

Torrey Hills School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



• SCHOOL •

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Torrey Hills School
Street	10830 Calle Mar De Mariposa
City, State, Zip	San Diego, CA 92130
Phone Number	858-481-4266
Principal	Jacob Ruth
Email Address	jruth@dmusd.org
School Website	torreyhills.dmusd.org
Grade Span	K-6
County-District-School (CDS) Code	37680566120596

2025-26 District Contact Information

District Name	Del Mar Union School District
Phone Number	(858) 755-9301
Superintendent	Marisa Janicek
Email Address	mjanicek@dmusd.org
District Website	www.dmusd.org

2025-26 School Description and Mission Statement

Torrey Hills School first opened its doors to students in August 2002, and since that day, it has been dedicated to cultivating an environment that maximizes the development of the whole child through a deep commitment to academics and social-emotional wellness. Our student population is a vibrant and diverse tapestry, representing many different ethnic groups and home languages. This culturally and linguistically rich setting ensures that every student feels genuinely welcomed, valued, and included in the community.

The school community serves students ranging from preschool age through sixth grade. Our core kindergarten through sixth-grade community currently includes approximately 380 students. Furthermore, the specialized Early Childhood Inclusion (ECI)

2025-26 School Description and Mission Statement

and Functional Life Skills (FLS) preschool programs support about 30 students aged 3-5, providing essential special education services through Individualized Education Plans (IEPs) alongside our community friends in the ECI program.

The Torrey Hills community of educators is unified by the singular purpose of meeting the needs of every child, every day, and striving to create an extraordinary school experience that staff, students, and parents enjoy. Students enter ready for academic rigor, and the entire staff demonstrates an unwavering commitment to excellence. Student success is rigorously pursued through the implementation of high academic standards and a standards-based curriculum, supported by continuous improvement in performance through ongoing professional development and high-quality daily instruction.

This commitment extends beyond the classroom walls to provide an enriched and balanced educational experience, designed to ignite the personal genius within each child and empower them to advance our world. While our strong academic core prepares students in reading, writing, and mathematics, we also believe in extending learning opportunities through STEAM+ Specialists in the arts, science, music, innovation, and physical education. These specialized programs allow students to apply their knowledge to real-world problem-solving, discover and develop strengths and talents that integrate disciplines with State Standards. Moving forward, the school remains focused on creating learning experiences that deepen students' conceptual understanding and help them apply their knowledge to novel and real-world applications, solidifying our commitment to fostering a culture of thinking.

Social responsibility is a cornerstone of our school's identity, highlighted by our focus on becoming a No Place For Hate School for the fifth consecutive year. Through our student-led committee, we facilitate essential lessons and activities that build empathy, awareness, and inclusivity for all students within our school, community, and the world. This year, we are specifically emphasizing that everyone has the power to effect change and the importance of finding common ground while celebrating what makes us unique. The excellence in instruction and leadership at Torrey Hills School is a direct result of the cooperative effort of our dedicated teachers, entire support staff, and strong collaboration with our community and District office, ensuring we remain a dynamic, fun, student-centered learning environment where every student will thrive.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	44
Grade 2	49
Grade 3	63
Grade 4	57
Grade 5	69
Grade 6	64
Total Enrollment	389

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.5
Asian	43.4
Black or African American	0.5
Filipino	0.8
Hispanic or Latino	8.5
Two or More Races	5.1
White	38.8
English Learners	18.3
Socioeconomically Disadvantaged	11.3
Students with Disabilities	9.5

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.

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)	28	91.83	231.9	94.89	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	4.9	7	2.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.41	11953.1	4.28
Unknown/Incomplete/NA	1	3.27	4.5	1.84	15831.9	5.67
Total Teaching Positions	30.5	100	244.4	100	279044.8	100

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.

2022-23 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)	24	100	188	97.41	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	1.04	11746.9	4.23
Unknown/Incomplete/NA	0	0	2	1.04	14303.8	5.15
Total Teaching Positions	24	100	193	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	26	96.3	192.1	96.97	230039.4	100
Intern Credential Holders Properly Assigned	1	3.7	2	1.01	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	4	2.02	13705.8	4.91
Total Teaching Positions	27	100	198.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.50	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2026
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync, Grade 6	0.00%
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Savvas Investigations Common Core State Standards Math, Grades 1-5 Savvas Connected Math (CMP3), Grade 6	0.00%
Science	Amplify Science, Grades K-6 FOSS Science, Grades K-6	0.00%
History-Social Science	TCI Social Studies Alive! Grades K-5 TCI History Alive! Grade 6	0.00%
Foreign Language	Not Applicable	
Health	District Designed Standards Based Program	0.00%
Visual and Performing Arts	District Designed Standards Based Program	0.00%
Science Laboratory Equipment (grades 9-12)	Not Applicable	

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 is 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

School Facility Conditions and Planned Improvements

works cooperatively with the district maintenance staff to ensure the timely handling of needed facility repairs and immediate response to safety or health needs that arise.

Year and month of the most recent FIT report

January 2026

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	72	75	80	81	47	48
Mathematics (grades 3-8 and 11)	78	78	81	82	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	251	99.21	0.79	75.30
Female	120	120	100.00	0.00	75.83
Male	133	131	98.50	1.50	74.81
American Indian or Alaska Native	--	--	--	--	--
Asian	111	109	98.20	1.80	81.65
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	103	103	100.00	0.00	72.82
English Learners	26	24	92.31	7.69	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	58.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	45.83

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	253	100.00	0.00	77.87
Female	120	120	100.00	0.00	75.83
Male	133	133	100.00	0.00	79.70
American Indian or Alaska Native	--	--	--	--	--
Asian	111	111	100.00	0.00	87.39
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	103	103	100.00	0.00	76.70
English Learners	26	26	100.00	0.00	53.85
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	64.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	45.83

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	67.19	73.61	72.99	74.41	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	72	100.00	0.00	73.61
Female	34	34	100.00	0.00	73.53
Male	38	38	100.00	0.00	73.68
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	87.88
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	72.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 5	96%	99%	99%	99%	99%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2025-26 Opportunities for Parental Involvement

The partnership between Torrey Hills School and its stakeholders is exceptionally strong, fostering an environment in which the entire community is deeply involved in shaping the school's direction. Expectations for student success are not only clearly established within the school setting but are robustly supported and reinforced by our parents, who are truly an integral part of our educational community. We are deeply grateful to collaborate with such a wonderful community and such supportive families.

Our parents enthusiastically embrace opportunities to volunteer, enriching the school day for our students and staff. Their valuable contributions include assisting with small-group instruction, PTA Lunch Clubs, PTA Community events such as the Hiking Club and the Surf Club, engaging students in educational games, supporting memorable classroom celebrations, and providing essential clerical assistance to our teachers. Beyond the classroom, parents channel their dedication through a variety of vital organizations, including our incredible Parent-Teacher Association (PTA) and the Del Mar Schools Education Foundation (DMSEF). Through these avenues, parents can take on pivotal leadership roles, actively participate in planning and executing important community events, and provide crucial financial support that enhances school programs. This comprehensive collaboration ensures that Torrey Hills remains a vibrant and supportive hub for learning and growth.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	421	412	40	9.7
Female	196	192	18	9.4
Male	225	220	22	10.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	189	185	12	6.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	6	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	3	15.0
White	161	157	18	11.5
English Learners	83	78	8	10.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	52	50	10	20.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	45	9	20.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.4	0.64	0.24	0.45	0.57	0.52	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.24	0.00
Female	0.00	0.00
Male	0.44	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.22	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The learning environment at Torrey Hills is fundamentally rooted in the assurance of a safe, meticulously clean campus, which is demonstrably conducive to productive, focused learning. Our commitment to well-being is formalized through a rigorous Comprehensive School Safety Plan (CSSP) that includes policies and detailed procedures for preventing injuries and illnesses among students and staff. Site safety representatives work seamlessly with the district safety committee to regularly practice, revise, and update this vital plan as necessitated by evolving needs. Furthermore, we conduct frequent and systematic safety inspections of all buildings, ensuring our infrastructure always meets the highest standards. Robust district safety plans and procedures are consistently in place to safeguard our students and ensure comprehensive preparation for any emergency scenario. This preparedness is reinforced through regularly scheduled fire and earthquake drills, and every classroom is equipped with an emergency supply backpack.

Beyond structural integrity and emergency planning, our daily operations adhere strictly to all district safety and security protocols. Our dedicated school custodian performs a meticulous visual inspection of the entire campus every morning before students arrive. Adult crosswalk supervisors are stationed to guide students safely across surrounding streets, and staff members provide attentive supervision during every recess and lunch period. To maintain the secure perimeter of our campus, all visitors are required to check in and out through the school office, have their IDs scanned using our secure Raptor system, and wear a visible visitor badge throughout their time on campus. This commitment to security is shared by all district personnel, including district office staff, who consistently wear picture identification badges while on campus.

Throughout the 2024-2025 school year, the school exhibited proactive leadership in safety by developing its Comprehensive School Safety Plan in close collaboration with the School Site Council. This comprehensive plan, developed by our principal, classroom teachers, school staff, and parents, was meticulously reviewed and subsequently approved by the Council in February of 2025. Formal approval of all DMUSD CSSPs was then granted by our DMUSD Governing Board during its March 2025 meeting. The safety goals for the 2024-2025 academic year were ambitious and successfully met, focusing on two key areas: first, supporting a deeper understanding of diversity, equity, and inclusion among all stakeholders to further strengthen a safe, welcoming, and inclusive environment for everyone; and second, increasing security measures across campus while ensuring all staff were thoroughly prepared for any emergency, possessing a common, clear understanding of emergency protocols and appropriate response procedures.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	20	2	1	
2	18	3		
3	19	4		
4	20	1	2	
5	19	2	2	
6	22		3	
Other	24		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	18	3		
2	17	4		
3	16	4		
4	22		3	
5	18	3		
6	23		3	
Other	18	1		

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	15	3		
2	17	3		
3	21	1	2	
4	19	3		
5	23		3	
6	21		3	

2024-25 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	

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	1.6
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$13,724	\$1,535	\$12,189	\$112,098
District	N/A	N/A	\$17,184	\$112,392
Percent Difference - School Site and District	N/A	N/A	-34.0	-0.3
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	8.9	11.3

Fiscal Year 2024-25 Types of Services Funded

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 Single 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 area specialists.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$65,954	\$61,516
Mid-Range Teacher Salary	\$103,072	\$95,479
Highest Teacher Salary	\$128,734	\$125,208
Average Principal Salary (Elementary)	\$166,866	\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$310,052	\$242,781
Percent of Budget for Teacher Salaries	37.92%	29.76%
Percent of Budget for Administrative Salaries	6.11%	5.74%

Professional Development

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6.2	6.4	6.7