

# Torrance Unified School District West High School



Grades 9 through 12  
Jenna Murata, Principal  
murata.jenna@tusd.org

20401 Victor Street  
Torrance, CA 90503-2255  
PH: 310-533-4299 FAX: 310-972-6483  
west.tusd.org  
CDS #: 19650601939602

## 2022-23 School Accountability Report Card *Published January 2024*

### Principal's Message

West High School currently has a population of 1,793 students. West High is located in the city of Torrance, welcoming students from the West Torrance area and surrounding communities. Over the past four years, West High has seen significant and continuous student achievement. West High received the 2022 California Pivotal Practice Award, 1984 National Blue Ribbon School, a 2015 California Gold Ribbon School, a 1984, 1994, 1999, 2005, 2013, and 2019 California Distinguished School, and a 2019 California Exemplary Program in Arts Education School. West High's Professional Learning Community leads the way for a strong Multi-Tiered System of Supports framework and model which includes a bell schedule to accommodate two "Warrior Workshop" tutorial periods per week to support student intervention, curricular extension and enrichment. West High believes all students can learn to their highest potential. This belief takes the emphasis beyond grade level proficiency to encompass mastery, advancement of rigorous curriculum, and college and career readiness for all students.

West High is an integral part of our Torrance community and is committed to setting and achieving high expectations and goals. The West High team recognizes the importance of a strong and enriching high school experience, not taking lightly the responsibility in ensuring our students experience a highly-engaging, rich educational experience in a safe and nurturing environment. The West High School educators prepare our students for the future, to be college and career ready. As educators we have an obligation to prepare our students today for the jobs and careers of their tomorrow, and to be competitive in a globally active society. Signature practices are in place to ensure student success in California's Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the History/Social Studies Framework, while using technology as the platform to enhance student learning. Teachers implement unit design practices of product, purpose, perspectives, and process which incorporate the five processes of critical reading, modeling, talk, inquiry and syntheses. Together with the full implementation of Common Core State Standards and setting cross-curricular goals, West High has effectively increased the curricular rigor and supported students in researched best-practices to reach academic success. West High is committed to developing life-long learners across the school community through the continued fostering of collaborative and innovative teaching practices with scheduled weekly Professional Learning Community collaboration, release days for staff development and vertical and interdisciplinary planning and articulation.

Go Warriors!

### Mission

"Warriors create a collaborative community where all students engage in a caring and rigorous learning environment to acquire essential skills and maximize their potential to become effective contributors to society." This statement charges the West High School community to ensure learning is meaningful and enriching so that students develop a dynamic curiosity about the world around them. We accomplish this mission by fostering students' best efforts at self-expression and using their unique talents. Concurrently we develop critical thinking and creative problem solving to help students become enthusiastic members of a diverse and collaborative society.

### Vision

A school where every student is empowered to be a Warrior -- Creativity Character Resilience"

Our vision emphasizes the responsibility of every staff member to empower every student to demonstrate these Warrior values. In order to fulfill this vision, we are committed to the following mission.

Torrance Unified School District  
2335 Plaza Del Amo  
Torrance, CA 90501-3420  
310-972-6500  
www.tusd.org

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## School Description

West High School is located in the western region of Torrance and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2022-23 school year, 1840 students were enrolled, including 8.5% in special education, 7.9% qualifying for English Language Learner support, and 24.2% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.60%	Grade 9	435
Male	52.40%	Grade 10	464
Non-Binary	0.00%	Grade 11	461
Amer. Indian or Alaska Native	0.20%	Grade 12	480
Asian	33.30%	Ungraded	0
Black or African-Amer.	4.60%		
Filipino	5.30%		
Hisp. or Latino	24.20%		
Native Hawaiian or Pacific Islander	0.40%		
Two or More Races	9.60%		
White	21.60%		
English Learners	7.90%		
Foster Youth	0.20%		
Homeless	0.40%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	24.20%		
Students with Disabilities	8.50%		
Total Enrollment			1,840

## Student Achievement

### Physical Fitness

In the spring of each year, West High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	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
9	92.4	94.0	94.0	95.9	96.1

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

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	73.0	78.0	67.0	67.0	47.0	46.0
Mathematics (grades 3-8 and 11)	49.0	48.0	57.0	59.0	33.0	34.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

CAASPP Test Results in ELA by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	461	448	97.18	2.82	77.68
Female	246	236	95.93	4.07	80.93
Male	215	212	98.60	1.40	74.06
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	158	158	100.00	0.00	87.34
Black or African-Amer.	19	18	94.74	5.26	33.33
Filipino	27	27	100.00	0.00	92.59
Hisp. or Latino	105	102	97.14	2.86	72.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	81.82
White	104	96	92.31	7.69	69.79
English Learners	30	30	100.00	0.00	26.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	113	109	96.46	3.54	64.22
Students with Disabilities	34	33	97.06	2.94	33.33

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	461	449	97.40	2.60	48.33
Female	246	237	96.34	3.66	47.26
Male	215	212	98.60	1.40	49.53
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	158	158	100.00	0.00	76.58
Black or African-Amer.	19	18	94.74	5.26	16.67
Filipino	27	27	100.00	0.00	40.74
Hisp. or Latino	105	103	98.10	1.90	28.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	45.45
White	104	96	92.31	7.69	33.33
English Learners	30	30	100.00	0.00	13.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	113	110	97.35	2.65	35.45
Students with Disabilities	34	33	97.06	2.94	9.09

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

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

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

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
	52.6	55.1	48.8	49.2	29.5	30.3

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

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.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	920	908	98.70	1.30	55.07
Female	480	471	98.13	1.87	56.26
Male	440	437	99.32	0.68	53.78
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	306	306	100.00	0.00	72.22
Black or African-Amer.	32	31	96.88	3.12	29.03
Filipino	56	56	100.00	0.00	58.93
Hisp. or Latino	217	215	99.08	0.92	36.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	95	98.96	1.04	62.11
White	207	199	96.14	3.86	48.24
English Learners	56	56	100.00	0.00	5.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	233	230	98.71	1.29	45.22
Students with Disabilities	60	59	98.33	1.67	22.03

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

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

## Parent Involvement

Parents are encouraged to be involved in their student's education and learning environment at West High either by volunteering, participating in a decision-making group and /or attending school events and functions.

Parents stay informed on upcoming events and school activities through the school website, weekly principal videos and emails, weekly student newsletter, the TUSD Newsletter, Naviance email system, Swift K-12 communication system (emails, text messages and phone calls), and social media school accounts.

### Opportunities to Volunteer

1st Day of School  
Booster Volunteers  
Chaperone Events  
Chaperone Field Trips  
College & Career Day & Week Event Volunteers  
Fundraising Activities  
Library Helper  
PTSA Activities/Events  
Registration Volunteers  
Robotics Club Volunteers  
Snack Bar Volunteers  
Student Clubs  
Theatre Volunteers  
Warrior Focus Volunteer Support

### Committees

Athletic Booster Clubs  
District English Learner Multicultural Advisory Committee (DELMAC)  
English Learner Multicultural Advisory Committee (ELMAC)  
Parent Teacher Student Association  
School Site Council  
WASC Committee (every six years)  
West High School Entertainment Unit Parents Association

### School Activities

Academic Decathlon  
Achievement Awards Ceremony  
Athletic Events  
Back to School Night  
Celebration of the Arts  
College & Career Day & Week  
District College Fair  
Drama Performances  
Fundraisers

Grade Level Parent Nights  
Graduation Pathway/College & Career Parent & Student Information Nights & Workshops  
Monthly Gathering with the Principal (Hosted by Parents)  
Music Performances  
Parent Education Nights  
Robotics Competitions  
Student Performances  
Science Olympiad  
WestFest

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. West High School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

### 2022-23 Campus Improvements:

- Upgrades to projectors in classrooms
- Painting of mural on outside of the gymnasium
- Rebranding & new signage throughout the campus
- New furnishings in the second story of the library, the "Warrior's Loft"
- Varsity baseball field renovation
- Repair sagging ceiling in the kitchen area
- Grind and overlay outdoor basketball courts
- Additional branding & signage throughout campus
- Bathroom renovation
- Mulch and landscape
- Lighting under the bleachers where possible
- Portables roofing repairs and replacements
- Installation of bottle fillers at drinking fountains
- HVAC assessment / air balance
- Installation of additional cameras

### 2023-24 Planned Campus Improvements:

- Upgrades to emergency notification system
- IT network replacement
- Solar shade structures and battery storage
- Replace stadium Musco fixture with LED

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and eight evening custodians are assigned to West High School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Event setup/cleanup
- General maintenance
- Restroom cleaning
- Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Event setup/cleanup
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1961
Acreage	39.5
Square Footage	240562
	<b>Quantity</b>
Permanent Classrooms	86
Portable Classrooms	1
Restrooms (sets)	9
Computer Lab(s)	2
Science Lab(s)	11
Staff Lounge(s)	3
Cafeteria	2
Sports Stadium	1
Library	1
Career Center	1
Fitness Room	1
Gymnasium	2
Media Center	1
Performing Arts Center	1
Tennis Courts	12
Weight Room	1
Wellness Center	1

### Deferred Maintenance

West High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2022-23 school year, West High School received \$6,686 in deferred maintenance funds for the repair and/or maintenance of:

- New motor for Building 3 boiler
- Replace six control board sensors for proper operation boilers
- New #2 pump for Building 4 boiler

### Facilities Inspection

The district's maintenance department inspects West High School on an annual basis in accordance with Education Code §17592.72(c)(1). West High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 27, 2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Friday, October 27, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Library - Gas leak in grass area by textbook window
(G)	Bldg 6 - Main kitchen has no working heat Library - Concrete umbrella and breezeway have sections of concrete that have broken away due to water penetration
(H)	Gym (Bldg 7) - Blacktop has numerous cracks and portions that are broken out and are a trip hazard Bldg 8 - Uneven concrete which is a trip hazard

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

### Rating Description

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.*

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, all administrators and campus security patrol the campus, entrance areas, and designated common areas. All administrators and campus security monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, all administrators and campus security monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. The School Resource Officer assists to monitor student activities when available on campus throughout the day.

West High School is a closed campus. During school hours, all visitors must be buzzed in at the front school entry gate where office staff can monitor who is at the gate. They must also show their state issued identification at the school's office to be scanned through the Raptor system and wear the printed identification sticker while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for West High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall 2023.

## Classroom Environment

### Discipline & Climate for Learning

West High School's discipline policies are based upon proactive and progressive discipline utilizing restorative justice practices to ensure a multi-tiered approach to social, emotional and behavior support and learning. This schoolwide approach to behavior management is used as a guide to develop school rules and expectations, develop social-emotional programs, and promote responsibility and respect, while minimizing disruptions to build social responsibility, connectedness, school community and pride. Behavior intervention is guided and maintained by school administrators in a fair and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	20-21	21-22	22-23
	School		
% Students Suspended	0.0	1.8	2.5
% Students Expelled	0.0	0.2	0.3
	District		
% Students Suspended	1.0	1.5	1.8
% Students Expelled	0.1	0.1	0.1
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.5	0.3
Female	1.7	0.0
Male	3.3	0.5
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	1.0	0.2
Black or African-Amer.	2.3	0.0
Filipino	1.0	0.0
Hisp. or Latino	5.2	0.7
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	1.1	0.0
White	2.9	0.2
English Learners	5.5	1.2
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	2.5	0.6
Students with Disabilities	4.9	0.0

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

## Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	25	23	32
Mathematics	30.0	7	18	34
Science	29.0	9	27	20
Social Science	26.0	15	13	21
Subject	2021-22			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	25	33	19
Mathematics	27.0	15	29	17
Science	29.0	7	37	9
Social Science	25.0	17	32	7
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	26.0	20	23	29
Mathematics	28.0	11	28	20
Science	29.0	8	33	12
Social Science	26.0	19	16	18

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

## Pupil Engagement

### Dropout & Graduation Rates

West High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include Response to Intervention (RtI), credit recovery (online and summer), Multi-Tiered Systems of Supports (MTSS), essential core classes, school connectedness activities, restorative justice practices, independent study, and summer school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	19-20	20-21	21-22
	Dropout Rate	0.0%	1.0%
Graduation Rate	97.0%	95.6%	95.1%
	District		
	19-20	20-21	21-22
	Dropout Rate	1.1%	0.9%
Graduation Rate	94.7%	96.5%	95.4%
	State		
	19-20	20-21	21-22
	Dropout Rate	9.4%	7.8%
Graduation Rate	83.6%	87.0%	86.2%

Graduation Rate by Student Group (Four-year Cohort Rate) (2022-23)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	489	465	95.1
Female	239	232	97.1
Male	250	233	93.2
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	155	150	96.8
Black or African-Amer.	15	14	93.3
Filipino	32	30	93.8
Hisp. or Latino	118	111	94.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	50	49	98.0
White	113	105	92.9
English Learners	52	42	80.8
Foster Youth	0	0	0.0
Homeless	--	--	--
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	170	156	91.8
Students with Disabilities	42	30	71.4

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

For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

## Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for West High School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)					
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	1894	1875	194	10.3	
Female	898	890	102	11.5	
Male	996	985	92	9.3	
Amer. Indian or Alaska Native	4	4	0	0.0	
Asian	619	616	31	5.0	
Black or African-Amer.	88	87	6	6.9	
Filipino	100	99	2	2.0	
Hisp. or Latino	462	455	69	15.2	
Native Hawaiian or Pacific Islander	7	7	2	28.6	
Two or More Races	179	177	20	11.3	
White	417	412	62	15.0	
English Learners	164	163	33	20.2	
Foster Youth	6	6	3	50.0	
Homeless	16	15	3	20.0	
Students Receiving Migrant Ed. Services	0	0	0	0.0	
Socioeconomically Disadvantaged	515	510	83	16.3	
Students with Disabilities	165	163	38	23.3	

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

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at West High School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, West High School held staff development training devoted to:

- Best First Instruction: Shifting Voice from Teacher to Students
- Professional Learning Communities (PLCs)

Decisions concerning selection of staff development activities are performed by all staff using tools such as state assessment results, districtwide teacher input, and site PLC data to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. West High School supports ongoing professional growth throughout the year at weekly site PLC meetings. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2021-22, 2022-23, and 2023-24 school years, West High School's teachers had the opportunity to attend the following events hosted by the Torrance Unified School District:

#### 2021-22 Trainings:

- Distance Learning Platforms

#### 2022-23 Trainings:

- PLC Institute
- The Summit on RtI at Work
- Best First Instruction
- CGI Math - Building Thinking Classrooms
- Math - Unpacking Essentials and Alignment
- Writing - Unpacking Essentials and Writing

#### 2023-24 Trainings:

- Best First Instruction
- CGI Math
- Math Essential Standards

- Writing - Unpacking Essentials and Writing
- Writer's Workshop
- iReady Implementation
- Quality Teaching for English Learners (QTEL) Strategies
- TISE Training
- Literacy Strategies

West High School's teachers also had the opportunity to attend supplemental professional development offered by the Torrance Unified School District relating to the following:

- D3 (History, ELA)
- 1st/2nd Year Secondary Math Cohort
- Ethnic Studies
- CTE
- Counseling and Mental Health
- Diversity, Equity and Inclusion
- Educational Technology
- Ethnic Studies ELA
- History-Social Studies
- Science
- Social Emotional Learning
- Special Education
- Visual and Performing Arts

West High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
5	5	5

### Instructional Materials

All textbooks used in the core curriculum at West High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Monday, November 06, 2023, the Torrance Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 1 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Torrance Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2015	Cengage Learning, <i>Perrine's Literature</i> :	0 %

	<i>Structure, Sound &amp; Sense</i>	
1997	McDougal Littell, <i>The Language of Literature</i>	0 %
<b>Foreign Languages</b>		
2008	Cheng & Tsui Company, <i>Integrated Chinese 1 &amp; 2 - Chinese 1-4 and Level 3 Honors</i>	0 %
2008	Cheng & Tsui Company, <i>Japanese AP - Further Adventures in Japanese</i>	0 %
2009	Cheng & Tsui Company, <i>Japanese AP - Strive for A</i>	0 %
2009	Cheng & Tsui Company, <i>Supplemental Korean Levels 1-3</i>	0 %
2007	Cheng & Tsui Company, <i>Supplemental Korean Levels 4-5</i>	0 %
2013	Foundation for Korean Language & Culture in USA, <i>Dynamic Korean 1, 2, 3</i>	0 %
2011	Hiromi Peterson & Naomi Omizo, <i>Adventures in Japanese 1, 2, 3 &amp; 4</i>	0 %
2013	Houghton Mifflin Harcourt, <i>Bien dit, Levels 1, 2 &amp; 3</i>	0 %
2012	J.R. Gonzalez, <i>Literatura Moderna Hispanica (Spanish 4 &amp; 5)</i>	0 %
2008	JPT America, Inc., <i>Japanese 3 AP - Yasashii Sakubun</i>	0 %
2012	Vista Higher Learning, <i>AP Spanish Supersite Plus</i>	0 %
2023	Vista Higher Learning, <i>French AP</i>	0 %
2022	Vista Higher Learning, <i>Perspectivas 1E Supersite Plus</i>	0 %
2023	Vista Higher Learning, <i>Senderos Level 1-4</i>	0 %
2016	Vista Higher Learning, <i>Themes (French)</i>	0 %
2019	Vista Higher Learning, <i>Vistas 6th Edition Supersite Plus</i>	0 %
2015	Wooltari Books, <i>Sogang Korean 4 &amp; 5</i>	0 %
<b>History-Social Science</b>		
2018	Bedford, Freeman, Worth, <i>Psychology in Everyday Life, 4th Edition</i>	0 %
2002	Houghton Mifflin, <i>American History AP: The American Pageant: A History of the Republic</i>	0 %
2016	McGraw Hill, <i>AP World History, Traditions and Encounters</i>	0 %
2017	Pearson, <i>Human Geography (AP Course)</i>	0 %
2019	Pearson, <i>US History</i>	0 %
2019	Pearson, <i>World History</i>	0 %
2008	Pearson Longman, <i>American Government: Institutions &amp; Policies (AP Government)</i>	0 %
2019	Teachers' Curriculum Institute, <i>Econ Alive! The Power to Choose</i>	0 %
2019	Teachers' Curriculum Institute, <i>Government Alive! Power, Politics and You</i>	0 %
<b>Mathematics</b>		
2019	Cengage Learning, <i>Calculus for AP</i>	0 %
2011	Cengage Learning, <i>Precalculus with Limits</i>	0 %
2014	Glencoe/McGraw-Hill, <i>Algebra 1</i>	0 %
2012	Holt McDougal, <i>Algebra II</i>	0 %
1998	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2008	Pearson Prentice Hall, <i>Geometry</i>	0 %
1999	WH Freeman and Company, <i>The Practice of Statistics</i>	0 %
<b>Science</b>		
2014	Cengage Learning, <i>Environmental Science: AP Fast Track Living in the Environment</i>	0 %
2007	Cengage Learning, <i>Oceanography - An Invitation to Marine Science</i>	0 %
2012	Freeman & Company, <i>AP Biology: Principles of Life</i>	0 %
2020	Houghton Mifflin, <i>Earth Science</i>	0 %
2020	Houghton Mifflin, <i>Physics</i>	0 %
2008	McDougal Littell, <i>Introductory Chemistry: A Foundation</i>	0 %
2008	McGraw Hill, <i>Hole's Essentials Human Anatomy &amp; Physiology</i>	0 %
2019	McGraw Hill, <i>Marine Science</i>	0 %
2020		0 %



## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (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 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 admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.5
2021-22 Graduates who Completed all Courses Required for UC/CSU Admission	68.1

### Advanced Placement

In 2022-23, West High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2022-23	
	No. of Courses Offered*
Computer Science	3
English	9
Fine and Performing Arts	1
Foreign Language	3
Mathematics	6
Science	9
Social Science	13
All Courses	44

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

### Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to West High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical

education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. West High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- CTE Courses

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Classroom observation

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the Southern California Regional Occupational Center (SCROC). A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2022-23 school year, West High School offered the following career technical education programs as elective courses:

- Introduction to Business
- Accounting 1 & 2
- Anatomy and Physiology Honors
- Emergency Medical Response
- Costume and Wearable Arts
- Fashion Design Merchandising 2 & 3
- Foods and Nutrition 1 & 2
- Personal Family Management
- AP Computer Science Principles
- PLTW Computer Science
- PLTW Intro to Engineering & Design
- PLTW Principles of Engineering
- PLTW Engineering Design & Development
- Theatre - Beginning, Intermediate & Advanced
- Video Production
- Wood 1 & 2
- Vocational Cabinetry & Millwork
- Design & Architecture
- Advanced Design & Architecture

#### Workforce Preparation Courses (SoCal ROC)

- CAD (Basic)
- 3D Character Design and Animation
- Adobe Photoshop/Graphic Design, Photo & Image Manipulation
- Adobe Illustrator/Vector Graphic Art/Illustrations/Print Graphics
- Emergency Medical First Responder
- Intro to Animal Careers
- Principles of Clinical Medical Assisting

West High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables West High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

# Professional Staff

## Counseling & Support Staff

West High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to West High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	4	4.0
Campus Security Officers	4	4.0
Speech Pathologists	2	1.0
Adaptive PE Specialist	1	*
College and Career Coordinator	1	1.0
Librarian	1	1.0
Library Media Technician	1	0.4
Nurse	1	0.5
Occupational Therapist	1	*
Resource Officer	1	*
Counselor-to-Student Ratio: 1:460		

\* as needed

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

## Teacher Preparation and Placement

The charts below identify the number of teachers at West High School, Torrance Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report West High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.6	89.4	933.3	91.5	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	3.5	0.3	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	1.7	9.1	0.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.0	5.1	28.0	2.8	11953.1	4.3
Unknown	3.0	3.9	46.0	4.5	15831.9	5.7
Total Teaching Positions	79.0	100.0	1020.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.3	90.8	869.5	89.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.1	3.8	0.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.5	4.8	33.1	3.4	12115.8	4.4
Unknown	3.2	4.4	70.6	7.2	18854.3	6.9
Total Teaching Positions	74.1	100.0	977.2	100.0	274759.1	100.0

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 to 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)	Number
Permits and Waivers	0.0
Misassignments	1.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.3

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	4.0
Total Out-of-Field Teachers	4.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	3.5
Total Out-of-Field Teachers	3.5

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	2.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.2
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

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

# District Expenditures

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$52,461	\$55,550
Mid-Range Teacher Salary	\$82,954	\$80,703
Highest Teacher Salary	\$104,307	\$109,418
Superintendent Salary	\$298,000	\$319,443
<b>Average Principal Salaries:</b>		
Elementary School	\$129,405	\$137,703
Middle School	\$127,700	\$143,760
High School	\$155,253	\$159,021
<b>Percentage of Budget:</b>		
Teacher Salaries	36.78%	30.35%
Administrative Salaries	4.73%	4.87%

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

## Expenditures Per Student

For the 2021-22 school year, Torrance Unified School District spent an average of \$13,401 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Torrance Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- Other Federal Funds
- Other Local: Locally defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
	School	District	% Diff. School & State		% Diff. School & State
			Dist.	State	
Total**	\$6,614	N/A	N/A	N/A	N/A
Restricted	\$282	N/A	N/A	N/A	N/A
Unrestricted	\$6,332	\$5,841	108.40	\$7,607	83.24
Average Teacher Salary	\$92,513	\$87,261	106.02	\$87,885	105.27

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

## SARC Data

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about West High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Torrance Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2023.