



Torrey Pines High School

3710 Del Mar Heights Road • San Diego, CA 92130 • 858-755-0125 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

San Dieguito Union High School District

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District Governing Board

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Superintendent

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Bryan Marcus
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Educational Services**

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**Associate Superintendent, Human
Resources**

School Description

Torrey Pines High School is committed to fostering an academic supportive school culture that promotes academic proficiency in state standards through rigorous and challenging courses, access to and achievement in Honors & Advanced Placement courses, continuous academic improvement via support and intervention, literacy across content areas, positive school spirit and connectivity, creative and academic use of technology, literate, forward-thinking citizens who listen, speak, and write effectively and critically, respect diversity and accept others in a safe learning environment, resolve conflicts peacefully and develop positive relationships, use technology and social media responsibly and effectively, employ innovative thought in assessing and solving real-life problems, actively involved participants who engage in a variety of service learning and extracurricular activities, collaborate, communicate, and engage within their community, think critically and solve problems creatively, demonstrate college and career readiness, and most importantly, achieve a healthy balance between academics, social relations, and personal commitments.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	636
Grade 10	565
Grade 11	616
Grade 12	627
Total Enrollment	2,444

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	0.9
Hispanic or Latino	13.2
Native Hawaiian or Pacific Islander	0.1
White	60.2
Two or More Races	2.9
Socioeconomically Disadvantaged	10.6
English Learners	6.4
Students with Disabilities	9.1
Homeless	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Torrey Pines High	17-18	18-19	19-20
With Full Credential	108		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for San Dieguito Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Torrey Pines High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0		
Vacant Teacher Positions	0		

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by state education officials.

Textbooks and Instructional Materials

Year and month in which data were collected: 2008

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Language of Literature adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	SDUHSD developed materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Most of our campus buildings are over 30 years old, although two buildings were constructed in the last 10 years. Capital improvements enabled us to create a new dance/choral room, and a new staircase was built to help students access the campus easily and safely. As funds permit, we continue to add air-conditioning to the buildings that do not have it. A new drop-off and pick-up location was added to the north end of campus, and the senior parking lot was improved to make it safer. In addition, a parking lot was improved and a ramp was installed for students with disabilities. We invested in new stadium turf and track, and also replaced our main technology lab in B Building, and moved it to a more secure location. We permit junior and senior students to leave campus during lunch period, and many students attend off campus classes at local colleges and universities at midday, relieving some of the crowding on our grounds.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 7/1/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Exemplary Good	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	85	78	80	80	50	50
Math	70	62	72	72	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	6.1	16.9	70.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	599	589	98.33	77.76
Male	324	323	99.69	72.45
Female	275	266	96.73	84.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	134	131	97.76	86.26
Filipino	--	--	--	--
Hispanic or Latino	67	66	98.51	60.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	372	366	98.39	78.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.00	67.14
English Learners	55	51	92.73	52.94
Students with Disabilities	51	51	100.00	35.29
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	599	588	98.16	62.41
Male	324	320	98.77	59.06
Female	275	268	97.45	66.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	134	133	99.25	86.47
Filipino	--	--	--	--
Hispanic or Latino	67	66	98.51	36.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	372	363	97.58	58.40
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	70	100.00	50.00
English Learners	55	54	98.18	44.44
Students with Disabilities	51	51	100.00	13.73
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are active members of our School Site Council, our English Learners Advisory Board, our our Safety Committee, our Social & Emotional Learning Collaborative (SEL), and other advisory committees. We welcome parent volunteers at Torrey Pines and depend on them to continue our standards of excellence. Under the guidance of the parent association, more than 150 parents volunteer for weekly assignments across the campus. Hundreds more help intermittently with special fund-raising events. Many of our programs would not be possible without the dedication and support of the Torrey Pines High School Foundation, which raises approximately \$1.6 million per year to enhance opportunities for students. Parents have the opportunity to hear regular updates about our school at the monthly Parent Volunteer Association meetings and the Coffee with the Principal meetings, where they have the opportunity to ask questions, make comments, and offer ideas.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety is our highest priority, and we take pride in our safe learning environment. Two campus supervisors and four administrators monitor the campus daily. We have security cameras installed, and we work closely with SDPD to monitor the campus and community. We have also trained our staff and students in "see something, say something" strategies. We review and revise the school safety plan annually. Staff members are trained in the emergency management system and practice simulated crisis situations throughout the year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	1.4	1.2
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.8	2.0	1.8
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	407.3

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	.2

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	44	13	57	29	26	13	54	32	16	14	54
Mathematics	26	25	24	43	31	14	15	48	32	9	18	49
Science	27	19	10	42	31	12	10	41	35	5	5	48
Social Science	25	38	9	59	31	19	4	56	34	11		58

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

At TPHS teachers engage in professional development during staff development days and Late Start days. Topics include enhancing student success through varied instructional strategies, sharing best practices, utilizing appropriate technology tools, and analyzing data to better inform instruction; providing opportunities to succeed for students who need additional support, such as English Learners; aligning curriculum within departments; and teaching the California Content Standards. Through our Professional Learning Community (PLC) process, our staff has also been working on using formative (lesson-based) assessments to determine student strengths and areas of need, and they have received training to use a variety of assessment tools. The majority of the teachers have taken advantage of professional development opportunities by attending seminars and workshops at local colleges and universities, as well as district and site-led training.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,756	\$52,466
Mid-Range Teacher Salary	\$103,272	\$87,373
Highest Teacher Salary	\$126,426	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$155,705	\$142,025
Average Principal Salary (HS)	\$172,215	\$153,904
Superintendent Salary	\$241,610	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	33%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in place for roughly 40 years. For school districts, the LCFF establishes base, supplemental, and concentration grants in place of the many previously existing K–12 funding streams and most of the 50-plus state categorical programs that existed at the time. LCFF provides all districts with per-student base grant funding that varies slightly depending on grade level. Additionally, all districts receive per student supplemental grant funding which adds 20% to the base grant funding for each English-language learner, low-income student and foster youth student enrolled. Finally, districts in which English-learners, low-income students and foster youth exceed 55% of the total enrollment receive additional concentration grant funding equal to 50% of the base grant funding. San Dieguito Union High School District (SDUHSD) is not eligible for concentration funding because its enrollment does not exceed the 55% threshold. By law, supplemental and concentration grant funds must be used to increase and improve programs and services for English-learners, low-income students and foster youth.

SDUHSD schools offer a broad course of study which includes; intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners as well as CTE courses and pathways.

Additionally, SDUHSD schools offer services and supports for all students including; School Social Workers, READI program, School Counselors, School Psychologists, EL Lead Teachers, and Special Education Service Providers.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,743	\$436	\$6,307	\$102,581
District	N/A	N/A	\$6,229	\$103,164.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.2	-0.8
School Site/ State	-12.2	17.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Torrey Pines High School	2015-16	2016-17	2017-18
Dropout Rate	0.7	1.7	1
Graduation Rate	97.1	96.5	97.4

Rate for San Dieguito Union High	2015-16	2016-17	2017-18
Dropout Rate	2.6	2.9	2.2
Graduation Rate	95.4	94	96.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1380
% of pupils completing a CTE program and earning a high school diploma	37%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	21%

Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined pathway. All CTE pathway courses include student work based learning opportunities. SDUHSD CTE courses fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Canyon Crest Academy offers 6 CTE pathway courses in the following industry sectors: Business Management, Design Visual & Media Arts, Engineering Technology, Film Video Production, Graphic Design, Performing Arts, and Software / Systems Development.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.47
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	75.69

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	10	N/A
Fine and Performing Arts	3	N/A
Foreign Language	5	N/A
Mathematics	6	N/A
Science	15	N/A
Social Science	34	N/A
All courses	81	50

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.