

Torrance Unified School District Philip Magruder Middle School

Grades 6 through 8
Lisa Nunes, Principal
Don Hendricks, Assistant Principal
nunes.lisa@tusd.org



4100 West 185th Street
Torrance, CA 90504-4706
PH: 310-533-4527 FAX: 310-972-6403
magruder.tusd.org
CDS #: 19650606023170

2017-18 School Accountability Report Card

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Principal's Message

As a CA Distinguished School, Magruder takes great pride in delivering an education that our teachers, parents and community believe in. The education our students receive is like no other, because our students are like no other—bringing with them a vast array of experiences, skills and understanding backgrounds. Our school believes that learning is a "process," not an event. To this end, we have gone to great lengths to deliver a "guaranteed and viable" curriculum to each individual student. Teachers collaborate weekly as members of high-performing TEAMS to ensure that our intended and implemented curriculum is attained on all Tier I, Tier II and Tier III levels. To guarantee high levels of learning for all students, our teachers have established a 5-week Professional Learning Community cycle. Our high-performing content TEAMS meet weekly to establish content essential/critical skills by grade level; to design common formative assessments based on these critical / essential skills; to discuss students needing targeted and intensive support, led by our Response to Intervention (RTI) Leadership TEAM; and to collaboratively discuss the data and results of the earlier designed common formative assessment. This data provides 'real time' student performance information which is then used to determine the pathway for future instruction as well as the implementation of effective instructional strategies to meet the needs of our students.

Along with an embedded Tier III Math Intervention Program and Writing and Reading Pathways (English Language Arts Intervention) courses, multiple learning opportunities are also provided during and beyond the school day. AMP (Academic Mastery Period), daily bell schedule allows for students to receive multiple Tier II embedded support opportunities in all content areas each week. Students are identified for 'AMP' attendance via weekly grade-level common formative assessments, whose data is then used to determine the most effective instructional strategies to support student learning. Along with daily embedded support, Magruder offers multiple opportunities as part of our Tier II campus-wide 'extended learning day' program. We offer grade-level Period 7 Literacy classes populated by students who need further support in the area of non-fiction reading. This, and our Magruder Math Academy (MMA) after school math support program, provides students with support of their current needs in the form of spiraling back and frontloading to help build confidence in our students math identity. The purpose of these extended learning opportunities is to ensure that ALL students are mastering appropriate grade-level content.

Mission Statement

"Providing a strong academic, social and emotional foundation to support lifetime educational success". Teachers have a right to teach, students have a right to learn, and no one has a right to interfere with this process because failure is not an option.

Core Values

Core Value # 1 - We believe that all students can learn at high levels.

Core Value # 2 - We, as educators, accept responsibility to ensure high levels of learning for every child.

Core Beliefs

1. ALL students will learn in a safe environment.
2. Learning will be accessible to ALL students.
3. Students will be 100% engaged in learning, 100% of the time.
4. Students will meet high expectations and work to their maximum potential.
5. Students will persevere through difficulties.
6. Students will grow from daily interactions within the school community.
7. ALL students will be valued and respected.
8. Learning will have both purpose and meaning.
9. Students will see the connection between effort and learning.
10. Students will be given the opportunity to access new ideas and perspectives.

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

Website Address

www.tusd.org

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School Description

Philip Magruder Middle School is located in the northern region of Torrance and serves students in grades six through eight following a traditional calendar. At the beginning of the 2017-18 school year, 565 students were enrolled, including 9.6% in special education, 13.5% qualifying for English Language Learner support, and 51% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	7.60%	Grade 6	183
Amer. Indian or Alaska Native	0.00%	Grade 7	189
Asian	14.00%	Grade 8	193
Filipino	4.40%	Ungraded	0
Hisp. or Latino	49.60%		
Native Hawaiian or Pacific Islander	0.70%		
White	17.20%		
Two or More Races	4.80%		
Students with Disabilities	9.60%		
Socioeconomically Disadvantaged	51.00%		
English Learners	13.50%		
Foster Youth	0.00%		
Total Enrollment			565

Student Achievement

Physical Fitness

In the spring of each year, Philip Magruder Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2017-18			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Seventh	18.7%	21.4%	33.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Philip Magruder Middle School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy (grades 3-8 and 11)	68.0	61.0	65.0	68.0	48.0	50.0
Mathematics (grades 3-8 and 11)	49.0	46.0	59.0	61.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	579	572	98.79	61.01
Male	310	306	98.71	55.56
Female	269	266	98.88	67.29
Black or African-Amer.	47	47	100.00	53.19
Amer. Indian or Alaska Native				
Asian	82	78	95.12	74.36
Filipino	20	20	100.00	80.00
Hisp. or Latino	286	284	99.30	54.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	97	98.98	67.01
Two or More Races	32	32	100.00	71.88
English Learners	128	123	96.09	43.09
Socioeconomically Disadvantaged	324	319	98.46	52.98
Students with Disabilities	74	73	98.65	27.40
Students Receiving Migrant Ed. Services				
Foster Youth				

CAASPP Test Results in Mathematics by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	579	575	99.31	46.43
Male	310	307	99.03	46.58
Female	269	268	99.63	46.27
Black or African-Amer.	47	47	100.00	34.04
Amer. Indian or Alaska Native				
Asian	82	80	97.56	70.00
Filipino	20	20	100.00	60.00
Hisp. or Latino	286	285	99.65	36.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	97	98.98	53.61
Two or More Races	32	32		
English Learners	128	126	98.44	38.10
Socioeconomically Disadvantaged	324	321	99.07	37.69
Students with Disabilities	74	73	98.65	24.66
Students Receiving Migrant Ed. Services				
Foster Youth				

Note: ELA/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.

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

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 Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Philip Magruder Middle School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered optionally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: 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 on both assessments.

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 Assignment, 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 Dropouts, 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 get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through our school website, email updates, and the school marquee. Contact Principal Lisa Nunes at (310) 533-4527 for more information on how to become involved in your child's learning environment.

Committees

Adopt-a-School Partnership
English Learner Multicultural Advisory Committee (ELMAC)
Parent Teacher Student Association
School Site Council

School Activities

8th Grade Parent Night
At-Risk Parent Night
Back to School Night

Drama Program
 Music Program
 Open House
 Parent Education Evenings
 Student of the Month Assemblies
 STEM Nights

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. Philip Magruder Middle School's original facilities were built in 1958; 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:

2017-18 Campus Improvements:

- Installation of a "buzz in" entry system to the office and campus
- Campus landscaping projects
- Relocation of storage bins to increase student safety
- Add push bars to gates at front of school
- Restoration of Magruder Mustang mural

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full time and one part time) are assigned to Philip Magruder Middle School. The day custodian is responsible for:

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

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

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

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

Campus Description	
Year Built	1958
Acreage	9.78
Square Footage	43632
	Quantity
Permanent Classrooms	33
Portable Classrooms	5
Restrooms (sets)	3
Computer Lab(s)	2
Science Lab(s)	4
Library	1
Academic Center(s)	1
Cafetorium(s)	1
Fitness Lab(s)	1
Music Room(s)	1
Outdoor Meal Area(s)	1
Outdoor Stage Area(s)	1
Staff Lounge	1
Teacher Work Room(s)	1

Deferred Maintenance

Philip Magruder Middle 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 2017-18 school year, Philip Magruder Middle School was not allocated deferred maintenance funds.

Facilities Inspection

The district's maintenance department inspects Philip Magruder Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Philip Magruder Middle 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 26, 2018. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2018-19, 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 26, 2018			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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, administration and campus security patrol the campus, entrance areas, and designated common areas. Administration and noon aides monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administration and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Philip Magruder Middle 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 sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Philip Magruder Middle 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 October 2018.

Classroom Environment

Discipline & Climate for Learning

Positive Behavioral Interventions and Supports (PBIS) focuses on addressing issues of student behavior and conduct while teaching appropriate social skills in the process. The "positive" comes from proactively teaching and recognizing what students are doing right. PBIS does not ignore inappropriate behavior but seeks to find appropriate consequences that are effective in changing student behavior.

Suspensions & Expulsions			
	15-16	16-17	17-18
	PMMS		
% Students Suspended	5.6	5.6	6.9
% Students Expelled	0.0	0.3	0.2
	TUSD		
% Students Suspended	2.1	1.8	2.4
% Students Expelled	0.1	0.1	0.1
	California		
% Students Suspended	3.7	3.6	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Teaching Load 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	2015-16			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	10	16	4
Mathematics	25.0	5	18	1
Science	29.0	1	14	6
Social Science	31.0	1	11	8
Subject	2016-17			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	23.0	7	11	2
Mathematics	27.0	6	4	6
Science	30.0		10	4
Social Science	30.0		9	5
Subject	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	21.0	8	11	
Mathematics	27.0	2	12	
Science	32.0		9	3
Social Science	32.0		7	5

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Philip Magruder Middle School revolve around the California State Content Standards and Frameworks. During the 2017-18 school year, Philip Magruder Middle School held staff development training devoted to:

- Data Analysis
- Grade Level Meetings
- Response to Intervention (RtI)
- English Language Development (ELD)
- Special Education
- Gifted and Talented Education (GATE)
- Core Curriculum
- Positive Behavior Interventions and Supports (PBIS)

Decisions concerning selection of staff development activities are performed by all staff using tools such as state assessment results and districtwide teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Philip Magruder Middle School supports ongoing professional growth throughout the year during weekly PLC meetings on late start Tuesdays. 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 session 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 2016-17, 2017-18 and 2018-19 school years, Philip Magruder Middle School's teachers had the opportunity to attend the following events hosted by the Torrance Unified School District:

- Next Generation Science Standards (NGSS)
- GATE Teacher Leader
- CCSS Math
- Project Lead the Way
- Human Body Systems
- Comprehensive Sexual Health Education
- English Language Arts – D3/A3

- Fountas & Pinnell – Guided Reading
- Daily 5/Café Training
- ELA & Social Studies Model CCSS Unit Design
- Designated and Integrated ELD Strategies
- English Language Arts Study Sync Textbooks
- Solution Tree

Philip Magruder Middle 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.

Staff Development Days Three-Year Trend		
2016-17	2017-18	2018-19
5	5	5

Instructional Materials

All textbooks used in the core curriculum at Philip Magruder Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Monday, October 22, 2018, 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, and (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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 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
English Language Arts		
2016	McGraw Hill, <i>Study Sync</i>	0 %
Foreign Languages		
2006	Santillana, <i>Espanol Santillana - Level 1</i>	0 %
Health		
1996	Glencoe/McGraw-Hill, <i>Teen Health</i>	0 %
History-Social Science		
2006	Glencoe/McGraw-Hill, <i>Glencoe Discovering our Past</i>	0 %
Mathematics		
2017	McGraw Hill/Glencoe, <i>Algebra</i>	0 %
2017	McGraw Hill/Glencoe, <i>California Math Course 1, 2, 3</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Earth, Life and Physical Science</i>	0 %

Professional Staff

Counseling & Support Staff

Philip Magruder Middle 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 Philip Magruder Middle 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) 2017-18		
	No. of Staff	FTE
Academic Counselor	0	0
Adaptive PE Specialist	1	*
Counselor	1	1.0
Health Services Technician	1	0.4
Library Media Technician	1	1.0
Occupational Therapist	1	*
Psychologist	1	0.4
Speech Pathologist	1	0.6

* 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 Assignment

During the 2017-18 school year, Philip Magruder Middle School had 27 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	PMMS			TUSD
	16-17	17-18	18-19	18-19
Total Teachers	28	28	27	1991
Teachers With Full Credentials	27	27	27	1001
Teachers Without Full Credentials	1	1	0	990
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	11
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2016-17		
	TUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,756	\$47,903
Mid-Range Teacher Salary	\$81,702	\$74,481
Highest Teacher Salary	\$94,952	\$98,269
Superintendent Salary	\$277,957	\$271,429
Average Principal Salaries:		
High School	\$142,073	\$142,414
Elementary School	\$117,307	\$123,495
Middle School	\$116,927	\$129,482
Percentage of Budget:		
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

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 2016-17 school year, Torrance Unified School District spent an average of \$10,140 of total general funds to educate each student (based on 2016-17 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/ and 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 2016-17 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Expenditures Per Pupil and School Site Teacher Salaries 2016-17					
	Dollars Spent per Student				% Diff. School & State
	PMMS	TUSD	% Diff. School & Dist.	State	
Total**	\$5,511	N/A	N/A	N/A	N/A
Restricted	\$689	N/A	N/A	N/A	N/A
Unrestricted	\$4,822	\$4,946	97.51	\$7,125	67.68
Average Teacher Salary	\$83,575	\$78,374	106.64	\$80,764	103.48

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Philip Magruder Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Philip Magruder Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Philip Magruder Middle School is Katy Geissert Civic Center Library, a branch of Torrance Public Library.

Address: 3301 Torrance Blvd., Torrance

Phone Number: (310) 618-5950

WebSite: <http://www.ci.torrance.ca.us/Library/5465.htm>

Number of Computers Available: 56

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 2018.