

Torrey Pines High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

| | |
|--|---------------------------|
| School Name | Torrey Pines High School |
| Street | 3710 Del Mar Heights Road |
| City, State, Zip | San Diego, CA 92130 |
| Phone Number | 858-755-0125 |
| Principal | Rob Coppo |
| Email Address | robert.coppo@sduhsd.net |
| School Website | tp.sduhsd.net |
| County-District-School (CDS) Code | 37-68346-3730033 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | San Dieguito Union High School District |
| Phone Number | (760) 753-6491 |
| Superintendent | Anne Staffieri, Ed. D. Superintendent |
| Email Address | info@sduhsd.net |
| District Website | www.sduhsd.net |

2023-24 School Description and Mission Statement

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 this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 582 |
| Grade 10 | 640 |
| Grade 11 | 748 |
| Grade 12 | 644 |
| Total Enrollment | 2,614 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.8% |
| Male | 52.1% |
| Asian | 17.8% |
| Black or African American | 1% |
| Filipino | 0.9% |
| Hispanic or Latino | 16.3% |
| Native Hawaiian or Pacific Islander | 0.1% |
| Two or More Races | 8.7% |
| White | 55.2% |
| English Learners | 6.2% |
| Foster Youth | 0% |
| Homeless | 0.4% |
| Migrant | 0% |
| Socioeconomically Disadvantaged | 16.4% |
| Students with Disabilities | 10.1% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 92.60 | 91.51 | 471.10 | 91.44 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.10 | 1.12 | 4.90 | 0.95 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.10 | 3.13 | 16.20 | 3.14 | 12115.80 | 4.41 |
| Unknown | 4.20 | 4.22 | 23.00 | 4.46 | 18854.30 | 6.86 |
| Total Teaching Positions | 101.20 | 100.00 | 515.20 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 98.60 | 92.29 | 479.80 | 91.95 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.50 | 0.29 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.50 | 2.40 | 7.80 | 1.50 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.20 | 3.01 | 12.70 | 2.45 | 11953.10 | 4.28 |
| Unknown | 2.40 | 2.28 | 19.80 | 3.81 | 15831.90 | 5.67 |
| Total Teaching Positions | 106.80 | 100.00 | 521.80 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 1.10 | 2.50 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.10 | 2.50 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 3.10 | 3.20 |
| Total Out-of-Field Teachers | 3.10 | 3.20 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 1.4 | 6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected 10/2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|-----------------------------|--|
| Reading/Language Arts | Language of Literature, adopted 2003 | Yes | 0 |

| | | | |
|-----------------------------------|--|-----|-----|
| Mathematics | Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus. | Yes | 0 |
| Science | Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 | Yes | 0 |
| History-Social Science | Economics: Principles of Economics, Adopted 2023; U.S. Government: Principles of American Democracy, Adopted 2022; U.S. History: The Americans: Reconstruction to the Present, Adopted 2022; World History: Modern World History, Adopted 2022 | Yes | 0 |
| Foreign Language | Realidades series, Adopted 2004; D'Accord series, Adopted 2020; Genki series, Adopted 2004; Signing Naturally, Adopted 2004, Integrated Chinese, Adopted 2018 | Yes | 0 |
| Health | Edgenuity online course | | N/A |
| Visual and Performing Arts | N/A | | |

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

05/11/23 - 05/19/23

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | X | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | X | |
| 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 Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 74 | 79 | 77 | 79 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 53 | 61 | 66 | 68 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 739 | 725 | 98.11 | 1.89 | 79.39 |
| Female | 356 | 349 | 98.03 | 1.97 | 84.44 |
| Male | 383 | 376 | 98.17 | 1.83 | 74.73 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 143 | 140 | 97.90 | 2.10 | 87.86 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 116 | 113 | 97.41 | 2.59 | 72.97 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 57 | 55 | 96.49 | 3.51 | 87.27 |
| White | 408 | 402 | 98.53 | 1.47 | 78.11 |
| English Learners | 31 | 27 | 87.10 | 12.90 | 34.62 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 27 | 27 | 100.00 | 0.00 | 74.07 |
| Socioeconomically Disadvantaged | 118 | 114 | 96.61 | 3.39 | 60.53 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 66 | 65 | 98.48 | 1.52 | 41.54 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 738 | 719 | 97.43 | 2.57 | 61.00 |
| Female | 354 | 347 | 98.02 | 1.98 | 62.72 |
| Male | 384 | 372 | 96.88 | 3.12 | 59.41 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 143 | 139 | 97.20 | 2.80 | 84.17 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 114 | 110 | 96.49 | 3.51 | 45.87 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 57 | 56 | 98.25 | 1.75 | 66.07 |
| White | 409 | 399 | 97.56 | 2.44 | 56.64 |
| English Learners | 31 | 28 | 90.32 | 9.68 | 37.04 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 27 | 26 | 96.30 | 3.70 | 57.69 |
| Socioeconomically Disadvantaged | 117 | 114 | 97.44 | 2.56 | 38.60 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 67 | 63 | 94.03 | 5.97 | 17.46 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 51.00 | 57.23 | 57.46 | 59.99 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 1379 | 1357 | 98.40 | 1.60 | 57.27 |
| Female | 662 | 653 | 98.64 | 1.36 | 57.82 |
| Male | 717 | 704 | 98.19 | 1.81 | 56.76 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 268 | 264 | 98.51 | 1.49 | 73.48 |
| Black or African American | 13 | 13 | 100.00 | 0.00 | 15.38 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 215 | 212 | 98.60 | 1.40 | 40.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 97 | 95 | 97.94 | 2.06 | 64.21 |
| White | 775 | 762 | 98.32 | 1.68 | 55.77 |
| English Learners | 57 | 51 | 89.47 | 10.53 | 10.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 64 | 63 | 98.44 | 1.56 | 50.79 |
| Socioeconomically Disadvantaged | 245 | 238 | 97.14 | 2.86 | 37.82 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 121 | 113 | 93.39 | 6.61 | 20.35 |

2022-23 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. Manuel Zapata is the primary representative of the district's CTE program.

Torrey Pines High School offers courses in the following 9 CTE pathways: Business Management, Cabinetry, Millwork, and Woodworking, Engineering Technology, Film, Video Production, Food Service and Hospitality, Design, Visual Media Arts, Systems Programming, and Systems, Diagnostics, and Service Repair. For a full list of courses and CTE advisory committee info visit the district website at www.sduhsd.net.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1565 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 43.7 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.96 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 81.88 |

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9 | 91.35% | 94.01% | 94.68% | 94.01% | 94.84% |

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 1.1 | 1.7 | 1.4 | 1.5 | 2 | 1.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 96.8 | 96.9 | 96.6 | 96 | 96.4 | 96.3 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 647 | 625 | 96.6 |
| Female | 303 | 298 | 98.3 |
| Male | 344 | 327 | 95.1 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 129 | 122 | 94.6 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 101 | 96 | 95.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 40 | 39 | 97.5 |
| White | 367 | 358 | 97.5 |
| English Learners | 50 | 45 | 90.0 |
| Foster Youth | 0 | 0 | 0.00 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 181 | 169 | 93.4 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 70 | 56 | 80.0 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2707 | 2686 | 390 | 14.5 |
| Female | 1294 | 1283 | 190 | 14.8 |
| Male | 1410 | 1400 | 200 | 14.3 |
| Non-Binary | 3 | 3 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 485 | 484 | 40 | 8.3 |
| Black or African American | 30 | 30 | 7 | 23.3 |
| Filipino | 25 | 25 | 3 | 12.0 |
| Hispanic or Latino | 443 | 439 | 93 | 21.2 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 0 | 0.0 |
| Two or More Races | 231 | 230 | 18 | 7.8 |
| White | 1490 | 1475 | 229 | 15.5 |
| English Learners | 177 | 173 | 37 | 21.4 |
| Foster Youth | 2 | 1 | 0 | 0.0 |
| Homeless | 19 | 18 | 3 | 16.7 |
| Socioeconomically Disadvantaged | 479 | 473 | 107 | 22.6 |
| Students Receiving Migrant Education Services | 1 | 1 | 1 | 100.0 |
| Students with Disabilities | 282 | 277 | 74 | 26.7 |

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.30 | 1.17 | 1.74 | 0.38 | 1.93 | 2.29 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.11 | 0.00 | 0.04 | 0.10 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.74 | 0.11 |
| Female | 0.31 | 0 |
| Male | 3.05 | 0.21 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0.41 | 0 |
| Black or African American | 10 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 1.35 | 0.45 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 3.46 | 0.43 |
| White | 1.88 | 0 |
| English Learners | 1.69 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 2.3 | 0.42 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 7.45 | 0.35 |

2023-24 School Safety Plan

Safety is our highest priority, and we take pride in our safe learning environment. Four campus supervisors and four administrators monitor the campus daily. We have over 40 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 with the last update in October 2023. Staff members are trained in the emergency management system and we practice simulated crisis situations throughout the year.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 36 | 7 | 14 | 58 |
| Mathematics | 37 | 6 | 9 | 60 |
| Science | 34 | 6 | 13 | 48 |
| Social Science | 38 | 1 | 4 | 63 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 31 | 15 | 21 | 54 |
| Mathematics | 30 | 16 | 16 | 54 |
| Science | 31 | 9 | 21 | 45 |
| Social Science | 32 | 10 | 15 | 55 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 31 | 16 | 8 | 63 |
| Mathematics | 31 | 12 | 16 | 54 |
| Science | 32 | 9 | 9 | 56 |
| Social Science | 31 | 15 | 9 | 60 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|--------|
| Pupils to Academic Counselor | 373.43 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 7 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.3 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11,389 | \$7,192 | \$4,198 | \$106,653 |
| District | N/A | N/A | \$109,327 | \$109,558 |
| Percent Difference - School Site and District | N/A | N/A | -185.2 | -2.7 |
| State | N/A | N/A | \$7,607 | \$97,850 |
| Percent Difference - School Site and State | N/A | N/A | -57.8 | 8.6 |

Fiscal Year 2022-23 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as 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, and Career Technical Education (CTE) courses and pathways. SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs: • Title I (OCMS, EWMS, DMS), • Title II (Supporting Effective Instruction, Professional Development), • Title III (Language Instruction for English Learners (EL)) • Title VI (Student Support and Academic Enrichment) • Career Technical Education Incentive Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$64,557 | \$57,234 |
| Mid-Range Teacher Salary | \$107,956 | \$95,467 |
| Highest Teacher Salary | \$132,169 | \$122,669 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$162,117 | \$153,476 |
| Average Principal Salary (High) | \$177,590 | \$173,198 |
| Superintendent Salary | \$288,000 | \$277,572 |
| Percent of Budget for Teacher Salaries | 37.44% | 31.17% |
| Percent of Budget for Administrative Salaries | 5.58% | 4.46% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|------|
| Percent of Students in AP Courses | 53.1 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 5 |
| English | 15 |
| Fine and Performing Arts | 5 |
| Foreign Language | 5 |
| Mathematics | 9 |
| Science | 18 |
| Social Science | 40 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 103 |

Professional Development

At TPHS teachers engage in professional development during staff development days and Late Start days. Topics include enhancing the school's mission, vision, and values, supporting 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 22 | 20 | 20 |