

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **TORREY PINES ELEMENTARY** SCHOOL

**2014-16**

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:**

**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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I
- Schools Home/School Compact

**Board Approval: June 23, 2015**



**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.*



RECEIVED APR 04 REC'D

Attachment 2  
Modification of SPSA

SDUSD  
OFFICE OF THE  
SUPERINTENDENT

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

received  
3/18/15  
walked  
M. Tzi

ORIGINAL

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Torrey Pines

**DUE March 13, 2015**

SITE CONTACT PERSON: Sarah Ott

PHONE: 858-453-2323

FAX: 858-452-6923

E-MAIL ADDRESS: [sott@sandi.net](mailto:sott@sandi.net)

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

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1  Y2  Y3  Y4  Y5  Y5+

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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) *part of SSC* Date of presentation: 3/13/15
- 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: \_\_\_\_\_
- Other (list): \_\_\_\_\_ Date of presentation: \_\_\_\_\_

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/13/2015

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.

<u>Sarah Ott</u> Type/Print Name of School Principal	<u>Sarah Ott</u> Signature of School Principal	<u>3/13/15</u> Date
<u>Elisabern Jabbar Kluch</u> Type/Print Name of SSC Chairperson	<u>Elisabern Jabbar Kluch</u> Signature of SSC Chairperson	<u>3/13/15</u> Date
_____ Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	_____ Date

Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

## TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
  - B. Home/School Compact
  - C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
  - D. 2014-15 SPSA Addendum

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

**INTRODUCTION**

Both 2014-15 and 2015-16 are 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 piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**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 small group literacy and grand conversations**

**Develop school-wide behavioral expectations.**

**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. Over 97 percent of the students are proficient or advanced in English language arts, 98 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**

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

**TEACHER ALLOCATIONS:**

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

Grades K-3: 1:22

Grades K-3 with CSR: 1:24

Grade 4-5: 1:32.13

**NURSE:**

## Torrey Pines Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

### **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. The cycles are:

**Cycle 1** (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).

#### **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.

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Sarah Ott	Principal
Tammy Gonzolas	Teacher
Bruce Kent	Teacher
Lisa Cluch	Teacher
Kimberly Eurich	Other
Jennifer Anderson	Parent
Elena Colvin	Parent
Edi Nelson	Parent
Kathy Williams	Parent
John May	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/21/2016, 98.5 % of Torrey Pines Elementary Students, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

**Closing the Gap SMART Goal:**

\* By 06/21/2016, 67 % of Torrey Pines Elementary Students with Disability, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

\* By 06/21/2016, 97.5 % of Torrey Pines Elementary English Learner, Students, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

Common Assessments develop by grade level PLC's.

**Progress and Growth Monitoring:**

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 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 06/21/2016, 98.5 % of Torrey Pines Elementary Students, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

**Closing the Gap SMART Goal:**  
 \* By 06/21/2016, 95 % of Torrey Pines Elementary English Learner, Students, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)  
 \* By 06/21/2016, 86 % of Torrey Pines Elementary Students with Disability, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

Common Assessments developed by grade level PLC's.

**Progress and Growth Monitoring:**

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 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/21/2016, 90 % of Torrey Pines Elementary English Learners Enrolled in School 3 years or More will be reclassified in California English Language Development Test

**Closing the Gap SMART Goal:**

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

API  
  AYP  
  CAHSEE  
  CELDT  
  Other  
  Interim Assessments  
  End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA, Teacher recommendation,

**Progress and Growth Monitoring:**

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 06/21/2016, 97 % of Torrey Pines Elementary Grade 03, Students will meet or exceed level 38 in DRA

**Closing the Gap SMART Goal:**

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA, Fountas and Pinnel guided reading levels

**Progress and Growth Monitoring:**

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 1** (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 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

\* By 06/21/2016, 90 % of Torrey Pines Elementary Parents/Guardians will meet or exceed participate in at least two school events in Parent and Community Engagement

**Targeted Population:**

Parents new to the school.

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

Parent sign in Sheets

**Progress and Growth Monitoring:**

Building a connection with new families, teacher rapport with parent to encourage and promote events, monitoring specific events to increase all parent involvement including new parents.

**BUDGET: Resources Aligned to Area Goals****Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

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 district benchmarks and other 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)**

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

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. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) 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

ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students

PAL will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

**Local Control Funding Formula Goals****Goal 1: Intervention Supports****Intervention Support Goal:**

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

**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****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

<b>Goal 3: Professional Development</b>						
<b>Professional Development Goal:</b> Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.						
<b>Identified Need:</b> Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction.						
<b>Target Group:</b> All students						
<b>Monitoring:</b> 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.						
<b>Personnel Responsible:</b> Principal, ILT, classroom teachers						
<b>LCFF INTERVENTION SUPPORTS</b>						
Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$50.00	0279-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	classroom supplies as essential for core instruction for all students.
Prof&Curriclm Dev Vist Tchr	-	\$7,300.00	0279-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	CEDLT, PD for teachers, push in/pull out teacher for intervention and support



**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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. 2014-15 SPSA Addendum

ACHIEVEMENT

**APPENDIX A**

**TITLE I PARENT INVOLVEMENT POLICY**

**OR**

**PARENT INVOLVEMENT POLICY**

**FOR NON-TITLE I SCHOOLS**

*(Provided by the School Site)*



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

---

**Torrey Pines Elementary School  
NON-TITLE I PARENT INVOLVEMENT POLICY**

Torrey Pines Elementary School has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. Parent involvement occurs during School Site Council (SSC) meeting, School Governance Team (SGT) Meeting, and Principal informational meetings.

The SSC has distributed the policy to parents of Non-Title I students through school-messenger the electronic email application.

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 meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. Parents are invited to all the SSC, SGT and Principal meetings. Communication is ongoing through school messenger and teacher/principal parent meetings.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. This occurs at the SSC, SGT and principal meetings.
- The school provides parents of Non-Title I students with timely information about Non-Title I programs during all parent opportunities (i.e SSC, SGT, Principal Meetings, Back to School Night, Open House)
- The school provides parents of Non-Title I students 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 meet during Back to School Night.
- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children through teacher/parent meetings.

**School-Parent Compact**

Torrey Pines Elementary School distributes to parents of Non-Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children

achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Non-Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

### **Building Capacity for Involvement**

Torrey Pines Elementary School engages Non-Title I 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 Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This is explained to parents during back to school night, SSC, SGT, and all parent meetings.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement during back to school night, SSC, SGT, and all parent meetings.
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners during back to school night, SSC, SGT, and all parent meetings.
- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children during back to school night, SSC, SGT, and all parent meetings.
- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand through school-messenger and teacher/principal meetings.
- The school provides support for parental involvement activities requested by Non-Title I parents when requested.

### **Accessibility**

Torrey Pines Elementary School provides opportunities for the participation of all Non-Title I 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 through translation as needed.

**ACHIEVEMENT****APPENDIX B****HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

# 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.*

*This Home/School compact is in effect during school year 2014-2015.*

## **School Responsibilities**

### **Torrey Pines Elementary will:**

#### **1. 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, Resource Specialist, Speech, etc.).
- Provide extra supports to struggling students such as counseling groups; reduced class size K-5; Everyone-a-Reader volunteer tutors; UCSD reading and math 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.

#### **2. 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

#### **3. Provide parents with frequent reports on their child's progress.**

- Provide tri-yearly report cards to monitor academic progress and DRA (K-2) 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 Student Study Team (SST) meetings when appropriate.
- Parents to receive results of quizzes and tests so they can monitor their child's progress.

#### **4. 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 administration's availability.
- Inform parents of staff access through Voice Mail messaging program.

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

- Parent Classroom Volunteers
- Guest Readers
- Career Week presenters
- Computer Lab and Library volunteers
- Science Discovery Day
- Monthly Spirit Day Celebrations
- Classroom Field Trip volunteers

## **Parent Responsibility**

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

- Monitoring attendance.
- Making sure that 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 my child watches.
- Making sure that 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, 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 School Calendar.



ACHIEVEMENT

**APPENDIX C**

**2014-15 SPSA ADDENDUM**

Each year, the School Site Council and I work together to develop goals for the Single Plan for Student Achievement which is required by the state. Here are the goals (very similar to last year) that I have drafted. Please review the goals and let me know of any changes your foresee. The goals are based on the data of what the students are currently doing. Once we have results for the Smarter Balanced Assessment (SBAC), those scores will be incorporated into the goals. Our SBAC scores will be a MUCH lower percentage than these goals for multiple reasons. (FYI-I will be having a meeting to discuss the reasons and my guess as to what the results may be) Thanks!

<p><b>English Language Arts:</b></p>	<p>By 06/15/15, 98.5% of Torrey Pines Elementary Students, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment (s).            By 06/21/2016, 67 % of Torrey Pines Elementary Students with Disability, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)            By 06/21/2016, 97.5 % of Torrey Pines Elementary English Learner, Students, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)</p>
<p><b>Mathematics</b></p>	<p>By 06/15/15, 98.5% of Torrey Pines Elementary Students, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment (s).            By 06/21/2016, 95 % of Torrey Pines Elementary English Learner, Students, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)            By 06/21/2016, 86 % of Torrey Pines Elementary Students with Disability, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)</p>
<p><b>English Language Development</b></p>	<p>By 06/15/15, 90% of English Learners enrolled in school 3 years or more will be reclassified in Claifornia English Language Development Test.</p>
<p><b>Graduation/Promotion Rate</b></p>	<p>By 06/15/15, 97% of Torrey Pines Elementary Grade 03 students will meet or exceed level 38 in DRA</p>
<p><b>Parent Involvement and Community Engagement</b></p>	<p>By 06/15/15, 90% of Torrey Pines Elementary Parents/Guardians will meet or exceed participation in at least two school events in parent and community engagement.</p>

## Elementary Core and Supplemental Supports Statement

### TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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