

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **TORREY PINES ELEMENTARY SCHOOL**

2011-12

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: Solo, Mark

Contact Person: Solo, Mark

Position:

Telephone Number:

Address:

E-mail Address: jsolo@sandi.net

The following items are included:

- Recommendations and Assurances (*submit 2 original R & A's - each with original signatures*)
- Data Reports
- SPSA Assessment
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact
- SARC

Board Approval: (*December 13, 2011*)

SAN DIEGO UNIFIED SCHOOL DISTRICT



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



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Torrey Pines

DUE on October 14, 2011

SITE CONTACT PERSON: Jim Solo

PHONE: 858-453-2323

FAX: 858-452-6923

E-MAIL ADDRESS: jsolo@sandi.net

Check the appropriate box

TITLE I PROGRAM IMPROVEMENT

TYPE OF SITE PLAN (check the appropriate box):

- SPSA SIG/QEIA
- QEIA i3

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.

BE SURE TO COMPLETE THIS SECTION AND CHECK ALL THAT APPLY TO YOUR SITE

- English Learner Advisory Committee (ELAC)
- Community Advisory Committee for Special Education Programs (CAC)
- Gifted and Talented Education Program Advisory Committee (GATE)
- Site Governance Team (SGT)
- Other (list): _____

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: 10-05-11

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.

Jim Solo
Typed Name of School Principal

Signature of School Principal

10-5-11
Date

John May
Typed Name of SSC Chairperson

Signature of SSC Chairperson

10-5-11
Date

Shirley Wilson
Typed Name of Area Superintendent

Signature of Area Superintendent

10/10/11
Date

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

DUE on October 14, 2011

10-11-11A09:57 RCVD

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Data Reports
 - B. SPSA Assessment Summary
 - C. SARC (short version only)
 - D. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
 - E. Home School Compact
 - F. Categorical Budget Allocations Summary Grid (*provided by the Monitoring and Accountability Reporting Department*)
 - G. Professional Development Expenditures for Program Improvement and Watch List Schools Only

SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

Legal Requirements for the SPSAEC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's ConApp process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

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

The mission of Torrey Pines Elementary School is to educate all students in an integrated setting to become responsible, literate, thinking students who embrace learning. Our Single Plan for Student Achievement fulfills this goal by providing a culturally-relevant environment that emphasizes learning and high expectations for all students. The School Site Council at Torrey Pines Elementary School, with input from all of our stakeholders, based the 2011-12 Single Plan for Student Achievement on an enrollment of 479 students. Based on previous years' populations, English learners were expected to make up approximately eighteen percent of the total school population. Torrey Pines Elementary has identified the development of reading comprehension/vocabulary and algebraic thinking as two particular areas in which our Single Plan for Student Achievement focuses resources to produce results. Our Single Plan for Student Achievement also places special emphasis on providing support from a literacy support teacher for our English Learners to develop their reading skills in English, provides multiple extended day opportunities for students who are less than proficient in math and/or reading, and provides professional development for all teachers that targets teaching algebraic thinking, reading comprehension and vocabulary.

PROCESS FOR MODIFYING THE SPSA

Our school site stakeholder group or Instructional Leadership Team (ILT) was comprised of the principal, grade level teachers and literacy support teacher. We held one Instructional Leadership Team meeting (Oct.) to discuss the plan and complete changes to the SPSA. Many positive comments were made regarding the existing SPSA and few changes were recommended. Additionally, the SPSA and 2011 data were shown to the SSC on Oct. Recommended changes were made based on the two meetings and the SSC voted to receive the changes via email communication the week of October. A final draft will be submitted to the ILT and SSC for approval at the November meetings.

CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

Due to the academic success we have seen at Torrey Pines Elementary over the past several years, we have chosen to make limited changes to our SPSA. We have and will continue to provide extended learning opportunities for our English Language Learners and we will continue to emphasize this sub group during grade level collaborative and other professional development opportunities. The 2011-12 budget has allowed us to purchase additional materials to support our English Language Learners and support our emphasis of reading comprehension and vocabulary, as well as algebraic thinking.

PERSONNEL

All but one of our teachers returned for the 2011-12 school year. The teacher who left had a leave replacement contract last year. Clerical staff has changed and new personnel has yet to be identified. Based on current data, feedback from staff, parents, and community members, we will continue with class size reduction. We site funded 1.0 FTE classroom teacher and our school Foundation will fund an additional 1.0 FTE classroom teacher.

BUDGET

Some changes have been made to the 2011-12 budget when compared with the prior year. While funding decreased many of the same supports and interventions have been kept in place.

CONCLUSIONS

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

INSTRUCTIONAL LEADERSHIP TEAM

Member Name	Role
1. Jim Solo	Principal
2. Michelle Nieto	Literacy Resource Teacher
3. James Luxon	Kindergarten Teacher
4. Janell Block	Grade 1 Teacher
5. David Lee	Grade 2 Teacher
6. Bruce Kent	Grade 3 Teacher
7. Martha Randi	Grade 4 Teacher
8. Chris Ramirez	Grade 5 Teacher

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Jim Solo	Principal
2. Chris Ramirez	Teacher/Chairperson
3. Bruce Kent	Teacher
4. Lisa Kluch	Teacher
5. Chris Marra	Other
6. Lynn Altes	Parent
7. Page Searle	Parent
8. Jane Weinzierl	Parent
9. John May	Parent
10. Bibi Ladjevardi	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Intervention Materials Instructional Time School Admin Training Highly Qualified Teachers Monitoring System On-going Instructional Assistance Monthly Teacher Collaboration Lesson and course pacing/ intervention Fiscal Support

AREA 1: ENGLISH/LANGUAGE ARTS

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials Instructional Time School Admin Training Highly Qualified Teachers Monitoring System On-going Instructional Assistance Monthly Teacher Collaboration Lesson and course pacing/ intervention Fiscal Support

English/Language Arts SMART Goal:

* By 06/30/2012, 95 % of Torrey Pines Elementary Grades 2-5, Students will meet or exceed Proficient in English-Language Arts on the CST

Closing the Gap SMART Goal:

* By 06/30/2012, 86 % of Torrey Pines Elementary English Learner, Grades 2-5, Students will meet or exceed Proficient in English-Language Arts on the CST

How does this goal align to our Local Educational Agency Plan goals?

The district's SMART Goal I s a minimum of 70% proficient. Our goal exceeds this by 25%.

WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

API AYP CAHSEE CELDT CST District Benchmarks Other

Other (Please Specify)::

Key Findings: What did the analysis of the data reveal that led you to these goals?

While the school continues to improve overall in English/Language Arts, there is still significant work to be done based on data. In 2011 97% of the students in grades 2-5 were proficient or advanced on the ELA portion of the CST. Our most struggling students continue to be both our English Language Learner (ELL) population. This population continues to show growth. Our ELL population had a proficiency rate of 97% on the CST in 2011.

Which stakeholders were involved in data analysis and developing these goals?

ILT, SSC, Parents and Teachers

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	No Reporting Period
* By 11/04/2011, 95 % of Torrey	* By 03/02/2012, 95 % of Torrey	* By 06/12/2012, 95 % of Torrey	No reporting period

Torrey Pines Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Pines Elementary Students, Grade 1-5 will meet or exceed Proficient in Literacy Benchmark 1 * By 11/04/2011, 86 % of Torrey Pines Elementary English Learner, Students, Grade 1-5 will meet or exceed Proficient in Literacy Benchmark 1	Pines Elementary Students, Grade 1-5 will meet or exceed Proficient in Literacy Benchmark 2 * By 03/02/2011, 86 % of Torrey Pines Elementary English Learner, Students, Grade 1-5 will meet or exceed Proficient in Literacy Benchmark 2	Pines Elementary Students, Grade 1-5 will meet or exceed Proficient in English-Language Arts on the CST * By 06/12/2012, 86 % of Torrey Pines Elementary English Learner, Students, Grades 2-5 will meet or exceed Proficient in English-Language Arts on the CST	
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Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

November	March	August - September	
Short Term Monitoring	Short Term Monitoring	Short Term Monitoring	
Monitoring Teams: SSC, ILT, and Grade Level Collaborative	Monitoring Teams: SSC, ILT, and Grade Level Collaborative	Monitoring Teams: SSC, ILT, and Grade Level Collaborative	
SSC Meeting	SSC Meeting	SSC Meeting	

Description of Proposed Expenditures/Activities to Attain ELA Goal: Please enter activity, expenditures associated with activity, and select tier(s)
 Provide small group and individual instruction for students; Offer Professional Development to staff to learn strategies

1.1 SMALL GROUP INSTRUCTION AND PROFESSIONAL DEVELOPMENT

TIER 1 TIER 2 TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Supplies	\$3,201.00	0279-70910-00-4301-1000-4760-01000-0000	EIA: Limited English Proficient	Purchase new guided reading books to support small group instruction.

AREA 2: MATHEMATICS			
Goal should be prioritized, measurable, and focused on identified student learning needs.			
<input checked="" type="checkbox"/> Intervention Materials <input checked="" type="checkbox"/> Instructional Time <input checked="" type="checkbox"/> School Admin Training <input checked="" type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input checked="" type="checkbox"/> On-going Instructional Assistance <input checked="" type="checkbox"/> Monthly Teacher Collaboration <input checked="" type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support			
Mathematics SMART Goal:			
* By 06/30/2012, 99 % of Torrey Pines Elementary Grades 2-5, Students will meet or exceed Proficient in Mathematics on the CST			
Closing the Gap SMART Goal:			
* By 06/30/2012, 96 % of Torrey Pines Elementary Hispanic or Latino, Grades 2-5, Students will meet or exceed Proficient in Mathematics on the CST			
How does this goal align to our Local Educational Agency Plan goals?			
The district SMART Goal is 72% proficiency in mathematics. We exceed this goal by 27%.			
WHAT DATA DID YOU USE TO FORM THESE GOALS			
(findings from data analysis)			
<input checked="" type="checkbox"/> API <input checked="" type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input checked="" type="checkbox"/> CST <input checked="" type="checkbox"/> District Benchmarks <input type="checkbox"/> Other			
Other (Please Specify)::			
Key Findings: What did the analysis of the data reveal that led you to these goals?			
Our students continue to excel in mathematics. an astonishing 98% of all students in grades 2-5 were proficient or advanced on the 2011 mathematics portion of the CST. while we have much to celebrate, our Hispanic population is performing lower on CST. our Hispanic population shows 88% of the students' proficient, while our special education population shows only 59% proficient.			
Which stakeholders were involved in data analysis and developing these goals?			
ILT, SSC, Parents and Teachers			
Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	No Reporting Period
* By 11/04/2011, 99 % of Torrey Pines Elementary Students, Grade 1-5 will meet or exceed Proficient in Math Benchmark 1 * By 11/04/2011, 96 % of Torrey Pines Elementary Hispanic or Latino, Students, Grade 1-5 will meet or	* By 03/02/2012, 99 % of Torrey Pines Elementary Students, Grade 1-5 will meet or exceed Proficient in Math Benchmark 2 * By 03/02/2011, 96 % of Torrey Pines Elementary Hispanic or Latino, Students, Grade 1-5 will meet or	* By 06/12/2012, 99 % of Torrey Pines Elementary Students, Grades 2-5 will meet or exceed Proficient in Mathematics on the CST * By 06/12/2012, 96 % of Torrey Pines Elementary Hispanic or Latino, Grades 2-5, Students will meet or	No Reporting Period

Torrey Pines Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

exceed Proficient in Math Benchmark 1	exceed Proficient in Math Benchmark 2	exceed Proficient in Mathematics on the CST	
Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
November Short Term Monitoring Monitoring Teams: SSC, ILT, and Grade Level Collaborative SSC Meeting	January Short Term Monitoring Monitoring Teams: SSC, ILT, and Grade Level Collaborative SSC Meeting	August - September Short Term Monitoring Monitoring Teams: SSC, ILT, and Grade Level Collaborative SSC Meeting	
Description of Proposed Expenditures/Activities to Attain Math Goal: Please enter activity, expenditures associated with activity, and select tier(s) Provide Professional Development for staff in math strategies			

2.1 PROFESSIONAL DEVELOPMENT

TIER 1 TIER 2 TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm Dev Vist Tchr	\$1,500.00	0279-70910-00-1192-1000-0000-01000-0000	EIA: Limited English Proficient	Visiting teacher cost to allow for on-going math professional development opportunities.

AREA 3: ENGLISH LEARNER			
Goal should be prioritized, measurable, and focused on identified student learning needs.			
<input checked="" type="checkbox"/> Intervention Materials <input checked="" type="checkbox"/> Instructional Time <input checked="" type="checkbox"/> School Admin Training <input checked="" type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input checked="" type="checkbox"/> On-going Instructional Assistance <input checked="" type="checkbox"/> Monthly Teacher Collaboration <input checked="" type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support			
English Learner SMART Goal:			
* By 06/30/2012, 93 % of Torrey Pines Elementary Grades K-5, English Learner, Students will meet or exceed their expected proficiency level based on their OPL in Literacy Benchmark			
Closing the Gap SMART Goal:			
How does this goal align to our Local Educational Agency Plan goals?			
The Torrey Pines goal exceeds the district goal by more than 20%			
WHAT DATA DID YOU USE TO FORM THESE GOALS			
(findings from data analysis)			
<input type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input checked="" type="checkbox"/> CST <input checked="" type="checkbox"/> District Benchmarks <input checked="" type="checkbox"/> Other			
Other (Please Specify)::			
Current OPL data			
Key Findings: What did the analysis of the data reveal that led you to these goals?			
Using CELDT data we are able to target specific students in need of assistance			
Which stakeholders were involved in data analysis and developing these goals?			
ILT, SSC, Parents and Teachers			
Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	No Reporting Period
* By 11/04/2011, 50 % of Torrey Pines Elementary Grades K-5, English Learner, Students will meet or exceed their expected proficiency level based on their OPL in Literacy Benchmark	* By 03/02/2012, 75 % of Torrey Pines Elementary Grades K-5, English Learner, Students will meet or exceed their expected proficiency level based on their OPL in Literacy Benchmark	* By 06/12/2012, 93 % of Torrey Pines Elementary Grades K-5, English Learner, Students will meet or exceed their expected proficiency level based on their OPL in Literacy Benchmark	No Reporting Period
Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
Description of Proposed Expenditures/Activities to Attain English Learner Goal: Please enter activity, expenditures associated with activity, and select tier(s)			

Provide opportunities for EL students in small group and individual instructions

3.1 SMALL GROUP AND INDIVIDUAL INSTRUCTION

TIER 1 TIER 2 TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Supplies	\$2,500.00	0279-70910-00-4301-1000-4760-01000-0000	EIA: Limited English Proficient	Purchase new guided reading books to support small group instruction.

AREA 4: GRADUATION/PROMOTION RATE

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials Instructional Time School Admin Training Highly Qualified Teachers Monitoring System On-going Instructional Assistance Monthly Teacher Collaboration Lesson and course pacing/ intervention Fiscal Support

Graduation Rate SMART Goal:

* By 06/30/2012, 95 % of Torrey Pines Elementary Grade 03, Students will meet or exceed 3.9 comprehension grade level equivalent and DRA 38 in DRA

Closing the Gap SMART Goal:

* By 06/30/2012, 90 % of Torrey Pines Elementary English Learners Enrolled in School 3 years or More, Grade 03, Students will meet or exceed 3.9 comprehension grade level equivalent and DRA 38 in DRA

How does this goal align to our Local Educational Agency Plan goals?

The district has no specific SMART Goal for graduation/promotion; however our goal shows improvement for all students. This aligns with the overall goal for the LEA.

WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

API AYP CAHSEE CELDT CST District Benchmarks Other

Other (Please Specify)::

Key Findings: What did the analysis of the data reveal that led you to these goals?

Students must be proficient in reading by the end of 3rd grade in order to be able to meet the demands of middle and high school and to have the opportunity to attend a college of choice. Reading comprehension continues to be an area of need for struggling students with particular attention needed in the area of phonics, vocabulary, fluency, and strategic reading skills. Students must be provided targeted instruction to meet their individual needs to ensure that they are able to read and comprehend 3rd grade level text across genres at an independent level by the end of the school year.

Which stakeholders were involved in data analysis and developing these goals?

ILT, SSC, Parents and Teachers

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	No Reporting Period
* By 11/04/2011, 95 % of Torrey Pines Elementary Grade 03, Students will meet or exceed 3.9 comprehension grade level equivalent and DRA 38 in DRA	* By 03/02/2012, 95 % of Torrey Pines Elementary Grade 03, Students will meet or exceed 3.9 comprehension grade level equivalent and DRA 38 in DRA	* By 06/12/2012, 95 % of Torrey Pines Elementary Grade 03, Students will meet or exceed 3.9 comprehension grade level equivalent and DRA 38 in DRA	No reporting period

Torrey Pines Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

* By 11/04/2011, 90 % of Torrey Pines Elementary English Learners Enrolled in School 3 years or More, Grade 03, Students will meet or exceed 3.9 comprehension grade level equivalent and DRA 38 in DRA	* By 03/02/2012, 90 % of Torrey Pines Elementary English Learners Enrolled in School 3 years or More, Grade 03, Students will meet or exceed 3.9 comprehension grade level equivalent and DRA 38 in DRA	* By 06/12/2012, 90 % of Torrey Pines Elementary English Learners Enrolled in School 3 years or More, Grade 03, Students will meet or exceed 3.9 comprehension grade level equivalent and DRA 38 in DRA	
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Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

November	March	June	
Short Term Monitoring	Short Term Monitoring	Short Term Monitoring	
Monitoring Teams: SSC, ILT, and Grade Level Collaborative	Monitoring Teams: SST, ILT, Grade Level Collaborative	Monitoring Teams: SSC, ILT, and Grade Level Collaborative	
SSC Meeting	SSC Meeting	SSC Meeting	

Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal: Please enter activity, expenditures associated with activity, and select tier(s)
Attendance monitoring to ensure student attendance

4.1 ATTENDANCE MONITORING

TIER 1 TIER 2 TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Attendance Asst, Employee Judith Rankin	\$11,247.89	0279-70910-00-2404-2700-4760-01000-0000	EIA: Limited English Proficient	Attendance Asst. to monitor student attendance and help keep students at school and on track for graduation.

AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT			
Goal should be prioritized, measurable, and focused on identified student learning needs.			
<input checked="" type="checkbox"/> Intervention Materials <input type="checkbox"/> Instructional Time <input type="checkbox"/> School Admin Training <input type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input type="checkbox"/> On-going Instructional Assistance <input checked="" type="checkbox"/> Monthly Teacher Collaboration <input type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support			
Parent Involvement and Community Engagement SMART Goal:			
* By 06/30/2012, 90 % of SDUSD Parents/Guardians will meet or exceed participate in at least two school events in Parent and Community Engagement			
Targeted Population: (Grade Levels and Significant Subgroups)			
VEEP parents and foreign parents new to the school at all grade levels			
How does this goal align to our Local Educational Agency Plan goals?			
The district has no specific SMART Goal for parent and community engagement; however our goal shows improvement for all students. This aligns with the overall goal for the LEA.			
What data did you use to form these goals: (findings from data analysis)			
Parent sign in Sheets			
Key Findings: What did the analysis of the data reveal that led you to these goals?			
Research shows (see specific references in expenditure section) there is a direct correlation between student achievement and family involvement, especially for those students who are at risk of not meeting grade level standards. We need to improve our parent outreach so that more parents consistently attend school events and are informed of their child's progress. More of our families need to learn of resources available to help remediate, accelerate and enrich their child's learning. Currently approximately 90% (401) of our parents participate in some of the school sponsored events each year.			
Which stakeholders were involved in data analysis and developing these goals?			
ILT, SSC, Parents and Teachers			
Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	No Reporting Period
* By 11/04/2011, 90 % of Torrey Pines Elementary Parents/Guardians will meet or exceed participate in at least two school events in Parent and Community Engagement	* By 03/02/2012, 90 % of Torrey Pines Elementary Parents/Guardians will meet or exceed participate in at least two school events in Parent and Community Engagement	* By 06/30/2012, 90 % of Torrey Pines Elementary Parents/Guardians will meet or exceed participate in at least two school events in Parent and Community Engagement	No reporting period

Torrey Pines Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

October	January	May	
Short Term Monitoring	Short Term Monitoring	Short Term Monitoring	
Monitoring Teams: SSC, ILT, and Grade Level Collaborative	Monitoring Teams: SSC, ILT, and Grade Level Collaborative	Monitoring Teams: SSC, ILT, and Grade Level Collaborative	
SSC Meeting	SSC Meeting	SSC Meeting	

Description of Proposed Expenditures/Activities to Attain Parent/Community Goal: Please enter activity, expenditures associated with activity, and select tier(s)

Opportunities to meet monthly with staff and administration to develop strategies to work with their students on achievement

5.1 PARENT CURRICULUM NIGHTS

TIER 1 TIER 2 TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Supplies	\$500.00	0279-70910-00-4301-1000-4760-01000-0000	EIA: Limited English Proficient	Purchase/Copy materials as needed to support curriculum night.

AREA 6: ADDITIONAL SITE IDENTIFIED AREA (OPTIONAL)				
Goal should be prioritized, measurable, and focused on identified student learning needs.				
<input type="checkbox"/> Intervention Materials <input type="checkbox"/> Instructional Time <input type="checkbox"/> School Admin Training <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> Monitoring System <input type="checkbox"/> On-going Instructional Assistance <input type="checkbox"/> Monthly Teacher Collaboration <input type="checkbox"/> Lesson and course pacing/ intervention <input type="checkbox"/> Fiscal Support				
Additional Site Identified SMART Goal:				
Closing the Gap SMART Goal:				
How does this goal align to our Local Educational Agency Plan goals?				
WHAT DATA DID YOU USE TO FORM THESE GOALS (findings from data analysis)				
<input type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input type="checkbox"/> Other				
Other (Please Specify)::				
Key Findings: What did the analysis of the data reveal that led you to these goals?				
Which stakeholders were involved in data analysis and developing these goals?				
Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets	
Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?				
Description of Proposed Expenditures/Activities to Attain Goal: Please enter activity, expenditures associated with activity, and select tier(s)				
6.1 ACTIVITY				
<input type="checkbox"/> TIER 1 <input type="checkbox"/> TIER 2 <input type="checkbox"/> TIER 3				
Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

ACHIEVEMENT

APPENDICES

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

- A. Data Reports
- B. SPSA Assessment Summary
- C. SARC (short version only)
- D. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
- E. Home/School Compact
- F. Categorical Budget Allocations Summary Grid (provided by Monitoring and Accountability Reporting Department)
- G. Professional Development Expenditures for Program Improvement and Watch List Schools Only

ACHIEVEMENT

APPENDIX A

DATA REPORTS

Data Reports:
(*See SPSA Guidelines for instructions*)

All Schools: CST, CELDT

High School: CAHSEE

2010 -11 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met 2011 Growth Academic Performance Index (API) Report

California Department of Education
Assessment and Accountability Division
9/22/2011

School: Torrey Pines Elementary
LEA: San Diego Unified
County: San Diego
CDS Code: 37-68338-6040232
School Type: Elementary

2011 Growth API Links:

- [School Chart](#)
- [School Demographic Characteristics](#)
- [School Content Area Weights](#)
- [LEA List of Schools](#)
- [County List of Schools](#)

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

Groups

Number of

Met Student

	Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Groups Growth Target
Schoolwide	255		989	983	A	6	
Black or African American	0	No					
American Indian or Alaska Native	0	No					
Asian	29	No	1000	993			
Filipino	3	No					
Hispanic or Latino	42	No	961	930			
Native Hawaiian or Pacific Islander	0	No					
White	158	Yes	993	995	A	-2	Yes
Two or More Races	23	No	983	988			
Socioeconomically Disadvantaged	31	No	947	929			
English Learners	56	No	977	955			
Students with Disabilities	20	No	906	910			

Similar Schools Report

[Similar Schools](#)

Median API

2011
Growth

954

2010
Base

952

Click on the median value heading to link to the list of 2010 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2010 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2010.

"B" means the school did not have a valid 2010 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

Missing All Subgroup Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Subgroup Data – Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in February 2012.

APPENDIX B
SINGLE PLAN FOR STUDENT ACHIEVEMENT
ASSESSMENT SUMMARY

SCHOOL NAME: TORREY PINES ELEMENTARY

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
HIGH EXPECTATIONS	The over-all consensus was that we have fully implemented high expectations for all students. The rise in our API over the past few years from 850 to 989 is a clear indicator of this.
STANDARDS-BASED CURRICULUM & INSTRUCTION	The parents and teachers alike feel that we have a solid understanding of a standards based curriculum. Many pointed to our work with backwards planning and parents emphasized the principal's continued emphasis of instruction at SSC meetings and even at school tours for new students. Pacing guides in math were pointed out as being exceptional, while those in other core curricular areas were mentioned as being weak. Substantial implementation was the average score given in this area. Also, our emphasis on critical thinking is evident in our high advanced percentages.
USE OF DATA	Data received a score of fully implemented. The teachers in particular commented about DataDirector and its usefulness as a tool. Some teachers mentioned the data can be excessive and we need to focus on the areas that will encourage student improvement the most. Parents enjoy seeing the data and said it helps them understand the direction the school is headed during the year.
STRATEGIC SUPPORT	Again, a score of fully implemented was achieved in this area. All participants pointed to the various extended day opportunities we provide for both our English Language Learner population and our struggling student population. Mentioned as being most effective was our UCSD intervention program and our literacy support teacher.
PROFESSIONAL LEARNING	Professional learning received a score of substantially. Participants scored the school fully implemented in the area of language arts, common planning time and grade level collaboration time. However, many participants suggested additional math professional development is needed. This is being addressed this year with a math consultant who is helping teachers understand Habits of Mind.



California English Language Development Test (CELDT) Torrey Pines Elementary

Year: 2010-2011
 State: CALIFORNIA
 County: San Diego
 District: San Diego Unified
 School: Torrey Pines Elementary
 Assessment: Initial Assessment
 Subgroup: All Students
 Report Type: Test Results

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	1 (5.0%)	***	(0.0%)	(0.0%)	***	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (6.0%)
Early Advanced	4 (21.0%)	***	(0.0%)	1 (25.0%)	***	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	6 (17.0%)
Intermediate	4 (21.0%)	***	2 (40.0%)	2 (50.0%)	***	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	10 (29.0%)
Early Intermediate	3 (16.0%)	***	(0.0%)	(0.0%)	***	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	4 (11.0%)
Beginning	7 (37.0%)	***	3 (60.0%)	1 (25.0%)	***	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	13 (37.0%)
Number Tested	19 (100.0%)	2 (100.0%)	5 (100.0%)	4 (100.0%)	2 (100.0%)	3 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	35 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	377.8	***	381.2	422.0	***	***	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Speaking	360.2	***	363.8	435.5	***	***	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reading	334.6	*****	431.6	464.0	***	***	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writing	370.4	*****	449.2	443.5	***	***	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Notes:

Subgroup options vary by year.

Summary data is not provided when there are three or fewer students in a particular subgroup (indicated by three asterisks ***).

2010–11 Edition summary results are reported using the common scale that was first used in 2006–07. Results may be compared with the results for 2006–07 and later but should not be compared to results earlier than 2006–07.

Percentage may not add up to 100% in column and row totals due to rounding.

Report generated: Friday, November 18, 2011

Data last updated: Tuesday, May 10, 2011

ACHIEVEMENT

APPENDIX C**SCHOOL ACCOUNTABILITY REPORT CARD**
(Short Version Only)

School Accountability Report Card

Issued Spring 2011 for Academic Year 2009–10

At a Glance: 2009–10

School type:	Elementary
Schedule:	Traditional
Grade levels:	K–5
Total enrollment:	430
Total teachers:	24
Per-pupil expenditure (08–09):	\$6,007

Torrey Pines Elementary School

8350 Cliffridge Ave, San Diego, CA 92037-2106

Phone: (858) 453-2323

E-mail: jsolo@sandi.net

Web: www.sandi.net/torreypines/

Jim Solo, Principal

Principal's Statement

Torrey Pines Elementary is located high on a bluff overlooking the Pacific Ocean. Our proximity to the University of California, San Diego (UCSD), provides an opportunity for collaboration with an institute of higher learning. We provide a rigorous academic environment to children in grades K–5. Our teaching staff uses researched teaching methodologies that advance each student to his or her next level of success in all academic areas. Our mission is to provide an environment conducive to student learning in which each child feels successful, achieves academically, and thinks critically, and in which teachers, students, administrators, parents, and community members work together to create and maintain a comprehensive curriculum based on student needs and state standards.

We continue to perform at a very high level on state assessments of student achievement. Since the state began the Academic Performance Index (API), Torrey Pines has always been above the state and district averages. Torrey Pines' 2010 API ranking was 10 out of a possible 10, putting the school in the top 5 percent of all elementary schools in California. Our API score of 983 placed us as the highest performing elementary school in San Diego County.

When measuring proficiency in the core subject areas—reading, mathematics, and science—Torrey Pines' students excel. Over 97 percent of the students are proficient or advanced in English-Language Arts, 98 percent in mathematics, and 90 percent in science. Low class sizes, a strong Gifted and Talented Education (GATE) program, and a variety of student supports help all of our students achieve both socially and academically. Torrey Pines was recently honored as a California Distinguished School.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas.

Torrey Pines provides a comprehensive education for all students. A three-hour literacy block, which incorporates fiction and nonfiction reading and writing, and a one-and-a-half-hour math block, make up the majority of the school day. Social studies, science, physical education, and art make up the remaining time. We provide the teaching staff at each grade level with a collaborative planning opportunity; once a week, teachers join together by grade level to discuss student progress and to create lesson plans based on student needs.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site and at the district level. We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

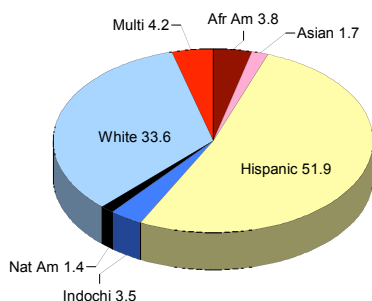
At Torrey Pines we are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

We have a very powerful parent involvement program, spearheaded by the Torrey Pines Elementary School Foundation (TPESF), which provides funding and support for art, physical education, class-size reduction, technology support, and a comprehensive music program that enrich education for our students.

Parents and community members may also serve on a variety of committees including the School Site Council, School Governance Team, and the TPESF.

If you want to get involved, contact Chris Marra at (858) 453-2323, ext. 103.

Enrollment Breakdown



Attendance

Year	Attendance for Year (%)
05–06	96.44
06–07	96.47
07–08	96.45
08–09	96.79
09–10	96.67

Business and Community Partners

Torrey Pines Elementary Foundation

University of California, San Diego (UCSD)

La Jolla YMCA

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Teacher Credentials and Assignments

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are fully credentialed but teaching outside of their subject area of competence. It also indicates how many of the school's teachers of English learners are misassigned and the total number of teachers misassigned. District totals do not include charter schools.

Number of Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
Full credential and teaching in subject area	21	23	22	5,951
Full credential but teaching outside subject area	1	2	2	334
Without full credential	0	0	0	98
Total teachers	22	25	24	6,378
Teachers of English learners misassigned			0	0
Total teachers misassigned			0	0

Academic Progress

This table displays selected indicators of the school's academic progress. The Academic Performance Index (API) is an annual measure of the academic performance and progress of California's public schools. API scores range from 200 to 1,000, with a statewide API performance target of 800. The statewide API rank ranges from 1 to 10. Detailed information about the API can be found at the CDE website at www.cde.ca.gov/ta/ac/ap/. Adequate Yearly Progress (AYP) measures how well the school is performing based on standards required by the federal No Child Left Behind law.

Indicator	Result
This school's 2010 Growth API score (from the 2010 Growth API report)	983
This school's statewide API rank (from the 2009 Base API report)	10
Did this school meet all 2009-10 AYP requirements?	Yes
How many AYP criteria did this school meet?	5 of 5
Program Improvement status of this school during the 2010-11 school year	Not in PI

Standardized Testing and Reporting Program Results

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (grades 2-11), science (grades 5, 8, and 9-11), and history-social science (grades 8 and 9-11). To protect student privacy, "—" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	English Language Arts									Mathematics								
	School			District			State			School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
2	91.1	93.8	97.0	49.5	55.6	57.0	48	53	53	96.2	98.4	100.0	62.4	65.4	66.1	59	63	62
3	79.0	96.3	100.0	40.8	47.7	46.8	38	47	44	96.8	98.8	99.1	62.4	66.4	67.8	61	64	65
4	90.6	88.1	97.5	56.9	63.7	67.4	55	61	63	90.6	91.5	98.1	61.1	67.7	71.0	61	66	68
5	77.5	85.7	82.8	49.3	57.9	63.2	48	54	58	90.1	88.9	97.5	52.3	59.9	62.7	51	57	60

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or on-line at www.sandi.net/research. The complete SARC is usually about 14 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finances. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).

ACHIEVEMENT

APPENDIX D

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)

Parent Involvement Policy

Torrey Pines Elementary

Parent's involvement in their children's school is essential in creating a successful learning environment that leads to high academic achievement. Torrey Pines encourages parents to become involved in a number of ways: as classroom volunteers, as members of the School Site Council (SSC), Site Governance Team (SGT), and the School's Foundation (TPESF).

For additional information regarding the various ways to volunteer at Torrey Pines please contact Marilyn in the school office at extension 101.

ACHIEVEMENT

APPENDIX E

HOME/SCHOOL COMPACT
(Provided by the School Site)

HOME/SCHOOL COMPACT TORREY PINES ELEMENTARY

Torrey Pines Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School compact is in effect during school year 2010-11.

School Responsibilities

Torrey Pines Elementary will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
 - Provide daily standards-based instruction based on students' needs.
 - Provide special programs to meet individual needs (GATE, English learner, Resource Specialist, Speech, etc.).
 - Provide extra supports to struggling students such as counseling groups; reduced class size K-5; Everyone-a-Reader volunteer tutors; UCSD reading and math tutors; after-school programs: and an up-to-date Computer Lab.
 - Ongoing site and district staff development to increase teachers' knowledge and use of effective instructional techniques and strategies.
 - Regular and ongoing reviews of student academic data to monitor student progress.
 - Grade level teacher meetings to discuss and evaluate effectiveness of instruction and to plan collaboratively.
 - Provide effective high level curriculum and supportive classroom materials.
- 2. Hold parent-teacher conferences as it relates to the individual child's achievement.**
 - Schedule Parent Conferences to take place in fall and spring of the school year
- 3. Provide parents with frequent reports on their child's progress.**
 - Provide tri-yearly report cards to monitor academic progress and DRA (K-2) reading level scores.
 - Provide Benchmark assessment data.
 - Provide daily/weekly behavior contract reports as needed.
 - Learning Contracts to be created for students identified as being at-risk of not meeting grade-level standards.
 - Schedule Individual Education Plan (IEP) or Student Study Team (SST) meetings when appropriate.
 - Parents to receive results of quizzes and tests so they can monitor their child's progress.
- 4. Provide parents reasonable access to staff.**
 - Hold informal parent conferences as needed when requested by teacher or parent.

- Encourage home-school communication through telephone, email, and written contact.
- Make staff email and phone numbers available on Torrey Pines' website.
- Inform parents of teacher availability either before or after school.
- Inform parents of administration's availability.
- Inform parents of staff access through Voice Mail messaging program.

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

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

Parent Responsibility

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

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

Student Responsibilities

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

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

ACHIEVEMENT

APPENDIX F

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Monitoring and Accountability Reporting Department)

San Diego Unified School District			
Site: 0279 Torrey Pines Elementary			
As of Date 11-18-2011			
Extended Summary			
	70910 EIA: Limited English Proficie		
Name	FTE	MONTHS/AMOUNT	TOTAL
		Allocated:	\$21,898.00
		Distributed:	\$21,897.66
		Remaining:	\$0.34
Classified Salaries / Monthly	0.4400	11,247.8943	\$11,247.89
6419 Attendance Asst	0.4400	11,247.8943	\$11,247.89
Certificated Salaries		1,500.0000	\$1,500.00
1192 Prof&Curriclm Dev Vist Tchr		1,500.0000	\$1,500.00
Employee Benefits		2,948.7700	\$2,948.77
Books and Supplies		6,201.0000	\$6,201.00
4301 Supplies		6,201.0000	\$6,201.00

APPENDIX G

**Professional Development Expenditures for Program Improvement
& Watch List Schools Only**

Title 1 total allocation (30100 & 30106):

10% of total Title 1 allocation:

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

NOTE: All schools in Program Improvement must set aside a minimum of 10% of their Title I allocation for Professional Development. In addition, our department makes this a requirement for Watch List schools

Description of Professional Development	Expenditure
TOTAL ALLOCATED FOR PROFESSIONAL DEVELOPMENT	\$