff meetings including: <ul style="list-style-type: none"> ○ STAR/STAR/CMA/CAPA data ○ AYP/Annual Measurable Objectives ○ CAHSEE ○ D/F rates ○ AP data ○ CA FitnessGRAM ○ CELDT data 	<ul style="list-style-type: none"> ● Aeries, teacher websites, newsletter, progress reports, newspaper, school report card, email, telephone calls ● PSAT and PLAN testing schedule, registration forms, data reports ● Use of Naviance to communicate to students and parents about how to interpret PSAT and PLAN ● CAHSEE letter, student contact logs ● August Staff meeting, STAR/API scores, D/F lists reviewed at quarter and 1st semester, teachers analyze IEP and 504 information on individual basis, CELDT data shared, Department meeting agendas, Department Chair Meetings, Aeries database creates accessibility ● Current use of Data Director/ Apperson ● Create school wide students-at-risk list for all staff to review based on STAR results, D/F grades, sub-group data

Indicator: Has the school staff determined the basis upon which students' grades and their growth and performance levels are determined and do they use that information to strengthen high achievement of all students?

Findings	Evidence
<ul style="list-style-type: none"> ● Common Formative Assessment creation ● Implementation of common formative assessment ● Analysis of common formative assessment to reflect and supplement instruction ● Course-alike collaboration ● Common Course Syllabi ● Online access to grades and assessment results 24/7 	<ul style="list-style-type: none"> ● Common formative assessment results, course-alike group meetings ● STAR growth for students in Mentor Program ● ELO's ● College Board guidelines ● Course-alike formative assessment calendar ● Writing portfolios ● Aeries

Indicator: Do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.?

Findings	Evidence
<ul style="list-style-type: none"> ● Variety of techniques and strategies used to evaluate student learning such as: <ul style="list-style-type: none"> ○ STAR Standards-based assessments ○ PSAT and PLAN administered school wide ○ Multiple choice tests ○ Essays and free response ○ Lab practicals ○ Projects ○ Individual Research ○ Power point presentation 	<ul style="list-style-type: none"> ● STAR results ● PSAT results ● AP Potential Reports ● Lesson plans, course expectations, sample tests, work samples ● Observations ● Math Open House ● Regional and State Science Fairs ● For Arts Sake (Art Open House) ● Night of a Thousand Notables (Social Science)

<ul style="list-style-type: none"> ○ Models ○ Lab simulations ○ Data collection sheets ○ Oral presentations ○ Portfolios ○ Performance assessment ○ Self-assessment ○ Peer critique ○ Homework corrections/self-analysis ○ Plays/Skits/role plays ○ Formal/Informal quizzes ○ Curriculum embedded assessments ○ Standards-aligned texts and assessments ○ Math diagnostics ○ Cross-curricular assignments ○ Formative Assessments in course-alike ○ AP tests ○ Assess prior knowledge 	<ul style="list-style-type: none"> ● Projects displayed in library and front office ● Grades ● Progress Reports ● Humanities Research Reports ● Newspaper/Yearbook ● Hour logs for internships ● Course alike groups working with ● Formative Process ● Lab reports ● Writing portfolios ● Writing rubric ● Practice AP tests ● Art and performance competitions ● Speech and Debate competitions
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Do a range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● Examples of various types of student work from classes including essays, assessments, projects, and other assignments demonstrate academic achievement in a variety of ways. ● Standardized test results show student achievement at a high level ● Fundamental Level Courses in English, Math, and History for Special Education students ● IEP and 504 accommodations and modifications ● PLATO/ISOL course offerings ● Extended student support 	<ul style="list-style-type: none"> ● Course syllabi, Course assessments, Student work samples ● API results, AP results, CAHSEE results ● IEP and 504 meetings and files ● Student files ● IEP progress on goals ● PLATO/ISOL ● Instructional log/completion

<ul style="list-style-type: none"> ● In-School open house/ Exhibitions 	<ul style="list-style-type: none"> ● VPA day ● Math Open House ● PALs ● Mentor Program ● Challenge Day ● I-Team
---------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Does the school regularly examine standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and use that information to modify the teaching/learning process?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● Data used to drive new course offerings ● Data discussed as early as possible to impact classroom instruction ● Data from CELDT, CAHSEE, and STAR scores used to identify students who need support for Mentor program, Academic Literacy, and possible assessment for Special Education ● Data from assessments used in course alike group discussions surrounding curriculum and instruction 	<ul style="list-style-type: none"> ● Course alike group meeting agenda and notes, collaboration amongst curricular areas ● “Students who need support” and Mentor program list ● Academic Literary class, ELD I/II, ELD III, Sheltered English (ELD IV), ELD sheltered courses, fundamental level courses, team taught classes ● STAR/STAR data, AP data and CAHSEE data reviewed in August, D/F results at 1st quarter and 1st semester, Add/Drop reports ● SDAIE trainings

<p>Indicator: Is student feedback an important part of monitoring student progress over time based on the academic standards and the schoolwide learner outcomes?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● Administrative and Counselor weekly meetings 	<ul style="list-style-type: none"> ● Student assessment results

<p>to discuss student learning and needs</p> <ul style="list-style-type: none"> ● Student reflection based on review of the semester ● explanation of tests or rubric ● Open Access ● Student-driven Master Schedule ● Course-alike and district wide formative and summative assessments 	<ul style="list-style-type: none"> ● Agendas, Meeting Notes ● End of semester evaluations ● teacher websites, Blackboard ● Aeries ● test and writing rubric ● District ADD/Drop Policy ● IEP, 504, SST ● Mentor Program Meetings ● Tutoring Centers ● Data from assessments used in course alike group discussions surrounding curriculum and instruction
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Is assessment data collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● Interventions based on in-class formative assessments and summative assessment results ● Assessment data used in teacher reflection and decision making ● Aeries database allows teachers access to a variety of background information to support modification of the teaching/learning process ● Special Education modifications and accommodations via IEP, 504, SST processes ● Common Formative Assessment creation ● implementation of common formative assessment ● Analysis of common formative assessment to reflect and supplement instruction ● Mentoring program 	<ul style="list-style-type: none"> ● Meeting with parents/students, individual tutoring/academic support time, department and student tutoring centers ● Review sessions, exams, re-teaching of info, teach reflections in evaluation process, department minutes, department chair minutes ● teacher feedback, information disseminated to regular education teachers, Aeries reports ● Case manager support/contact, IEP's, 504 ● Course-alike and district wide assessments

<ul style="list-style-type: none"> ● Course-alike collaboration 	
--------------------------------------------------------------------------------	--

Indicator: Does the school have an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes?

Findings	Evidence
<ul style="list-style-type: none"> ● Teachers, counselors, special ed staff, and administrators monitor student's progress ● Counselors and administrators meet with individual students who are at risk ● Teacher referrals to I-Team for student concerns ● School Performance Assessment Tools ● Formative assessment process ● Mentor Program ● Analysis of STAR results and Aeries grades ● Teacher created curriculum assessments 	<ul style="list-style-type: none"> ● Administrative and counselor weekly meetings ● Aeries, teacher and counselor conferences, 504 and IEP meetings ● At-Risk list ● I-Team meeting notes ● D/F notifications ● Mentor Program quarterly meetings & monthly calendars/checklist ● SST process ● Interventions screen in Aeries ● Use of Data Director & Aeries Analytics or other data analysis resources ● Common Formative Assessments ● AP placement ● AVID program/ progress reports

Conclusions

Stakeholders are provided feedback in a variety of forms, such as: progress reports, teacher/student/parent conferences, emails, telephone calls, Aeries, Apperson/ Data Director. Standardized test scores are mailed home to parents and individualized STAR letters are delivered in the Spring to all 9th through 11th graders to their English classes by the principal. SARC, School

Profile and other data sources are available on school website.

Teachers receive various data reports throughout the year to guide instruction and can access standardized test information via Aeries at any time. Numerous formative and summative assessment measures are used throughout the school. 88% of staff report using a variety of appropriate assessments. Also, assessment strategies are modified to better meet the needs of students based on student needs, such as: 504s or IEP plans, and CELDT data.

Students who do not perform well are recommended for Mentor Program, I-Team and/or a Student Study Team (SST) referral is submitted. Placement is adjusted if needed. Also, recommendations may be made to student to attend on campus tutoring. Curriculum and material is reviewed and retaught in class to ensure that all students understand.

D3 & D4. Assessment and Accountability Criteria

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 schoolwide learner outcomes?

Does the assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drive the school’s program, its regular evaluation and improvement, and the allocation and usage of resource?

<p>Indicator 1: Are the following stakeholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Official grade reports online for D/F notification, quarter and semester ● 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 Aeries parent portal and teacher websites ● CELDT Test and EL program ● AP results to teachers, parents and students ● School Site Council meetings review assessment data ● API, AYP, and AP results from district shared throughout district and at school site ● Highly qualified teachers 	<ul style="list-style-type: none"> ● Progress reports, report cards, grade reports ● Aeries, dissemination of information by administration, Aeries parent portal, portal activation letter, website trainings, use of teacher websites, BTSA trainings ● CELDT scores ● School Site Council Agenda and Meeting notes ● District Meeting agendas and notes ● Staff Inservice Meetings agendas and notes ● increase in sheltered course offerings aligned with STAR results ● IEP triennial review ● 504 annual review ● current use of Data Director/ Apperson ● STAR Results ● Teacher Evaluations ● Student representation at district board meetings

Indicator 2: Are there effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes?

Findings	Evidence
<ul style="list-style-type: none"> ● Official grade reports online at D/F notification point, quarter and semester ● 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 Aeries parent portal and teacher websites ● TPHS Website, Facebook page, and Twitter account give current event updates including when assessment data is available ● Aeries ● I-Team Meetings 	<ul style="list-style-type: none"> ● Progress reports, report cards, grade reports ● IEP progress on goals ● Aeries, dissemination of information by administration, Aeries parent portal, portal activation letter, website trainings, teacher websites, ● Naviance emails ● Blackboard ● TPHS Website, Facebook page and Twitter account ● Principal gives annual report on status of school ● Monthly principal coffee chats with parents ● Aeries intervention screen ● I-Team process ● Information Night ● School tours

Indicator 3: Does the school use assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process?

Findings	Evidence
<ul style="list-style-type: none"> ● AP results used to monitor effectiveness of course ● Teachers meet in course alike groups to analyze formative assessment data and improve 	<ul style="list-style-type: none"> ● AP data, AP syllabi ● Late start calendar, course alike meeting agendas and minutes

<p>curriculum</p> <ul style="list-style-type: none"> ● STAR and CAHSEE data discussed ● I-Team Meetings ● Previous WASC Findings and Feedback, including midterm review 	<ul style="list-style-type: none"> ● I-Team process ● align SPSA with previous WASC goals ● previous WASC visit ● WASC review alignment (formative process, intervention, increased teacher collaboration, school culture, increase access of AP and Honors courses)
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Conclusions</p>
<p>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 and Site Council reviews data and develops goals for the school.</p> <p>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 who need it, and changes to class instructions. Data is also used in conjunction with analysis of Strategic Plan to guide ESLOs.</p>

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Stakeholders are provided feedback in a variety of forms: progress reports, teacher/student/parent conferences, emails, telephone calls, Aeries
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 and students individualized STAR results letters delivered by the principal in the Spring in English classes
5. Data results in changes to class instructions, as well as allocation of resources (tutoring centers, support courses, etc.)
6. District-wide training and course-alike collaboration on Common Core Standards and assessments are key in implementation of CCSS

Category D. Standards-based Student Learning: Assessment and Accountability: 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. 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
4. Increase access to technology so students can display their projects, PowerPoints, etc. This will increase the variety of assessment strategies teachers use to evaluate student learning
5. Continued course-alike collaboration to modify formative assessments based on Common Core Standards

Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture Criterion

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

<p>Indicator: Does the school implement strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs? Does the school involve non-English speaking parents?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● TPHS welcomes parental involvement through TPHS Foundation, various committees, our volunteer program and day and evening meetings and activities ● TPHS supports and allows for a variety of events between the school and community ● School Site Council parent members ● English Learner Advisory Committee (ELAC) monthly parent meetings ● Guest speakers in classrooms and at school events ● Guest teachers in classes ● College AVID tutors in AVID classes, EL classes, Sheltered, and Academic Literacy classes 	<ul style="list-style-type: none"> ● Back to School Night ● Choices Night ● Foundation Mini-Grant Night ● Foundation Auction ● Site Council ● Guest Speakers ● Parent Volunteers ● Work Experience/Internships ● Dollars for Scholars Program ● Mini Grants Program ● AP Parent Orientation ● Registration Nights ● Campus Tours (monthly and individual) ● ELAC meetings, Needs assessment survey, both in Spanish, Korean, and English ● EL Program Success Night in Spanish, Korean, and English ● English Learner Redesignation

	<p>ceremony</p> <ul style="list-style-type: none"> ● SDUHSD College Night at Del Mar Fairgrounds ● Torrey Transitions (9th gr summer event) ● Advanced Math Open House ● Safety Committee ● WASC Parent Group ● Foundation Open House at Readiness Days ● Parent/Student Directory ● Awards Night ● Music/Choral/Jazz concerts ● Theatre productions ● For Art's Sake student art show ● College and Career Center ● (below is the evidence for findings #1) ● Parent Newsletter ● Aeries Parent Portal ● teacher/parent emails ● School Website updated daily ● Foundation Newsletter ● Parent translators ● Invites to school events ● Facebook/Twitter ● Red Ribbon Week assemblies ● Yellow Ribbon Week assemblies ● Counselors: Incoming 9th Registration Info night for Spanish
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>and English speaking parents</p> <ul style="list-style-type: none"> ● Student Success Team meetings with individual struggling students and parents ● Biannual READI parent night for drug and alcohol awareness ● VPA Day/Week ● Humanities Academy: Night of Notables ● Guest lecturers and speakers (AVID, health, history, and science classes, PALs, health)
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Does the school use community resources to support students, such as professional services, business partnerships, and speakers?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● TPHS supports and allows for a variety of events between the school and community ● Guest speakers and teachers in classes from local business and community 	<ul style="list-style-type: none"> ● AVID College Tour ● Community service opportunities ● SDUHSD College Night ● Science, History, PALS Guest Speakers ● Friends of the Library ● Internship Opportunities ● Foundation Business Partners ● Vendors at Back to School Night and Readiness Days ● Athletics and Athletic camps ● ROP Child Development class ● School facilities are rented out to community groups ● Adult education classes held on

	<p>campus</p> <ul style="list-style-type: none"> ● Workability Program ● Attorney Coaches Mock Trial ● Justice 101 ● NITA Law Class ● Mira Costa Family Night ● Vendors ● Mira Costa Tour and Placement Test for Special Ed and Regular Ed students ● Red Ribbon Week ● Yellow Ribbon Week Assemblies ● Challenge Days ● USD Financial Aid Dept Presentation ● UCSD Healthy Kids Survey ● Mouth Watering Wednesdays ● Junior Achievement Business Math presenters ● Mira Costa Ambassadors ● College Visits to Counseling Center ● ASVAB Military Assessment ● Science Fair Advisors ● Olympiad Advisors ● Academic Team Volunteers ● Off Campus Art Exhibits and performances ● San Diego Teen Court ● Presenters at ELAC meetings ● Financial advisor in Econ classes
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> ● Speech and Debate mentors ● Local Police and Orange County Sheriff Drug presentation to parents
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicator: Does the school ensure that the parents and school community understand student achievement of the academic standards/ schoolwide learner outcomes through the curricular/co-curricular program?

Findings	Evidence
<ul style="list-style-type: none"> ● Principal Coffee Information sessions held monthly on campus ● Parents and community are made aware through the publicizing of assessment results ● News updated on TPHS Website with current events and academic information, TPHS Facebook and Twitter Newsfeed ● Articles in local publications such as 92130 magazine and the local community papers ● Counselors hold informational meetings in classrooms for students and parent information nights 	<ul style="list-style-type: none"> ● Monthly Principal Coffee notes ● API Scores published in the Union Tribune, on the school website ● TPHS Website Current Events, Facebook and Twitter ● Articles in local publications ● Counselor led Information sessions ● Annual notification of EL status for parents ● PSAT/PLAN testing and feedback ● STAR feedback ● CAHSEE feedback ● Awards Night ● School Profile ● Formative assessments feedback ● Aeries Parent Portal including trending graph ● Naviance ● Triennial IEP and Quarterly progress ● SDUHSD ISOL Edgenuity software ● The Falconer

	<ul style="list-style-type: none"> ● ConnectEd ● Yellow Ribbon Week ● Red Ribbon ● Challenge Days ● Journeys (student science journal) ● Parent-teacher communication (phone, email) ● Teacher syllabi ● Teacher and Department websites and curriculum pathways ● Blackboard ● PALS Facebook ● Counseling Facebook ● Visuals of student work ● Athlete standout posters ● Athletic Dept. parent meetings ● TPHS Choices Night
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Conclusions</p>
<p>TPHS is very fortunate to have actively involved parents and we offer a variety of ways for them to remain involved. Staff communicate with parents through email, ConnectEd, social media, Aeries, phone, newsletters, teacher and school website, and local publications. TPHS also reaches out to the larger community to allow them the opportunity to be involved in our school and to be informed of what is happening on campus. 73% of parents feel that they can communicate with counselors, 82% feel they can communicate with teachers, and 76% feel that TPHS encourages parent involvement.</p>

E2. School Culture Criterion

Is the school a) a safe, clean, and orderly place that nurtures learning and does it b) have a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

<p>Indicator: Does the school have existing policies, regulations and use of resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● School Safety Plan reviewed and updated annually ● Safety committee reviews school safety plan and consists of students, parents, staff members, and police officer ● Assistant Principal in charge of Safety attends District Safety meetings on quarterly basis ● Student clubs on campus provide school with ways to recycle and keep school clean ● Required passes for students for on-campus and off-campus business ● Students are informed by their teachers and by the counselors in presentations about the school Academic Honesty Policy ● Routine drills for fire, earthquake and lock down are conducted frequently 	<ul style="list-style-type: none"> ● School Safety Plan ● School and District Safety Committee minutes ● Recycling bins, Recycling ink cartridges, recycling electronics, Key Club/ASB recycling projects, AP Environmental Class recycling projects ● Supervisor’s check for passes, students sent to Friday School or given Campus Beautification ● Counselor Power Point presentation ● Teacher syllabi, Discipline Policy, Discipline Policy Notification Form completed by each student in August ● Drill reminders, Drill feedback from students and teachers, special drill schedule ● Supply of fresh water and emergency supplies in emergency ● Acceptable Use Policy ● Supervised computer labs ● Health policies ● Confidential Health list ● Campus supervisor ● Supervised Extended After school

	<p>hours in Media Center</p> <ul style="list-style-type: none"> ● district website filters ● Connect Ed ● daily deep freeze computer reset ● Crisis boxes ● staff safety walk throughs ● AED and CPR training ● Torrey Transitions 9th gr Orientation ● Health Tech ● linkage with SDPD ● Police and Fire ● Teacher Emergency Teams ● Mentor Program ● PALs ● limited but effective campus supervision ● open campus for Juniors and Seniors at lunch ● Assistant Principals supervise at lunch ● High average daily attendance rates ● Personal crisis counseling
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Students and faculty are committed to honoring differences so students feel safe to learn ● Over 200 extra-curricular clubs and 	<ul style="list-style-type: none"> ● List of diverse clubs and organizations on ASB website

<p>organizations both school sponsored and non-school sponsored for students</p> <ul style="list-style-type: none"> ● Counselors work together with teachers, administration, and parents to support students ● ASB lunchtime events involve all students ● PALS new student outreach twice a year 	<ul style="list-style-type: none"> ● The Diversity Wall in the B building ● ASB lunchtime and evening events to promote student connectedness ● Having a Voice meetings and summer institute ● Challenge Days ● Comprehensive high school for Special Ed students ● Teachers support IEPs ● TAPs Coffee ● Yellow Ribbon Week Assemblies ● Red Ribbon Week Assemblies ● Individual PAL/PALee relation ● AVID ● Monthly new student lunch (Pals) ● Mentor Program ● Staff/Student Athletic Events ● EL Program ● ESLRs/SLOs ● Teacher availability at lunch and after school ● I-Team ● Tutoring Centers ● Gay Straight Alliance ● New student pizza lunches for 9th graders and transfer students throughout the year, sponsored by TPHS foundation ● Scholarships for senior activities for students in need
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Indicator: Does the school have an atmosphere of trust, respect and professionalism?

Findings	Evidence
<ul style="list-style-type: none"> ● According to HKS survey 2013, 84% of students feel safe or very safe at TPHS ● According to HKS survey 2013, 92% of students have never been drunk or high on campus. ● According to HKS survey 2013, 43% of students feel like they are a part of the school. ● According to HKS survey 2013, 74% of students feel like a teacher or adult on campus cares about me. ● Students and staff engage in mutually respectful interactions ● School accommodates students' spiritual needs ● Teacher/Staff involvement and communication 	<ul style="list-style-type: none"> ● Student Survey and Staff Survey, routine visits and on call service from police officer at nearby station ● Teacher Appreciation week, staff attending student events, observation, and involvement of staff in extracurricular activities to benefit students ● Conference areas and rooms opened up for students who wish to pray, ● Monthly Brown Bag Lunch with Principal ● Student Connectedness Training ● GSA ● School spirit T shirts and posters ● Athletic teacher appreciation ● Non-school sponsored religious based clubs ● Sunshine Committee activities ● Star Award ● Department Lunches ● AVID lunches ● PALs ● Open door policy in Counseling Office ● Technology instant messaging between staff and students ● Teacher and Classified Staff Member of the Year ● General respect for staff professionalism

	<ul style="list-style-type: none"> ● Staff collaboration ● Shared Google docs for collaboration ● Supportive notes from Admin ● Frequent Admin visits for support and feedback ● Mentor Program ● AVID, SpEd, EL lists sent to teachers ● Teachers available at lunch and after school ● Student volunteerism and community service
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Conclusions</p>
<p>Students and staff members feel that TPHS is a safe place to learn and work. According to HKS 2013, 83% of students feel safe at school. 78% of students feel they are aware of resources at school where they can get help when needed, 79% feel they have at least one teacher or counselor they can go to when they have a problem at school, and 71% say they feel they are connected to TPHS.</p> <p>Emergency Binders are updated annually and drills are conducted often in accordance with the law. The TPHS Foundation provides funds for students affiliated with service organizations (i.e. Boy Scouts) to implement campus beautification projects. High expectations are communicated and enforced through a rigorous Academic Honesty Policy, clear class rules, and immediate consequences for students.</p>

E3 & E4. Student Support Criteria

Do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

<p>Indicator: 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, including an individualized learning plan?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● All students have access to their counselors frequently and can come in to the office to see them before school, at break, lunch, and after school ● Tutoring program for core subjects including Peer Tutoring ● Naviance program has questionnaires and programs for students to explore college and career options. ● Counselors work with students as needed ● School Psychologists involved in SST and 504 meetings as needed ● Special Ed staff works work students, parents, administration and counselors for student support, can refer through ERMS for increased student support ● Mentor program ● I-Team referrals from teachers for students with academic, behavior or attendance concerns ● Support services for all students ● Administration works with local police department through assigned school officer ● Health Tech easily accessible ● Food services/focus on healthy lifestyle, creating more choices for students such as 	<ul style="list-style-type: none"> ● Classroom grade level counseling presentations ● Counseling website ● Naviance available to all students; counselor Naviance presentations ● Individual and Group counseling ● Incoming 9th grade parent night ● Choices Night ● Registration meetings with counselors ● Walk-in hours ● Peer tutoring center ● International Friends Club for EL students ● Alternative testing sites ● College and Career Center ● AVID counselor ● CELDT testing ● EL counselor ● EL Lead teacher ● ELAC/EL program

<p>Corner Cafe and BBQ station</p> <ul style="list-style-type: none"> ● Other services for students and their families ● READI program for drug prevention ● EL Program 	<ul style="list-style-type: none"> ● EL Students Individualized schedules ● Academic Support Classes/Learning Center ● Sheltered classes ● Academic Literacy classes (reading/writing/academic vocabulary support class) ● Special Ed teachers email IEPs to teachers ● Fundamental and Functional Special Ed Classes ● Math teachers counsel students about placement and work with counselors and classroom visits ● 4 year plans ● formative assessment remediation ● Mentoring program ● PAL/PALee relationship ● AVID ● SST referrals ● I-Team referrals ● Assistant Principal and Counselor conferences ● READI program ● SART and SARB contracts ● Adult Education ● ROP classes ● AVID/EL university tutors ● Occupational Therapist ● Assistive Technology consultant
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> ● Speech and Language Pathologist ● DHH/VI Itinerant Consultant ● School Psychologist ● Counseling Groups ● Health Tech’s list/sign in list, student medical history record ● Expanded healthy food choices based on new state requirements ● Free-Reduced Lunch program, ASB scholarships ● Vista Hill MFT for individuals and families ● Casa de Amistad and Boys and Girls Club after school tutoring in Solana Beach after school ● Health tech referrals to community based resources for health issues, insurance, and immunizations
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Does the school demonstrate direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● I-Team referrals ● Mentor program ● “Students who need support” list ● Grade level presentations to encourage 4 year planning ● READI program for students with an alcohol or drug problem ● Availability of staff 	<ul style="list-style-type: none"> ● I-Team meetings ● Mentor program meetings with staff volunteers ● “Students who need support” list shared with staff and discussed in I-Team, administrative meetings, and counselor meetings ● Grade level power points, handouts, presentations

	<ul style="list-style-type: none"> ● READI Support group on campus/Referral forms ● Timely response by support personnel for crises (emotional, health, counseling, behavioral, academic) ● referral list for outside community services ● EL Counselor ● EL Lead Teacher ● AVID Counselor ● confidential health list ● Aeries guidance/discipline link ● Group, individual, and family counseling
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Are strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum? Examples of strategies include: level of <u>teacher involvement</u> with all students, a <u>curriculum</u> that promotes <u>inclusion</u>, processes for regular review of student and school wide profiles, and processes and procedures for <u>interventions</u> that address retention and redirection. (add online instruction prompt)</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● I-Team and SST referral process for struggling students ● Several tutoring center and academic support options for students ● The PALs program provides support to students through teacher, counselor, or peer referral ● Sheltered curriculum for EL students ● Media Center extended hours for students to stay in the late afternoon ● Mentor program pairs up staff members with at 	<ul style="list-style-type: none"> ● SST referrals, meeting minutes ● International Friends Club tutoring for ELs ● tutoring center ● Department after-school tutoring ● AP parent orientations ● Credit Recovery Summer School options for Juniors and Seniors

<p>risk students</p> <ul style="list-style-type: none"> ● Department aligned standards-based curriculum and assessments 	<ul style="list-style-type: none"> ● Summer school for EL students ● Having a Voice summer institute for Latino English-dominant students ● Academic Support classes ● PALs presentations, new student tours and support, Red Ribbon Week and Yellow Ribbon Week Activities ● EL master schedule ● Media Center hours ● Mentor Binder/ training/ meeting minutes ● Advanced SDAIE trainings ● EL Reclassification process ● ISOL ● EL/AVID university tutors ● Students are allowed out of class to talk with their PAL ● FAPE
----------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● Communication regarding student progress; accessible to teacher, parents, students, counseling, and admin ● Counseling and College Career center provides student with academic, college, career and personal social support 	<ul style="list-style-type: none"> ● Aeries, online grades, email, website, parent nights, D/F progress reports ● Career Day ● College Night ● Support Groups ● Individual Counseling

	<ul style="list-style-type: none"> ● Community referrals ● College Career Center ● College Workshops ● EL Success Night with college representatives in Korean, Spanish, and English ● EL lead teacher offers curriculum support ● Special Ed open classrooms ● Open Access ● Detailed Administrative Duty Chart ● Club Advisors (staff) ● Falcon Flyer and Morning announcements ● IEP goals and objective progress reports sent home quarterly ● After school teacher and student led tutoring centers ● Teacher AP review sessions ● Test corrections opportunities provided by many teachers
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Do all students have access to a challenging, relevant, and coherent curriculum? Do schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?</p>	
<p>Findings</p>	<p>Evidence</p>
<ul style="list-style-type: none"> ● College and Career center has late hours to meet with parents and student (? is this relevant?) ● Intervention list 	<ul style="list-style-type: none"> ● Attendance of college reps ● College and Career center ● EL master schedule and program

	<ul style="list-style-type: none"> ● EL summer school ● ISOL ● Special Ed program ● Mentor Program ● College credit classes ● student driven master schedule ● Sports ● Diverse language classes from beginning to AP in all (Spanish, French, Japanese, & Chinese) ● AP classes ● Data management system
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Do school leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes? (add online instruction prompt)</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● All departments provide students and parents with information to make good academic choices ● Participation in Naviance computer program to help students research careers and colleges ● Information on graduation and college admission requirements is provided to students by the counselors ● Assemblies addressing areas of concern 	<ul style="list-style-type: none"> ● Department Websites ● Course Profiles ● Naviance Program, College Career Center, Handouts ● Classroom Counselor Presentations ● Individual and Parent meetings ● Registration information ● Counseling website ● 9th grade parents nights ● Naviance ● Yellow Ribbon Week assembly ● Red Ribbon Week

	<ul style="list-style-type: none"> ● ELAC meetings ● formative process ● Dept. chair and dept. meetings ● Google docs shared files ● encourage a well-rounded child ● Attendance of college reps ● College and Career center ● EL master schedule and program ● ISOL ● Special Ed program ● Mentor Program ● College credit classes ● student driven master schedule ● Sports ● Diverse language classes ● AP classes
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Does the school have an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● Opportunities to become involved in campus ● Club Day to recruit students, student sign ups\ ● ASB club list on ASB website allows students up to date access of clubs, meeting times and places, advisors, and contacts 	<ul style="list-style-type: none"> ● Club Day ● Websites, flyers ● Teacher referrals to groups ● Events at break/lunch

	<ul style="list-style-type: none"> ● ASB Student Senate ● Class size and interest level ● Athletics Peer Tutoring ● Clubs ● PALs ● Mentor program ● AP exams ● Athletic program participation ● Torrey Transitions for new students and incoming 9th graders ● Readiness Days ● Best Buddies Program ● Total volunteer hours ● Arts Program(theater, dance, music, art clubs, exhibits) ● Tutoring center timecards for EL students ● Tutoring center attendance evaluation ● Student progress reports for Academic Literacy, AVID, and EL students ● Email correspondence between support teachers and mainstream teachers
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Indicator: Is the school aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population?</p>	
Findings	Evidence
<ul style="list-style-type: none"> ● California Healthy Kids Survey information published 	<ul style="list-style-type: none"> ● CHKS Survey results summary ● Falconer article

<ul style="list-style-type: none"> ● Participation in ASB ● teacher surveys and social media use 	<ul style="list-style-type: none"> ● ASB flyers, programs, class enrollment ● Having A Voice ● AVID Program ● EL Program ● TPHS Facebook ● Class and teacher survey and evaluation ● Teacher club involvement ● Students can make appointments with admin ● Students on Site Council and School Board ● Pep rallies/School spirit activities ● Administrator visits to classrooms and various clubs ● Student mentees report their experiences with mentor program at a mentor meeting ● Falcon Flyer and morning announcements
--------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Conclusions</p>
<p>Students have easy access to their counselors. Students can meet with them during drop-in times or they may schedule appointments to see their counselor. Counselors go into the classrooms to give grade level academic and career information presentations. All departments create course profiles to inform students and parents of the demands and expectations of classes so they may make appropriate course selections.</p> <p>In terms of support, we offer several programs on campus such as AVID, EL, and Special Ed that provide additional support to students. In addition, the counseling office also provides services and support in the areas of career, personal counseling and academic assistance. There are two school psychologists who provide personal counseling as needed to students. There is a full time Health Tech to meet students' health needs and our district provides the READI program for students who need drug and alcohol intervention.</p>

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Strong parental support and involvement
2. Positive, visible, frequent administrator support for academics, support programs, and co-curricular activities
3. Strong counseling department that offers a multitude of resources to teachers and students
4. Strong Special Ed dept. that supports teachers in meeting demands of IEPs and offers alternate testing and learning environments
5. Websites, parent awareness of school accolades
6. Active club culture with over 200 school-sponsored and non-school sponsored clubs
7. Reading intervention and support of long term ELs, support of English learners
8. Reliable and congenial custodial staff
9. Academic preparedness of staff
10. Students report feeling connected to their school
11. Large participation level at school events: sports, math and science fairs, grade level social events, lunchtime activities, etc.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Teachers and staff inability to communicate with non-English speaking parents regarding classroom performance - we need translators available or a script we can read in their first language
2. Challenge Days is an extremely effective way to build positive rapport among students and build connectivity. We need to find a way to include all or more students by creating a schedule that does not impact instructional time. There are many teachers who will not support their students missing class to attend Challenge Days. It would also be good to find ways to allow the ideas practiced at Challenge Days to filter into the overall atmosphere on campus.
3. We need to make better use of parent volunteers- perhaps have them working with students in classrooms, in tutoring centers, assist with textbooks

4. Technology support - no time to practice integrating tech into our lessons. We would like a staff meeting where teachers can model effective technology strategies
 - a. Huge lack of time and opportunity to learn and practice new technology.
 - b. We have a useful teacher resource (TOSA) who sends out numerous emails and ideas, but it is too overwhelming, since most of us don't have the technology available or the time to learn on our own.
 - c. We do not have the budget available to try out and really learn new technology, nor do we have any technical support available when things don't work. We feel like we are on our own. Responses on 'Schooldude' are often not quick enough to handle issues in the moment
5. Teachers need to appear more welcoming for AVID/EL progress reports. There should be a general understanding that these reports are needed for the home/school connection
6. Need assembly schedule for all students and staff participation
7. Identifying IEP students from the beginning of the year- even before the first day of school so teachers can make seating charts accordingly.
8. Trainings should be provided by school health technician - EPO
9. Need opportunities to find out from kids how they feel about the support available, how they feel in the classroom, whether they are making use of co-curricular activities - it was nice to have students at the site council meetings, but now we don't have those.
10. We must ensure adequate disaster drills for personnel assigned to various capacities per Emergency Plan. Check yearly that there are adequate disaster and first aid supplies.
11. Schoolwide promotion of all post-secondary options including but not limited to: UC schools, Cal State schools, community college, vocational schools.

Chapter 5: Excerpts from the School Wide Action Plan

SCHOOL GOAL #1: Student Achievement

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

Rationale: Although TPHS is a high performing school, the Self-Study findings indicate a need for continuous support for student achievement, especially in specific subgroups: students with disabilities, socioeconomically disadvantaged, English learners, and Hispanic/Latino.

Critical Learner needs addressed: All school-wide critical areas are addressed.

ESLO's addressed: Academic & Supportive School Culture; Literate, Forward-Thinking Citizens; Actively Involved Participants

Objectives	Benchmark Indicators	Activities to Support	Responsible Parties	Professional Development	Timeline
<p>A. Increase Academic Performance Index (API) according to state projected growth targets:</p> <p>i. School wide API grew 7 points from 888 to 895 which exceeded our goal</p> <p>ii. Students with disabilities grew by 52 points from 614 to 666</p> <p>iii. Asian students maintained a score of 957</p> <p>iv. Socioeconomically disadvantaged grew by 82 points from 699 to 781</p> <p>v. Hispanic or Latino increased by 17 points from 766 to 783</p> <p>vi. White (not of Hispanic origin) grew by 10 points from 879 to 889</p> <p>vii. English language learners grew</p>	<ul style="list-style-type: none"> ▪ CST Data ▪ Student STAR Participation continues at or above 97% ▪ CAHSEE Results proficient or above 89.8% English and 88.9% Math ▪ School API ▪ Disaggregated data of sub groups performance on standards based assessments 	<ul style="list-style-type: none"> ▪ Standards based lessons ▪ Formative Process to generate expected learning outcomes(ELO), collaboration, and assessments ▪ STAR practice questions ▪ Tutoring centers ▪ AVID ▪ Support Classes ▪ Academic Literacy (English 3D & Read 180) ▪ Cross-disciplinary teaching (Humanities) ▪ Counselor presentations ▪ Honors/AP Classes Open Access ▪ STAR Campaign ▪ SPED STAR Testing Accommodations ▪ SDAIE strategies 	<ul style="list-style-type: none"> ▪ Administration ▪ Counselors ▪ Teachers ▪ AVID Coordinator ▪ EL Lead Teacher ▪ SPED Teachers ▪ Library Media Tech ▪ Parents ▪ Students ▪ Site Council ▪ Classified Staff 	<ul style="list-style-type: none"> ▪ Data-driven collaboration ▪ Continued development of ELOs, course collaboration and use of common formative assessments ▪ Late Start & Release Days ▪ Focus on essential Standards and Objectives ▪ Advanced SDAIE Trainings 	<ul style="list-style-type: none"> ▪ On-going Goal - will be adjusted according to new API state guidelines

by 14 points from 731 to 745																	
<p>B. Increase the percentage of all students achieving proficient or above in all four core subject areas on the CST exam.</p>	<ul style="list-style-type: none"> ▪ CST Data ▪ Disaggregated data of sub groups performance on standards based assessments 	<ul style="list-style-type: none"> ▪ Standards based lessons ▪ Common Formative Process ▪ CST practice questions ▪ Tutoring centers ▪ Honors/AP Classes Open Access ▪ AVID & Support Classes ▪ Common Core Standard Alignment ▪ Use of Educational Technology 	<ul style="list-style-type: none"> ▪ Administration ▪ Counselors ▪ Teachers ▪ AVID Coordinator ▪ EL Lead Teacher ▪ SPED Teachers ▪ Library Media Tech ▪ Parents ▪ Students ▪ Site Council ▪ Classified Staff ▪ District Support Personnel 	<ul style="list-style-type: none"> ▪ Data-driven collaboration ▪ Continued development of ELOs, course collaboration and use of common formative assessments ▪ Late Start & Release Days ▪ Focus on essential Standards and Objectives ▪ Advanced SDAIE Trainings ▪ Common Core Training ▪ Technology Training ▪ District ToSAs (support materials attached) 	<ul style="list-style-type: none"> ▪ On-going Goal - will be adjusted according to new API state guidelines 												
<p>C. Meet or exceed the percentage of students in all subgroups scoring proficient or higher on the CAHSEE as mandated by NCLB:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>55.6%</td> <td>54.8%</td> </tr> <tr> <td>2010-2011</td> <td>66.7%</td> <td>66.1%</td> </tr> <tr> <td>2011-2012</td> <td>77.8%</td> <td>77.4%</td> </tr> </tbody> </table>		ELA	Math	2009-2010	55.6%	54.8%	2010-2011	66.7%	66.1%	2011-2012	77.8%	77.4%	<ul style="list-style-type: none"> ▪ CAHSEE Results Overall 2012-13 89.8% English 88.9% Math ▪ Subgroups not meeting target ▪ Hispanic/Latino 68.0% ELA 62.7% Math 	<ul style="list-style-type: none"> ▪ Standards based lessons ▪ Formative Process and Collaboration ▪ CAHSEE Test Prep ▪ Tutoring centers ▪ Honors/AP Classes Open Access ▪ AVID ▪ SPED Support Classes ▪ Academic Literacy ▪ ELD ▪ Sheltered Classes ▪ Common Core Standard 	<ul style="list-style-type: none"> ▪ Administration ▪ Counselors ▪ Teachers ▪ AVID Coordinator ▪ EL Lead Teacher ▪ SPED Teachers ▪ Library Media Tech ▪ Parents ▪ Students ▪ Site Council ▪ Classified Staff ▪ District Support Personnel 	<ul style="list-style-type: none"> ▪ Data-driven collaboration ▪ Continued development of ELOs, course collaboration and use of common formative assessments ▪ Late Start & Release Days ▪ Focus on essential Standards and 	<ul style="list-style-type: none"> ▪ Spring 2014
	ELA	Math															
2009-2010	55.6%	54.8%															
2010-2011	66.7%	66.1%															
2011-2012	77.8%	77.4%															

<p>2012-2013 88.9% 88.7%</p> <p>2013-2014 100% 100%</p>	<p>Low SES 63.0% ELA 55.6% Math</p> <p>English Learners 42.2% ELA 51.1% Math</p> <p>Special Education 46.7% ELA 37.3% Math</p>	<p>Alignment</p> <ul style="list-style-type: none"> ▪ Use of Educational Technology 		<p>Objectives</p> <ul style="list-style-type: none"> ▪ Advanced SDAIE Trainings ▪ Common Core Training ▪ Technology Training ▪ District ToSAs 	
<p>D. Continue to develop a school culture which implements the formative process including collaboration, development of ELOs, and common formative assessments</p>	<ul style="list-style-type: none"> ▪ Course-alike(ELOs) ▪ Course-alike assessments & rubrics ▪ Department Meeting Records ▪ Department Chair Meeting Minutes ▪ Late Start Collaboration Calendar 	<ul style="list-style-type: none"> ▪ Collaboration time ▪ Formative process to generate expected learning outcomes(ELO), collaboration, and assessments ▪ Use of Educational Technology 	<ul style="list-style-type: none"> ▪ Teachers ▪ Administration ▪ Classified Staff ▪ District Support Personnel 	<ul style="list-style-type: none"> ▪ Data-driven collaboration ▪ Common Core Trainings ▪ Next Generation Science Standards Training ▪ Continued development of ELOs, course collaboration and use of common formative assessments ▪ Late Start & Release Days ▪ Technology Training ▪ District ToSAs 	<ul style="list-style-type: none"> ▪ Semester Review of progress each year
<p>E. Provide staff development opportunities to support student achievement and enrichment.</p>	<ul style="list-style-type: none"> ▪ BTSA ▪ Department/Course-alike meetings ▪ District Departmental Collaboration 	<ul style="list-style-type: none"> ▪ BTSA participation ▪ Regular Release time ▪ Teacher Trainings ▪ Late Start ▪ SPSA Collaboration 	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers ▪ Counselors ▪ Classified Staff ▪ BTSA Mentors 	<ul style="list-style-type: none"> ▪ Advanced SDAIE Trainings ▪ Differentiated Instruction trainings 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Initial CCSS trainings through

	<ul style="list-style-type: none"> ▪ Advanced SDAIE Training ▪ Evidence of Formative Process ▪ Technology Trainings ▪ District ToSA ▪ Common Core Trainings 	<ul style="list-style-type: none"> ▪ Technology Trainings ▪ SpEd Goal Meetings 	<ul style="list-style-type: none"> ▪ District & Site Tech Team ▪ District ToSA ▪ District Support Personnel ▪ Department Chairs 	<ul style="list-style-type: none"> ▪ Technology trainings ▪ Common Core Training 	Summer 2014
F. Transition from California State Content Standards to California Common Core Standards and Next Generation Science Standards.	<ul style="list-style-type: none"> ▪ Participation in District Common Core trainings ▪ Collaboration in course alike groups ▪ Evidence of Formative Process ▪ SDUHSD Common Core Resource Page 	<ul style="list-style-type: none"> ▪ Release time ▪ teacher trainings ▪ District Common Core Group Meetings ▪ Implementing Common Core Lessons 	<ul style="list-style-type: none"> ▪ District ToSAs ▪ Administration ▪ Teachers 	<ul style="list-style-type: none"> ▪ District Common Core Trainings ▪ District ToSAs ▪ Course Alike meetings ▪ Late Start Days/Release Time 	<ul style="list-style-type: none"> ▪ 3 year process Fall 2013 to Spring 2016
G. Developing a school culture that promotes all levels of post high school education (UC, State Colleges, Community College, and Technical & Career Colleges).	<ul style="list-style-type: none"> ▪ Increased 2 year and Technical & Career School Visits ▪ College Fair to include schools of all types ▪ ASVAB Tests offered to more students 	<ul style="list-style-type: none"> ▪ Promote Program through local community colleges to be accepted to four year colleges ▪ Outreach to parents & students encouraging different options 	<ul style="list-style-type: none"> ▪ Counselors ▪ Teachers ▪ Administration ▪ Parents 	<ul style="list-style-type: none"> ▪ Info to teachers regarding post high school choices 	<ul style="list-style-type: none"> ▪ Fall 2014

SCHOOL GOAL #2: Honors/Advanced Placement

Increase not only participation but also achievement via enrichment, differentiated opportunities, and collegial best practices in Honors/AP classes.

Rationale: Self Study finds that although TPHS has increasing numbers in AP/Honors classes, continued support is needed for students to be successful across curricular areas.

Critical Learner needs addressed: All school-wide critical areas are addressed.

ESLO's addressed: Academic & Supportive School Culture; Literate, Forward-Thinking Citizens; Actively Involved Participants

Objectives	Benchmark Indicators	Activities to Support	Responsible Parties	Professional Development	Timeline
<p>A. Increase enrollment and improve academic proficiency of traditionally underrepresented subgroups (Hispanic/Latino, low SES, SPED, EL) in Honors and Advanced Placement classes.</p>	<ul style="list-style-type: none"> ▪ AP Scores ▪ AP Exam Data for Subgroups ▪ Increase number of eligible students for NHS/CSF (245 NHS members/425 CSF members - currently) ▪ Increase AVID participation and decrease attrition (51 students down from 60) ▪ Number of Hispanic/Latino, low SES, SPED, EL students in AP/Honors classes 	<ul style="list-style-type: none"> ▪ Raise awareness of AP fee waivers ▪ Encourage AP students to take the test ▪ Advisement by College and Career Center ▪ Develop a four year plan for under-represented students ▪ AVID classes and activities ▪ AVID College Trip ▪ College Night Fair ▪ On Site College Visits ▪ Online Resources ▪ Updating Course Profiles ▪ Counselor Audits with classes ▪ Counselor College Presentations ▪ In class AP Practice Tests 	<ul style="list-style-type: none"> ▪ Administration ▪ Counselors ▪ Teachers ▪ Library Media Tech ▪ ELD Lead Teacher ▪ AVID Coordinator and Site Team ▪ NHS & CSF Advisors ▪ Foundation ▪ ASB 	<ul style="list-style-type: none"> ▪ Advanced Placement Training and Course Audit ▪ AP Forum ▪ Course-Alike Formative Process ▪ Strategies to engage a heterogeneous student population ▪ UC/CSU Conferences 	<ul style="list-style-type: none"> ▪ Fall 2014

		<ul style="list-style-type: none"> ▪ AP Course Audit ▪ AP Saturday Review or other tutoring ▪ Course Alike Groups and Collaboration ▪ Formative Process ▪ Peer study groups 			
B. Improve student achievement in heterogeneous Honors and Advanced Placement classes given the context of informed access.	<ul style="list-style-type: none"> ▪ Honors/AP Course Grades ▪ D/F Report ▪ Passing rates on AP Exams (87.2% in Spring 2013) ▪ Enrollment numbers in Honors/AP courses ▪ Number of AP Scholar awards (517 students total) ▪ Increase AVID participation and decrease attrition (decreased from 60 to 51 students from 2012-13 to 2013-14) 	<ul style="list-style-type: none"> ▪ AP Trainings ▪ Formative Process and Collaboration ▪ ELO's ▪ Science Fair Participation ▪ Science Olympiads ▪ Mathematica and Advanced Topics Math Classes ▪ Math Open House ▪ VPA Day ▪ Nat'l Art Honor Society ▪ For Arts Sake ▪ Information Night ▪ EL Success Night ▪ EL College Trip ▪ AVID classes and activities ▪ AVID College Trip ▪ Falcon Awards Night ▪ Course Profiles ▪ In class AP Practice Tests ▪ AP Saturday Review and other tutoring ▪ Online Resources ▪ Peer Tutoring Groups 	<ul style="list-style-type: none"> ▪ Administrators ▪ Teachers ▪ Counselors ▪ EL Lead Teacher ▪ AVID Coordinator and Site Team ▪ Parents ▪ Students 	<ul style="list-style-type: none"> ▪ Advanced Placement Training and Course Audit ▪ AP Forum ▪ Course-Alike Formative Process ▪ Strategies to engage a heterogeneous student population ▪ UC/CSU Conferences ▪ Late Start Days ▪ Collaboration in Course-Alikes 	<ul style="list-style-type: none"> ▪ Fall 2014

<p>C. Provide staff development opportunities with the intent of increasing achievement while working with a more diverse population in these courses</p>	<ul style="list-style-type: none"> ▪ New Teacher AP Trainings ▪ AP Course Audits ▪ Department / Course-alike meetings ▪ District Departmental Collaboration 	<ul style="list-style-type: none"> ▪ Online Forum Participation ▪ Membership in Professional Organizations ▪ AP Course Audits ▪ Vertical Teaming ▪ Using Video/Online activities for development ▪ Formative Process and Collaboration ▪ SDUHSD Resource Pages ▪ AP Central Reference ▪ Course Alike Groups 	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers ▪ Counselors ▪ District Office Personnel ▪ Tech Support Personnel 	<ul style="list-style-type: none"> ▪ Implement staff training staff - sharing of strategies and techniques ▪ AP trainings ▪ Late Start Days ▪ Collaboration in Course Alike Groups ▪ Pre-AP trainings ▪ Advanced SDAIE Training 	<ul style="list-style-type: none"> ▪ Fall 2014
-----------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------

SCHOOL GOAL #3: Special Populations

Maximize the effectiveness of a clear, consistent, and systematic intervention plan to support at-risk, struggling students and/or English Language Learners.

Rationale: Self Study findings indicate at-risk, struggling students and/or English Language Learners need both academic and emotional support to be successful.

Critical Learner needs addressed: All school-wide critical areas are addressed.

ESLO's addressed: Academic & Supportive School Culture; Literate, Forward-Thinking Citizens; Actively Involved Participants

S.M.A.R.T Objectives	Benchmark Indicators	Activities to Support	Responsible Parties	Professional Development	Timeline
A. Identify students who are far below basic and below basic from STAR & CAHSEE with a focus on moving them into the next highest performance band	<ul style="list-style-type: none"> ▪ List of identified students and their CST Scaled Scores ▪ CELDT scores ▪ STAR Data ▪ CAHSEE Data ▪ D/F Report ▪ Formative Assessment Data ▪ Increased number of fundamental, support, and team taught classes 	<ul style="list-style-type: none"> ▪ Admin Meetings with targeted students ▪ Mentor Program ▪ I-Team Interventions ▪ SPED Liaison ▪ EL Program ▪ Website of resources related to RTI levels of intervention ▪ Admin walk through ▪ After School Tutoring ▪ Boys & Girls Club Morning Tutoring ▪ Peer Tutoring ▪ Sheltered/EL Classes ▪ Support Classes ▪ Fundamental Classes ▪ Team Taught Classes ▪ Edgenuity & ALEKS as an intervention Resource ▪ Academic Literacy/ English 3D ▪ List of identified students with current 	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers ▪ I-Team ▪ Counselors ▪ SPED Teachers ▪ EL Teachers ▪ Students ▪ Peer Tutors ▪ Parents ▪ Classified staff ▪ District ToSA 	<ul style="list-style-type: none"> ▪ Collaboration between teachers, support teachers, & counselors ▪ Late Start Meetings ▪ Cross-curricular trainings for SpED and ELL teachers ▪ Aeries Intervention Tab Training ▪ District ToSA trainings 	<ul style="list-style-type: none"> ▪ Fall 2013 with quarterly checks to Spring 2014

		<ul style="list-style-type: none"> interventions ▪ Aeries Intervention Tab 			
B. Acquire full proficiency in English as rapidly and effectively as possible for identified English Language Learners.	<ul style="list-style-type: none"> ▪ Reclassification Data ▪ Individual student CELDT scores ▪ Individual CST ELA scores ▪ Senior CAHSEE scores for ELA ▪ Parent Participation through ELAC 	<ul style="list-style-type: none"> ▪ ELD Program ▪ EL teachers administer CELDT tests ▪ Sheltered/EL Classes ▪ Support Classes ▪ Fundamental Classes ▪ ELAC (English Learner Advisory Committee) ▪ International Friends Club (ELD tutoring) ▪ Mentor Program ▪ Academic Literacy/English 3D ▪ Promote teacher awareness of our diverse student populations via Aeries Analytics Reports ▪ After school tutoring with late bus ▪ Use of EIA money ▪ CAHSEE Intervention programs ▪ PALS pairings ▪ EL Student Tutors ▪ Boys & Girls Club Morning Tutoring ▪ International Friends Club (ELD tutoring) <ul style="list-style-type: none"> ▪ EL teachers administer CELDT tests ▪ ELAC (English Learner Advisory Committee) ▪ Sheltered/EL Classes 	<ul style="list-style-type: none"> ▪ Administration ▪ District EL Coordinator ▪ EL Lead Teacher ▪ ELAC ▪ Teachers ▪ EL Counselor/ Counselors ▪ Students ▪ Mentor Team ▪ Classified staff ▪ District ToSA 	<ul style="list-style-type: none"> ▪ Advanced SDAIE Trainings by TP Staff ▪ EL emphasis within Common Core Training ▪ ELD Standards Training ▪ District ToSA Coaching 	<ul style="list-style-type: none"> ▪ Fall 2014
C. Promote the awareness and utilization of the schoolwide Response to Intervention &	<ul style="list-style-type: none"> ▪ Number of I-Team referrals ▪ Decrease in D/F list 	<ul style="list-style-type: none"> ▪ I-Team Meetings ▪ I-Team Link on Desktop ▪ Mentor Program 	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers ▪ I-Team 	<ul style="list-style-type: none"> ▪ Inservice on Intervention process & Resources 	<ul style="list-style-type: none"> ▪ Spring 2014

<p>Instruction (RTI²)-Intervention Programs</p>	<ul style="list-style-type: none"> ▪ Increase in CELDT scores ▪ Decrease in disciplinary actions ▪ Increase in student participation in school community ▪ Increase in student and teacher morale (Healthy Kids & School Site Survey) ▪ CST Data ▪ CAHSEE Scores ▪ Development of Website of resources related to RTI levels of intervention 	<ul style="list-style-type: none"> ▪ Project Options ▪ READI ▪ PALS ▪ Support Classes ▪ Fundamental Classes ▪ SPED Liaison ▪ Academic Literacy ▪ Promote teacher awareness of our student populations via Aeries Analytics Reports ▪ Development of Website of resources related to RTI levels of intervention ▪ Admin walk through ▪ Weekly Counseling meeting with Administrator ▪ Weekly Admin Team meetings ▪ ISOL classes ▪ Edgenuity & ALEKS as a resource for intervention ▪ Aeries Intervention Tab ▪ SST meetings 	<ul style="list-style-type: none"> ▪ Mentor Program Team ▪ Counselors ▪ Students ▪ Parents ▪ Classified staff ▪ District ToSAs ▪ Child Find District Committee 	<ul style="list-style-type: none"> ▪ Utilization of I-Team Website or resources ▪ Aeries Intervention Tab Use Training 	
------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	--

SCHOOL GOAL #4: School Community

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

Rationale: Survey results show the longer the students are at the school, the more connected and safe they feel. The focus will be on creating sense of connection and safety with our underclassmen, underrepresented, and new students.

Critical Learner needs addressed: Critical Areas 1, 2, and 4 are addressed.

ESLO's addressed: Academic & Supportive School Culture; Literate, Forward-Thinking Citizens; Actively Involved Participants

Objectives	Benchmark Indicators	Activities to Support	Responsible Parties	Professional Development	Timeline
A. Increase the percent of students, staff, and parents who perceive school to be a safe and respectful environment.	<ul style="list-style-type: none"> ▪ Healthy Kids Survey ▪ School Surveys for staff, students and parents ▪ ELAC Needs Assessment Survey ▪ SDFA Staff Surveys and Newsletters ▪ Participation in school activities by students and staff ▪ Project Options data ▪ Participation in the Mentor Program by both students and staff ▪ Safety Plan 	<ul style="list-style-type: none"> ▪ Challenge Days ▪ School Website, Facebook, Twitter ▪ SDFA Newsletter ▪ TPHS Foundation Website ▪ Athletics Foundation Website ▪ AERIES parent portals, Blackboard, Google Sites, Teacher Web sites & Teacher Social Media ▪ BTSN & Information Night ▪ Connect-Ed ▪ READINESS Days ▪ Counseling Support Groups ▪ Clubs - over 200 school & non-school sponsored ▪ Having a Voice Club & Summer Institute ▪ At lunch activities (e.g.TP Idol) ▪ New Student Lunches 	<ul style="list-style-type: none"> ▪ Administration ▪ Counselors ▪ Teachers ▪ Parents ▪ Students ▪ Site Council ▪ Classified Staff ▪ Campus security ▪ Library Media Tech ▪ Sunshine Committee ▪ PALS ▪ ASB ▪ Clubs ▪ Journalism Class ▪ Mentor Team ▪ I-Team ▪ Safety Committee ▪ SDPD School Resource Officers ▪ TP Foundation ▪ ELAC ▪ District Technology TOSAs ▪ Eagle Scouts ▪ SDFA 	<ul style="list-style-type: none"> ▪ Interdisciplinary opportunities for staff ▪ Challenge Days Participation ▪ Social Media Training, Etiquette, and monitoring ▪ Emergency Preparedness Training ▪ Safety Plan Protocol Training ▪ Educational and Technical Technology Training ▪ Website Access to Safety Protocols ▪ Admin Sexual Harassment Training 	<ul style="list-style-type: none"> ▪ Spring 2014

		<ul style="list-style-type: none"> ▪ New Teacher Lunches ▪ School Newspaper & Literary Magazine ▪ Yellow Ribbon Week ▪ Red Ribbon Week ▪ Discipline Policy ▪ Science & NHS Gardens ▪ READI ▪ Justice 101 ▪ Start Smart ▪ Art Projects ▪ VPA Days ▪ Student Senate ▪ Corner Cafe ▪ Brown Bag Lunches ▪ Systematically reviewing D/F List ▪ Project Options ▪ Staff Development ▪ Exhibits of Student Work ▪ PALS Mentors ▪ Be the Change Task Force ▪ Late Bus to Allow Participation ▪ Sunshine Committee Activities, including department lunches ▪ Principal's Weekly Updates to Staff ▪ Safety Plan ▪ ELAC Parent Meetings ▪ Torrey Transition for New Students ▪ Middle School Orientation Project ▪ ASB Teen Presenters ▪ Mentor Program ▪ ASB Activities ▪ Eagle Scout Projects 			
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<p>B. Increase staff capacity to help students who may struggle with substance abuse</p>	<ul style="list-style-type: none"> ▪ Staff Survey ▪ Healthy Kids Survey ▪ Staff Participation in Training & terminology 	<ul style="list-style-type: none"> ▪ READI ▪ Project Options ▪ Develop Protocol for informing Admin of suspicious students ▪ Red Ribbon Week ▪ Yellow Ribbon Week 	<ul style="list-style-type: none"> ▪ Administration ▪ I-Team ▪ SDPD Liaison Officer ▪ District READI Coordinator ▪ Project Options Coordinator ▪ Teachers ▪ Classified Staff ▪ Counselors 	<ul style="list-style-type: none"> ▪ Professional development related to identifying drug and alcohol abuse and what to do (school wide protocol) 	<ul style="list-style-type: none"> ▪ Fall 2014
<p>C. Provide more opportunities that promote student and staff connectedness.</p>	<ul style="list-style-type: none"> ▪ Evidence of Student and Staff Events ▪ Sunshine Committee Schedule ▪ ASB Events Calendar ▪ Staff & Student Survey 	<ul style="list-style-type: none"> ▪ Sunshine Committee Activities - Bocee Ball, Department Lunches, ▪ Foundation Teachers Lunches ▪ SDFa Beginning and End of Year Parties ▪ Challenge Days ▪ Promote inclusion of underrepresented subgroups in ASB, PALS, and other extracurricular activities ▪ Mentor Program ▪ PALS ▪ ASB ▪ Promote School Spirit through various activities ▪ Having a Voice Summer Institute & Staff/Student Soccer Game ▪ Pep Rallies ▪ AVID Staff Lunches ▪ Pep Rallies 	<ul style="list-style-type: none"> ▪ ASB Advisor and Council ▪ Sunshine Committee ▪ PALS Advisors & students ▪ Mentors ▪ Teachers ▪ Students ▪ Administration ▪ Having a Voice Club ▪ AVID Coordinator and students ▪ SDFa ▪ Foundation 	<ul style="list-style-type: none"> ▪ Leadership Training for Staff/Students ▪ Challenge Days 	<ul style="list-style-type: none"> ▪ Spring 2014

