

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **TORREY PINES ELEMENTARY SCHOOL**

**2018-19**

37-68338-6040232

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

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

**Principal:** Ott, Sarah

**Contact Person:** Ott, Sarah

**Position:** Principal

**Telephone Number:** 858-453-2323

**Address:** 8350 Cliffridge Ave, Torrey Pines Elementary, La Jolla, CA, 92037-2106,

**E-mail Address:** sott@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*



San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Torrey Pines Elem. School

**DUE: May 15, 2018 (Year Round)**

SITE CONTACT PERSON: Sarah Ott

PHONE: 858-493-2323 FAX: 858 452 6923 E-MAIL ADDRESS: soth@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title I Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- English Learner Advisory Committee (ELAC) Date of presentation: 1/31/18
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: \_\_\_\_\_
- Site Governance Team (SGT) Date of presentation: 3/6/18
- Other (list): \_\_\_\_\_ Date of presentation: \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/6/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Sarah Ott  
Type/Print Name of School Principal

Sarah Ott  
Signature of School Principal

5/22/18  
Date

Jeri Gordon  
Type/Print Name of SSC Chairperson

Jeri Gordon  
Signature of SSC Chairperson

5/22/18  
Date

Mitchell  
Type/Print Name of Area Superintendent

[Signature]  
Signature of Area Superintendent

4/4/18  
Date

Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

**TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Data Reports
  - B. Parent Involvement Policy for Non-Title I Schools
  - C. Home/School Compact
  - D. MPP Budget Allocations Summary Grid
  - E. 2018-19 SPSA Assessment and Evaluation

**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

The 2018-2019 school year is addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as students are taking Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has worked with Illuminate to implement benchmark assessments for CCSS. The contents of this SPSA include the 2018-2019 SSC approved categorical budget. The work toward approving the 2018-2019 categorical budget was completed in the winter of 2018 in preparation for the 2018-2019 school year.

**SCHOOL VISION AND REALITY**

## Vision

- Have a positive school culture where students feel successful and welcome
- Maintain the high standard for academic excellence.
  
- Maintain the culture of innovational practices by bringing in focus areas that will improve practice-this year deepening the thinking in critical literacy and math conversations
- Help to develop student agency and growth mindsets
- Integrate technology across all grade levels with equal access for all students.

## Reality

When measuring proficiency in the core subject areas—reading, mathematics, and science—Torrey Pines’ students excel. 89 percent of the students are proficient or advanced in English language arts, 82 percent in mathematics, and 98 percent in science. A strong Gifted and Talented Education (GATE) program, and a variety of student supports help all of our students achieve both socially and academically. Torrey Pines was recently honored as a California Distinguished School and a National Blue Ribbon School.

**CORE AND SUPPLEMENTAL SUPPORTS****TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

#### **SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

#### **PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

#### **LCFF COMMUNITY AND STAFF ENGAGEMENT**

Stakeholders were involved in the 2018-2019 budget through monthly principal chats, surveys, one on one parent conversations, and SSC meetings.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Sarah Ott	Principal
Jack Gordon	Teacher
Amy Harp	Teacher
Christine G Whitaker	Teacher
Kimberly Eurich	Other
Melissa Morrison-Reyes	Parent
Irene Mccann	Parent
Gale Spicer	Parent
Edi Nelson	Parent
Doris Derissi	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT****Area 1: English/Language Arts****English/Language Arts SMART Goal:**

By June 2019, 92% (approx. 204/222 students) of students grades 3-5 will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 88% (approx. 7/9 students) of students grades 3-5 will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 65% (approx. 18/28 3rd graders) of students grades 3-5 will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Common Assessments develop by grade level PLC's.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and common assessment at least 3 times per year. Analysis will inform subsequent instruction.



**Area 2: Mathematics****Mathematics SMART Goal:**

By June 2019, 90% (approx. 200/222) of student's grades 3-5 will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 92% (approx. 13/14) of students in grades 3-5 will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 58% (approx. 16/27) of students in grades 3-5 will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Common Assessments developed by grade level PLC's.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze common assessments 3 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner**

**English Learner SMART Goal:**  
By June 2019, a minimum of 90% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
 ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

DRA, Teacher recommendation,

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 90% (approx. 65/72 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 98% (approx. 77/79 5th graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools):****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

DRA, Fountas and Pinnel guided reading levels

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will analyze DRA 3 times per year. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 90% (approx. 433/481 families) will participate in at least two school events (Back to School Night and Open House)

**Targeted Population:**

Parents new to the school.

**What data did you use to form these goals?**

Parent sign in Sheets

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet? per year to analyze student progress using site developed criteria. Families are contacted? Based on progress.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use Seminars in Critical Literacy in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to support student understanding.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

**Strategic Support (Tier 2)**

- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

**Intensive Intervention (Tier 3)**

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide check in with at risk students
- Support by Support staff to address literacy needs of students who are two or more years below proficiency.

## Torrey Pines Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<p><b>1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):</b> Torrey Pines Elementary offers a rigorous tier 1 instruction that includes a variety of topics. This enhances each student's abilities to meet and exceed grade level standards. Torrey Pines Elementary also differentiates instruction by providing additional push in/pull out support during core instructional hours.</p>
<p><b>How will you monitor these strategies/activities?</b> Principal observations and student progress.</p>
<p><b>2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):</b> Torrey Pines Elementary differentiates instruction by providing additional push in/pull out support during core instructional hours.</p>
<p><b>How will you monitor these strategies/activities?</b> Principal observations and student progress.</p>
<p><b>3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):</b> Torrey Pines Elementary participates in cluster professional development with the two elementary schools in the area. Additionally, ELA and math consultants work with grade level PLCs.</p>
<p><b>How will you monitor these strategies/activities?</b> Principal observations and student progress.</p>
<p><b>4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):</b> Professional development is provided to support social and emotional development. The counselor also provides lessons in each class for all students.</p>
<p><b>How will you monitor these strategies/activities?</b> Principal observations and sign in sheets.</p>
<p><b>5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):</b> Torrey Pines Elementary hosts monthly principal chats, SSC, SGT and Foundation meetings.</p>
<p><b>How will you monitor these strategies/activities?</b> Sign in sheets at each event.</p>

**Local Control Funding Formula Goals and Budget****Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

**Intervention Support Goal::**

Push-in/Pull-out support is provided to increase the number of students meeting grade level standards as evidence by DRA, site developed assessments and SBAC.

**Identified Need::**

There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support.

**Target Group::**

Students not meeting grade level standards.

**Monitoring::**

DRA scores and results of site-developed assessments

**Personnel Responsible::**

Principal, ILT, Classroom Teachers, Push-in/Pull out teachers

**Goal 2: Classroom Supports**

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

**Classroom Support Goal::**

To increase access to grade level standards and improve learning, basic supplies are necessary.

**Identified Need::**

All students are in need of basic classroom supplies.

**Target Group::**

All students are in need of basic supplies for learning.

**Monitoring::**

Administrative approval of instructional requests will be based on academic rationale provided.

**Personnel Responsible::**

Principal, Classroom teachers

**Goal 3: Professional Development**

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.

**Identified Need::**

Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction.

**Target Group::**

All students

**Monitoring::**

Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative. Additional monitoring is conducted through the evaluation and observation processes by the Administration.

**Personnel Responsible::**

Principal, ILT, classroom teachers

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Non Clsrn Tchr Hrly		\$6,000.00	\$7,223.40	0279-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To conduct ELPAC testing to ensure appropriate placement and instruction for students with English as a second language.
Prof&Curriclm Dev Vist Tchr		\$700.00	\$842.73	0279-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Training on ELPAC to ensure appropriate assessment and instruction of students with English as a second language.
Supplies		\$10,379.00	\$10,379.00	0279-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Developmentally appropriate supplies for students with English as a second language such as books.



## ACHIEVEMENT

**APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## ACHIEVEMENT

**APPENDIX A****DATA REPORTS**

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Torrey Pines**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	280	89.6	227	90.3	220	85.5	-4.1	-4.8	283	81.6	230	82.6	224	87.1	5.5	4.5
Female	138	92.8	116	92.2	112	92.0	-0.8	-0.2	139	78.4	116	81.0	113	85.8	7.4	4.8
Male	142	86.6	111	88.3	108	78.7	-7.9	-9.6	144	84.7	114	84.2	111	88.3	3.6	4.1
African American	6	-	3	-	3	-	-	-	6	-	3	-	3	-	-	-
Asian	30	93.3	24	95.8	27	81.5	-11.8	-14.3	31	96.8	26	100.0	32	96.9	0.1	-3.1
Filipino	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Hispanic	40	80.0	30	86.7	33	87.9	7.9	1.2	41	56.1	31	61.3	32	65.6	9.5	4.3
Indochinese	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	165	90.3	136	88.2	124	84.7	-5.6	-3.5	166	82.5	136	81.6	124	89.5	7.0	7.9
Multiracial	37	94.6	33	97.0	31	87.1	-7.5	-9.9	37	91.9	33	90.9	31	90.3	-1.6	-0.6
English Learner	17	76.5	8	-	9	-	-	-	20	70.0	12	66.7	14	92.9	22.9	26.2
English-Speaking	263	90.5	219	91.3	211	87.7	-2.8	-3.6	263	82.5	218	83.5	210	86.7	4.2	3.2
Reclassified†	16	93.8	17	94.1	19	94.7	0.9	0.6	16	81.3	17	82.4	19	84.2	2.9	1.8
Initially Eng. Speaking	247	90.3	202	91.1	192	87.0	-3.3	-4.1	247	82.6	201	83.6	191	86.9	4.3	3.3
Econ. Disadv.*	32	78.1	35	82.9	31	80.6	2.5	-2.3	32	71.9	34	70.6	30	86.7	14.8	16.1
Non-Econ. Disadv.	248	91.1	192	91.7	189	86.2	-4.9	-5.5	251	82.9	196	84.7	194	87.1	4.2	2.4
Gifted	127	97.6	115	97.4	101	95.0	-2.6	-2.4	128	96.1	115	97.4	102	97.1	1.0	-0.3
Not Gifted	153	83.0	112	83.0	119	77.3	-5.7	-5.7	155	69.7	115	67.8	122	78.7	9.0	10.9
With Disabilities	34	76.5	30	63.3	28	46.4	-30.1	-16.9	34	58.8	30	40.0	27	51.9	-6.9	11.9
WO Disabilities	246	91.5	197	94.4	192	91.1	-0.4	-3.3	249	84.7	200	89.0	197	91.9	7.2	2.9
Homeless	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	8	-	9	-	10	90.0	-	-	8	-	9	-	10	90.0	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results  
Percentage of Students Meeting or Exceeding Standard by Grade Level  
Torrey Pines  
Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	93	84.9	66	86.4	72	90.3	5.4	3.9	94	84.0	67	79.1	76	93.4	9.4	14.3
Female	42	92.9	36	86.1	34	97.1	4.2	11.0	43	81.4	36	86.1	35	94.3	12.9	8.2
Male	51	78.4	30	86.7	38	84.2	5.8	-2.5	51	86.3	31	71.0	41	92.7	6.4	21.7
African American	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Asian	10	90.0	7	-	10	100.0	10.0	-	10	90.0	7	-	15	100.0	10.0	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	15	66.7	7	-	13	84.6	17.9	-	16	68.8	8	-	12	75.0	6.2	-
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	53	86.8	42	83.3	41	87.8	1.0	4.5	53	84.9	42	76.2	41	95.1	10.2	18.9
Multiracial	13	92.3	9	-	6	-	-	-	13	92.3	9	-	6	-	-	-
English Learner	8	-	6	-	1	-	-	-	9	-	7	-	6	-	-	-
English-Speaking	85	85.9	60	88.3	71	90.1	4.2	1.8	85	85.9	60	81.7	70	92.9	7.0	11.2
Reclassified†	4	-	4	-	6	-	-	-	4	-	4	-	6	-	-	-
Initially Eng. Speaking	81	85.2	56	87.5	65	89.2	4.0	1.7	81	86.4	56	80.4	64	92.2	5.8	11.8
Econ. Disadv.*	15	73.3	8	-	9	-	-	-	15	66.7	8	-	8	-	-	-
Non-Econ. Disadv.	78	87.2	58	87.9	63	90.5	3.3	2.6	79	87.3	59	81.4	68	92.6	5.3	11.2
Gifted	37	94.6	33	97.0	24	100.0	5.4	3.0	37	89.2	33	90.9	25	100.0	10.8	9.1
Not Gifted	56	78.6	33	75.8	48	85.4	6.8	9.6	57	80.7	34	67.6	51	90.2	9.5	22.6
With Disabilities	8	-	7	-	9	-	-	-	8	-	7	-	8	-	-	-
WO Disabilities	85	84.7	59	91.5	63	96.8	12.1	5.3	86	87.2	60	86.7	68	97.1	9.9	10.4
Homeless	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	4	-	3	-	-	-	3	-	4	-	3	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Torrey Pines**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	82	91.5	89	93.3	65	78.5	-13.0	-14.8	84	83.3	91	84.6	65	81.5	-1.8	-3.1
Female	41	92.7	44	95.5	36	88.9	-3.8	-6.6	41	80.5	45	80.0	36	86.1	5.6	6.1
Male	41	90.2	45	91.1	29	65.5	-24.7	-25.6	43	86.0	46	89.1	29	75.9	-10.1	-13.2
African American	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Asian	9	-	12	100.0	7	-	-	-	10	100.0	14	100.0	7	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	10	90.0	15	80.0	8	-	-	-	10	50.0	15	53.3	8	-	-	-
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	51	92.2	46	95.7	38	81.6	-10.6	-14.1	52	84.6	46	87.0	38	84.2	-0.4	-2.8
Multiracial	11	90.9	14	92.9	11	63.6	-27.3	-29.3	11	90.9	14	92.9	11	81.8	-9.1	-11.1
English Learner	6	-	1	-	5	-	-	-	8	-	3	-	5	-	-	-
English-Speaking	76	93.4	88	93.2	60	81.7	-11.7	-11.5	76	84.2	88	84.1	60	81.7	-2.5	-2.4
Reclassified†	5	-	9	-	6	-	-	-	5	-	9	-	6	-	-	-
Initially Eng. Speaking	71	94.4	79	92.4	54	79.6	-14.8	-12.8	71	83.1	79	84.8	54	81.5	-1.6	-3.3
Econ. Disadv.*	11	81.8	15	93.3	10	60.0	-21.8	-33.3	11	90.9	15	66.7	10	80.0	-10.9	13.3
Non-Econ. Disadv.	71	93.0	74	93.2	55	81.8	-11.2	-11.4	73	82.2	76	88.2	55	81.8	-0.4	-6.4
Gifted	39	97.4	36	100.0	31	87.1	-10.3	-12.9	40	100.0	37	100.0	31	90.3	-9.7	-9.7
Not Gifted	43	86.0	53	88.7	34	70.6	-15.4	-18.1	44	68.2	54	74.1	34	73.5	5.3	-0.6
With Disabilities	12	75.0	11	72.7	8	-	-	-	12	66.7	11	63.6	8	-	-	-
WO Disabilities	70	94.3	78	96.2	57	86.0	-8.3	-10.2	72	86.1	80	87.5	57	87.7	1.6	0.2
Homeless	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	4	-	3	-	-	-	2	-	4	-	3	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Torrey Pines**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	105	92.4	72	90.3	83	86.7	-5.7	-3.6	105	78.1	72	83.3	83	85.5	7.4	2.2
Female	55	92.7	36	94.4	42	90.5	-2.2	-3.9	55	74.5	35	77.1	42	78.6	4.1	1.5
Male	50	92.0	36	86.1	41	82.9	-9.1	-3.2	50	82.0	37	89.2	41	92.7	10.7	3.5
African American	3	-	1	-	2	-	-	-	3	-	1	-	2	-	-	-
Asian	11	100.0	5	-	10	70.0	-30.0	-	11	100.0	5	-	10	100.0	0.0	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	15	86.7	8	-	12	91.7	5.0	-	15	46.7	8	-	12	58.3	11.6	-
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	61	91.8	48	85.4	45	84.4	-7.4	-1.0	61	78.7	48	81.3	45	88.9	10.2	7.6
Multiracial	13	100.0	10	100.0	14	100.0	0.0	0.0	13	92.3	10	90.0	14	92.9	0.6	2.9
English Learner	3	-	1	-	3	-	-	-	3	-	2	-	3	-	-	-
English-Speaking	102	92.2	71	91.5	80	90.0	-2.2	-1.5	102	78.4	70	84.3	80	85.0	6.6	0.7
Reclassified†	7	-	4	-	7	-	-	-	7	-	4	-	7	-	-	-
Initially Eng. Speaking	95	91.6	67	92.5	73	90.4	-1.2	-2.1	95	78.9	66	84.8	73	86.3	7.4	1.5
Econ. Disadv.*	6	-	12	75.0	12	91.7	-	16.7	6	-	11	81.8	12	83.3	-	1.5
Non-Econ. Disadv.	99	92.9	60	93.3	71	85.9	-7.0	-7.4	99	79.8	61	83.6	71	85.9	6.1	2.3
Gifted	51	100.0	46	95.7	46	97.8	-2.2	2.1	51	98.0	45	100.0	46	100.0	2.0	0.0
Not Gifted	54	85.2	26	80.8	37	73.0	-12.2	-7.8	54	59.3	27	55.6	37	67.6	8.3	12.0
With Disabilities	14	71.4	12	66.7	11	63.6	-7.8	-3.1	14	57.1	12	33.3	11	54.5	-2.6	21.2
WO Disabilities	91	95.6	60	95.0	72	90.3	-5.3	-4.7	91	81.3	60	93.3	72	90.3	9.0	-3.0
Homeless	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	4	-	-	-	3	-	0	-	4	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

ACHIEVEMENT

**APPENDIX B**

**PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**



***TORREY PINES ELEMENTARY SCHOOL***  
**NON-TITLE 1 PARENT INVOLVEMENT POLICY 2018-2019**

Torrey Pines Elementary School (TPES) has developed a written Non-Title 1 Parental Involvement Policy with input from parents. This policy was developed and approved by the School Site Council (SSC) on April 10, 2018, a formal committee with half the constituency being parents of current TPES students. The Non-Title I Parent Involvement Policy will be reviewed in the annual review of the Single Plan for Student Achievement (SPSA). The policy will be updated periodically as needed to reflect and meet the changing needs of parents and the school.

The calendar of events and meetings is dispersed through the TPESF e-Twig and dates are listed on the school website calendar. This policy will be available to all parents of TPES students, which includes parents of Non-Title I students. It will also be posted on the school's website.

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Non-Title I Program:**

To involve parents in the Non-Title I Program at Torrey Pines Elementary School, the following practices have been established:

- The school convenes an annual Back to School Night (Curriculum Night) to inform parents about the right of parents to be involved in the school program. At that time the Principal and Foundation Board highlight the variety of methods of involvement and communication.
- The Foundation holds monthly meetings for parents (typically first Friday 8am). There is also a Principal/Foundation Parent Chat held monthly (typically third Friday 8:30am). Also included are specific events throughout the year geared towards families.
- The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy through surveys, informal and formal meetings, and through the SSC & SGT.
- The school provides parents of students with timely information about the schools programs by utilizing classroom notes, online calendar, SchoolMessenger, TPESF e-Twig, and email communications.
- The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to achieve at various all-parent assemblies, parent-teacher conferences, and emails.
- If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children through email and meetings with the teacher, with the Principal, and also with school and district Resource Specialists.



ACHIEVEMENT

**APPENDIX C**

**HOME/SCHOOL COMPACT**

## **HOME SCHOOL COMPACT**

Torrey Pines Elementary and the parents of the students participating in activities, and services, agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

Torrey Pines Elementary has adopted Community Expectations which form the basis for academic, social, and neighborhood interactions. It is a simple phrase that embodies what we as a community desire with our students:

We ARE Torrey Pines. Today's Learners, Tomorrow's Leaders  
We are RESPECTFUL – we are RESPONSIBLE – we are KIND  
We are Torrey Pines!

### **School Responsibilities**

Torrey Pines Elementary will:

**Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

- Provide daily standards-based instruction based on students' needs.
- Provide special programs to meet individual needs (GATE, English Learner, Special Education, Speech, etc.).
- Provide extra supports to struggling students such as: counseling groups; reduced class size K-3; small group support teachers, and Everyone-a-Reader UCSD volunteer tutors.
- Ongoing site and district staff development to increase teachers' knowledge and use of effective instructional techniques and strategies.
- Regular and ongoing reviews of student academic data to monitor student progress.
- Grade level teacher meetings to discuss and evaluate effectiveness of instruction and to plan collaboratively.
- Provide effective high level curriculum and supportive classroom materials.

**Hold parent-teacher conferences as it relates to the individual child's achievement:**

- Schedule Parent Conferences to take place in fall and spring of the school year.

**Provide parents with frequent reports on their child's progress:**

- Provide tri-yearly report cards to monitor academic progress and DRA (K-5) reading level scores.
- Provide daily/weekly behavior contract reports as needed.
- Learning Contracts to be created for students identified as being at-risk of not meeting grade-level standards.
- Schedule Individual Education Plan (IEP) or Individualized Study Team (IST) meetings when appropriate.
- Parents to receive results of quizzes and tests so they can monitor their child's progress.

**Provide parents reasonable access to staff:**

- Hold informal parent conferences as needed when requested by teacher or parent.
- Encourage home-school communication through telephone, email, and written contact.
- Make staff email and phone numbers available on Torrey Pines' website.
- Inform parents of teacher availability either before or after school.
- Inform parents of administrator's availability.

**Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

- Parent Classroom Volunteers
- Guest Readers
- Computer and Library volunteers
- Science Discovery Day
- Weekly Spirit Day Celebrations
- Classroom Field Trip volunteers

### **Parent Responsibilities**

**We as parents will support our child's learning by:**

- Monitoring attendance and scheduling doctor appointments and family vacations outside of the school day/year when possible.
- Making sure they get enough rest each night.
- Making sure they arrive at school on time.
- Making sure they come to school healthy.
- Monitoring the amount of television watched.
- Making sure their homework is completed.
- Volunteering in my child's classroom, if possible.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, when appropriate.
- Serving, to the extent possible, on advisory groups such as: the School Site Council, the Governance Team, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, GATE Committee, Cluster Committee, or other school advisory groups.

### **Student Responsibilities**

**We, as students, share the responsibility to improve our academic achievement and achieve California's high standards. We will do our part by:**

- Reading 20-30 minutes each night.
- Being on time and prepared to learn each day.
- Showing respect to our teachers, the Torrey Pines staff, and other students.
- Follow all school rules as outlined in the Torrey Pines Family Handbook.

## **Building Capacity for Involvement:**

*Torrey Pines* engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Back to School Night (Fall – now Curriculum Night)
  - Open House (Spring)
  - Principal Chats
  - Foundation Meetings
  - Monthly Emails
- The school provides parents with materials and training to help them work with their children to improve their children's achievement. Back to School Night (Fall – now Curriculum Night)
  - Parent/Teacher Conferences
  - Curriculum Night
  - Weekly Parent Emails (from teachers)
  - Links and activities to do at home
- With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
  - Foundation meetings and events
  - Committees
  - School Governance Team
  - School Site Council
- The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.
  - Emails
  - Principal Chats
  - Websites
  - Parent Meetings
- The school provides support for parental involvement activities requested by parents.

### **Accessibility:**

*Torrey Pines* provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. This is available upon request.

ACHIEVEMENT

**APPENDIX D**

**MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
<b>Torrey Pines Elementary</b>	<b>09800</b>	1192	<b>Prof&amp;Curriclm Dev Vist Tchr</b>			\$ 700.00
		1957	<b>Non Clsrm Tchr Hrly</b>			\$ 6,000.00
		3000	<b>Employee Benefits</b>			\$ 1,366.13
		4301	<b>Supplies</b>			\$ 10,379.00
	<b>09800 Total</b>					<b>\$ 18,445.13</b>

## ACHIEVEMENT

**APPENDIX E****2018-19 SPSA ASSESSMENT AND EVALUATION**

**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** TORREY PINES ELEMENTARY SCHOOL

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	TPES has collaborative time weekly per grade level. Grade levels meet each week to prepare and plan to ensure that the instructional time is used wisely. We utilize part-time teachers to help support teachers and students in core academic areas. Teachers are motivated to utilize all minutes with much of the “fluff” removed to maximize teaching. We also work to ensure that we are teaching at the highest academic level for all students to be challenged.
CLOSING THE ACHIEVEMENT GAP	The ILT looks at data of subgroups to identify the Achievement Gap. Interventions are in place for low achieving students with RTI supports to work in small groups in and out of the classroom. A before school EL success class is available 3 mornings a week. Teachers are keeping data on all students not at grade level and working with part-time teachers and special education teachers to increase progress.
PROFESSIONAL DEVELOPMENT	Teachers are in professional learning opportunities daily, weekly and monthly. The teachers, the counselor, the teachers and I all work together to model, coach and give feedback to improve practice. The teachers meet weekly. They observe each other’s classrooms. The staff is engaged in whole site professional learning monthly. The counselor is in each classroom five times per year
GRADUATION/PROMOTION	Our goal for DRA data in third grade 97% of students will be reading at grade level. Students reading at grade level in third grade are set up to meet the graduation requirements. If students are not reading at grade level, they are given extra supports from the part-time teachers and are monitored monthly.
PARENT ENGAGEMENT	Our goal is for 90 % of parents to attend two school functions. We have met this goal. We are always looking at ways to better communicate with the community and increase parent engagement.