

Torrey Pines High School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

San Dieguito Union High School District

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School Description

Expected Schoolwide Learner Outcomes: Torrey Pines High School is committed to fostering an Academic & Supportive School Culture that promotes academic proficiency in state standards through rigorous & 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, achieve a healthy balance of academics, social relations, and personal commitments.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 858-755-0125.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	690
Gr. 10	715
Gr. 11	722
Gr. 12	613
Total	2,740

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	26.1
Filipino	0.7
Hispanic or Latino	11.3
Native Hawaiian/Pacific Islander	0.2
White	59.7
Two or More Races	0.6
Socioeconomically Disadvantaged	6.3
English Learners	5.0
Students with Disabilities	9.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Torrey Pines High School	12-13	13-14	14-15
Fully Credentialed			
Without Full Credential			
Teaching Outside Subject Area of Competence			
San Dieguito Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Torrey Pines High School	12-13	13-14	14-15
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.91	7.09
Districtwide		
All Schools	97.76	2.24
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	97.76	2.24

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

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	Algebra II, Adopted 2008; Geometry, Adopted 2009; Precalculus, Adopted 2008
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	
Visual and Performing Arts	All textbooks adopted 2007; Acting One, Experiencing Dance, A Sense of Dance; Developing Digital Short Films, Photography; Introduction to Digital Photography; Drawing: A Foundation; Art Fundamentals; Craft and Art of Clay; Artforms; Recording Music; Fundamentals of Music
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	

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. Due to budget constraints, there are no new capital improvements planned for this year.

Our District passed a \$460 million Bond measure in November 2012. Torrey Pines High School is in the midst of new construction and renovation when done will cost \$75 million. Included in the building and renovation will be new chemistry classrooms and renovated classrooms throughout the main campus building. Additionally will the school will build a new performing arts building and add an auxiliary gym.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 7/23/14					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[X]	[]	[]		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	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.
	[X]	[]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	82	88	87	85	86	86	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	81	82	83	81	82	82	54	56	55
Math	56	56	57	61	63	64	49	50	50
HSS	72	69	74	75	73	76	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	5	5	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	6.2	24.2	66.6

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	87
Male	86
Female	87
Black or African American	
American Indian or Alaska Native	
Asian	91
Filipino	
Hispanic or Latino	66
Native Hawaiian/Pacific Islander	
White	89
Two or More Races	
Socioeconomically Disadvantaged	57
English Learners	44
Students with Disabilities	57
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	5	7
Black or African American			
American Indian or Alaska Native			
Asian	7	1	0
Filipino			
Hispanic or Latino	60	23	18
Native Hawaiian/Pacific Islander			
White	5	6	10
Two or More Races			
Socioeconomically Disadvantaged	63	6	82
English Learners	83	-26	-13
Students with Disabilities	60	-49	59

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents are active members of our School Site Council, our English Learners Advisory Board, and other onsite bodies. 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. The contact person for parent involvement is Bobbi Karlson, and she can be reached at (858) 793-3551. Parents have the opportunity to hear regular updates about our school at the monthly Parent Volunteer Association 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 School Climate State Priority (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. One campus supervisor, one regional juvenile police officer, and four administrators monitor the campus. 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			
School	11-12	12-13	13-14
Suspensions Rate	1.8	1.4	0.9
Expulsions Rate	0.2	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.2	1.8	1.3
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	450

* 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												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
English	31.2	25	27	16	44	36	7	10	16	49	60	58
Math	35.8	28	27	1	19	25	11	19	24	49	51	46
Science	33.9	30	28	2	9	18	10	19	17	30	42	44
SS	35.4	22	26	4	51	38	2	12	9	19	49	50

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$42,957
Mid-Range Teacher Salary	\$79,139	\$69,613
Highest Teacher Salary	\$99,546	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$128,174	\$120,526
Average Principal Salary (HS)	\$141,452	\$129,506
Superintendent Salary	\$215,000	\$207,044
Percent of District Budget		
Teacher Salaries	40	37
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,076	\$540	\$4,536	\$66,244
District	♦	♦	\$6,146	\$79,895
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-26%	-9%
Percent Difference: School Site/ State			-17%	-11%

Types of Services Funded at Torrey Pines High School

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests, (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests, (c) an API of at least 740 or growth of at least one point, (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

Professional Development provided for Teachers at Torrey Pines High School

At TPHS teachers engage in professional development during staff development days and Late Start days. Topics included enhancing student success through varied instructional strategies and incorporating technology into the classroom; providing opportunities to succeed for students who need additional support, such as English Learners; aligning curriculum within departments; and teaching the California Content Standards. Our staff has also been working on using formative (lesson-based) assessments, 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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14	21	65	12	33	55
All Students at the School	14	19	68	10	32	58
Male	17	21	61	10	30	60
Female	10	15	75	11	33	56
Black or African American						
American Indian or Alaska Native						
Asian	13	8	79	2	12	86
Filipino						
Hispanic or Latino	36	29	35	27	47	27
Native Hawaiian/Pacific Islander						
White	10	21	69	10	36	54
Two or More Races						
Socioeconomically Disadvantaged	43	23	35	41	29	29
English Learners	83	14	2	26	36	38
Students with Disabilities	52	28	20	60	20	20
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Torrey Pines High School	2011-12	2012-13	2013-14
English-Language Arts	84	89	86
Mathematics	87	88	90
San Dieguito Union High School District	2011-12	2012-13	2013-14
English-Language Arts	84	87	65
Mathematics	86	87	67
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	95.33	95.31	84.56
Black or African American	100.00	96.00	75.90
American Indian or Alaska Native	0.00	75.00	77.82
Asian	97.58	99.32	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	89.47	86.07	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	94.76	96.19	90.15
Two or More Races	150.00	100.00	89.03
Socioeconomically Disadvantaged	86.11	96.90	82.58
English Learners	62.50	62.20	53.68
Students with Disabilities	77.59	83.26	60.31

Dropout Rate and Graduation Rate			
Torrey Pines High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0.6	1.6	0.8
Graduation Rate	98.48	97.35	97.69
San Dieguito Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.6	2.1	1.6
Graduation Rate	96.18	96.61	97.19
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	2	♦
English	14	♦
Fine and Performing Arts		♦
Foreign Language	7	♦
Mathematics	10	♦
Science	25	♦
Social Science	41	♦
All courses	99	1.4

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	80.37
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	77.53

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1,262
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	29%

Career Technical Education Programs

More than 200 students earn elective credit and gain valuable work experience through our internship and work experience programs. These opportunities often lead to job offers after graduation. Courses that are specifically designed for vocational readiness include woodworking, auto shop, principles of law, business math, desktop publishing, HTML, digital imaging, cooking, gaming, fashion design, and culinary arts. Our career and guidance counselors help students use resources available in the College and Career Counseling Center to prepare for the workforce. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 1,262 students in career technical education courses. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site at cde.ca.gov.