THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT TORREY PINES ELEMENTARY SCHOOL

2020-21

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: Richard, Nona
Contact Person: Richard, Nona
Position: Principal
Telephone Number: 619/725-7728;
Address: 8350 Cliffridge Ave, Torrey Pines Elementary, La Jolla, CA, 92037-2106,
E-mail Address: nrichard@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: 12/15/2020

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Nona Richard

DUE: October 5, 2020

SITE CONTACT PERSON: Nona Richard cell: 619 504 3950

PHONE: 858 453 2323 **FAX: 858 452 6923** **E-MAIL ADDRESS: nrichard@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☐ **Title 1 Schoolwide Programs (SWP)** ☐ **CSI School**

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:
- ☐ 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:

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: 10/07/2020

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.

Nona Richard Type/Print Name of School Principal	/Nona Richard/ 10/7/2020 Signature of School Principal / Date
Lisa Kluch Type/Print Name of SSC Chairperson	/Lisa Kluch/ 10/7/2020 Signature of SSC Chairperson / Date
n/a Type/Print Name of ELAC Chairperson	n/a Signature of ELAC Chairperson / Date
Mitzi Merino Type/Print Name of Area Superintendent	Mitzi Merino 10/8/2020 Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of thoughtful preparation and planning to ensure the success of all students at our school site. All staff members at Torrey Pines Elementary School strive for excellence in meeting the needs of all students. School programs are strategically designed to ensure students and teachers are continuously working toward improvement. To provide a strong academic program, TPES teachers work consistently and collaboratively to provide opportunities for all students to have access to high quality education that includes rigorous, standards-based lessons.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance and suspension rates. In doing so, TPES maintains its commitment to cultivating a safe, supportive and challenging learning environment in which all students can meet their highest potential.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP Goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

TPES stakeholders have engaged in a collective process to create this SPSA, as all members of our learning community are committed to fostering a culture of achievement. In the 2019-2020 school year, community members contributed to the development of the site budget and SPSA. These collaboration times included various group meetings, including SSC, SGT, TPES Foundation, staff meetings, Principal-Foundation chats and student and parent surveys.
- January 14, 2020 SSC met to analyze data and plan supports for subgroups SWD and EL
- February 4, 2020 SSC met to review the SPSA goals, analyze data and discuss site focus
- March 3, 2020 SSC met to review the SPSA parent survey, review school budget and discuss ELAC responsibilities
- March 10, 2020 SGT met to discuss and review discipline policies and the school handbook
- May 5, 2020 SSC met to review approve the parent compact and home school engagement policy

RESOURCE INEQUITIES

Torrey Pines' root cause analysis involved an examination of data from 2018-2019 CAASPP, California Dashboard, California Healthy Kids Survey, California Parent Survey, site data, and a review of both the 2018-2019 and 2019-2020 SPSA. While the California Dashboard was an update (2019 data versus 2018 data), the CAASPP assessments and the CAL-SCHLS surveys were not conducted in the spring of 2020 so we do not have updated data for those metrics.

In 2019, 89.3% of students in grades 3-5 met or exceeded grade level standards in ELA. This was a slight **0.2% increase** from the 2018 met or exceeded score of 89.1%. In 2019, however, only 68.8% of students with disabilities in grades 3-5 met or exceeded grade level standards in ELA, and in 2018, only 66.7% of students learning English (EL learners) scored at or above grade level in ELA. (The results for ELA learners were non-significant in 2019.) ELA results at each grade level were next reviewed. In third grade, 13 students did not meet or exceed standards. This was 18.6% of third-grade students or approximately 1 in 5 third-grade students. In fourth grade, 6 students did not meet or exceed standards. This was 9.4% of fourth-grade students, or approximately 1 in 10 fourth-grade students. In fifth grade, just three students did not meet or exceed standards, which is less than 1 in 20 fifth-grade students.

In 2019, 87% of our students in grades 3-5 met or exceed grade level standards in math. This was a **3.5% decrease** from the previous year, 2018, score of 90.5%. In 2019, however, only 56.3% of students with disabilities in grades 3-5 met or exceeded standards in math. Also, just 62.5% of EL students met or exceeded standards in math. Math results at each grade level were next reviewed. In third grade, 89.3% of students met or exceeded standards in math. Eight third-grade students did not meet or exceed standards in math. In fourth grade, 88.1% of students met or exceeded standards in math. Eight fourth-graders did not meet or exceed standards in math. In fifth grade, 83.6% of students met or exceeded standards in math. Twelve fifth-grade students did not meet or exceed standards in math. These data indicated a need for a more consistent monitoring and action plan for all students during the year, especially students who are learning to speak English and those who have been identified to have a disability so that the maximum number of students possible enter the sphere of success at school as indicated by ELA and math data.

The California Dashboard revealed inequities in chronic absenteeism across subgroups. In addition, parent feedback in the California Parent Survey indicated areas for improvement in parent involvement in the school.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Nona Richard	Principal
Stacy Fakka	Other
Sarahbeth Wintringer	Teacher
Lisa Kluch	Teacher
Tara Bustani	Teacher
Dan Shomo	Parent
Michelle Woodhouse	Parent
Dana Marquardt	Parent
Karla Escalante-Freitag	Parent
Steve Carter	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Implementation:
For the 2019-20 school year we implemented two strategies to help us reach our goals. First, the counselor and the attendance assistant continued to support students social and emotional needs by working collaboratively with students, parents, and all school site personnel. We also had the counselor work with all stakeholder groups to communicate opportunities for parent involvement. Attendance, especially during online learning, continues to be high; we know that our communication is effective because parents are continuously involved, even during online learning.

Effectiveness:
Our goals for the 2019-20 school year were related to the Chronic Absenteeism as measured by the CA Dashboard and CAL-SCHLS parent survey results. Our absenteeism goal was to decrease the chronic absenteeism rate by 1% to 4.4% for All Students. Our 2019 CA Dashboard data shows that we met this goal.

***Major Differences**

No differences were noted.

***Changes**

From June 2019 to June 2020, chronic absenteeism declined by 1%, from 5.4% to 4.4%. We will continue to hold small meetings to support families with chronic attendance issues. We will continue to communicate involvement opportunities with parents in a variety of ways.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	TK-5	Decrease the overall schoolwide chronic absenteeism rate.	4.4%	3.4%	Chronic Absenteeism	Annually
June 2021	TK-5	Increase the average parent involvement rate ("strongly agree" in each of the 4 indicators).	58.25%	68.25%	CAL-SCHLS (CSPS)	Annually

***Identified Need**

On the California Dashboard (2019) Torrey Pines is in the Green Performance Level for the Academic Engagement: Chronic Absenteeism indicator. The overall school chronic absenteeism rate is 4.4%. While we have no student groups in the Red Performance Level, we have one student group in the Orange and three groups in the Yellow:

- **English Learners: 8.3% (Orange)**
- **Hispanic: 8.4% (Yellow)**
- **Asian: 2.7% (Yellow)**
- **Students with Disabilities: 4.6% (Yellow)**

Our other student group data is as follows:

- **Socioeconomically Disadvantaged: 7.7% (Green)**
- **White: 4.2% (Green)**
- **Two or More Races: 1.4% (Blue)**

On the 2019 CA Dashboard, Torrey Pines is in the Blue Performance Level for Conditions & Climate: Suspension Rate indicator at 0.4% of All Students suspended at least once (maintained 0.2% from 2018). We have no student groups in the Red or the Orange.

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 58.25% (with the response of "strongly agree" in each of the indicators (see below).

Parent Involvement (indicators) % respondents who "strongly agree"
-School allows input and welcomes parents' contributions=59%
-School encourages me to be an active partner with the school in educating my child=64%
-School actively seeks the input of parents before making decisions=43%
-Parents feel welcome to participate at this school=67%

***Online Learning Implications**

- Social Emotional Learning - Supporting the physical and mental well-being of our students by incorporating social emotional learning into daily lessons and units of instruction.

- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	8.4%	7.4%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	Decrease chronic absenteeism rate	8.3%	7.3%	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	7.7%	6.7%	Chronic Absenteeism	Annually
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	4.6%	3.0%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Increase monthly attendance	baseline	90%	Attendance	Monthly

Counselor and Attendance Assistant Support

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically our annual measurable outcomes subgroups.

***Strategy/Activity - Description**

The counselor and attendance assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and progress academically. The counselor and attendance assistant will work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers and paraprofessionals to implement strategies (monthly classroom attendance challenges, schoolwide incentive programs, running club supervision before school to get kids on site early) to decrease chronic absenteeism.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of parent involvement.

***Strategy/Activity - Description**

The counselor works with parents, students, teachers, office staff and the principal to promote and communicate opportunities for parent involvement.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Implementation:
Resources were allocated to fund visiting teachers to release classroom teachers from the classroom for day-long professional development opportunities during which they designed lessons, analyzed student data and planned instructional next steps. In addition, visiting teachers occasionally covered general education classrooms during the school day while the principal and the teacher engage in 1:1 data conversations in the classroom.

Effectiveness:
Our goals for the 2019-20 school year were around increased student performance on the CAASPP ELA for All Students, and the following student groups: Grade 3, Grade 4, Grade 5, English Learner, and Students with Disabilities. Due to COVID-19, the CAASPP assessments were not conducted in the spring of 2020, so we do not have new data to determine our progress on these goals.

***Major Differences**

The funds were used as intended.

***Changes**

No changes are planned.

*Goal 2 - English Language Arts						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards	81.4	90.0	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards	90.6	96.0	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	95.9	98.0	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	89.3	92.0	CAASPP ELA	Annually
June 2021	TK-5	Increase the percentage of students meeting and exceeding grade level standards	baseline	92.0	FAST	Three times/year
June 2021	TK-5	Increase the percentage of students meeting and exceeding grade level standards	baseline	92.0	DRA	Three times/year

***Identified Need**

Due to COVID-19, there is no new test data for the CAASPP ELA from spring 2020. The school's overall data for the 2019 school year indicates 89.3% of 3rd-5th grade students met or exceeded standards in ELA. This was a .2% increase from the previous year's score (2018) of 89.1% 3rd-5th graders meeting or exceeding standards in ELA. Prior to that, the ELA scores had been 85.5%, 90.3% and 89.6% in 2017, 2016 and 2015, respectively.

On the 2019 CA Dashboard, Torrey Pines is in the Blue Performance Level for the Academic Performance: English Language Arts indicator at 95.6 points above standard, which maintained from 2018 (-0.1%). We have no student groups in the Red or the Orange Performance Levels.

In support of district-wide initiatives, we are including AMOs for English Learners, Students with Disabilities, and African American student groups. As our African American student group is too small for state-level data reporting, we will be using site-based metrics to track student achievement for this group.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards	20%	65%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	55%	67%	CAASPP ELA	Annually
June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding grade level standards on the DRA or FAST	baseline	92%	Other description in objective	Three times/year
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards	50%	75%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	60%	72%	CAASPP ELA	Annually
June 2021	4	Black or African American	Increase the percentage of students meeting and exceeding grade level standards on the DRA or FAST	baseline	92%	Other description in objective	Three times/year
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	baseline	85%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	85%	95%	CAASPP ELA	Annually
June 2021	5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards on the DRA or FAST	baseline	92%	Other description in objective	Three times/year

ELA Activities

***Students to be served by this Strategy/Activity**

Unduplicated students/All students at the school will benefit from this strategy/activity in the area of English Language Arts, especially the following subgroups: English Learners and Students with Disabilities.

***Strategy/Activity - Description**

The unduplicated pupil percentage at Torrey Pines Elementary is 27% for the 2020-21 school year. Understanding that over a quarter of our students historically struggle to experience success in core content areas, we have dedicated LCFF monies to support professional development as well as classroom and intervention supports for the primary benefit of these students, while knowing that all students will benefit.

Teachers will conduct Tier 2 instruction in their classrooms, following SMART goals, to meet the needs of Students with Disabilities and EL students. In addition, all teachers will provide daily designated and integrated ELD instruction. Special education teachers will co-teach and participate in weekly PLC and quarterly data monitoring meetings.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N02793	Prof&Curriclm Dev Vist Tchr	$5,070.00	$6,200.11	0279-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	substitutes allow for teachers to have planning time together and reflect upon student data to create next instructional steps
N0279D	Supplies	$11,055.00	$11,055.00	0279-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	supplies, including professional manuals, student journals and other school materials are necessary for all teaching and learning

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Implementation:
Teachers participate in weekly PLC meetings to monitor student progress in the area of mathematics. Teachers reflect upon student data and provide next instructional steps based on the needs of their students. Professional development during the 2019-2020 focused on schoolwide common diagnostic and formative assessments in the area of math. Teachers at the same grade levels are no longer giving math assessments differently and scoring them differently.

Effectiveness:
Our goals for the 2019-20 school year were around increased student performance on the CAASPP Math for All Students, and the following student groups: Grade 3, Grade 4, Grade 5, English Learner, and Students with Disabilities. Due to COVID-19, the CAASPP assessments were not conducted in the spring of 2020 so we do not have new data to determine our progress on these goals.

***Major Differences**

Professional development during the 2019-2020 focused on schoolwide common diagnostic and formative assessments in the area of math. We were not able to continue in our PLCs after the move to online learning.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2020-2021, students in grades 2-5 will take the FAST math assessment.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards	89.3%	93.0%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards	88.1%	91.0%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	83.6%	90.0%	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	87.0%	90.0%	CAASPP Math	Annually
June 2021	2-5	Increase the percentage of students meeting and exceeding grade level standards	baseline	90.0%	FAST	Three times/year

***Identified Need**

Due to COVID-19, there is no new test data for the CAASPP Math from spring 2020. The school's overall data for the 2019 school year indicates 87.0% of 3rd-5th grade students met or exceeded standards in math. This was a 3.5% decrease from the previous year's score (2018) of 90.5% 3rd-5th graders meeting or exceeding standards in math. Prior to that, the math scores had been 87.1%, 82.6% and 81.6% in 2017, 2016 and 2015, respectively.

On the 2019 CA Dashboard, Torrey Pines is in the Green Performance Level for the Academic Performance: Mathematics indicator at 79 points above standard, which declined 8.9 points from 2018. We have no student groups in the Red or the Orange Performance Levels.

In support of district-wide initiatives, we are including AMOs for English Learners, Students with Disabilities, and African American student groups. As our African American student group is too small for state-level data reporting, we will be using site-based metrics to track student achievement for this group.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	70%	80%	CAASPP Math	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	55%	65%	CAASPP Math	Annually
June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	baseline	93%	FAST	Three times/year
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	50%	60%	CAASPP Math	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	50%	61%	CAASPP Math	Annually
June 2021	4	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	baseline	91%	FAST	Three times/year
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	baseline	70%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	62%	72%	CAASPP Math	Annually
June 2021	5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	baseline	90%	FAST	Three times/year

Math Activities

***Students to be served by this Strategy/Activity**

Unduplicated students/All students at the school will benefit from this strategy/activity in the area of math, especially the Annual Measurable Outcomes subgroups.

***Strategy/Activity - Description**

The unduplicated pupil percentage at Torrey Pines Elementary is 27% for the 2020-21 school year. Understanding that over a quarter of our students historically struggle to experience success in core content areas, we have dedicated LCFF monies to support professional development as well as classroom and intervention supports for the primary benefit of these students, while knowing that all students will benefit.

To continue to support student progress in math, school professional development plans will actively include paraprofessionals as participants. All staff will review and implement the following instructional strategies: clarity of purpose, checking for understanding, noticing and naming student learning

and maintaining high levels of student engagement. Furthermore, teachers and staff members will continue to undergo training in the FAST assessment system and use this data to measure and ensure students' academic progress.

Teachers will conduct Tier 2 instruction in their classrooms, following SMART goals, to meet the needs of Students with Disabilities and EL students. In addition, all teachers will provide daily designated and integrated ELD instruction. Special education teachers will co-teach and participate in weekly PLC and quarterly data monitoring meetings.

In 2019-2020, all students took the FAST assessments in reading and math. Due to online learning in 2020-2021, some teachers will continue to use the FAST and will meet with District personnel to understand data received from these assessments and plan next instructional steps. In addition, some teachers will give the SBAC interim assessments to consistently monitor students' progress in math.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0279-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02793	substitutes allow for teachers to have planning time together and reflect upon student data to create next instructional steps
	Supplies	0279-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N0279D	supplies, including professional manuals, student journals and other school materials are necessary for all teaching and learning

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Implementation:
Students receive designated ELD instruction daily. In addition, resources are allocated for ELPAC testing and coordination. Teachers received professional development reviewing the expectations for integrated and designated ELD instruction.

Effectiveness:
Our goals for the 2019-20 school year were around the performance of our English Learners on the CAASPP ELA and Math and the Summative ELPAC. With site closures due to COVID-19, none of these assessments took place in the spring of 2020 so we do not have new data to evaluate our progress towards our goals.

***Major Differences**

There were no differences in plans and outcomes during the 2019-2020 school year.

***Changes**

EL students' progress will not just be tracked in relation to achievement on the CAASPP performance assessments. Teachers will work with the principal to set interim goals to monitor EL progress. Professional development around formative assessments will guide ELD instruction.

***Integrated English Language Development**

All professional development will be executed through the lens of EL students' needs. Teachers must show daily ELD instruction in their schedules. Walkthroughs will enable teachers to feel support and reinforcement for following these scheduling expectations.

***Designated English Language Development**

Professional development will include specific topics for Designated ELD. Teachers will meet in weekly PLCs to analyze data, with an emphasis on EL and Students with Disabilities. Classroom teachers will adjust lessons and instructional practices as needed to support student learning. Classroom walkthroughs will affirm teachers' regular scheduling of Designated ELD. Each classroom will dedicate at least 35 minutes of daily of Designated ELD instruction.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	66.7%	75.0%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in math.	62.0%	70.0%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	baseline	75.0%	FAST	Three times/year
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in math.	baseline	70.0%	FAST	Three times/year
June 2021	3-5	English Learner	Increase a minimum of one performance level.	No baseline due to changes in the scale score ranges from 17-18.	90.0%	Summative ELPAC	Annually

***Identified Need**

English Learner students make up 15% of the overall student population at Torrey Pines. This is equivalent to 73 students.

Due to COVID-19, there is no new test data for the CAASPP ELA or Math from spring 2020. We do have data that shows that in 2020, nine of our English Learners were reclassified. The 2019 CA Dashboard is an update from what we had for last year's SPSA though the data is behind by a year. In the Academic Performance: ELA indicator, English Learners have no performance color for 2019. As a group, they were 68.2 points above standard, an

increase of 4.7 points from 2018. For the Academic Performance: Mathematics indicator, they also have no performance color and are at 64.2 points above standard, which is a decrease of 30.2 points from 2018. The English Learner Progress Indicator shows that 60.9% of our EL students are making progress towards English language proficiency, which is considered a High Performance Level. This student group is in the Orange Performance Level for the Academic Engagement: Chronic Absenteeism indicator at 8.3% chronically absent, which increased 4.5% from 2018. For the Conditions & Climate: Suspension Rate indicator, they are in the Blue Performance Level at 0% suspended at least once in 2019, which maintained from 2018.

***Online Learning Implications**

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	20%	65%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	50%	75%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	baseline	85%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	70%	80%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	50%	60%	CAASPP Math	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	baseline	70%	CAASPP Math	Annually
June 2021	TK-5	English Learner	Maintain percentage of eligible students being reclassified	100%	100%	ELPAC	Annually

English Learners Activities

***Students to be served by this Strategy/Activity**

Unduplicated students/All students at the school will benefit from this strategy/activity, especially English Learner students.

***Strategy/Activity - Description**

The unduplicated pupil percentage at Torrey Pines Elementary is 27% for the 2020-21 school year. Understanding that over a quarter of our students historically struggle to experience success in core content areas, we have dedicated LCFF monies to support professional development as well as classroom and intervention supports for the primary benefit of these students, while knowing that all students will benefit.

Visiting teachers are essential for classroom teachers, along with paraprofessional staff, to be released from their classrooms to participate in professional development activities to foster refinement of the following instructional practices: lesson design, lesson studies, cross-classroom visits and mentor school visits. All classroom teachers and education specialists will have opportunities to participate in lesson studies with the principal as instructional coach.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0279-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02793	substitutes allow for teachers to have planning time together and reflect upon student data to create next instructional steps
	Supplies	0279-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N0279D	supplies, including professional manuals, student journals and other school materials are necessary for all teaching and learning

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

· Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
· Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
· Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Implementation:
Last year we were able to conduct lesson studies and plan and execute co-teaching in our classrooms. In addition, we purchased curriculum to and supplies to support student learning. Finally, we included paraeducators in training and lesson development.

Effectiveness:
Our Students with Disabilities goals for 2019-20 were related to student performance on the CAASPP ELA and math. With site closures due to COVID-19, none of these assessments took place in the spring of 2020 so we do not have new data to evaluate our progress towards our goals.

***Major Differences**

There were no differences between the intended purpose and outcome.

***Changes**

We will continue to encourage education specialists to work with classroom teachers to plan and co-teach lessons. In addition, we will continue to empower paraeducators. During online learning, we will reflect upon how we can best support students across Zoom, and we will take action to implement these new ideas for connection and support.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	68.0%	78.0%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in math as measured by CAASPP.	56.0%	66.0%	Other (Describe in Objective)	Annually

***Identified Need**

Due to COVID-19, there is no new test data for the CAASPP ELA or Math from spring 2020. The 2019 CA Dashboard is an update from what we had for last year's SPSA though the data is behind by a year. In the Academic Performance: ELA indicator, Students with Disabilities have no performance color for 2019. As a group, they were 36.1 points above standard, maintained (0.5 points) from 2018. For the Academic Performance: Mathematics indicator, they also have no performance color and are at 12.1 points above standard, which is a decrease of 27.5 points from 2018. This student group is in the Yellow Performance Level for the Academic Engagement: Chronic Absenteeism indicator at 8.3% chronically absent, which increased 4.5% from 2018. For the Conditions & Climate: Suspension Rate indicator, they are in the Yellow Performance Level at 1.5% suspended at least once in 2019, which maintained from 2018 (-0.2%).

***Online Learning Implications**

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All students with IEPs have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA.	55.0%	67.0%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA.	60.0%	72.0%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA.	85.0%	95.0%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in math.	55.0%	65.0%	CAASPP Math	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in math.	50.0%	61.0%	CAASPP Math	Annually

June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in math.	62.0%	72.0%	CAASPP Math	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Unduplicated students/All students at the school will benefit from this strategy/activity, especially Students with Disabilities.

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers, along with paraprofessional staff, to be released from their classrooms to participate in professional development activities to foster refinement of the following instructional practices: lesson design, lesson studies, cross-classroom visits and mentor school visits. All classroom teachers and education specialists will have opportunities to participate in lesson studies with the principal as instructional coach.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0279-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02793	substitutes allow for teachers to have planning time together and reflect upon student data to create next instructional steps

Supplemental Instructional Materials

***Students to be served by this Strategy/Activity**

Unduplicated students/All students at the school will benefit from this strategy/activity, especially Students with Disabilities.

***Strategy/Activity - Description**

Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to help maximize instructional time, close the achievement gap and allow implementation of professional development.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies	0279-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N0279D	supplies, including professional manuals, student journals and other school materials are necessary for all teaching and learning

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	African American	Proficiency in ELA	baseline	+10%	Grades	Trimester
June 2021	3-5	African American	Proficiency in math	baseline	+10%	Grades	Trimester

***Goal 6 Supporting Black Youth - Additional Goals**

✓ 1. Beginning in the Fall of 2020, TPES site selection/hiring panel will complete anti-bias training before conducting any interviews.
✓ 2. In 2020-21 school year, TPES will develop and implement a site-specific system for tracking classroom referrals.
✓ 3. TPES will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
✓ 4. TPES will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
✓ 5. In the 2020-21 school year, TPES will develop and implement a site-specific system for tracking school police detainments.
✓ 6. The staff diversity goal at TPES is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

This need was identified by a review of student report cards from the 2019-20 school year. We realize that our African American students are not performing at the same level as other students.

The African American population at Torrey Pines is historically small and because of this, we have limited state-level reporting of data for ELA and math. We will be using site-based metrics to gather data for this student group for the 2020-21 school year to help us better inform goals for this population in the future.

***Online Learning Implications**

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Data Monitoring

***Students to be served by this Strategy/Activity**

All students, especially African American students will be served by this strategy.

***Strategy/Activity - Description**

Data monitoring during PLCs and the RtI structure will ensure data-driven Tier 2 support.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Implementation:
Torrey Pines Elementary School works closely with the Torrey Pines Elementary School Education Foundation to provide art, dance, music, technology, physical education, Spanish and library opportunities for all students.

Effectiveness:
Our goals for the 2019-20 school year were based on data from the CAL-SCHLS survey that is usually conducted in the spring. Due to COVID-19 and site closures, there is no new data for the 2019-20 school year so we cannot determine our progress towards meeting our goals.

***Major Differences**

No major differences.

***Changes**

No major changes.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Parents	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	58.25%	68.25%	CAL - SCHLS (CSPS)

***Identified Need**

Due to COVID-19, there is no new survey data for the CAL-SCHLS surveys from spring 2020. The most current survey results we have are from the 2018-2019 school year.

In 2018, 262 families completed the survey, out of the school population of 480 students. According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 58.25% with the response of "strongly agree" in each of the indicators (see below).

Parent Involvement (indicators) % respondents who "strongly agree" responses:
-School allows input and welcomes parents' contributions = 59%
-School encourages me to be an active partner with the school in educating my child = 64%
-School actively seeks the input of parents before making decisions = 43%
-Parents feel welcome to participate at this school = 67%

Parent Involvement (indicators) % respondents including both "strongly agree" and "agree" responses:
-School allows input and welcomes parents' contributions = 59% 36% = 95%
-School encourages me to be an active partner with the school in educating my child = 64% 30% = 94%
-School actively seeks the input of parents before making decisions = 43% 42% = 85%
-Parents feel welcome to participate at this school = 67% 29% = 96%

***Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Parents	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey.	59%	69%	CAL - SCHLS (CSPS)
June 2021	Parents	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child as measured by CA Parent Survey.	64%	74%	CAL - SCHLS (CSPS)

June 2021	Parents	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey.	43%	53%	CAL - SCHLS (CSPS)
June 2021	Parents	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	67%	77%	CAL - SCHLS (CSPS)

Parent and Family Engagement Activities

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

The relationship between Torrey Pines families and the school is fostered through monthly Principal-Foundation Chats, the principal's weekly message, open Foundation Board meetings and general transparency in all affairs.

All staff share responsibility for attending weekend and off-campus fundraising events important for building school community and Foundation coherence. We will continue to support the Foundation and community events, and parents will continue their strong partnerships with the school.

We will continue to hold Principal-Foundation chats and continue school-home communication. We are working with the La Jolla Cluster schools to offer Social-Emotional Parenting Workshops to all families throughout our community. Teachers have an open-door policy, welcoming parents into their classrooms for observation and volunteering opportunities (with prior approval) and actively communicate via text, Dojo, blogs, website, newsletters, emails and weekly progress reports.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Implementation:
Professional Development centers around refinement of instructional strategies, and classroom walkthroughs provide observation feedback on implementation of these instructional strategies. Data monitoring meetings with the principal allow teachers to communicate the types of Tier 2 instruction they are providing for students, with SMART goals. Weekly PLCs ensure grade levels are using DuFour's guiding questions to reflect upon and prepare for instructional steps. Visiting teachers allow for further collaboration and observation both within and beyond the school site.

Effectiveness:
For the 2019-20 school year, our goals were around seeing improved performance on the DRA2 for our English Learners and Students with Disabilities in Grades 3 and 5.

***Major Differences**

During the spring 2020, PD and PLC time focused mainly on the area of online instruction.

***Changes**

The focus of the PD will include schoolwide instructional strategies and monitoring assessment systems for both ELA and math.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	89.3	92.0	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	baseline	92.0	FAST	Three times/year
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	baseline	92.0	DRA	Three times/year

***Identified Need**

The percentage of third-grade students who met or exceeded grade level standards in 2017 was 90.3%. In 2018, only 85.1% of grade three students met or exceeded standards, and in 2019, only 81.0% of third-graders met or exceeded standards. This is a decline of 9.3% in meets or exceed scores over the past two years. This decline is extremely concerning. The school's overall data for 2019 was 89.3% of students meeting or exceeding standards in ELA, and this was largely because of the 96.0% of all fifth-graders who met or exceeded ELA scores. Based on this data, we need to continue to focus to improve student achievement at all grade levels in ELA, and we need to use the strategies being implemented in fifth-grade to meet this end. I will use site-based metrics such as the DRA and the Fast for timely monitoring throughout the year. This will ensure students are prepared for the CAASPP in the spring.

***Online Learning Implications**

The work of counselors supports the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	20.0%	65.0%	Grade 3 ELA Reading	Trimester
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	55.0%	67.0%	Grade 3 ELA Reading	Trimester

June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding grade level standards on the DRA or FAST.	baseline	92%	Other description in objective	Three times/year
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	66.7%	85.0%	Grade 5 ELA Reading	Trimester
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	85.0%	95.0%	Grade 5 ELA Reading	Trimester
June 2021	5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards on the DRA or FAST.	baseline	92%	Other description in objective	Three times/year

Promotion Supports

***Students to be served by this Strategy/Activity**

Unduplicated students/All students at the school will benefit from this strategy/activity in the area of ELA, especially the following grade levels: 3rd grade and 5th grade students.

***Strategy/Activity - Description**

Visiting teachers afford teachers extended time for PLC and collaboration. This ensures teachers communicate regarding units of instruction, design common materials and analyze student work collectively. In addition, professional development focuses on important instructional strategies teachers use to improve student achievement. Monitoring meetings with the principal and Tier 2 intervention data further the commitment to ensuring all third and fifth grade students meet or exceed grade level standards in ELA.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0279-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02793	substitutes allow for teachers to have planning time together and reflect upon student data to create next instructional steps
	Supplies	0279-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N0279D	supplies, including professional manuals, student journals and other school materials are necessary for all teaching and learning

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented schoolwide at Torrey Pines Elementary School to meet or exceed the SPSA goals.

Online Learning

System for pupil outreach and re-engagement:

During online learning, I review the attendance report daily. I follow up with any family with whom I am not certain the student's absence is due to illness or other planned event. My counselor and attendance assistant work with me to ensure all students are engaged in Zoom and learning activities. We communicate with parents to build flexible learning plans.

Training for staff to engage students and build relationships:

Teacher training and professional development focuses on building safe, collaborative and caring classroom communities online. When a student or family is having difficulty feeling connected to the teacher and able to support online learning, the parent, teacher, counselor and other support staff work together to solve problems creatively and effectively. The principal offers weekly "Breakfast and Books" with students (twice per week for younger and older students) to build relationships and social emotional learning skills.

Equity and consistency from classroom to classroom regarding attendance:

The principal and attendance assistant review attendance procedures with all teachers. We discuss grade level and site norms at PLC and staff meeting times. When there is a difference of opinion in attendance practices, staff work together to solve the problem in a collaborative way.

Ensuring processes are accessible to all parents and families (distribution method, internet accessibility, various languages):

All staff are committed to ensuring parents have wireless connectivity and well-functioning technology devices. When needed all materials are translated.

Leadership actions to meet SPSA during online learning:

The principal meets with each grade level during PLCs weekly. In addition, regular PD, staff meetings, ILT meetings, RtI meetings and 1:1 meetings with all support staff ensure relationships are maintained despite working remotely. This fall, the principal is holding 1:1 30-minute chat sessions with all

teachers to continue understanding staff members' needs and personal and professional goals. The principal monitors email and text messages and communicates responsively to all stakeholders. I am a regular presence in Zoom sessions and provide feedback to teachers based on instructional strategies, evidence of preparation and organization of materials and working collaboratively in grade level teams.

Monitoring Instructional Content, Pedagogy and Student Engagement
The site administrator will work alongside all members of the school community to ensure that the following are in place at the school:
-A guaranteed and viable curriculum in every classroom.
-All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student learning. These include creating and maintaining a safe, collaborative and inclusive environment; having a clarity of purpose in each lesson; continuous checking for understanding; frequent naming and noticing; consistently ensuring engagement; and providing effective and specific feedback.
-Create a school culture wherein teachers feel safe sharing their data and classroom practices with the public and in which they welcome feedback and discussions centered on improving their instructional practice.
-Daily classroom observations, with written feedback to teachers at least once a month, monitoring the implementation of curriculum, use of instructional strategies and maintenance of safe, collaborative classroom environments.
-All staff members know students by name and by need. Students with IEPs have all accommodations in place at all times in the classroom.

Monitoring Student Learning and Providing Support
The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:
-Develop and refine a comprehensive assessment system at each grade level.
-Implement six to eight-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
-Administer common formative and summative assessments and utilize the data to lead teacher teams in Professional Learning Communities (PLCs). Assist teachers in designing both effective lessons and targeted interventions based on student needs.
-Ensure that reteach and reassessment opportunities are provided to students.
-Ensure that all students have access to rigorous and standards-based lessons.

Targeted Professional Learning and Implementation
The site administrator will continue to focus on creating a collaborative risk-taking environment for teachers and students, and she will continue to guide an instructional leadership team (ILT) responsible for aligning systems and structures for the purpose of cultivating teacher leadership. The site administrator will ensure the following takes place at the school:
-Data from classroom observations and common assessments will be used to inform professional learning opportunities.
-Teachers' needs will be identified in order to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
-The school's focus, common pedagogy, professional learning, and teacher collaboration are evident in all classrooms.

Interpersonal Skills
-Model positive and productive relationships with staff, students, parents and community.
-Create a safe, supportive and collaborative school culture wherein all staff feels supported and can have honest and vulnerable conversations about the work.
-Value mutual respect, multiple cultural perspectives and experiences.
-Views work through an appreciative lens and focuses on what is working at the school.

Organizational Leadership
-Develop and maintain clear systems to organize and maximize resources and operations.
-Establish clear lines of communication.
-Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/Community
-Cultivate positive relationships with parents and community.
-Implement systems and structures that engage, teach and support parents and the community.
-Have clear and open communication with parents and the community.
-Help parents understand their child's learning successes and needs.
-Provide resources to support parents.

Leading for Second Order Change
-Strengthen and fine-tune current instructional practices.
-Study our instructional practices publicly, within grade levels and to achieve vertical alignment. Participate in lesson studies.
-Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).
-Ensure all learning goals and targets are aligned with Critical Concepts and Common Core Standards and based on student data.
-Reflect on our work as educators and equity for all students.
-Show how to be comfortable with being uncomfortable.
-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes:
Professional Learning Outcomes: Teachers will move from theory to application as they acquire and respond to evidence of student understanding by:
-Strong knowledge of the standards.
-Deeper understanding of the vertical alignment of critical concepts between grade levels.
-Application of teaching practices that impact student achievement.

Teaching Outcomes: Teachers will move from theory to application as they acquire evidence of and respond to student understanding, building upon learning from previous year, as demonstrated by:
-Daily monitoring of student progress toward a learning goal as well as specific learning targets.
-Lifting or shifting instruction in the moment based on what students are controlling and approximating.
-Team analysis of student work and next steps on a weekly basis during PLCs.

Planning Outcomes: Teachers will move from theory to application as they acquire and respond to evidence of student understanding by:
-Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.
-Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable and measurable) to meet the goal.

Professional Development Plan and Progression of Learning:
Progression of Learning
- Vertical alignment of critical concepts.
- Starting with student assessment and critical concepts to make decisions about units using balanced literacy.
- Designing quality assessments to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why).
- Monitoring, analyzing and responding to lessons daily and weekly, through participation in PLCs.
- Developing systems for monitoring student progress.

Professional Development Goals
- Build understanding and vertical alignment of all standards.
- Set learning goals and targets that are standards-based.
- Use qualitative and quantitative data to make instructional decisions, revisiting learning targets as necessary.

Professional Development Structures:

PLC (weekly)
PLC Guiding Questions:
- What do we want students to learn (target)?
- How will we know they have learned it (rubric)?
- What will we do if they don't learn it?
- What will we do if they do learn it?

PLC Process:
- Bring common current student work/data.
- Analyze and calibrate student work/data, using rubric if possible.
- Reflect on student progress towards target based on data.
- Design next instructional steps based on student data.
- Set SMART goal.
- Develop next student work/data opportunity for future PLC.

Lesson Study
Focus:
- Instructional Practices/Balanced Literacy
- Lift and shift - planning for and responding to evidence of understanding in the moment.

Process:
- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

Focused Observations/ Feedback
Lift and Shift:
- What is the learning target?
- What are students doing in relation to the targets?
- How are students responding?

Guiding Questions:
- What opportunity was provided in the moment for students to demonstrate understanding?
- What are students saying about meaning? About strategy work?
- What was lifted? (meaning? strategy?)
- What was shifted? (meaning? strategy?)
- How did the teacher lift/shift (teacher response)? (voice over, summary, reread with a focus...)

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Torrey Pines Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 17,255.11

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$0
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$17,255.11
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 17,255.11

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $17,255.11

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Torrey Pines Elementary	**09800 LCFF Intervention Support**		**1192**	Prof&Curriclm Dev Vist Tchr		$ 5,070.00
			3000			$ 1,130.11
			4301	Supplies		$ 11,055.00
	09800 LCFF Intervention Support Total					**$ 17,255.11**
Grand Total						**$ 17,255.11**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

Torrey Pines Elementary School
Parent and Family Engagement Policy 2020-21

Torrey Pines Elementary School (TPES) has developed a written parent and family engagement policy with input from parents. This policy was developed and approved by the School Site Council (SSC) on May 5, 2020, a formal committee with half the constituency being parents of current TPES students. The 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.

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

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c). Each school served under this part shall jointly develop with and distribute to parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections below.

To involve parents, the following practices have been established: monthly SSC and SGT meetings, monthly Principal/Foundation parent chats, weekly Principal's newsletter and current school and Foundation websites.

The school convenes an annual meeting to inform parents about their rights to be involved in the school program.

At the annual Back to School Night (Curriculum Night), the Principal and Foundation Board members highlight the variety of methods for involvement and communication.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening.

The Foundation holds monthly meetings for parents. There is also a Principal/Foundation chat held monthly.

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.

The school conducts surveys, hosts informal and formal meetings, promotes open communication and holds SSC and SGT meetings.

The school provides parents of students with timely information about the school's programs.

The school uses classroom notes, school fliers, an online calendar, School Messenger, 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 meet.

The school hosts parent information sessions and parent-teacher conferences. Staff regularly communicate in multiple ways.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children.

Parents participate in making these decisions through multiple opportunities, such as Principal/Foundation chats, parent-teacher conferences, informal conversation and/or virtual communication (as allowed by Education Code) with teachers, education specialists, other staff members and the Principal.

The school engages parents in meaningful interactions with the school. The Compact 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.

These opportunities include Back to School Night (Curriculum Night), Open House, Principal/Foundation chats, Foundation meetings and Principal's weekly emails.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

These opportunities include Back to School Night (Curriculum Night), parenting seminars, Principal/Foundation chats, Foundation meetings, Principal's weekly emails, teachers' communication and other links/activities to complete at home.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

These opportunities include Foundation meetings and events, committees, SSC and SGT.

The school coordinates and integrates 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.

These opportunities include parenting seminars, guest speakers and La Jolla Cluster programs.

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.

The school sends emails and fliers and maintains a current school website.

The school provides support for parental involvement activities requested by parents.

These opportunities include parenting seminars, guest speakers and La Jolla Cluster programs.

The school 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 policy was adopted by Torrey Pines Elementary School on May 5, 2020 and will be in effect for the period of 2020-2021 school year.

The school will refer parents to this policy located on the school website during fall 2020.

Nona Richard

Signature of Authorized Official here

05/05/2020

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

TORREY PINES ELEMENTARY SCHOOL

School Parent Compact

This School Parent Compact is in effect year 2020/2021.

Torrey Pines Elementary School distributes to parents and family members a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

Required School Parent Compact Provisions

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.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

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

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:
TPES offers monthly meetings, annual Curriculum Night, annual Open House night, conferences, emails and updated school and Foundation websites.

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?
TPES provides Parenting Seminars, weekly teacher and Principal emails, Curriculum Night, parent-teacher conferences and other meetings as needed.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?
TPES teachers communicate with parents regularly, involving parents in conversations about students' progress. They provide materials for families to use at home. Parents often volunteer in students' classrooms and in the office.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?
TPES teachers and Foundation members provide many opportunities to volunteer in the classroom, during enrichment rotations and on various committees.

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?
Through Principal chats, updated school and Foundation websites, monthly SGT and SSC meetings and open communication with the Principal, counselor, teachers and other service providers, there are multiple ways for parents to learn how to participate in the education of their children.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

TPES distributes information about programs in a language parents and family members can understand. TPES is responsive to parents' requests for further information and answers to questions. Parents are notified that the District will translate school documents as needed. Translators are provided by the District during meetings as needed, given sufficient prior notice (at least one week).

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

TPES hosts Parenting Seminars, parent-teacher conferences, Principal chats, weekly emails from the Principal and teachers, SGT and SSC meetings and other classroom events to involve parents.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

TPES distributes information about programs in a language parents and family members can understand. TPES is responsive to parents' requests for further information and answers to questions. Parents are notified that the District will translate school documents as needed. Translators are provided by the District during meetings as needed, given sufficient prior notice (at least one week).

This Compact was adopted by Torrey Pines Elementary School on May 5, 2020 and will be in effect for the period of the 2020-2021 school year. The school will make this Compact available on our school website. We will direct parents and family members of students to review this Compact on our website during the first week of the school year.

Nona Richard

TPES School Principal

Approved by SSC May 5, 2020

See attached form (page 18) to be signed and returned to the classroom teacher.

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

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SCHOOL PERFORMANCE OVERVIEW

Torrey Pines Elementary

Explore the performance of Torrey Pines Elementary under California's Accountability System.

Chronic Absenteeism

Green

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Green

School Details

NAME
Torrey Pines Elementary

ADDRESS
8350 Cliffridge Avenue
La Jolla, CA 92037-2106

WEBSITE
http://www.sandi.net/to...

GRADES SERVED
K-5

TORREY PINES ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

475

Socioeconomically Disadvantaged

13.3%

English Learners

17.5%

Foster Youth

0%

TORREY PINES ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

95.6 points above standard

Maintained -0.1 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	1 Blue	

LEARN MORE

Mathematics

Green

79 points above standard

Declined 8.9 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	1 Blue	

LEARN MORE

English Learner Progress

60.9% making progress towards English language proficiency

Number of EL Students: 23

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

TORREY PINES ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Green

4.4% chronically absent

Declined 1% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	3 Yellow
2 Green	1 Blue	

TORREY PINES ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.4% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2
Red	Orange	Yellow

0	5
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Blue

95.6 points above standard

Maintained -0.1 Points

Number of Students: 203

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

White

Blue

Hispanic

No Performance Color

- African American
- Asian
- English Learners
- Filipino
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

142.9 points above standard

Increased 36.3 Points ▲

Number of Students: 22

English Learners

No Performance Color

68.2 points above standard

Increased 4.7 Points ▲

Number of Students: 31

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

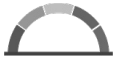
No Performance Color

98.4 points above standard

Increased 11.8 Points ▲

Number of Students: 22

Socioeconomically Disadvantaged



No Performance Color

49.2 points above standard

Declined 9.9 Points ▼

Number of Students: 25

Students with Disabilities

No Performance Color

36.1 points above standard

Maintained 0.5 Points

Number of Students: 34

White

Green

89.2 points above standard

Declined 12 Points ▼

Number of Students: 121

Hispanic

Blue

84.7 points above standard

Increased 17.1 Points ▲

Number of Students: 34

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	91.1 points above standard	95.7 points above standard	95.6 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
No Data	97.8 points above standard	96.9 points above standard
No Data	Maintained -0.2 Points	Maintained -1 Points
Number of Students: 7	Number of Students: 24	Number of Students: 152

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

79 points above standard

Declined 8.9 Points ▼

Number of Students: 203

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

White

Blue

Hispanic

No Performance Color

- African American
- Asian
- English Learners
- Filipino
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

125.4 points above standard

Maintained -1.6 Points

Number of Students: 22

English Learners

No Performance Color

64.2 points above standard

Declined 30.2 Points ▼

Number of Students: 31

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

90.5 points above standard

Increased 13.8 Points ▲

Number of Students: 22

Socioeconomically Disadvantaged

No Performance Color

46 points above standard

Declined 18.8 Points ▼

Number of Students: 25

Students with Disabilities

No Performance Color

12.1 points above standard

Declined 27.5 Points ▼

Number of Students: 34

White

Green

75.9 points above standard

Declined 15.6 Points ▼

Number of Students: 121

Hispanic

Blue

51.2 points above standard

Increased 4.8 Points ▲

Number of Students: 34

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	80.7 points above standard	87.9 points above standard	79 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

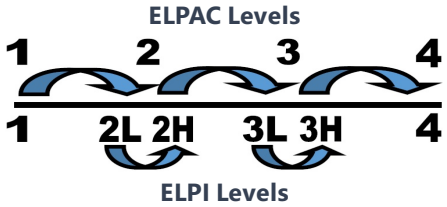
Current English Learners	Reclassified English Learners	English Only
No Data	84 points above standard	77.4 points above standard
No Data	Declined 30.3 Points ▼	Declined 5.7 Points ▼
Number of Students: 7	Number of Students: 24	Number of Students: 152

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

60.9% making progress towards English language proficiency

Number of EL Students: 23

Performance Level

High

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	17.3%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	21.7%
ELs who Maintained ELPI Level 4	4.3%
ELs Who Progressed at Least One ELPI Level	56.5%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Green

4.4% chronically absent

Declined 1% ▼

Number of Students: 499

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

English Learners

Yellow

Asian

Students with Disabilities

Hispanic

Green

Socioeconomically Disadvantaged

White

Blue

Two or More Races

No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

English Learners

Orange

8.3% chronically absent

Increased 4.5% ▲

Number of Students: 96

Asian

Yellow

2.7% chronically absent

Increased 1.5% ▲

Number of Students: 74

Students with Disabilities

Yellow

4.6% chronically absent

Increased 1.2% ▲

Number of Students: 65

Hispanic

Yellow

8.4% chronically absent

Maintained 0%

Number of Students: 83

Socioeconomically Disadvantaged

Green

7.7% chronically absent

Declined 3.7% ▼

Number of Students: 78

White

Green

4.2% chronically absent

Declined 2.3% ▼

Number of Students: 265

Two or More Races

Blue

1.4% chronically absent

Declined 1.9% ▼

Number of Students: 70

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Blue

0.4% suspended at least once

Maintained 0.2%

Number of Students: 505

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Students with Disabilities

White

Green

No Students

Blue

Asian

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

No Performance Color

African American

Filipino

Foster Youth

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

Yellow

1.5% suspended at least once

Maintained -0.2%

Number of Students: 65

White

Yellow

0.8% suspended at least once

Increased 0.8% ▲

Number of Students: 266

Asian

Blue

0% suspended at least once

Maintained 0%

Number of Students: 76

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 97

Hispanic

Blue

0% suspended at least once

Maintained 0%

Number of Students: 85

Two or More Races

Blue

0% suspended at least once

Declined 1.6% ▼

Number of Students: 71

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Declined 1.4% ▼

Number of Students: 80

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	N/A	0.2%	0.4%

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Torrey Pines
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	280	89.6	227	90.3	220	85.5	201	89.1	206	89.3	-0.3	0.2	283	81.6	230	82.6	224	87.1	211	90.5	215	87.0	5.4	-3.5
Female	138	92.8	116	92.2	112	92.0	101	92.1	97	96.9	4.1	4.8	139	78.4	116	81.0	113	85.8	107	91.6	102	91.2	12.8	-0.4
Male	142	86.6	111	88.3	108	78.7	100	86.0	109	82.6	-4.0	-3.4	144	84.7	114	84.2	111	88.3	104	89.4	113	83.2	-1.5	-6.2
African American	6	-	3	-	3	-	2	-	3	-	-	-	6	-	3	-	3	-	2	-	3	-	-	-
Asian**	30	93.3	24	95.8	27	81.5	26	92.3	20	100.0	-	-	31	96.8	26	100.0	32	96.9	33	100.0	26	96.2	-	-
Filipino	1	-	1	-	1	-	2	-	1	-	-	-	1	-	1	-	1	-	2	-	1	-	-	-
Hispanic	40	80.0	30	86.7	33	87.9	32	78.1	36	86.1	6.1	8.0	41	56.1	31	61.3	32	65.6	33	72.7	39	76.9	20.8	4.2
Indochinese**	1	-	0	-	1	-	1	-	-	-	-	-	1	-	0	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	165	90.3	136	88.2	124	84.7	115	92.2	121	87.6	-2.7	-4.6	166	82.5	136	81.6	124	89.5	117	94.9	121	88.4	5.9	-6.5
Multiracial	37	94.6	33	97.0	31	87.1	23	82.6	25	92.0	-2.6	9.4	37	91.9	33	90.9	31	90.3	23	78.3	25	84.0	-7.9	5.7
English Learner	17	76.5	8	-	9	-	15	66.7	8	-	-	-	20	70.0	12	66.7	14	92.9	23	82.6	16	62.5	-7.5	-20.1
English-Speaking	263	90.5	219	91.3	211	87.7	186	90.9	198	91.4	0.9	0.5	263	82.5	218	83.5	210	86.7	188	91.5	199	88.9	6.4	-2.6
Reclassified†	16	93.8	17	94.1	19	94.7	14	100.0	24	91.7	-2.1	-8.3	16	81.3	17	82.4	19	84.2	14	100.0	24	95.8	14.5	-4.2
Initially Eng. Speaking	247	90.3	202	91.1	192	87.0	172	90.1	174	91.4	1.1	1.3	247	82.6	201	83.6	191	86.9	174	90.8	175	88.0	5.4	-2.8
Econ. Disadv.*	32	78.1	35	82.9	31	80.6	26	80.8	26	65.4	-12.7	-15.4	32	71.9	34	70.6	30	86.7	29	79.3	28	75.0	3.1	-4.3
Non-Econ. Disadv.	248	91.1	192	91.7	189	86.2	175	90.3	180	92.8	1.7	2.5	251	82.9	196	84.7	194	87.1	182	92.3	187	88.8	5.9	-3.5
Gifted	127	97.6	115	97.4	101	95.0	59	98.3	88	98.9	1.3	0.6	128	96.1	115	97.4	102	97.1	60	98.3	89	100.0	3.9	1.7
Not Gifted	153	83.0	112	83.0	119	77.3	142	85.2	118	82.2	-0.8	-3.0	155	69.7	115	67.8	122	78.7	151	87.4	126	77.8	8.1	-9.6
With Disabilities	34	76.5	30	63.3	28	46.4	27	66.7	32	68.8	-7.7	2.1	34	58.8	30	40.0	27	51.9	27	74.1	32	56.3	-2.5	-17.8
WO Disabilities	246	91.5	197	94.4	192	91.1	174	92.5	174	93.1	1.6	0.6	249	84.7	200	89.0	197	91.9	184	92.9	183	92.3	7.6	-0.6
Homeless	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	8	-	9	-	10	90.0	2	-	3	-	-	-	8	-	9	-	10	90.0	2	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Torrey Pines
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	93	84.9	66	86.4	72	90.3	67	85.1	70	81.4	-3.5	-3.7	94	84.0	67	79.1	76	93.4	71	91.5	75	89.3	5.3	-2.2
Female	42	92.9	36	86.1	34	97.1	28	85.7	30	100.0	7.1	14.3	43	81.4	36	86.1	35	94.3	30	93.3	32	96.9	15.5	3.6
Male	51	78.4	30	86.7	38	84.2	39	84.6	40	67.5	-10.9	-17.1	51	86.3	31	71.0	41	92.7	41	90.2	43	83.7	-2.6	-6.5
African American	2	-	0	-	1	-	1	-	0	-	-	-	2	-	0	-	1	-	1	-	0	-	-	-
Asian**	10	90.0	7	-	10	100.0	9	-	7	-	-	-	10	90.0	7	-	15	100.0	12	100.0	11	100.0	-	-
Filipino	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Hispanic	15	66.7	7	-	13	84.6	5	-	12	75.0	8.3	-	16	68.8	8	-	12	75.0	5	-	13	84.6	15.8	-
Indochinese**	0	-	0	-	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	53	86.8	42	83.3	41	87.8	43	86.0	42	76.2	-10.6	-9.8	53	84.9	42	76.2	41	95.1	44	95.5	42	85.7	0.8	-9.8
Multiracial	13	92.3	9	-	6	-	8	-	9	-	-	-	13	92.3	9	-	6	-	8	-	9	-	-	-
English Learner	8	-	6	-	1	-	6	-	5	-	-	-	9	-	7	-	6	-	8	-	10	70.0	-	-
English-Speaking	85	85.9	60	88.3	71	90.1	61	86.9	65	86.2	0.3	-0.7	85	85.9	60	81.7	70	92.9	63	92.1	65	92.3	6.4	0.2
Reclassified†	4	-	4	-	6	-	4	-	14	85.7	-	-	4	-	4	-	6	-	4	-	14	100.0	-	-
Initially Eng. Speaking	81	85.2	56	87.5	65	89.2	57	86.0	51	86.3	1.1	0.3	81	86.4	56	80.4	64	92.2	59	91.5	51	90.2	3.8	-1.3
Econ. Disadv.*	15	73.3	8	-	9	-	9	-	6	-	-	-	15	66.7	8	-	8	-	9	-	7	-	-	-
Non-Econ. Disadv.	78	87.2	58	87.9	63	90.5	58	89.7	64	84.4	-2.8	-5.3	79	87.3	59	81.4	68	92.6	62	95.2	68	89.7	2.4	-5.5
Gifted	37	94.6	33	97.0	24	100.0	24	95.8	31	96.8	2.2	1.0	37	89.2	33	90.9	25	100.0	25	100.0	31	100.0	10.8	0.0
Not Gifted	56	78.6	33	75.8	48	85.4	43	79.1	39	69.2	-9.4	-9.9	57	80.7	34	67.6	51	90.2	46	87.0	44	81.8	1.1	-5.2
With Disabilities	8	-	7	-	9	-	7	-	11	54.5	-	-	8	-	7	-	8	-	7	-	11	54.5	-	-
WO Disabilities	85	84.7	59	91.5	63	96.8	60	91.7	59	86.4	1.7	-5.3	86	87.2	60	86.7	68	97.1	64	95.3	64	95.3	8.1	0.0
Homeless	0	-	1	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	4	-	3	-	0	-	2	-	-	-	3	-	4	-	3	-	0	-	2	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Torrey Pines
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	82	91.5	89	93.3	65	78.5	75	93.3	64	90.6	-0.9	-2.7	84	83.3	91	84.6	65	81.5	79	93.7	67	88.1	4.8	-5.6
Female	41	92.7	44	95.5	36	88.9	42	95.2	25	88.0	-4.7	-7.2	41	80.5	45	80.0	36	86.1	45	91.1	28	89.3	8.8	-1.8
Male	41	90.2	45	91.1	29	65.5	33	90.9	39	92.3	2.1	1.4	43	86.0	46	89.1	29	75.9	34	97.1	39	87.2	1.2	-9.9
African American	1	-	2	-	0	-	1	-	2	-	-	-	1	-	2	-	0	-	1	-	2	-	-	-
Asian**	9	-	12	100.0	7	-	11	100.0	6	-	-	-	10	100.0	14	100.0	7	-	13	100.0	8	-	-	-
Filipino	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Hispanic	10	90.0	15	80.0	8	-	16	93.8	8	-	-	-	10	50.0	15	53.3	8	-	17	88.2	9	-	-	-
Indochinese**	0	-	0	-	0	-	1	-	-	-	-	-	0	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	51	92.2	46	95.7	38	81.6	40	95.0	38	92.1	-0.1	-2.9	52	84.6	46	87.0	38	84.2	41	95.1	38	89.5	4.9	-5.6
Multiracial	11	90.9	14	92.9	11	63.6	6	-	9	-	-	-	11	90.9	14	92.9	11	81.8	6	-	9	-	-	-
English Learner	6	-	1	-	5	-	4	-	2	-	-	-	8	-	3	-	5	-	8	-	4	-	-	-
English-Speaking	76	93.4	88	93.2	60	81.7	71	93.0	62	91.9	-1.5	-1.1	76	84.2	88	84.1	60	81.7	71	94.4	63	90.5	6.3	-3.9
Reclassified†	5	-	9	-	6	-	5	-	2	-	-	-	5	-	9	-	6	-	5	-	2	-	-	-
Initially Eng. Speaking	71	94.4	79	92.4	54	79.6	66	92.4	60	91.7	-2.7	-0.7	71	83.1	79	84.8	54	81.5	66	93.9	61	90.2	7.1	-3.7
Econ. Disadv.*	11	81.8	15	93.3	10	60.0	9	-	10	60.0	-21.8	-	11	90.9	15	66.7	10	80.0	11	90.9	11	63.6	-27.3	-27.3
Non-Econ. Disadv.	71	93.0	74	93.2	55	81.8	66	93.9	54	96.3	3.3	2.4	73	82.2	76	88.2	55	81.8	68	94.1	56	92.9	10.7	-1.2
Gifted	39	97.4	36	100.0	31	87.1	22	100.0	24	100.0	2.6	0.0	40	100.0	37	100.0	31	90.3	22	100.0	25	100.0	0.0	0.0
Not Gifted	43	86.0	53	88.7	34	70.6	53	90.6	40	85.0	-1.0	-5.6	44	68.2	54	74.1	34	73.5	57	91.2	42	81.0	12.8	-10.2
With Disabilities	12	75.0	11	72.7	8	-	10	90.0	9	-	-	-	12	66.7	11	63.6	8	-	10	90.0	9	-	-	-
WO Disabilities	70	94.3	78	96.2	57	86.0	65	93.8	55	94.5	0.2	0.7	72	86.1	80	87.5	57	87.7	69	94.2	58	93.1	7.0	-1.1
Homeless	1	-	1	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	4	-	3	-	1	-	0	-	-	-	2	-	4	-	3	-	1	-	0	-	-	-

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Torrey Pines
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	105	92.4	72	90.3	83	86.7	59	88.1	72	95.8	3.4	7.7	105	78.1	72	83.3	83	85.5	61	85.2	73	83.6	5.5	-1.6
Female	55	92.7	36	94.4	42	90.5	31	93.5	42	100.0	7.3	6.5	55	74.5	35	77.1	42	78.6	32	90.6	42	88.1	13.6	-2.5
Male	50	92.0	36	86.1	41	82.9	28	82.1	30	90.0	-2.0	7.9	50	82.0	37	89.2	41	92.7	29	79.3	31	77.4	-4.6	-1.9
African American	3	-	1	-	2	-	0	-	1	-	-	-	3	-	1	-	2	-	0	-	1	-	-	-
Asian**	11	100.0	5	-	10	70.0	6	-	7	-	-	-	11	100.0	5	-	10	100.0	8	-	7	-	-	-
Filipino	1	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Hispanic	15	86.7	8	-	12	91.7	11	63.6	16	100.0	13.3	36.4	15	46.7	8	-	12	58.3	11	54.5	17	76.5	29.8	22.0
Indochinese**	1	-	0	-	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	61	91.8	48	85.4	45	84.4	32	96.9	41	95.1	3.3	-1.8	61	78.7	48	81.3	45	88.9	32	93.8	41	90.2	11.5	-3.6
Multiracial	13	100.0	10	100.0	14	100.0	9	-	7	-	-	-	13	92.3	10	90.0	14	92.9	9	-	7	-	-	-
English Learner	3	-	1	-	3	-	5	-	1	-	-	-	3	-	2	-	3	-	7	-	2	-	-	-
English-Speaking	102	92.2	71	91.5	80	90.0	54	92.6	71	95.8	3.6	3.2	102	78.4	70	84.3	80	85.0	54	87.0	71	84.5	6.1	-2.5
Reclassified†	7	-	4	-	7	-	5	-	8	-	-	-	7	-	4	-	7	-	5	-	8	-	-	-
Initially Eng. Speaking	95	91.6	67	92.5	73	90.4	49	91.8	63	95.2	3.6	3.4	95	78.9	66	84.8	73	86.3	49	85.7	63	84.1	5.2	-1.6
Econ. Disadv.*	6	-	12	75.0	12	91.7	8	-	10	80.0	-	-	6	-	11	81.8	12	83.3	9	-	10	80.0	-	-
Non-Econ. Disadv.	99	92.9	60	93.3	71	85.9	51	86.3	62	98.4	5.5	12.1	99	79.8	61	83.6	71	85.9	52	86.5	63	84.1	4.3	-2.4
Gifted	51	100.0	46	95.7	46	97.8	13	100.0	33	100.0	0.0	0.0	51	98.0	45	100.0	46	100.0	13	92.3	33	100.0	2.0	7.7
Not Gifted	54	85.2	26	80.8	37	73.0	46	84.8	39	92.3	7.1	7.5	54	59.3	27	55.6	37	67.6	48	83.3	40	70.0	10.7	-13.3
With Disabilities	14	71.4	12	66.7	11	63.6	10	70.0	12	83.3	11.9	13.3	14	57.1	12	33.3	11	54.5	10	70.0	12	58.3	1.2	-11.7
WO Disabilities	91	95.6	60	95.0	72	90.3	49	91.8	60	98.3	2.7	6.5	91	81.3	60	93.3	72	90.3	51	88.2	61	88.5	7.2	0.3
Homeless	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	4	-	1	-	1	-	-	-	3	-	1	-	4	-	1	-	1	-	-	-

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

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APPENDIX E

2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

School Name: Torrey Pines Elementary School Evaluation of LCFF Funded (09800) Actions/Activities SPSA School Year Evaluated: 2019-20				
Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. **Must be evidence-based intervention** designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 1: Safe, Collaborative, and Inclusive Culture	Counselor, attendance assistant and Principal meet with parents and students who are chronically absent; Counselor works with staff to communicate opportunities for parent involvement	Attendance, especially during online learning, continues to be high; communication is effective because parents are involved	n/a	Continue to hold small meetings to support families with chronic attendance issues; continue to communicate involvement opportunities with parents in a variety of ways
Area Goal 2: English Language Arts	Teacher conducts Tier 2 instruction in their classroom, following SMART goals; daily ELD instruction, coteaching, regular PLC and data monitoring meetings	RtI process is resulting in less backlog in referrals for assessment, teachers are learning how to create SMART goals, daily ELD instruction and coteaching are occurring, PLC and data monitoring meetings are routine	n/a	Continue to conduct Tier 2 instruction, strengthen RtI practices and structure, continue ELD and coteaching, continue PLC and data monitoring meetings
Area Goal 3: Mathematics	Teacher conducts Tier 2 instruction in their classroom, following SMART goals; daily ELD instruction, coteaching, regular PLC and data monitoring meetings	RtI process is resulting in less backlog in referrals for assessment, teachers are learning how to create SMART goals, daily ELD instruction and coteaching are occurring, PLC and data monitoring meetings are routine	n/a	Continue to conduct Tier 2 instruction, strengthen RtI practices and structure, continue ELD and coteaching, continue PLC and data monitoring meetings

School Name: Torrey Pines Elementary School Evaluation of LCFF Funded (09800) Actions/Activities SPSA School Year Evaluated: 2019-20				
Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. **Must be evidence-based intervention** designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 4: English Learners	Lesson studies and PLCs, led by principal and District ELD coach	Teachers began teaching ELD consistently this year; principal modeled lessons; teacher groups observed ELD in all classrooms	n/a	Continue to hold ourselves accountable for daily ELD instruction
Area Goal 5: Students with Disabilities	Lesson studies, coteaching and purchasing supplies, involving paraeducators in training and lesson development	Teachers and the principal worked together to plan and coteach lessons; supplies purchased provided break areas in The Learning Center	n/a	Encourage education specialists to work with classroom teachers to plan and coteach lessons; continue to empower paraeducators
Area Goal 6: Family Engagement	Hold Principal-Foundation chats, host social emotional parenting workshops for all families in our community, use social media to share information and positive news	Parents continue to be involved in all elements of the school, even when school moved online		Hosting another round of parenting workshops in the evenings
Area Goal 7: Graduation/Promotion	PLC and continued study of instructional strategies, along with data monitoring, with the goal of all 3-5 grades are meeting/exceeding standards	PLC, planning, lesson designing and data monitoring, in addition to coteaching		Continue to structure PLC to access and monitor students data and work; need to create rubrics to show examples of proficient work in all areas of literacy, especially writing

Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of low income, English Learners, foster youth students.
We feel that the action steps we have taken have all worked well. What has been difficult is the rapid shift to online learning. We have had to create new materials that facilitate online learning when traditionally, we have used resources accessible in person. It will be important in the upcoming school year to continue to hold PLCs, monitor student data, track interventions, etc., but we will need to continue these practices to ensure student success.