Torrey Hills School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Torrey Hills School
Street	10830 Calle Mar De Mariposa
City, State, Zip	San Diego, CA, 92130-8657
Phone Number	858-481-4266
Principal	Abby Domingo
Email Address	adomingo@dmusd.org
County-District-School (CDS) Code	37680566120596

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Del Mar Union Elementary School District
Phone Number	(858) 755-9301
Superintendent	Dr. Holly McClurg
Email Address	hmcclurg@dmusd.org
Website	http://www.dmusd.org/

School Description and Mission Statement (School Year 2020-2021)

About Our School

The quality of instruction and leadership at Torrey Hills School is excellent due to the cooperative effort of the entire staff as well as the support from our District Office. Mrs. Abby Domingo became the Principal at Torrey Hills School in August 2020 after being a principal with our district for 5 years at another school. Abby Domingo was a classroom teacher for 10 years, an Assistant Principal for 1 year, and this is her 6th year as a Principal. She holds a BA in Elementary Education, a multiple-subject credential, a master's degree in Educational Leadership, and an administrative credential. During her career, she has also led professional development for teachers and parents across the country.

Torrey Hills School opened its doors for students in August 2002. The beautiful campus is located amidst an expansive new home and business development. The student population for the 2020-2021 school year represents students from many different ethnic groups and home languages. The culturally and linguistically diverse setting supports an environment where students feel welcomed and valued. At Torrey Hills, we are committed to creating a culture of thinking and a meaningful learning environment that maximizes the development of the whole child through academics and social-emotional wellness.

Our school consists of students preschool aged through sixth grade. This year, there are 476 students in our Torrey Hills kindergarten-sixth grade community. 310 K-6 students are enrolled in full time in-person school and 166 K-6 students are enrolled in our full time distance learning program, Launch. Our preschool program provides special education services through Individualized Education Plans (IEPs) to students aged 3-5 years old and currently services approximately 50 students both in person and through remote services.

The Torrey Hills community of educators is united in their purpose of meeting the needs of every child, every day. We strive to create an extraordinary school experience where students, staff, and parents enjoy coming every day. The majority of Torrey Hills' students enter school ready to learn and prepared for academic rigor, and the entire staff demonstrates a strong commitment to academic excellence. Student success is ensured through the application of rigorous academic standards, the use of standards-based curriculum and access to highly effective Professional Learning. The continuous improvement in student performance is the result of ongoing professional development and high-quality instruction provided every day for our students.

Torrey Hills is a dynamic, fun, student-centered learning environment. It is evident to see that the staff, students, parents, and community members are committed to excellence and work to ensure we are providing a setting where students will thrive and develop socially, emotionally and academically.

Major Achievements and Focus for Improvements

At Torrey Hills, the entire school community is committed to providing an enriched, balanced educational experience for our students and igniting the personal genius within each child and empowering them to advance our world. Our strong academic core and high quality instruction prepare students in reading, writing, and mathematics, but we also believe it is important to provide opportunities for student learning to extend beyond "the basics". Students at Torrey Hills have opportunities to learn from STEAM+ Specialists in the arts, science, music, and physical education. These learning opportunities provide students with the opportunity to discover and develop strengths and talents that cross State Standards and integrate disciplines, as well as apply their learning to real world problem solving. Next steps for our school are to continue to create learning experiences for students that deepen students' understanding of concepts in meaningful ways and help them apply their learning to novel and real world application. We are committed to creating a culture of thinking and taking the necessary steps through professional development and implementation to support our students and shift our classroom practice.

This year, Torrey Hills is focused on becoming a No Place For Hate School. Through our student, parent, and staff led committee, we led lessons and activities around understanding and signing the pledge as well as participating in lessons to build empathy, awareness, and inclusivity for all students in our school, community and world. This year, we are focused on understanding the power of words, what it truly means to be an ally, and how we can all stand up for one another to continue to make Torrey Hills School the best, and safest, place it can be for all.

We are fortunate to have a school community in which students and their families represent a wide variety of languages, cultures, and nationalities. We celebrate the individuality, heritage, and traditions of all students, staff, and their families. This year, we are continuing to increase our knowledge and efforts to support newcomers and students who are learning English as a second language. The implementation of our leveled literacy intervention program is already showing great promise to accelerate students' language acquisition.

Torrey Hills' students consistently perform at very high levels in all academic content areas. Our mathematics goals include using common problem-solving strategies and protocols in all classes within and across grade levels. Teachers attend professional training in Cognitively Guided Instruction (CGI) to increase their understanding and use of best instructional practices to develop deep mathematical thinking. Our English language arts goals include: implementing reading instruction to ensure it is meaningful to students to develop a deep understanding of the reading content standards through the use of standards based curriculum and professional training in reading and writing instruction.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	63
Grade 1	70
Grade 2	76
Grade 3	77
Grade 4	71
Grade 5	72
Grade 6	85
Total Enrollment	514

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	37.4
Filipino	2.1
Hispanic or Latino	12.8
White	39.1
Two or More Races	7.4
Socioeconomically Disadvantaged	6
English Learners	20.6
Students with Disabilities	13
Homeless	

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	37	35	29.8	284
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync, Grade 6	Yes	0.00%
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Pearson Investigations Common Core State Standards Math, Grades 1-5 Pearson Connected Math, CMP3, Grade 6	Yes	0.00%
Science	Houghton-Mifflin Science CA, Grades K-5 Prentice Hall Earth Science, Grade 6	Yes	0.00%
History-Social Science	Harcourt Brace, Grades K-6	Yes	0.00%
Foreign Language	Not Applicable	Yes	0.00%
Health	SPARK P.E., Grades K-6	Yes	0.00%
Visual and Performing Arts	Share the Music, McGraw -Hill, Grades K-6 Site-Based	Yes	0.00%

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

School Facility Conditions and Planned Improvements

Our school was designed to create an optimal learning environment that accommodates the educational needs of all our students. Daytime and evening custodians clean the school according to an established cleaning schedule. District personnel provide maintenance and landscaping upkeep. Maintenance of school restroom facilities for students and staff are a high priority for the maintenance and custodial staff. The goal is to keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

School Facility Good Repair Status
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	84	N/A	86	N/A	50	N/A
Mathematics (grades 3-8 and 11)	78	N/A	84	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	69	N/A	73	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

The Torrey Hills community is highly involved in the direction of the school. Expectations for success are clearly established in the school setting and supported by parents. This year, due to COVID-19, parents are not allowed to volunteer on campus. However, our parent community remains active by volunteering in ways that support our school community and culture by participating on a variety of leadership committees, providing safe community events, and through the financial support of the PTA and our Del Mar Schools Education Foundation.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.5	0.3	0.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	7	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and earthquake drills, and each classroom is equipped with a backpack containing emergency supplies.

Our school complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Our adult crossing guards enable students to cross streets safely. Staff members supervise students during each recess and lunch period. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

During the 2019-2020 school year, Torrey Hills School developed our Comprehensive School Safety Plan with our School Site Council. The plan was reviewed and approved on January 20, 2020 by the School Site Council which consists of our principal, classroom teachers, school staff, and parents. The safety goals for the 2019-2020 school year included updating school entrance procedures to create a single point access for families and visitors and continue to integrate social emotional learning in the classrooms to promote empathy, skills for learning and success, problem solving, self-regulation, and a sense of safety and support. Both goals were accomplished.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	4	1		23		3		21		3	
1	19	4			22		3		23		3	
2	22		3		22	1	3		19	4		
3	21	2	2		18	3	1		19	4		
4	25		4		25		3		24		3	
5	25		3		26		3		24		3	
6	24	1	4		21	1	4		28		3	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.7625 (w/ & w/out
Psychologist	1.00 (w/ PreK) & 0.60
Social Worker	0.00
Nurse	0.50 (w/ PreK) & 0.20

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	3.40 (w/ PreK) & 1.40
Resource Specialist (non-teaching)	3.00 w/ & w/out PreK
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14675	3525	11150	91936
District	N/A	N/A	10532	$90,187
Percent Difference - School Site and District	N/A	N/A	5.7	1.9
State	N/A	N/A	$7,750	$80,565
Percent Difference - School Site and State	N/A	N/A	36.0	13.2

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

Types of Services Funded (Fiscal Year 2019-2020)

Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our School Plan for Student Achievement. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports STEAM+ learning, which includes content specialists in the areas of science, technology, art, music, and physical education.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55,012	$50,574
Mid-Range Teacher Salary	$85,971	$76,649
Highest Teacher Salary	$106,487	$98,993
Average Principal Salary (Elementary)	$132,077	$125,150
Average Principal Salary (Middle)		$129,394
Average Principal Salary (High)		$122,053
Superintendent Salary	$245,000	$193,925
Percent of Budget for Teacher Salaries	43.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	3.7

A comprehensive professional learning program has been designed to support staff in key district and site priorities. Professional learning is differentiated for each professional based on their level of experience, prior level of training and role within the district. The numbers provided in the table represent an average number of professional learning days for educators in Del Mar Union School District. While professional learning continues to be a priority for DMUSD, the average number of days for each teacher has reduced in response COVID-19 pandemic.