TORRANCE HIGH SCHOOL
SELF-STUDY REPORT

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TORRANCE UNIFIED SCHOOL DISTRICT

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ACS WASC/CDE Focus on Learning Accreditation Manual,

2017 Edition

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Preface

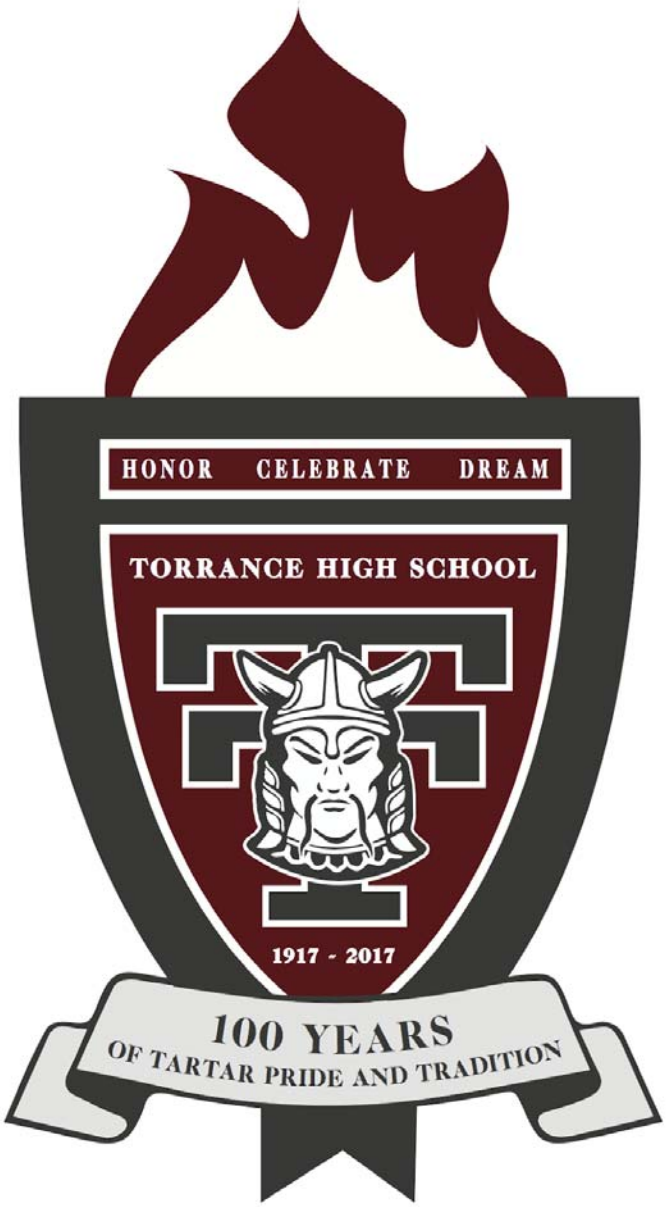
Torrance High School is the oldest high school in the Torrance Unified School District. With many families who have sent their students here for generations, the school is undertaking the accreditation process during its centennial year.

The following self-study reflects the ways that stakeholders collaborate to support student achievement. Following our 2012 WASC visit, we implemented *Tartar Pride*, our revised schoolwide learning results, and modified our Mission Statement so that both are more reflective of our goals for student achievement.

Starting in the fall of 2016, the WASC chairpersons, along with the principal and two assistant principals, attended training in preparation for the self-study process. Then, working with the Leadership Team, focus group leaders were identified, and stakeholders were divided into focus groups in the spring of 2017. For the purpose of this report, our stakeholders include all certificated teachers including our student teacher, administrators, clerical staff, paraeducators, and counselors. While parents and students weren't included in the writing process, information has been shared with students by their teachers and through ASB's Interclub Council and Student Congress; with parents through the School Site Council, PTSA, and ELMAC reports; and with our District administrators, who have proven to be valuable resources throughout the process.

Throughout the process, stakeholders have met in both home groups (departments) and focus groups to collect evidence, review data, and evaluate the effectiveness of school programs. Torrance High School consistently involved stakeholders in the reflection and decision-making process through groups such as focus groups, department PLC's, Administrative Council, Department Chairs, the Leadership Team, School Site Council, PTSA, ELMAC, Interclub Council, and Student Congress.

Chapter 1
Progress Report



Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

The WASC visiting committee in 2012 provided critical areas for follow-up which enabled us to make adjustments to our action plan to enable our growth targets to be both more relevant and tangible. This allowed our action plan to be an evolving document that continually changed to meet our student needs. The following shows each of these original growth targets from the 2012 report and the critical areas for follow-up not currently in the original action plan.

Growth Target 1*: Increase the percentage of students scoring at Proficient or Advanced in the Core Classes on the CST by 2% per year for next six years. Decrease the number of students with a grade of D or F in core classes by 5% per year for the next six years.*

The rationale for this target was the continued concerns with student performance on CSTs and D/F rate. With the replacement of CSTs, Torrance High School adjusted the critical area to examine the data incorporated with the CAASPP/SBAC testing in English and Math. With the implementation of CFA and CSA, departments use this data to drive curricular instruction for students to reach the goal of "Standards Met" or above.

Growth Target 2*: Increase number of English Language Learners who score proficient/advanced on CSTs and CAHSEE pass rates.*

The rationale was to address the significant decrease of 5% in CAHSEE pass rate from 2010 to 2011 within the EL population and decreasing the D/F rate of this subgroup. EL students of various levels appear to be capable, but continue to earn D and F marks in core classes as well as underperforming on the CAHSEE. Programs aforementioned were implemented since 2012 and were in place at the time of the mid-cycle visit. With the addition of the Intervention Counselor and the College Career Counselor, support and resources are available for student needs.

Growth Target 3: *Improve percentage of all students demonstrating academic proficiency and college/career readiness by 5% per year for the next six years by development an ongoing evaluation of best professional practices for curriculum, instruction, and assessment.*

With the Torrance High School PLC, the introduction of RTI, and our implementation of Tartar Pride goals, Torrance High School has made tremendous strides in academic outcomes. Our evidence after a 6-year period indicates our excellent trajectory and our student success.

The percentage of students completing A-G requirements has risen from 44.7% in 2011 to 55.9% in 2016. Torrance High School has also implemented CCSS with an emphasis on anchor standards to drive instruction and are incorporating NGSS along with the 5E Model of instruction to facilitate students toward developing academic proficiency.

Growth Target 4: *Increase the percentage of at-risk student performance in core classes by 2% per year for the next six years with an annual review.*

Since we are no longer focused on the CST data we center our focus on the SBAC data; we can state that we have exceeded our 2% goal based on the existing SBAC data. In efforts to increase the support for underperforming subgroups and students in the middle, Torrance High School shifted from the original Tartar SWAG to Tartar Pride. Although not written in the original action plan, this became the focus for addressing the needs for *all* students to increase academic success.

Program Changes and Additions to Critical Areas since the last full visit 2012:

Due to changes in state testing, CST data evaluation is no longer used and we have replaced it with data gathered from departmental Common Formative Assessments (CFA) and Common Summative Assessments (CSA). Since the 2015 Mid-Term Visit, Torrance High School has also used data and results from the SBAC to determine the effectiveness of curricular instruction and effectiveness of our schoolwide action plan. Over the past three years of collecting SBAC data, Torrance High School has demonstrated a 7% increase of students classified as Standard Met or Above in Math and a 14% increase of students classified as Standard Met or Above in English. Along with this integration of data to drive instruction and development of departmental CFA and CSA, Torrance High School has increased its intervention support for all stakeholders including underperforming subgroups as well as students performing in the C or average range. Since our mid-term visit, Torrance High School has implemented many programs, increased curricular choices, created new educational positions, and stressed a college going culture on campus.

Immediately following the recommendation of our 2015 mid-term report, our School-Wide Academic Goals have been updated from TARTARS which was an acronym which no longer applied to our learning goals. Therefore we reinvented our goals to **Tartar Pride** with Behavior, Reading, Thinking, Writing, and Communication and Collaboration as its central Common Core tenets.

Our new **Character Building Monday** addresses the behavior component of our school-wide goals. A conversation about personal character, behavior, and communication has begun every Monday during our SSR/Tutorial time frame with lessons and videos designed by the subcommittees of the school-wide leadership team.

Our new **Common Skills Friday** addresses the academic component of our school-wide goals. Understanding that successful students have a firm grasp on foundational

skills that are common across every discipline, Torrance High School established **Common Skills Fridays** in the 2015/2016 school year that directly addresses the Reading, Thinking, and Writing components of Tartar Pride goals. During this time, teachers on campus, regardless of subject, teach/administer the same lesson or activity focused on a topic or skill that all students need in order to be successful in academics and in life. Teachers on the Leadership Team contribute ideas for skills to be addressed; topics include annotating source material, citing and using source material without plagiarizing, questioning techniques, team building and creative problem solving, knowing how to research, finding and evaluating sources, conflict resolution, prediction, and expanding academic vocabulary. Adjustments (reducing the number of Common Skills days by 50%) were made for 2016/2017 school year to accommodate the addition of ELA tutorial; this adjustment is in place again for 2017/2018. The Common Skills and Character Building activities alternate monthly.

The result of implementing Character Building Monday, a conversation about personal character, behavior, and communication has begun during our SSR/Tutorial time frame with lessons and videos designed by the subcommittees of the school-wide leadership team. Teachers have begun implementing more collaborative learning components in their lessons and classroom layouts. The Math department has changed out the standard individual desks to tables that seat 4 students to promote learning through collaboration.

Since 2012 we have incorporated the **Response To Intervention (RTI)** tutoring program. Administration and teacher teams were RTI trained; the Math and English departments implemented a 2-day tutorial session of 22 minutes each to offer Tier 2 support to struggling students. Beginning in the 2016-17 school year, the Social Science department embedded their tier 2 support by providing the opportunity for students to retake formative assessments that score below the established proficiency measure after reteaching target material based on CFA results.

The Math department was first in implementing RTI. To do so it developed common concept based Learning Targets for each subject as they implemented the CMAST model of instruction. The Math department then looked at how to identify students for RTI and began developing common formative and summative assessments with course aligned pacing. Each Learning Target is linked to a common Quickcheck quiz identified as an essential skill during collaboration. This allows teachers to quickly identify students who need additional instruction prior to the summative assessment. The students who would benefit most from additional instruction are given a tutorial slip to attend the skill practice on the Wednesday or Thursday tutorial. In tutorial, teachers reteach the skill and provide some form of notes or a model card. Students then have the opportunity to practice the single skill with individual feedback from the teacher. Teachers use their data from the students to drive the progression of the examples and the amount of instruction provided. This year teachers are piloting the use of peer tutors to provide additional support to the students attending the sessions. At PLC on Tuesdays each course revisits the essential skill that will be addressed that week and makes adjustments based on their individual classroom data. Teachers have tracked how the students progress from the quickcheck to the summative assessment and have found that students who attend tutorial show greater growth than the class average.

To implement RTI, the English department initially selected common grade level skills which would be addressed in all classrooms, and for which the tutorial sessions would be created. Students were sent to other teachers for this intervention period. This model did not prove effective, as it did not mesh well with the daily instruction which was not identical from class to class, thus creating a feeling of disconnect for both teachers and students. The ELA faculty modified the system in January 2017 so that each teacher would identify skills that students their students were currently struggling with within the current unit of study. This newer tutorial model is more authentic and allows for one on one time for teachers and students. We implemented the model late in the 2017 semester and as of this writing have no concrete data to suggest its impact. However, anecdotal evidence suggests that the one-on-one teacher relationship decreased the D and F rate. Some teachers reported no failures at the end of the spring semester because students were more inclined to participate in the RTI tutorial when they understood how it could improve their grade. Through RTI, students had the opportunity to complete make up work, thus reinforcing curriculum and raising scores. This school year, the district mandated that each ELA grade level will simultaneously teach and assess collaborative common units using two new novels. The RTI model will be applied to evaluate and support student progress in those assessments.

For students needing additional support, a **Faculty Tutorial Program** was implemented in Fall 2014 to assist students one hour before and after school in English, math, science, and foreign language. As of this writing foreign language no longer participates in this program.

In the fall of 2017 we transitioned from the Student Information System (SIS) Zangle, to a new SIS--**PowerSchool**. PowerSchool allows the counseling, administration, and faculty to function as a team in enrolling students, maintaining data on their individual instructional needs, providing a link for parent and teacher communication, taking daily certifiable attendance, and generating meaningful reports on student progress and individual learning needs. The TUSD Information Tech team is currently augmenting the PowerSchool program with additional features as the 2017-2018 school year progresses. Although there are some limitations and inefficiencies with the new system, Torrance High School faculty are currently adapting to the different nuances from the old system.

In addition to RTI, Torrance High is constantly modifying methodologies to ensure our students have access to the most current standards and most effective pedagogy. All faculty members have completed the training and full implementation of the **California Common Core Content Standards**. As of fall 2017 all English and Social Science faculty members completed the district training for the California Common Core Content Standards through the Do Debrief Design (D3) methodology training sessions.

As a result of the district-wide Common Core training (D3), teachers have introduced new teaching strategies which include technology such as document readers, chromebooks, and LCD projectors. This technology permits introduction of multiple texts in a single lesson. The training in Common Core changed teaching methodologies toward a

student-centered classroom focused on collaboration and individual accountability. Research based lessons are now a larger part of the curriculum. Teacher collaboration is used to design pre and post assessments as a team. Our Common Core training has taught us how to use the spiraling nature of teaching and reinforcement in our planning and teaching.

The Science department is currently implementing the **Next Generation Science Standards (NGSS)** and is redesigning its curricular maps and pacing guides in the core science disciplines of Biology, Chemistry, and Physics. This school year is its initial foray into the NGSS.

With this national shift of science instruction utilizing the NGSS, core science courses have reconstructed the power standards that will drive the curriculum in these core science subjects of Biology, Chemistry, and Physics. The power standards have been chosen by our science teachers as to what content must be covered to stimulate student interest in science and prepare them for post-secondary education and STEM related occupations. With the district implementing a three year process of reaching all NGSS science standards, Earth and Space Science standards have been diffused into those core science subjects. Throughout district led professional development and collaboration time in our PLC, the Torrance High School Science department has revamped the core science curricular maps and pacing guides so that all of the necessary NGSS standards can be covered.

Additionally, the Science department has been trained and is currently implementing the **5E Lesson Planning Model** toward realizing its NGSS goals. Districtwide training in the 5E Lesson Planning Model has provided science teachers with tools to develop more engaging lessons that support inquiry-based instruction. This model allows teachers to focus on the power standards detailed in the content curricular maps and allows learning to be more student-driven. This model has transformed the role of the teacher to a facilitator of content to support students as they use prior knowledge to build new knowledge. This constructivist teaching method allows students to ask questions, collaborate with peers, and carry out investigations. Students are able to access prior knowledge to generate interest and become engaged in the scientific concept being introduced. Students are demonstrating connections to prior knowledge and are using previous information to probe, inquire, and provide reasonable conclusions and solutions that can be applied to real world situations. The 5E lessons are providing the platform for our students to conduct activities, make predictions, create hypotheses, and carry out investigations utilizing the NGSS standards. Our students now demonstrate an understanding of concepts and skills, the ability to evaluate his/her own progress, and the use critical thinking skills to demonstrate ideas through writing and analysis. This transition to 5E lesson planning in science directly correlates with our Tartar Pride goals.

Professional Learning Communities (PLC) have been implemented district-wide and Torrance High School readily participates in 32 “late start Tuesday's.” These 70 minutes provide collaboration time for departments or, when needed, full faculty professional development time.

PLC time is allowing the Social Science department to revise their pacing guides, and complete learning targets for each unit with essential vocabulary. Torrance High School's Social Science department became the district model for achieving PLC goals. Most units contain one common activity ranging from written responses such as Document Based Questions (DBQs) to more creative outlets. During the PLC time the department created CFAs for each learning target and CSAs for each unit as well as completion of Common Quarterly Summative exams. The U.S. History and World History sections have created power standards, learning targets, formative and summative assessments. Government and Economics teachers have revised power standards, learning targets, created formative and summative assessments, and are implementing extension lessons to facilitate content mastery.

The Science department has utilized PLC time to organize current NGSS standards into essential power standards in core science subjects. Teachers are currently working on creating learning targets for these essential standards and making those essential standards student comprehensible. Science teachers are also using PLC time to collaboratively develop lesson plans that incorporate the 5E Lesson Plan Model. This PLC work has now enabled teachers to collaborate on creating and implementing common formative assessments for these essential standards so that we can analyze if students are obtaining the content that has been instructed.

The English department increased horizontal alignment as they incorporated new novels into the curriculum. As our district revised the core reading lists, it was necessary for us to modify our year-long plans to incorporate two new texts at each grade level. Grade level groups worked to create common formative and summative assessments, and to design units which integrate the newly selected core novels with the essential standards. Additionally, the regularity of PLC time allows ELA teachers to collaborate on RTI planning and assessment.

The Fine Arts department utilizes PLC time to design essential questions for each unit as well as common rubrics. The time given has allowed the department to plan the yearly Night of the Arts which is our annual art show, band performance, and theater and choir showcase. The department also uses the time to plan the school wide arts assembly, a new event created two years ago that promotes our programs offered in the Fine Arts department.

The Physical Education department collaborates during PLC time to discuss curricular maps and pacing guides for the health classes as well as creating common formative assessments. The PE side of the department works on coordinating physical education units, lesson plans, departmental goals, and necessary rotations of equipment and facilities. Since modernization, teachers have incorporated the new weight room and fitness room into the curriculum and students enrolled in these classes have access to the new equipment.

The Math department uses PLC time to collaborate on lesson planning, pacing guides, and refining common formative assessments. The department works jointly to choose the tutorial topics that will be used during RTI periods. Teachers work on differentiating lessons that reinforce common math skills for students at various levels of competency. This provides students additional practice and an opportunity to gain extra assistance on spiraled content. The PLC time also is used by the Math department to analyze student data from common formative assessments and to discuss class growth from quick checks for understanding through to the unit assessment.

The Math department underwent training at **Center for Math and Science Teaching (CMAST)** through Loyola Marymount University to increase student engagement and student achievement in math instruction. The goal of CMAST is to empower the next generation of diverse learners who actively engage in and deeply experience rigorous mathematics and science in an inquiry based student-driven system to increase student achievement. Through the curriculum, the program strives to inspire and motivate Teacher Leaders through cognitive apprenticeship to grow a culture of shared leadership through communities of practice between all teachers, principals, and district leaders. CMAST strives to provide an apprenticeship and experiential model for professional development to transform math education as Torrance High incorporates CCSS. The program enables student centered learning where: students work in small groups, teachers use frequent checks for understanding to drive lessons, students are taught how to problem solve and find strategies, students learn to interpret and apply skills. Students are actively engaged with teacher talk being no more than 15-20 minutes per day. Curriculum is broken into learning targets (LT's) so students and teachers can more easily identify areas of strength and weakness. The focus is on a growth mindset where students can always improve with help and practice.

Torrance High School in TUSD pioneered the **MAST** program in 2012 - 2013 with 5 teachers including two Teacher Leaders (TL)'s. In 2013 - 2014, all high schools began implementation of the MAST program in TUSD. Torrance High School has set the model for TUSD to follow, where 2 TLs, Traci Castro and Christine Reif, have coached and taught their colleagues strategies to meet the CCSS Mathematical Practices through research based techniques. The focus continues to be on student work and giving all students the opportunity to engage in high cognitively demanding tasks while gaining fluency with skills. The Math department has replaced all individual student desks with tables for 4 students. This new grouping allows the teacher to quickly identify common student misunderstandings; adjust the pacing of instruction; differentiate instruction per group; establish best groupings to facilitate learning. This has resulted in more math talk in class, more think-pair-share opportunities, increased student engagement, and easier access for teachers to move among students.

Prior to 2012, **Sheltered Instruction Observation Protocol (SIOP)** was implemented in our English Language Development department as a means to increase student achievement of English Learners. Because this model does not coordinate directly with the current ELD Common Core standards, we have moved away from direct SIOP teacher training and replaced it with the **Proficiency Level Descriptors for California ELA**

development standards. The California ELD Standards which are designed and intended to be used in tandem with other academic content standards to support EL students in mainstream academic content classrooms. Additionally, we have changed our ELD elective options. Our program was impacted because we were no longer able to address individual student learning needs, rather their placement in electives is based on where they place in the District mandated Guided Reading level testing.

These changes from the SIOP model to the Proficiency Level Descriptors fosters comprehensive instruction for EL students by helping content area teachers recognize the opportunities for language development within content instruction, and fosters the language needed to engage in discipline-specific practice and to express content knowledge. By examining the increase in ELA SBAC scores within our L3, L4, and L5 population, data supports the SIOP model has been an effective tool in delivering content. Given the District's vision of support in training of the SIOP Model, we have been challenged to keep pace in content instruction.These changes in the SIOP model lead us to reconfigure our instruction as a school. We are seeing gaps in student writing and have focused on this issue in the summer 2017 Jump Start class.

In the fall of 2013, Torrance High School conducted the district's pilot program for **Achieve 3000**, a language development computer program used primarily to assist language learners with language acquisition. Initially it was implemented on a daily use as per district guidelines; its daily use fell to two times weekly by 2016-17. The funding for this program has fallen off by the district because they feel a computer run program is no substitute for direct teacher instruction. The program is no longer in use as of this fall 2017. We are replacing it this fall 2017 with the Learning Together (reading) program.

With Achieve 3000 we saw immediate improvement in lexile scores, and impact on the Fountas and Pinnell Assessment. However, the repetitive nature of the Achieve 3000 program was tedious and negatively impacted the students' motivation to succeed. Compared to the Learning Together program where Fountas and Pinnell reading level growth was 2.5, Achieve 3000 was .58.

Torrance High School implemented **Learning Together**, a teaching methodology that empowered students, based from their guided reading scores, to become the facilitators of the content and guide instruction and lessons to intermediate level EL learners. In the summer of 2013, Torrance High School transitioned its EL Summer School program, which is a 3-week program designed for the purpose of language acquisition, writing, and improved content knowledge, to **Jump Start**. Jump Start is a beneficial program for the EL Students as it can improve students' basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALPS) as evidenced in guided reading scores. The guided reading scores impact student placement in an EL elective.

Learning Together benefits both the advanced and intermediate EL student, but the primary focus is to empower the advanced EL student to demonstrate content mastery and develop confidence in their own academic abilities. In 2014-15 three summer school classes

were offered on our campus. The class of Learning Together Tutors showed an increase on average of 2.5 Guided Reading Levels using the Fountas & Pinnell Assessment System. The Tutee Learning Together Class showed an average increase of 2.25 Guided Reading Levels using the same assessment system. Learning Together is a more manageable program for teachers as it reduces the number of individualized Guided Reading lessons. This program was initially funded by the Emergency Immigrant Funding source and is now funded by supplemental money set aside specifically for EL.

Torrance High implemented **Guided Reading** instruction in fall 2013 to evaluate EL students reading, fluency and comprehension. We follow three programs which are a blend of Jan Richardson, Gail Boushey and Joan Moser, Fountas and Pinnell for assessment (all noted in the field of reading strategies). Guided Reading is district supported, which provides reading coaches to the school. Additionally, we use it as an informal measure of the English language proficiency progress. We keep running records on all EL students to show progress and this progress is noted in their benchmark folders. Currently nine teachers are trained and have implement the Guided Reading testing and program.

We continue to see individual growth as this program strengthens student fluency, and comprehension strategies. Assessments have been charted and steady growth and scores are documented in students' Guided Reading folders. We have seen especially strong reading growth in the Special Education English learner population as a result of this program.

Torrance High School has always conducted a summer school program for the English Learners currently titled **Jump Start**. We targeted students that needed support. By 2015 the district refocused its requirements and implemented the summer program Jump Start. The district decided which students would be targeted and focused on EL and low-performing students. Therefore, our curriculum was modified since our 2012 summer program and is based on the prescribed curriculum by the district (which focused primarily on Guided Reading). By the summer of 2017, the district moved away from 100% Guided Reading; therefore, we were free to focus primarily on writing skills, language acquisition/communication skills, and math attainment. Jump Start math targeted the population of students that could range from very low math ability to average. This past year, students were grouped based on the various math classes they would take in the coming school year, with maybe one or two higher level students. This allowed the teacher to focus on the skills that students should have and introduce some skills that students tend to struggle with to provide them a foundation in important math concepts that they would be experiencing in the upcoming school year.

For the summer of 2017, Torrance High School held a Summer Jump Start program that enrolled lower performing students and English Language Learners. During this program, all English Learners that had attended Torrance High School for the 2016-2017 school year were tested using the Fountas & Pinnell reading assessment system. This three week program was successful in raising the reading level of 11 students who averaged a gain of 2.72 reading levels since they were last tested in May of 2017. There were 5 students whose levels rose by 4 reading levels and there were 7 students that stayed at the same

reading level. Those that remained at the same level also demonstrated that the program is effective as it brought the students back up to the level they were reading at in the fall, thus eliminating the "summer slide" effect. Of the students tested, 3 students were double coded as Special Education Student and English Learners. Two of those three students improved their reading levels by 3 and 4 levels respectively. The other maintained his reading level.

Jump Start extends the students' school year to increase academic language and content skill proficiency. The majority of students showed growth from the end of spring to the end of Jump Start when measured using the Fountas and Pinnell Assessment. The program has strengthened student confidence in both language acquisition and math skills. The Jump Start program has created a bridge between the math teacher and those students who will be enrolled in the teacher's class, establishing an early relationship before the fall semester.

In the past, with such a variety of abilities within the classroom, teachers had to manage several different levels at a time in such a short class period. With the aforementioned change in grouping students, teachers are able to focus on a particular subject (Algebra 1, Geometry, Algebra 2 & Pre Calc). Teachers are able to use common formative assessments to determine content mastery and use this data to differentiate instruction based on student performance.

Our implementation of the **Credit Recovery Program** has been designed to provide an opportunity for students to make up D and F grades to fulfill graduation and A-G Requirements. The program primarily focuses on students repeating coursework that will fulfill A-G and graduation requirements. Credit recovery classes are an online program that does require a minimum number of office hour visits with a credentialed teacher in the core subjects of English, Math, and Social Science.

The **Essential Standards Committee (ESC)** was formed in the fall of 2016; a committee comprised of ELA teachers from each grade level who collaborate to design focused vertical and horizontal alignment to ensure that students were covering the full continuum of the Common Core Standards, Tartar Pride, English department standards, and reaching the Individual Teacher Development Plans over a student's four years of English Language Arts study. The ESC created options and set time frames for how teachers will structure implementation of Common Formative Assessments and RTI tutorials. They prepared grade-level teachers in adding additional common units / common assignments / common assessments over a 2 year period with an eye toward mastery of specific power standards / skills per unit. Their collaboration includes a discussion of best practices and shared teaching strategies.

The ESC has met its 2016-2017 goals and has now changed its name to The Support Team (TST). Its new goals for 2017-2018 are to support the English department attain their decided department-wide goals.

With the ESC / Support Team, the English department has begun the steps of aligning their curriculum by grade-level as well as an alignment of RTI Tier 2 instruction, common vertical and horizontal skills. Every grade level will teach two common novels with an alignment of time frame, assignments, pre and post assessments. More powerful units have been produced because all grade level teachers are working on the same power standards simultaneously. Documents were created and shared electronically as a resource for teachers to share curricular maps, time frame dates, unit goals, and activities.

Since 2012, every classroom on the Torrance High School campus has been updated for **new technology**. Currently all classrooms are equipped with a ceiling-mounted LCD projector, a document reader, and a Dell computer. Every classroom has an updated telephone as of fall 2017. Torrance High School has purchased a total of 22 Chromebook carts each housing approximately 30-36 computers for student use. In each building, carts are checked out to teachers and are available for student use in the classroom. Technology in our library now includes the *Power School* system used to enter all students into the **Alexandria Circulation System**. New students can now be entered automatically into the system as they enter the district. ***World Book* online** encyclopedia is now available as part of our reference section. Additionally we have acquired ***Overdrive***, a database collection of young adult novels in the form of ebooks which students may borrow from the convenience of their home, and no ID is required. We have modified our Proquest subscription to include U.S. major daily newspapers such as *The New York Times, Chicago Tribune, Los Angeles Times, and the Boston Herald* which helps students reach broader contemporary news documents. Previously, information was limited to historical newspaper documents. The **SIRS Knowledge Source database** is also offered through the **ETUSD online** website for all district students. Today we offer Internet online access for all students to our Library catalog. It was formerly only available within the school. The installation of the LCD ceiling projectors offer large groups of students or faculty to view digital lessons while being able to simultaneously access information on the individual computers.
Our home website, ETUSD functions not only as our portal to email but also allows teachers to establish course pages to post assignments and receive online student assignment postings.

Access to Chromebooks has been a welcome addition to the student centered classroom. All research-based lessons including the Senior Project have benefitted by each student having a laptop in front of the them during teacher guided instruction. Students can access current information from the internet or most importantly from vetted databases including Ebsco Host and Sirs Discoverer. Common Core lessons can be student centered as chromebooks permit immediate student participation or responses. English teachers report research-based assignments are meeting state standards since students have only vetted materials to work with.

Naviance, a "college and career readiness software provider," has been implemented to provide students with online college planning and career assessment tools. We currently employ the Self Discovery Feature that identifies students' strengths and connects their interests to goals and careers through the Interest Profiler. The College Preparation component helps students understand college possibilities, explore high school specific

college admission statistics, matches them to best-fit colleges, and identifies college majors based on students' Interest Profiler. The Career Exploration component helps students connect interests to career fields, identifies best-fit careers, and assists students in planning for life after high school. The Academic Planning component helps students stay on track to graduate and keeps them informed of their college entrance requirements. The Torrance High School faculty uses Naviance to send letters of recommendation for senior students as well as other student application-related forms. The Naviance program is funded by the Torrance Unified District office.

With Naviance students are now making informed decisions about college, trade schools, and careers. By comparing their GPAs and test scores to those of former students, students are able to make informed, realistic decisions before applying to particular universities. Additionally, students who have participated in the Naviance programs create academic goals and take ownership of their class scheduling. The biggest impact on recent students who participated in Naviance was the self realization that they may not be competitive enough to gain acceptance to their top choice university. Students in their sophomore and junior year were then encouraged to choose more challenging coursework, prepare for college entrance exams and placement tests, and get involved in extracurricular activities to build their desirability to admissions officers.

Forty-six percent of the 2017 graduates used the Naviance website to look at online college admissions resources. Twelve percent used it for its Resume writing program; 17% used the Personality Type Inventory; 43.3% used the Career Interest Profiler; 27.8% used the Explore Careers and Clusters program; 11.3% used Super Match College Search; 34.5% added schools to "Colleges I'm thinking about applying to" feature; 15.5% used it to sign up for college visits; 1.9% used Naviance for Summer Enrichment; 10.9% used it for its lists of Scholarships; 3.4% used the National Scholarship Search feature; 11.5% used the Transcript Requests feature; 5.6% used the Game Plan program; 46.4% used Naviance to vote for Homecoming, Prom, and ASB elections. When surveyed, the graduating class of 2017 ranked the Naviance website a 2.6 out of 5--5 being the most helpful.

Torrance High School began offering engineering classes from **Project Lead the Way** classes in 2012-2013. Project Lead the Way (PLTW) is a nationwide program which started in New York state about 20 years ago. The program created curriculum for several engineering courses, which are taught with student-centered, hands-on activities and projects. Torrance High School now offers 5 different Project Lead The Way (PLTW) engineering courses:

- Two courses, **Introduction to Engineering Design (IED)** and **Principles of Engineering (POE)** are considered introductory courses and students are encouraged to take these courses first.
- Two courses, **Aerospace Engineering (AE)** and **Computer Science Principles (CSP)** are considered enrichment courses, and students are encouraged to have taken introductory courses before taking these courses.
- The fifth course, **Engineering Design and Development (EDD)**, is considered the

capstone course for the Engineering pathway and students are required to have completed 2 or 3 other engineering courses before taking this course.

Torrance High School works with El Camino Community College to permit students who meet certain residency requirements to enroll concurrently in Principles of Engineering, Introduction to Engineering Design, and Aerospace Engineering. This is possible because the courses are also taught at El Camino College, and Torrance High teachers meet credentialing and experience requirements to teach the course at college level.

Enrollment in the engineering program has increased every year, from 60 POE students in the first year to 90 POE and AE students to 109 students last year. One hundred fifty students are currently enrolled for engineering classes this school year. Graduating seniors who have taken at least one engineering class are surveyed at the end of every year to determine their future plans. Around one-half of these seniors plan to major in engineering in college, and around two-thirds of them plan to major in a STEM field in college. Torrance High School honors high performing students with achievement awards which are presented at a ceremony at the end of the school year and due to the growth and success of the PLTW program, engineering students were honored at this ceremony with their own category.

In addition to our PLTW growth we have introduced new courses across the curriculum. We have eliminated others based on student needs. Our new courses permit more academic options.

- AP English Language and Composition
- AP Japanese
- AP Human Geography was implemented but not continued because of a lack of student interest
- Introduction to Administration of Justice Honors
- Concepts of Criminal Law
- AP Biology has been reintroduced because of renewed student interest
- AP Environmental Science was not continued due to lack of student interest
- AP Physics 1 and 2

Since 2012, the **Local Control Accountability Plan (LCAP)** funding is now funded through our **Single Plan for Student Achievement (SPSA)**. The duties of the intervention counselor are split between the English Learning Program and the counseling department. Our Intervention Counselor addresses the following tasks: collaborates with the EL Coordinator, monitors and tracks all EL students academic performance and provides one-on-one academic and social emotional guidance, assists with English Learner Multicultural Advisory Committee (ELMAC), organizes and holds grade level intervention meetings, attends the District English Learner Multicultural Advisory Committee (DELMAC), is the Spanish speaking parent liaison, advocates for the EL students and attends IEP meetings for EL students when invited. This intervention counselor also assists in the EL classrooms, shadows EL students when necessary, and helps with ELL academic scheduling.

Within the counseling department, the duties of the intervention counselor are as follows: participation in the RTI leadership team, attend RTI training and UC/CSU conferences, carry a caseload of about 5-10 high risk students who meet on a weekly basis for social-emotional and academic counseling, assist with College and Career day, participate as a member of the SST team and attend IEP meetings when invited, and collaborate with special ED department.Counselors are also representatives of the district suicide prevention team and can provide suicide risk assessment. In the 2017-18 school year, our intervention counselor will also participate in the new college going grant program.

We have also added a full time College and Career Counselor as a result of student surveys who requested more one-on-one time with their academic counselors. This new counselor coordinates college rep visits and meets with students in groups and individually to map out career or college goals. Additionally, the College and Career Counselor coordinates the Local Scholarship Program, the Bi-Yearly Naviance workshops for each grade level, the monthly Teacher's Aide curriculum, the College and Career Day events, the PSAT/PACT testing schedule; while providing academic/career/social-emotional support services for all students.

With these additions in staff, communication with Spanish speaking parents has increased. We have a greater ability to target more high risk students and increase counseling face to face time, and increase student access to counseling and academic advisement. The addition of this position has also helped contribute to the college going culture that is an action plan goal at Torrance High School.

Chapter 2
School and Community Profile

Chapter 2: School and Community Profile and Data

A general description of the school, the setting, and the population it serves

Torrance High School is one of four comprehensive high schools in the Torrance Unified School District. Opening in 1917, it is the oldest of five high schools in Torrance. In addition to the four comprehensive high schools, the district is comprised of seventeen elementary schools, eight middle schools, a continuation school, three adult education schools, and an alternative school. Torrance, a suburb of Los Angeles, is approximately eight miles south of the Los Angeles Airport and is bordered by the cities of Palos Verdes to the South, Harbor city to the East, and the Pacific Ocean to the West.

Many families have attended Torrance High School for generations; it has a sense of community and tradition that is rare among metropolitan area schools. Torrance High School continues to remain a source of community pride for the last 100 years.

Torrance High School has also served as a Hollywood set for such shows as *Beverly Hills 90210*, *Buffy the Vampire Slayer*, and movies such as *She's All That*.

The current enrollment of ninth through twelfth graders at Torrance High School is 1,947 students. Overall the student population is 5% African American, 20% Asian, 19% Caucasian, 12% Filipino, 41% Hispanic, and 3% other. Torrance High School also has 87 eighth graders enrolled from its two feeder middle schools, Hull Middle School and Madrona Middle School. These eighth grade students take advanced courses in Science, Mathematics, Foreign Language, and Fine Arts that are not offered at their own schools. Both Hull Middle School and Madrona Middle School send about 200-240 students each year to Torrance High School as freshmen. In addition, Torrance High School attracts about 5-10 students from local private schools, and around 75 new students attend based on inter-district permits to make up a class of 500 freshmen annually.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 8	87
Grade 9	482
Grade 10	472
Grade 11	506
Grade 12	487
Total Enrollment	2,034

Student Enrollment by Subgroup (School Year 2017-18)

Group	Percent of Total Enrollment
African American	5%
Asian	20%
Caucasian	19%
Filipino	12%
Hispanic or Latino	41%
Socioeconomically Disadvantaged	31%
English Learners	10%

Special Education: Currently, 137 students are enrolled in the Special Education program.

Predominant languages: The most prevalent languages other than English spoken at Torrance High School are Spanish, Korean, Japanese, Chinese, and Tagalog.

Independent Study: Currently, 10 students are enrolled in full time Independent Study. This program is administered by the principal of the continuation high school.

Home Hospital: 5 students are enrolled in Home/Hospital teaching.

Professional Learning Community and Response to Intervention
Torrance High School has developed a Professional Learning Community (PLC) that includes weekly collaboration meetings every Tuesday morning by subject areas to work on curriculum, instruction, and assessments. During those meetings, we work on Response to Intervention (RTI), to meet the needs of every student on campus. RTI includes the development of curricular maps, pacing guides, identification of essential standards, creation of learning targets, development of CFA's/CSA's, data analysis, and data driven instructional decisions.

Through our PLC and RTI models, we have embedded twenty-two minutes of tutorial/intervention period. On Mondays, students engage in activities that focus on character building and common academic skills. On Wednesdays, Thursdays, and Fridays, targeted students, based upon data from CFA's, are invited to attend Mathematics and English tutorials.

Staff development since the last WASC report:
Torrance High School continues to have a curriculum leadership team which meets to develop the agendas and vision for our staff development and collaboration days. The vision of our administration and leadership team is to spend our meeting time to focus on Curriculum, Instruction, and Assessment. The areas of focus are Curriculum Maps, Pacing Guides, Formative and Summative Assessments, and Data Analysis to drive daily instruction. Additionally, the District has provided training in the areas of NGSS, 5E Lesson Design in Science, D3 Common Core training for social science and English teachers, and CMAST best practices for math teachers (5E, D3, and CMAST are described in the appendix). Subject matter planning and collaboration time is provided on a weekly basis and is designed to assist teachers with the implementation of revised state frameworks, daily and unit lesson design, and common summative and formative assessments. Teachers returning from conferences and district trainings use PLC time to discuss and implement new ideas. Annually, administrators train the faculty on Special Education, suicide prevention, training in EL guidelines and protocols, non-fraternization, and child-abuse reporting procedures.

Mission Statement
Torrance High School seeks to create true Tartars who will:

- Behave respectfully, responsibly, and compassionately
- Read intentionally
- Think critically and analytically
- Write purposefully
- Communicate and collaborate effectively

Vision Statement
Torrance High School commits to a pragmatic approach to produce substantial gains in student achievement by practicing quality academic pedagogy to prepare and empower all students to be lifelong learners in which they contribute to our national and global community.

Values
All students can and will learn.
All students will gain and expand their knowledge, skills, and mindsets to be successful, lifelong learners.

We will provide and maintain an inclusive learning environment that:

- Values all students
- Maximizes instructional time
- Fosters student-initiated learning
- Establishes high expectations

We are committed to implementing and utilizing research-based, best practices with full fidelity by working collaboratively to develop, assess, and analyze curriculum, instruction, and assessments, and to use this information to ensure all students have equity and access to an excellent education and learning opportunities.

Torrance High School has various programs to support students. The number of English Language Learners is 10 % of the current total student population. Within that population, 11 different primary languages are represented. These students have English language support classes to help them academically. The EL coordinator, Intervention Specialist, and the Modeling English Language Development (MELD) team (consisting of teachers from the following subject areas: English, Science, Social Science) monitor the EL students' progress closely. Torrance High School has approximately 7% of their student population enrolled in Special Education Classes. Depending on their Individualized Education Plan (IEP), the students are mainstreamed into general education courses and receive academic support in special education classes. Thirty-one percent of the student population participates in the Free and/or Reduced Lunch Program.

Torrance High School is supported by the PTSA, the School Site Council, and booster groups for choir and band. The Torrance Education Foundation is a support group for all schools in the district. Torrance High School was last accredited in 2012 with a six-year term and a three-year, one day follow-up visit. Torrance High School has received full accreditations since the process began in 1961.

Advanced Placement/Honors: Torrance High School has open access to all AP and Honors courses. This allows students to challenge themselves to a greater standard of rigor, if desired. There are 27 Advanced Placement/Honors courses covering the areas of English, Social Science, Mathematics, Science, CTE, and World Languages. 940 students, or 48%, of the student body, are currently enrolled in at least one Advanced Placement or Honors class. In 2017, 93% of students in AP classes took AP exams -- 758 AP class seats filled; 705 AP tests taken.

Advanced Placement Score Summaries (2015-2017)

	2015	2016	2017
THS Total AP Students	364	447	425
THS Number of Exams	662	825	705
THS AP Students with Scores 3+	214	266	274
THS % of Total AP Students with Scores 3+	58.8	59.5	64.5
CA % of Total AP Students with Scores 3+	63.6	62.5	62.3
Global % of Total AP Students with Scores 3+	60.7	60.3	60.3

In addition to our academic achievements, Torrance High school was recognized in 2012 and 2013, in *Newsweek* as one of the top thousand public high schools in the United States for preparing college ready graduates. The six components used to rank the schools include graduation rate, college acceptance rate, AP tests taken per student, average SAT/ACT scores, average AP scores, and percentage of students enrolled in AP scores. According to *Architectural Digest*, Torrance High School was ranked as the #1 Most Beautiful School in California on September 12, 2017. www.aceable.com also ranked Torrance High School as the 30th most beautiful high school in California on September 8, 2017.

Description of safety conditions, cleanliness, adequacy of school
Torrance High School has undergone modernization for the past five years with all classrooms and buildings being impacted by the construction. The school is now ADA compliant, and has new electrical, plumbing, fire alarm, and heating systems. Restrooms have been upgraded and made ADA compliant, interior buildings were retiled and repainted, elevators have been installed in five locations around campus, the exterior of the school has been repaired and been painted, and security cameras have been added throughout the campus. All of this has made the school a safer and more positive place to attend.

Torrance High School has 83 classrooms, a newly modernized auditorium, a library, three "cloud" computer labs, two gyms, fitness center, weight room, dance room, and off campus athletic fields. Torrance High School offers 65,700 instructional minutes on a yearly basis.

Faculty and Staff
Torrance High School has 165 faculty and staff members. This includes 83 full and part-time teachers, 48 classified staff members, 4 alpha counselors, 1 intervention counselor, and 1 College and Career Coordinator, 1 site supervisor and 4 administrators, and one hundred percent of the teaching staff is fully credentialed. Twenty-four members of the

faculty and staff are Torrance High School alumni and 21 have or have had children attend their alma mater with many faculty and staff living in the neighboring areas. This ownership adds to the sense of community at Torrance High School.

Certificated staff
Eighty-three teachers, 4 alpha counselors, 1 intervention counselor, 1 dean, 1 librarian, 4 administrators, 1 part time nurse, 2 part time speech language pathologists, and 1 part time psychologist. The Torrance Police Department provides a school resource officer.

Classified staff
One site supervisor, 13 clerical, 1 college and career coordinator, 1 half-time health clerk, 1 licensed vocational nurse, 5 campus security, 12 para-educators for special education, 9 custodians, 1 café manager, 1 full time food service worker, and 22 part-time food service workers.

Teacher Credentials
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teachers	School		
	2014-15	2015-16	2016-17
With Full Credential	88	88	89
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	8	8	9

Gender: There are 30 male, and 53 female teachers.

Ethnicity: The ethnic breakdown of the faculty is African-American, Asian-American, Caucasian, Hispanic, and Pacific Islander.

Student participation:
Approximately 985 students are enrolled for participation in athletics and band.

STUDENT PERFORMANCE DATA

California Assessment of Student Performance and Progress (CAASPP) Test Results for English Language Arts:

In 2017, 74% of Torrance High juniors met or exceeded the standard on the CAASPP ELA exam. These results exceeded the state average of 59.76% who Met or Exceeded Standard in ELA and are two percent higher than the TUSD ELA average.

	English Language Arts		
	2015	2016	2017
Students with Scores	381	515	460
%Standard Exceeded	20	32	34
% Standard Met	40	41	40
% Standard Nearly Met	25	21	18
% Standard Not Met	15	6	8

SBAC -ELA
(% of students who met or exceeded the standard)

	Torrance High School			TUSD 11th Graders
	2014-15	2015-16	2016-17	2016-17
# tested	381	515	460	
Overall	60%	73%	74%	72%
Hispanic	46%	61%	67%	61%
Asian	66%	91%	86%	82%
Caucasian	74%	80%	72%	73%
Filipino	80%	85%	85%	83%
SED	46%	62%	69%	63%
EL			8%	18%
SPED			36%	30%

California Assessment of Student Performance and Progress (CAASPP) Test Results for Mathematics:

In 2017, 50% of Torrance High juniors met or exceeded the standard on the CAASPP mathematics exam. These results exceeded the state average of 31.44% who Met or Exceeded Standard.

	Mathematics		
	2015	2016	2017
Students with Scores	383	512	460
% Standard Exceeded	12	15	19
% Standard Met	31	31	31
% Standard Nearly Met	27	27	24
% Standard Not Met	30	27	26

SBAC - Math
(% of students who met or exceeded the standard)

	Torrance High School			TUSD 11th Graders
	2014-15	2015-16	2016-17	2016-17
# tested	383	512	460	
Overall	43%	46%	50%	53%
Hispanic	24%	26%	34%	31%
Asian	71%	84%	78%	77%
Caucasian	51%	51%	52%	54%
Filipino	58%	56%	56%	50%
SED	21%	28%	40%	39%
EL			16%	23%
SPED			21%	16%

Analysis of Ds and Fs: Since our last one-day WASC visit in 2015, Torrance High School's overall D/F rate has dropped 4.8%. In that same period, the D/F rate has dropped 6.6% in English courses, 0.8% in math, 7.4% in Science, 4% in Social Science, and 8.8% in World Languages.

D/F Rates by Department (2015-2017)

D/F Rate	English	Math	Science	Social Science	Visual & Performing Arts	World Languages	PLTW	Average D/F Rate
2nd Sem. 2015	17.96%	14.94%	16.90%	13.42%	4.2%	14.91%	2.75%	12.15%
1st Sem. 2016	14.80%	15.95%	13.1%	10.6%	3.53%	7.9%	4.10%	10.0%
2nd Sem. 2016	14.66%	15.57%	14.77%	12.65%	5.2%	13.94%	3.34%	11.45%
1st Sem. 2017	11.13%	12.16%	12.49%	10.21%	4.12%	5.20%	1.10%	8.06%
2nd Sem. 2017	11.32%	14.11%	9.5%	9.4%	4.2%	6.1%	3.1%	7.38%

* N/A = Not Available

California Physical Fitness Test Results (School Year 2015-16)

This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. The state of California states students must meet at least 5 of the 6 standards in order to pass the Physical Fitness Test. Over 72% of Torrance High School students met that threshold. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.40%	18.4%	53.7%

SAT/ACT Assessment Results

SAT

	Grade 12 Enrollment	Number Tested	Reading/Writing Average	Math Average	SAT (AVG)
2014	482	274	498	521	1019
2015	504	272	491	522	1013
2016	515	261	550	544	1094

ACT

	Grade 12 Enrollment	Number Tested	English	Math	Reading	Science	Composite
2014	482	118	23	24	24	23	23.5
2015	504	135	23	24	23	23	23.3
2016	515	154	23	23	24	23	23.3

Graduates Who Have Completed All A-G Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

THS A-G Course Completion Rate	Percent
2010-11	44.6%
2011-12	46.8%
2012-13	48.8%
2013-14	50.2%
2014-15	53.6%
2015-16	55.9%

2015-2016 A-G Course Completion Rate for Torrance High School, District, County, and State

Comparisons	Percent
Torrance High School	55.9%
District	55.4%
County	49.6%
State	45.4%

Dropout Rate and Graduation Rate (2014-2016)

The Dropout Rate is calculated by the number of dropouts during a specific school year divided by the total number of students that were enrolled at any time during that school year.

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate (1-year)	0.8%	0.4%	0.6%	1.9%	1.6%	2.3%	11.5%	10.7%	9.7%
Graduation Rate	98.1%	98.8%	98.4%	95.5%	96.3%	95.3%	81%	82.3%	83.8%

Suspensions and Expulsions

Rate	School 2013-14	District 2013-14	School 2014-15	District 2014-15	School 2015-16	District 2015-16
Suspensions	42	563	59	492	56	509
Expulsions	1	19	3	16	6	24

Attendance: ADA-the average daily rate of attendance for Torrance High School is 96.5%. Truancy and tardy rates are about 1%. Mobility rate is around .5%.

District Expenditures (Fiscal Year 2016-17)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at http://www.cde.ca.gov. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

Level	Expenditures Per Pupil (Basic / Unrestricted)
District	$8,555
State	$8,801

Implications from the Data
Since our last full WASC visit in 2012, our demographics have changed as has our academic trends in A-G completion rates, SBAC proficiency rates, D-F rates, and graduation rates. Furthermore, with implementation of Common Core standards in the curriculum, and instructional shifts through the implementation of CMAST, RTI, and our PLC model, Torrance High School has seen growth in the key academic indicators..

In the past six years our Hispanic student population has increased by 9 percentage points while our Caucasian population has decreased by 7% and Asian population has decreased by 2%.

Here are the highlights of the academic trends:

- A-G Completion rate is up 11.3% over the past six years, showing steady growth each year.
- SBAC scores
    - ELA - the percentage of students meeting standard or above has increased by 14% over the past three years.
        - Hispanics - up 21% over the period, and is 6% above the district average in 2017.
        - Socioeconomically Disadvantaged (SED) - up 23% over the period, and is 6% above the district average in 2017.
        - English Learners - in 2017, 8% of this group met or exceeded the standard, which is 10% below district average in 2017.
    - Math - the percentage of students meeting standard or above has increased by 7% over the past three years.
        - Hispanics - up 10% over the period, and is 3% above the district average in 2017.
        - Socioeconomically Disadvantaged (SED) - up 19% over the period, and is 1% above the district average in 2017.
        - English Learners - 16% of this group met or exceeded the standard, which is 7% below district average in 2017.

It is worth noting that our 2017 ELA SBAC data of 74% meeting or exceeding the standard outperforms that of schools in more affluent neighboring areas such as Palos Verdes, Redondo Beach, and South Torrance. We had over 2 out of 3 students in our Hispanic population meeting or exceeding the standard for ELA. The performance gap between our Hispanic and Caucasian student groups in ELA has narrowed from 28% to 5% from 2015 to 2017 and in math, the gap between these groups has narrowed from 27% to 18%.

Concurrent with the trends in SBAC scores noted above, there have been positive trends in our D/F rates. Most academic departments have seen significant reductions in D/F rates since 2015. The most significant drop in D/F rates were in English (6.6% decline), Science (7.4% decline), Social Studies (4% decline) and World Languages (8.8% decline) from June 2015 to June 2017. For other departments, such as Math, Fine Arts, and Project Lead The

Way (Engineering), D/F rates changed less than 1% over that same time period. Schoolwide, we saw an overall decrease in the D/F rate of 4.8% over the same time period.

Torrance High School has maintained our lofty graduation rates. Our graduation rate has continued to surpass the district averages and well above the state averages. During the last three school years, we have averaged a 98.4% graduation rate, which is 2.6% above the district average of 95.8%, and 16.1% above the state average of 82.3%.

Critical Areas of Academic Need

Torrance High is proud that our Smarter Balanced (SBAC) test scores have continued in an upward trend, with the exception of our EL population, over the past several years. During the 2016-17 SBAC testing season, our overall scores illustrated an increase in English-Language Arts and Mathematics. For example, the number of students earning proficient or advanced on English increased by 14%; the number of students earning proficient or advanced on Mathematics earned a 7% increase.

While we are proud of these accomplishments, there are some areas where improvement is needed on the SBAC. For example, the EL and Caucasian subgroups indicate a lower average in both SBAC English and Math scores than the district average in 2017. In English-Language Arts, 8% of the EL subgroup received a proficient or above, which is 10% below the district average. In Mathematics, 16% of the EL subgroup received a proficient or above, which is 7% below the district average. In English-Language Arts, 72% of the Caucasian subgroup received a proficient or above, which is 1% below the district average. In Mathematics, 52% of the Caucasian subgroup received a proficient or above, which is 2% below the district average. In addition, the Caucasian subgroup had a decrease of 2% decrease in the English-Language Arts portion of the SBAC over the three year period.

Our A-G completion rate has increased 11.3% over the past six years. We are proud of this increase and that we are above the district, county, and state averages. We want to ensure a continued positive trajectory.

Torrance High School's D/F rates have seen a significant decrease of 4.8% in all curricular areas over a three year period. However, schoolwide, we feel that the D/F rates in Mathematics, Fine Arts, and Project Lead the Way (Engineering) can decrease the D/F rate in their subject areas, as these specific departments have only seen a 1% change over the last three years.

In closing, as we have reflected on our progress over the last several years, we are proud of the fact that our SBAC scores and A-G completion rate have increased, our D/F rate has decreased while instructional rigor has increased, and that we have maintained our lofty graduation rates. Even though our data indicates that we are doing well in many of these areas, we would like to see continued improvement in our A-G rates, SBAC scores specific to certain targeted populations, and a decrease in the D/F rates in specific subject areas.

Chapter 3
Self-Study Findings

Chapter Three

ORGANIZATION

Focus Group Leaders
Theresa Hollis, ***Administrative Assistant***
Nathan Jones***, Activities Director***
Kristin Spence, ***Science Teacher***

Members
Maisha Allums, *Security*
Parker Bostwick, *English Teacher*
Tracy Clark, *English Teacher*
Jennifer Crawford, *English Teacher*
Casie Duvall, *Fine Arts Teacher*
Mary Dillon, *Counselor*
Deborah Galyardt, *Social Science Teacher*
Salvador Garcia, *Custodian*
Michael Golia, *Physical Education*
Lorine Helfenstein, *Paraeducator*
Val Inverso, *Dean*
Chris Johnson, *Head Custodian*
Stuart Jones, *Japanese Teacher*
Gwen Knapp, *Math Teacher*
Nicholas Pina, *Custodian*
Nazia Rashid, *Science Teacher*
Mark Roulette, *Assistant Principal*
Donna Stone, *Data Clerk*
Mitch Tabaldo, *Site Supervisor*
George Tachibana, *Athletic Director, Math Teacher*
Rob Young, *Counselor*
Pat Zartman, *Social Science Teacher*

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Torrance High School has a clear vision of our educational goals based on a combination of our district and school's mission statement and vision statement. After Torrance High's mid-cycle WASC visit in 2015, we established a Leadership Team comprised of administrators, counselors and elected teachers to reevaluate our School Wide Academic Goals (SWAG). The team developed TARTAR PRIDE to replace TARTARS SWAG and serve as Torrance High's Mission Statement. The thought process of the Leadership Team was to make a more user friendly mission statement. Our primary goal is to incorporate Tartar Pride in our teaching, activities, and athletics so that our students will then be inspired to utilize these measures in their interactions with their peers, families, and community members. Our Tartar Pride is printed on posters that are hung in every classroom on campus, printed on student folders, on the school website and reinforced in our Monday Tutorial period and individual class lessons.	● Tartar Pride ● Mission Statement ● Vision Statement ● MELD, ELMAC ● CAASPP, CAST, and AP tests ● UC a-g requirements/CSU college entrance requirements ● Open access to AP and honors level courses ● Low drop-out rate ● School Site Council (parents, students, teachers, administration) ● PTSA (parents and students)

Mission Statement Torrance High School Tartar Pride states that a true Tartar will: ● Behave respectfully, responsibly, and compassionately ● Read intentionally ● Think critically and analytically ● Write purposefully ● Communicate and collaborate effectively **Vision Statement** Torrance High School commits to a pragmatic approach to produce substantial gains in student achievement by practicing quality academic pedagogy to prepare and empower all students to be lifelong learners in which they contribute to our national and global community. Torrance High School's Mission and Vision Statements have been drafted as a result of the collaboration between teachers, counselors and administrators who have attended Leadership Team meetings and Response to Intervention (RTI) conferences. In both instances the participants have analyzed data (D/F rate, test scores, A-G completion rate) and used the training and workshop information to implement strategies to improve student growth. As a result of student growth it is the hope that the Torrance High School campus has created a belief system where all students can learn. The TUSD LCAP consists of five goals, including establishing learning environments that are conducive to learning, and providing cohesive and continuous opportunities for professional development to ensure high quality and optimal educational institutions. Additionally, creating a student-centered focus in all classrooms with intentional and comprehensive supports that treat each child as an individual to help them grow and maximize their learning potential. Finally, TUSD and Torrance High strive to be an engaged community participants and leaders that includes parents, families and the larger community in decision-making as well as builds deep and lasting partnerships with all.	● School Board (governing body – full public access at monthly meetings for all stakeholders) ● Leadership and department chair committees (faculty and administration) ● 4 x 5 meetings by subject area (district-wide collaboration) ● TTA representatives meet with Principal ● District-wide principal's meetings ● District-wide assistant principal's meetings ● WASC focus groups (each with a representative from every department) ● 2017 Torrance High School First annual College and Career Day ● CMAST Training for the Math department ● Math and English Tier II RTI intervention program ● Student Study Team (SST) intervention ● School offers PSAT and PACT exams ● A3/D3 Training ● BTSA induction training for new

	teachers

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt*: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Torrance High School has a number of groups that collaborate to ensure that all stakeholders are included in the creation and refinement of the mission and vision statements. Included in these groups are the PTSA, School Site Council, Leadership Team, Department Chairs, Student Congress and Administrative Council. The department chairs from each department meet on a monthly basis to discuss department budgets and news with the administration and then relay information back to their departments. The Leadership Team meets monthly to analyze and develop topics for collaboration meetings within departments. Each Leadership Team member is responsible for working with their department chair to run the department collaboration meetings (held every Tuesday) and acting as a liaison between the department and the Leadership team. In addition to their monthly meetings the team has worked over the last two summers to develop and refine Tartar Pride. Student Congress is the liaison between the student body and student government. Reports from Student Congress are also conveyed to the Administrative Council. The congress is comprised of one elected student from each third period class and meets once a month during the tutorial period. The student congress members will then relay important information discussed in the meeting with their third period class so that the student body is informed of upcoming events on campus. Administrative Council (Principal, Assistant Principals, Lead Counselor, Dean, Site Supervisor, Athletic Director & Activities Director) meets weekly to discuss campus wide concerns and calendar the week and months ahead include items for Leadership Agenda and Department Chair Meetings.	● Organizational flow chart ● Tartar PRIDE posters in classrooms ● School Board ● School Administrators ● Site Supervisors ● AC (Administrative Council) ○ Admin ○ Counseling ○ Athletics ○ Activities ○ Dean ○ Site Supervisor ● Department Chairs ● Leadership Team ● Department meetings ● Faculty Meetings ● Clerical Meetings ● School Site Council ● PTSA ● Student Congress ● Meeting minutes ● ELMAC & DELMAC ● Faculty Handbook

The Torrance Board of Education, through board policies and administrative protocol, provides an outline under which Torrance High operates. The Board of Education has bi-annual workshops/conferences with district staff where policies, rules, goals, and objectives are reviewed, discussed, and revised as needed. The District English Learner Multicultural Advisory Committee (DELMAC) is intended to provide a forum for sharing information with parents, as well as to allow a regular means for parents to communicate their needs, concerns, and suggestions at the district level. DELMAC Activities are designed to engage families in the processes associated with the education of students who are identified as English language learners. The English Learner Multicultural Advisory Committee (ELMAC) operates in much the same way but focuses on the school site instead of district wide.	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Torrance High School's Tartar Pride statements are published on a variety or resources including the course description book, and the annual student registration packet. Posters are displayed in every office and classroom on campus. Classes on campus review Tartar Pride concepts within lessons in the classroom. Students apply concepts through their writing and critical thinking skills. Mission and Vision Statements are discussed with the faculty and staff, PTSA, School Site Council, ELMAC, DELMAC, and are communicated with the school board and district. Posters were printed so that they can be displayed in each office and classroom. During Tutorial period teachers lead AVID/Character Building activities or Common Skill activities once a week, on Mondays in alternating months for approximately twenty two minutes. The character building activities are designed by a team of counselors and the AVID/iLead teacher on campus. Activities are categorized by grade level need and include themes such as college prep, job interview techniques, getting to know the school campus, and	● Teacher syllabus ● Tartar Pride Posters ● School website ● Tutorial Activities ○ Tartar Pride ○ Character Building ○ Common Skill ● School Marquee ● Back to School Night ● College Information Night ● AP/Honors Info Night ● 8th Grade Parent Night ● 9th Grade Parent

strategies to decrease stress. The Common Skill packets are designed by a team of English teachers and include skills such as annotation and citation strategies, and skills for resume and college essay writing. All teachers send home class standards and syllabi at the beginning of each school year, or semester, that informs students and parents of classroom and course expectations. Grade level parent nights are held annually where the Torrance High School counselors discuss expectations for the school year. Counselors mail home letters to parents if their student receives an F on their report card for the first or third quarter grades. Included in the letter is a statement of concern for their student's ability to pass the class before the semester ends, and a copy of the student's grade for the parent's convenience in case the parent does not have online access in their home. The English Learner Multicultural Advisory Committee (ELMAC) is intended to provide a forum for sharing information with parents, as well as to allow a regular means for parents to communicate their needs, concerns, and suggestions at the school level. ELMAC Activities are designed to engage families in the processes associated with the education of students who are identified as English language learners. The district LCAP is based on the budgetary needs of the mission and vision of the school, curricular maps and pacing guides of each course. High stakes testing (CAASPP and CAST) results influence need for student learning outcomes. Data analysis enables the different departments to focus on what needs the students require and departments discuss strategies needed to provide added support to the students to increase student achievement. The CFA and CSA learning targets are utilized within the classroom. They communicate to the student and parent how a student is performing on a given skill or learning target. Though Torrance High School has partnered with local businesses in the past, we currently maintain no established business partner.	Night ● All Grade Level Meeting for planning courses for the following school year. ● Grad/College Comparison posters ● E-blasts ● Facebook ● Twitter ● Instagram ● ELMAC ● Achievement Awards ● PTSA meetings ○ Large group ● CFA / CSA data ● Mid Quarter Progress Reports on PowerSchool

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Torrance High School- Tartar Pride is a philosophy based off of data analysis and student needs. The Torrance Board of Education, through board policies and administrative protocol, provides an outline under which Torrance High operates. The District Accountability Report Card (DARC) and School Accountability Report Card (SARC) both allow Torrance High to maintain our school-wide objectives and growth targets. Our Mission Statement is aligned to the guidelines set forth by the District. As a staff, we then work to meet or exceed these goals. With regards to our Academic Performance Index (API), we are currently meeting or exceeding our goals. The Board of Education has bi-annual workshops/conferences with district staff where policies, rules, goals, and objectives are reviewed, discussed, and revised as needed. Site administrators meet with district administrators to develop Individual Administrative Development Plans (IADP) using assessment data and professional standards. In turn, site administrators meet with certificated staff to develop Individual Teacher Development Plans (ITDP). Among the evidence examined are:	• Administrative Rules • Board Policies • TUSD Comprehensive Educational Achievement Plan • Board Agendas and minutes • District Accountability Report Card (DARC) • School Accountability Report Card (SARC) • Board agendas and minutes • IADPs • ITDPs • Single School Action Plans • Faculty Handbook • Superintendent visit

Individual Administrative Development Plans (IADPs) are designed for school administrators to set goals for the academic school year. From these plans the administration works with department chairpersons to help develop course and classroom goals. By early October, every teacher must turn in a teaching plan goals.. Choices from content areas differ from year to year. These goals are twofold. The goals are designed for teachers to evaluate and continue to challenge themselves which allow teachers to reflect on their personal achievements and areas of professional growth for the school year. ITDPs also allow the teachers to determine what they personally can do in the classroom setting to meet and exceed our API and AYP as well as improve performance on the CAASPP and CAST tests District officials provide the data necessary for the principal to complete the School Plan for Student Success (SPSA), which is then approved by the School Site Council. This plan is designed for schools to evaluate test scores, student enrollment, and other data to create future goals fostering improved student achievement. The District Accountability Report Card (DARC) adds further data to keep the community aware of the performance of our student throughout the district. The Board of Education reviews the School Plans in February. The Board is kept informed on a weekly basis by district staff about all areas of interest involving school sites. The district superintendent visits our campus at least twice a year. During those visits, the Superintendent visits classrooms to ensure that meaningful instruction is taking place.	

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
School board members are locally elected public officials entrusted with governing a community's public schools. The role of the school board is to ensure that school districts are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities:	• Student registration packet • Parent Annual Notification of Rights

• Setting direction • Establishing an effective and efficient structure • Providing support • Ensuring accountability • Providing community leadership as advocates for children, the school district and public schools	and Responsibilities 2017-18 • Williams Complaint Form • 2017-2018 Safe Schools Letter • Acceptable Use and Copyright Policy • Discipline Matrix • Dress Standards and School Policies

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt*: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Parents, community members, staff and students are all able to attend monthly school board meetings that take place at the district office. Each board meeting has student representatives that inform the board and the public what is going on at their sites. The sites change every meeting. The board meetings are recorded and televised on the local cable station so that they can be recorded and watched later in case the meetings cannot be attended in person. PTSA, School Site Council, ELMAC, ASB all contain student representatives and meet on a regular basis to discuss school site issues and events that are coming up. PTSA helps to raise funds in areas of need if such a case arises. In addition to the student representatives on SSC, parents are also on the council and contribute to the school site plan. PTSA assists in planning, funding, researching various campus activities. Each year they assist with registration packet pickup, help in the library during registration. During the 2017-2018 school year they provided the funding for the motivational speaker that was a key component of our first College and Career Day.	• Oversight Committee • School Board Meeting • School Accountability Report Card • Torrance High School Profile • ELMAC & DELMAC ○ minutes • ASB • Student Congress • School Site Council • PTSA • Korean Parent Teacher Association • TTA

ASB and Student Congress are groups made up entirely of student body. ASB involves organizing and relaying information on the events going on around campus and acts as the face for the campus, while student congress representatives act as liaisons between ASB and their third period class so all students on campus know what is going on and have an opportunity to ask questions or air concerns to the ASB.	

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The TUSD LCAP consists of five goals, including establishing learning environments that are conducive to learning, and providing cohesive and continuous opportunities for professional development to ensure high quality and optimal educational institutions. Additionally, creating a student-centered focus in all classrooms with intentional and comprehensive supports that treat each child as an individual to help them grow and maximize their learning potential. Finally, TUSD strives to be an engaged community participant and leader that includes parents, families and the larger community in decision-making as well as builds deep and lasting partnerships with all. Key features of this year's LCAP include: ● The expansion of Induction to include Special Education. ● Strong focus on Professional Learning Communities and Professional Development. ● Dedicated professional development for all teachers and paraeducators for Special Education ● The expansion of Positive Behavioral Interventions and Supports (PBIS) ● The development of a parent engagement planning team and community support teams.	● SPSA ● TUSD LCAP

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents*.

Findings	Supporting Evidence
At the beginning of each school year, the faculty and staff are given the Governance packet with district paperwork containing non fraternization with student policies, child abuse reporting procedures, as well as information regarding complaint procedures and sexual harassment policies from human relations. Each faculty member signs the required forms and turns them in acknowledging that they have read it and agree to the terms.	• Civility Incident Report • Contract grievance procedure for employees • Administrator's rights and procedures packet

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Torrance High School teachers participate in PLC meetings on a regular basis. Funds are provided for subject matter teachers to take time to collaborate together during the school day if needed. TUSD provides workshops for RTI, NGSS Leadership, Common Core training, and Solution Tree academy so that teacher representatives can be trained in strategies to improve student achievement and then come back to their school site	● Professional Development workshops ● 4 x 5 meetings ● District supported curriculum ● Power Standards ● Learning Targets ● Quick Check (Pre-Quiz)

and share information with their colleagues. Additionally members of the faculty continually look for conferences to advance their teaching. Counselors regularly attend UC/CSU conferences so that they are current with all practices by the UC and CSU system. Members of our English department and Special Education are trained in Guided Reading to assist ELs in acquiring grade level skills that will move them toward redesignation in English proficiency. Guided Reading is a tool to find a student's current ability level but it also helps diagnose gaps in ability / instruction. English and Social Science teachers have been trained in the content and the implementation strategies of Common Core standards. Teachers learned how to develop newer and more effective methods of unit planning, lesson planning, and inquiry based instruction to deliver the CCSS. Some subjects on our campus are singletons (Korean, Japanese, Film….) and meet periodically with their colleagues from around the district boh in person and on the internet (Google Hangout) to discuss teaching strategies.	• Intervention (Tutorial) • Common formative assessments • Common summative assessments • Subject matter professional development meetings with other teachers in the district. • Science specific teacher support coach.

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
The Torrance High School Single Plan for Student Achievement (SPSA) is a document that outlines the programs funded through the state' s consolidated application process and other school programs. The School Site Council is responsible for the development, annual review, and update of this plan. The content of the SPSA is aligned with goals for improving student achievement based on standardized test (CAASPP and CAST) scores, and addresses how funds will be used to improve academic performance. The evaluation of the effectiveness of the instructional program is based on an analysis of verifiable student data and annual updates will reflect the appropriate modifications to the program.	• Student Accountability Report Card (SARC) • Single Plan for Student Achievement (SPSA) • LCAP • School Site Council • CFA/CSA data • 2017 First annual College and Career Day • Parent Night in January to explain test results from our College and

The five goals that are in progress with Torrance High School's most recent SPSA are: 1. Torrance High School will model staffing practices after the TUSD hiring goals of effectively recruiting, developing and retaining highly qualified teachers, 'other' specified certificated staff, classified staff, and 'other' non-classified staff members.Torrance High School will model after the TUSD staffing practices to build and promote TUSD's Clarity of Purpose of "high levels of learning for all students" while committing to focusing on: Learning, Collaboration and Results. 2. Torrance High School will maintain an effective Collaborative model that enhances learning for all students through PLC's. 3. All students will attain proficiency or better in English Language Arts and Mathematics (CAASPP). 4. Torrance High School will establish a physically, socially and emotionally safe school environment for all students. 5. Continue to provide multiple communications to our school community, including our significant and underperforming subgroups. The five goals that are presented to the schools from the TUSD LCAP are: 1. Effectively recruit, develop and retain highly qualified teachers and administrators, as well as maintain all basic services including facilities and sufficient instructional materials. 2. TUSD will implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12. 3. All students will attain proficiency or better in a rigorous curriculum that includes English Language Arts and math, science, social studies, and other disciplines such as career technical subjects and physical education 4. Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.	Career Day with reps from UC, CSU & Private universities ● Mid Quarter Progress Reports on PowerSchool ● Athletic Progress Reports ● Counselors send letters to parents of students in danger of receiving "F" during quarters 1 & 3 ● THS Grad Requirement/UC-CSU Admission Posters ● Tutorial Activities ○ Tartar Pride ○ Common Skill ○ Character building

5. Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit. In terms of Torrance High School's School Accountability Report Card (SARC): Torrance High School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state. A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts.	

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
The different departments on the Torrance High School campus collaborate on a weekly basis during every Tuesday Late Start. Each department is responsible for analyzing data of formative and summative assessments and make data driven instructional decisions to improve student achievement. Math and English teachers identify areas of student weakness to drive the focus for weekly tutorial lessons. Many departments are implementing common formative assessments (CFA), and common summative assessments (CSA) in order to get a more accurate set of data to analyze.	• PLC • Department Chair Meetings • Leadership Team Meetings • Department Meetings • CFA/CSA data • Individual Teacher Development Plans (ITDPs)

Each of the CFAs and CSAs are designed around certain student learning targets (LT). Many departments use learning targets (LT) as a measure of student achievement. The LTs are written as "I can" statements that the students should be able to accomplish throughout the curriculum. These LTs are based on power standards that each department has chosen to focus on for their curriculum. Each subject matter collectively chooses standards that they have deemed "power standards". These are standards that the department agrees will take precedence over some of the other standards. When the CFAs and CSAs are administered, data is collected based off of whether or not students have met the learning targets for that assessment. Using this data, teachers within their subject matter discuss lessons that they can modify or incorporate in order to increase student understanding and student achievement. Teachers will then spiral back and re-teach missed learning targets from CFAs so that the material is mastered by the time the students take the CSA. By completing this data analysis it is the hope that student achievement increases in the time period between the CFA and the CSA.	

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
The Torrance Teacher Association (TTA) site reps on campus handle grievances between faculty and administration and ensure that the lines of communication are kept open and that expectations between the parties are clear. Torrance High School holds monthly Department Chair and Leadership meetings to discuss in depth items pertaining to the school and community. Problems and suggestions that individual teachers have can be brought to these meetings by department representatives and can be considered in greater detail.	• TTA Site reps • Department meetings • Leadership meetings • PLC meetings in departments • emails • Faculty Bulletin • Daily Bulletin • Teacher mailboxes for site and interdistrict communication • Remind App

Some department meetings have been held at lunch so all teachers in the department are aware of the conversations being held with administration and other staff from around campus. The faculty meets weekly during collaboration time during our PLCs so that any pertinent concerns can then be passed on to the Leadership team members or the department chairs. Daily bulletins are sent out to inform students and faculty of what events are happening on campus including fundraisers, athletic events and activities. Weekly faculty bulletins through the Principal's office are emailed out on Tuesday's relaying information and events occurring on campus. This bulletin acknowledges successful events, congratulates accomplishments, and informs the teachers of the upcoming meetings being held on campus, or board meetings being held in the district office. Our principal has set up an account through remind.com that has been used in instances such as trouble at the local nearby refinery to give status updates as per whether school was in session that day, whether there is local activity happening in the surrounding neighborhood, or making announcements over a school break. Use of Google email and Remind on the technology side help keep everybody informed about current events around campus.	

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Employees that are hired by Torrance High School are all fully credentialed, and also are fully qualified to teach English learners (CLAD certified). All teachers teach at least one class within the subject matter in which they are credentialed, but also occasionally teach a subject in which they are not credentialed. Background checks are performed during the hiring process, to ensure the safety of employees and students. With any changes in academic standards, such as the shift to the Common Core State Standards (CCSS), or the Next Generation Science Standards (NGSS), teachers will be provided with thorough academic training which gives them the tools that they need to implement necessary changes required to meet the new standards.	● 100% of faculty is fully credentialed ● 100% of faculty has CLAD certification to teach English Learners ● Successful background checks for all employees during the hiring process ● Professional Development training to keep up with changing curriculum ● Subject Matter Authorization Form ● Emergency Credential

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Potential new hires are interviewed based on qualifications and once hired, given new teacher training materials. New	● BTSA Induction training

teachers attend new teacher meetings with administration the first couple weeks of school and receive materials needed for their classrooms. Teachers are all fully credentialed and mostly teach within their subject matter expertise. Some teachers on campus are also utilizing professional degrees in the classes that they teach. One of our science teachers also has an engineering degree and is teaching different engineering classes and technology classes on campus. One of our history teachers also has a law degree and is now teaching a criminal justice class for upperclassmen. New teachers go through the BTSA induction program over their first two years teaching, and can not receive their clear credential until the induction program is completed. Teachers have 5 years in which to complete BTSA. Teachers are sent to AP training if they have never taught an AP Class before which allows them to become familiar with AP testing procedure and also allows them to collaborate and network with other AP teachers.	● New Teacher Meetings ● Training and Workshops for new subject matter taught on campus. ● AP audit process/ ● Summer Institute ● PLTW - 2 week training to cover whole curriculum ● Teacher Preference Sheets

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Before the opening of the school year, teachers, faculty and staff attend in-service days to go over opening of performance data, School Plan for Student Achievement (SPSA), School-wide goals, school procedures, attendance policies, discipline policies, adjunct duty and department information. Every faculty member is given a faculty handbook containing a governance packet which includes: ● Agendas for the in-service days	● Opening School Meetings ● Faculty Handbook ● Organizational chart. Discusses school hierarchy ● Emergency Handbook ● Staff In-Service Packet (Governance Packet) ● Non Frat. Policy/

• District employee assistance program information • Handbook of policies and procedures • Hierarchy of Department supervision • Child Abuse reporting procedure • Non Fraternization with Students policies • Complaint procedures All employees are also given an emergency handbook which contains information to be used during an emergency such as: • Evacuation plans • Faculty assignments during an emergency • Student accounting forms • Emergency information Each department has a direct supervisor that they report to, and who observes them to determine teacher performance. Individual Teacher Development Plan's are created by teachers each year and gone over by them and their supervisor to discuss goals for the year. Each department meets on a regular basis to discuss Curriculum, Instruction, and Assessments by subject matter and to makes curricular decisions based on the data within their PLC Model. Faculty Bulletin - Communicate School news and policies to teachers on a weekly basis. Also gives dates of upcoming board meetings.	Harassment • Teacher Evaluators • Department Chairs • Leadership Team • Faculty Bulletin

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
Torrance High School willingly provides its teachers with ample professional development. All teachers are given the opportunity to request to attend conferences. Each subject matter is given the option to take a full or half day and plan if needed, where substitute teachers will cover their classes.	**Math** • PLC • RTI training • CMC (CA Mathematics conference) in Palm

Science teachers attend professional development meetings once a quarter by subject matter. English and social science teachers attended A3/D3 training, and math teachers all received CMAST training.

Certain teachers in subjects throughout the campus were chosen to attend the Solution Tree RTI academy which provides training on RTI and methods to implement new teaching practices and strategies.

Each subject matter meets during PLC meetings to discuss curriculum, data analysis and teaching methods including:

- Time for Collegial development of CFA's and CSA's
  - curriculum maps and pacing guides
  - identify essential standards
  - create learning targets
  - common formative assessments
  - subject area data analysis
  - reteach / assign students to tutorial period (ELA & math), share best practices
  - common summative assessment
  - data analysis for student growth
- Summer collaborative work
- Sub coverage during the year
- Conferences
- New Practices to improve pedagogy

SCIENCE

AP Chemistry and Biology teachers meet with other AP teachers in the summer and time during the school year. Other science teachers also meet with in the summer and during the school year in the areas of Anatomy, Marine Science, Biology, and Chemistry.

FINE ARTS / THEATER

District theater teachers were given time to meet quarterly to develop curriculum and share production ideas. Music teachers meet with middle school and/or other district teachers monthly. District wide time was allocated for the Fine Arts departments to create a common assessment for all Fine Arts students.

Springs
- CMAST training for all, 2 teacher leaders

English

- A3/D3 Training
- Summer Collab
- ELA support pull out days
- Mentoring
- Grade level collab

Science

- Quarterly meetings with Support Coach with other science teachers in the district.
- NSTA and CSTA conferences
- STEM composium
- Project Lead the Way

  Core training for new courses

  Statewide conferences

Fine Arts

Common goals and combined performances (Central Area Music Festival)

- Night of the Arts - P.A. analysis and V.A. analysis used as a Fine Arts assessment

District wide collaboration

CTE

Career Tech Ed Conference

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Teachers are evaluated on a yearly basis by their direct supervisor until their third year teaching, then they are observed every other year. Teachers provide their supervising administrator with a lesson plan ahead of time and get observed so that their administrator can provide feedback regarding their teaching abilities and strategies. Provided the teachers receive good evaluations they will continue to teach in good standing. In addition to formal evaluations, teachers are informally evaluated through occasional drop-in visits by administrators. BTSA induction is also provided for new teachers during their first and second year teaching. New teachers will be assigned a support coach by the district who will also observe them and give them feedback and suggestions for improvement.	• Evaluation process outline in contracts • Informal Evaluations • Certificated ITDP • Certificated evaluation cycle • Administration classroom visitation • Classified evaluated yearly by direct supervisor • BTSA

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Our LCAP goals drive the allocation of resources to retain highly qualified teachers and administrators, implement effective professional development models that maximize learning conditions, and implements CCSS, NGSS, ELD Standards. Resources are allocated to attain student proficiency or better in rigorous curriculum that includes English Language Arts, math, science, social studies, and other disciplines such as career technical subjects and physical education. In addition, the LCAP aids in our goals to provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making. It also guides are aim to improve parent outreach, especially our aim of consistency of communication with underperforming subgroups. District personnel, Torrance High School administration, the Torrance High School School Site Council, and Leadership Team are involved in the decision making details of allocation of resources toward our goals.	• SPSA • TUSD LCAP • School Site Council • Leadership Team

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The TUSD budget is developed by the Deputy Superintendent of Administrative Services and approved by School Board. Input from all stakeholders set budget priorities and goals. The budget is presented to the School Site Council each year and aligns with our goals and action plan. School site SPSA is driven by the district LCAP goals.	● TUSD budget report

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Torrance High School recently completed the modernization process that began in 2015. Upgrades to the wifi network and high efficient fluorescent lighting in classrooms highlight the improvements. Torrance High has Chromebook carts in each of the three sections of campus and three computer labs. All classrooms have been outfitted with LCD projectors and ELMO document cameras that are compatible with the laptops all teachers have been issued by TUSD. LED lights throughout the exterior of our campus have been added to make the campus safer for our evening events.The lighting in the classrooms and exterior of campus are now all on timers to make for a much more efficient use of energy. All buildings are now ADA compliment with two new elevators being added and all cement pathways include ramps that are also ADA compliment. Upgrades of audio and lighting in the Auditorium and both gyms now allow use of technology to a larger group and to aid in facilitating information in large group meetings, including the hearing impaired.	● Modernization - building repairs, roofs, paint and landscaping, LED lighting throughout campus. ● Added elevators, ramps ● Main Gym renovation: Team rooms added, sound system replaced ● Small Gym renovation with new scoreboard ● Updated fire system ● Speakers on campus for page-out announcements ● New telephone system ● Wheelchair Lifts

Our school site maintenance supervisor is accessible to all staff members and can be contacted in the business office by phone, electronically, or in person to generate work order district maintenance, school custodial set-ups and day-to-day needs. The custodial staff accessible and responsive. The entire facility is cleaned on a daily basis. Staff can request additional use of facilities if available by consulting the site supervisor and the master calendar.	• ETIS requests • District maintenance requests • Facilities Request
The **School Resource Officer** from the Torrance Police Department is assigned to our high school. His services are available and used to enforce rules when needed. The officer will make parent contact when it is warranted.	Fences have been upgraded
The Torrance High School **Dean of Students** is responsible for discipline on campus. A parent contact is made to inform parents of discipline infractions. If the infraction occurred during class time the teacher is also encouraged to make a parent contact prior to the call from the dean. There is a Discipline Matrix that is followed and enforced at Torrance High School. The dean also plays a major role in dealing with conflict resolution among students. This technique has had a positive impact on the number of physical incidents on campus. The dean is also responsible for school safety and emergency preparedness. The Assistant Principal in charge of Student Services oversees Campus Security. **Campus security** monitors the students on campus and its facilities. They enforce school rules including but not limited to dress code, tardiness and campus disruptions. They escort student to the office and assist in searches as needed. Campus Security plays a major role in getting to know the students in a social environment through their interactions at snack, lunch and school activities. During the 2016-17 school year, Torrance High School installed approximately 80 security cameras throughout the campus.	

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
At the beginning of each school year, teachers are given instructional materials by various facilities offices on campus. Each classroom has a mounted LCD projector, an ELMO document camera, and each teacher has been issued a Dell laptop and printer with which to use throughout the year and take to professional development meetings. Each piece of equipment is assigned a district serial number, which are all kept on file in the business office. Teachers are given teacher edition textbooks and supplemental textbook materials from the library, teachers can check out chromebook carts at various locations on campus, and can obtain additional teaching materials and supplies by filling out a supply request in the Curriculum office. If any technical equipment is malfunctioning a ticket is filled out in the business office so that the item can be fixed or repaired.	● ChromeBook carts ● DELL Laptop inclusion ● Library media resource ● ELMO document cameras ● LCD projectors ● Audio Visual Materials ● DVD players ● Supply request forms in curriculum office

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Prospective teachers have the ability to apply for positions on the EDJOIN website, which the district will post positions to. Teachers are interviewed at the school sites, and if hired, attend new teacher meetings at the school. Throughout their teaching career each teacher on campus has been given the opportunity to attend workshops and various professional development trainings. On Tuesdays from 7:45-8:45 A.M. before school starts, teachers collaborate with others from	● EDJOIN ● D3/A3 Training ● CMAST training ● Solution Tree (RTI) training ● New Teacher Induction Training (BTSA) ● Torrance Teacher

their departments to ensure alignment on curriculum, class activities, and common formative assessments. AP classes and syllabi are audited in order to be certified, workshops are available to attend for certain subjects, and AP Summer Institutes are available at Palos Verdes Peninsula High School for most of the AP subjects taught at Torrance High. Counselors within the district meet frequently and have speakers to address concerns and issues. Such professional development workshops include: ● The English and social science teachers attended D3 training, ● District provided training for all mathematics teachers in researched based teaching through LMU (CMAST - Center for Math and Science Teaching), ● Solution Tree (RTI) training provided for selected teachers on campus in each subject matter. ● Counselors and Career personnel attend annual conferences related to college admission and financial aid. ● Science teachers attend professional development workshops with other teachers in the district every quarter within the subject matter that they teach. ● World Language teachers have attended national conferences held regionally as well as workshops led by local organizations in order to discuss input delivery, classwork activities, formative and summative assessments.	Institute (led by TUSD ● Late Start Collaboration Time ● NSTA (National Science Teachers Association) & CSTA (California Science Teachers Association) Conferences (Science) ● Attending of conferences by World Language Teachers) ● Advanced Placement (AP) Training ● PLTW Training ● AP training

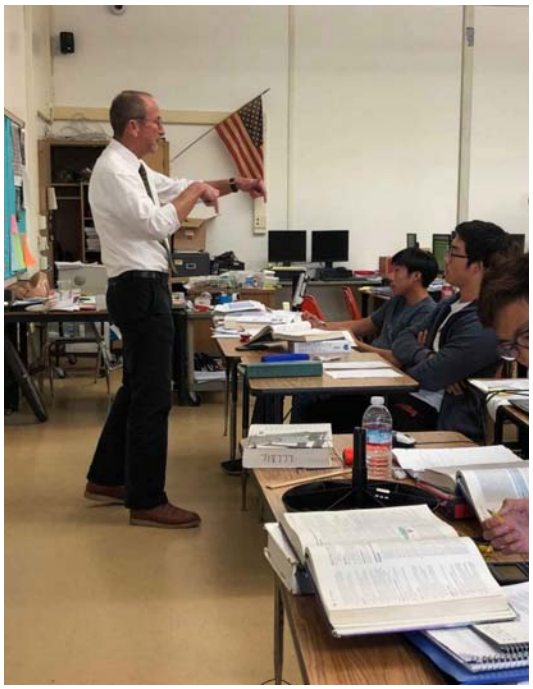
Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The LCAP drives the allocation of resources to retain highly qualified teachers and administrators, implement effective professional development models that maximize learning conditions, and implements CCSS, NGSS, ELD Standards. Resources are allocated to attain student proficiency or better in rigorous curriculum that includes English Language Arts,	● LCAP budget ● Single Plan for Student Achievement

math, science, social studies, and other disciplines such as career technical subjects and physical education. In addition, the LCAP aids in our goals to provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making. It also guides our aim to improve parent outreach, especially our aim of consistency of communication with underperforming subgroups. District personnel, Torrance High School administration, the Torrance High School School Site Council, and Leadership Team are involved in the decision making details of allocation of resources toward our goals.	



ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Torrance High School has a clear vision of our educational goals based on a combination of our district and school's mission statement and vision statement. Torrance High School commits to a pragmatic approach to produce substantial gains in student achievement by practicing quality academic pedagogy to prepare and empower all students to be lifelong learners in which they contribute to our national and global community. Torrance High School's Mission and Vision Statements have been drafted as a result of the collaboration between teachers, counselors and administrators who have attended Leadership Team meetings and Response to Intervention (RTI) conferences. Mission and Vision statements are discussed with the faculty and staff, PTSA, School Site Council, ELMAC, DELMAC, and are communicated with the school board and district. Tartar Pride posters were printed and displayed in each office and classroom. Our primary goal is to incorporate Tartar Pride in our teaching, activities, and athletics so that our students will then be inspired to utilize these measures in their interactions with their peers, families, and community members.

The Torrance Board of Education, through board policies and administrative protocol, provides an outline under which Torrance High School operates. The District Accountability Report Card (DARC) and School Accountability Report Card (SARC) both allow Torrance High School to maintain our school-wide objectives and growth targets. Our Mission Statement is aligned to the guidelines set forth by the District. As a staff, we then work to meet or exceed these goals. With regards to our Academic Performance Index (API), we are currently meeting or exceeding our goals. Parents, community members, staff and students are encouraged to attend monthly school board meetings that take place at the district office. PTSA, School Site Council, ELMAC, and ASB contain student representatives and meet on a regular basis to discuss school site issues and upcoming events.

The Torrance High School Single Plan for Student Achievement (SPSA) is a document that outlines the programs funded through the state's consolidated application process and other school programs. The school site council is responsible for the development, annual review, and update of this plan. The content of the SPSA is aligned with goals for improving student achievement based on standardized test (CAASPP and CAST) scores, and addresses how funds will be used to improve academic performance. The evaluation of the effectiveness of the instructional program is based on an analysis of verifiable student data and annual updates will reflect the appropriate modifications to the program.

All employees hired by Torrance High School are fully credentialed and are fully qualified to teach English learners (CLAD certified). Before the opening of the school year, teachers, faculty and staff attend in-service days to review opening of school procedures, and to examine performance data, our School Plan for Student Achievement (SPSA), School-wide goals, attendance policies, discipline policies, adjunct duty, and department information. Each department meets on a regular basis during the PLC time to discuss Curriculum, Instruction, and Assessments by subject matter and to make curriculum decisions based on the data.. Torrance High School willingly provides its teachers with ample professional development. Each department uses its PLC time to discuss curriculum, data analysis, and teaching methods. Teachers are evaluated on a yearly basis by their direct supervisor until their third year teaching, then they are observed every other year.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Low dropout rate/high graduation rates
- Increases in ELA and Math CAASPP results
- Improvement in Math scores due to RTI
- All faculty are fully credentialed and CLAD certified
- Professional development (NGSS, CMAST, D3)
- We have funds for collaboration time (conferences, workshops, AP trainings)
- Good rapport with students and parents
- Organization, hierarchy, evaluations, practices and policies are stated
- Electronic progress reports

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Need more time to analyze CFA/CSA data and to discuss next steps
- Support of EL students through MELD
- Need to discuss the lack of support for students who do not want/are not able to go to a 4 year university
- Need more student accountability
- Need more student input, and student involvement from all demographics
- SST program not utilized to full strength

Chapter Three

CURRICULUM

Focus Group Leaders
Don Glavich, *Social Studies Teacher*
Jodi Gutierrez, *English Teacher*
Laura Iino, *Math Teacher*

Members
Kirk Baughfman, *Social Science Teacher*
Teresa Brown, *Social Science Teacher*
Cheryl Daugherty, *Assistant Principal*
Abelardo Del Rosario, *Security*
Kim Evatt, *Science Teacher*
Dana Hagen, *Engineering and Science Teacher*
Suzanne Huntling-Richardville, *Paraeducator*
Paul Kim, *Special Education Teacher*
Barbara Lewis, *English Teacher*
Christine Meinerth, *English Teacher*
Angela Mendez, *Math Teacher*
Scott Peppard, *Physical Education Teacher*
Cristina Rivera, *Fine Arts*
Mechele Rodriguez, *Math Teacher*
MaryAnn Sablan, *Clerical*
Nancy Suzuki, *Paraeducator*
Maribel Torres, *Spanish Teacher*
Veronica Trani, *Spanish Teacher*
Daniel Yee, *Science Teacher*

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Torrance High School uses the California Common State Standards for all areas of instruction. These standards, along with our Common Core training incorporates the most current pedagogy of student learning. All core classes meet A-G requirements. Professional collaboration enables teachers to share best practices regarding Response to Intervention (RTI) which has been provided by Solution Tree. We have implemented the RTI program (a methodology based upon years of research and practice) in the math and English classes to reinforce areas of need for individual students. In math and English, struggling students are identified through use of data from common assessments and recommended for 20-minute intensive tutorial sessions twice a week, during the school day. All instructional methods and teaching strategies keep in mind our mission of a college / career readiness, therefore the curriculum is current and relevant to real world requirements. Many subject area teachers have developed common learning targets and common assessments to ensure all students have access to important content/skills areas with a variety of depth of knowledge. Curriculum standards are used as the basis of our assessment formation in both formative and summative assessments.	• RTI Tutorial Intervention • Tutorial Attendance and referrals • Common Assessment data shared in PLC • Vertical and Horizontal Alignment • Shared Curricular Maps

Formative Assessments: Use Quick Checks (pretest quizzes), stations (a test review tool where students are able to self assess and work on their greatest area of need) Evaluate results (average scores). Students needing additional help go to intervention tutoring in math and English. Other core classes reteach and spiral back to help students learn. This is an ongoing process with a five to seven year implementation goal. After Formative and Summative Assessments, retesting is sometimes done in areas that can use improvement. In mathematics, students write an error analysis to determine the types of errors they have made and create an action plan to address misconceptions. The action plans categories are conceptual, procedural or close reading. This will help to ensure that they do not continue to make the same types of errors. The Fine Arts department uses pre-assessments, quick checks, in-progress and final critiques. We reevaluate lessons based on results from final products and performances. The Social Science department works to align all grade level classes using pacing guides, common formative assessments (CFAs) and summative assessments to insure students are learning the same information at the same time. The data from these assessments are used during Professional Learning Community (PLC) meetings to improve instruction based on research.	• Formative Assessments • Quick checks • Stations for self-assessment • Summative Assessments • Retesting • Tutoring • Reteaching • Pacing Guides
The Math department uses Formative and Summative Assessments created using research based LMU CMAST structure and CCSS concepts. Our instruction is based on the CCSS standards and implemented using the LMU research based CMAST structure. Many units or concepts are introduced using an Investigation Before Explanation (IBE) where students are asked to use prior knowledge to find patterns, make conjectures, and find problem approaches. This thinking is depth of knowledge DOK2+ and leads to the realization that they need new skills and procedures (DOK1). Many units end with a unit problem	• Common Assessments based on CCSS and NCTM standards. • IBE

that requires multiple components, critical thinking, interpreting, justifying, and mathematical modeling. Hooks are used to introduce new concepts that link the math to real life. Concept maps are used to summarize and allow students to find connections between concepts in the unit In addition, we offer Push in classes in Geometry and Algebra 1 where special education students join general ed students in a classes using a multilayered approach to education. Regular education and special education teachers team teach in the classroom.	• Concept Maps • Mixed ability student groupings
All English department faculty members were trained in the Common Core standards by attending a year long professional development designed to inform us of the Common Core Standards. We were taught how to implement those standards through the most current methodologies. ELA nonfiction texts have been added to our core readings (CCSS- research indicates students need more experience with nonfiction texts to prepare for college/career). Our core novel list has been revised at the district level to more accurately reflect grade level standards. Students are reading at an appropriate lexile level for their grade, and with content appropriate to their maturity level. ELA research indicates that modeling for students is an effective teaching tool. English teachers model the writing process and use mentor texts to aid our writing instruction. Most English units are based around an "essential question" to encourage higher level thinking and connect learning to real world issues. English teachers recognize the need for students to acquire academic language as a path for their college / career success. Teachers model academic language and impart that information to students in the form of academic vocabulary word banks, socratic seminar guidelines, and opportunities for academic discussions. Students are taught the academic language necessary to differentiate between the different	• District Common Core trainings • Common Core State Standards • District recommended exemplary fiction and nonfiction texts • Teacher created and professional samples of mentor texts. • Real world applications • Senior Project • Academic vocabulary • Grade-level socratic seminars • Outside reading, summer reading

CCSS writing types (narrative, argument, informative) and the importance of writing for different purposes. Academic language acquisition is reinforced through outside reading and summer reading. The most current state recommendations require students to read 7-10 full length texts per year. Our English department is in the process of adapting our curriculum to meet the new CCSS standard by introducing additional texts (both fiction and nonfiction this year).	• Meeting current state reading standards

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
The leadership team comprised of elected members of each department has developed Tartar Pride. These explain our schoolwide learner outcomes with Behavior, Reading, Thinking, Writing, and Communication and Collaboration as its central Common Core tenets. All Torrance High School courses are aligned with the CA state standards and Common Core Standards. All students are given access to our expectations through the Course Handbook and their counseling sessions. Our Tartar Pride goals are displayed on in-class posters and the inside of their student folders. The A-G requirements appear on in-class posters.	• Tartar Pride standards have been developed and are implemented • Courses meet the current state and district standards for college and career readiness • Poster of the A-G requirements are posted in classrooms • Expectations that all students will meet A-G requirements
Our math curriculum addresses the current CCSS and Tartar Pride for each subject. Learning target logs have been developed that all assessments are based on. Learning target logs list all the current standards that will be covered within a unit of instruction.	• Assignments aligned to CCSS and Tartar Pride

Our English classes are aligned to CCSS both horizontally and vertically. The AP Language and the AP Literature courses are College Board approved by the audit process. The English department faculty collaborates during PLCs to establish horizontal alignment in some of our units and in all of the state required writing strands--Narrative, Informative, Argumentative. Our vertical alignment is created during our PLC time where we have worked to build upon the previous grade level required standards. Some of our teaching spirals back to reviewing or honing into students' prior knowledge. The novels and nonfiction texts we teach are chosen directly from the California recommended exemplar novels. The Torrance High School Senior Project, assigned through the English 4 classes, addresses most criteria of the state standards. It involves extensive reading, writing, and speaking skills which will benefit students in both college and career settings.The Senior Project requires students to establish strong research skills and to present their findings in an articulate and effective way. The project has been modified this year to include an interview process in which students must be able to explain their research work, which is a practice that may be more valuable in future career situations than the prepared speech that was previously assigned. Summer reading expectations are established for each grade level, including the incoming freshmen level and are consistent with our schoolwide learner outcomes--Tartar Pride. All students are expected to read during the summer break to promote fluency and a lifelong skill. Students complete a book synopsis specific to each grade level.	• CCSS texts • Assignments aligned to CCSS, A-G requirements, and Tartar Pride • Curricular Maps • Senior Project Research paper and speech / exit interview • Summer Reading and Synopsis
Our science curriculum follows the current requirements set out by the Next Generation Science Standards, the UC A-G requirements, and Tartar Pride. The 5 Cs are incorporated in all lessons: Communication, Culture, Connections, Comparisons, and Communities. Our science curriculum also targets the four literacy skills: reading, writing, speaking, and listening. Torrance High School offered AP Physics B for many years, however, when the College Board changed Physics B to Physics 1 and 2 (a two-year curriculum) we assumed that our	• Course curriculum meets UC A-G requirements, NGSS standards, 5 Cs, and Tartar Pride

students would prefer a 1 year course so we started offering Physics C. We offered this course for three years, but enrollment was low and success rate was low. Consequently, we cancelled Physics C and began offering Physics 1 this year, with plans to offer both Physics 1 and 2 next year. All Torrance High School students take Biology to complete their lab-class required for graduation. We have Wet Lab capable classrooms for all science classes. Gas, water, hot plates, hood, eyewash station, goggles and sanitizer, electrical outlets are available. Some Earth Science lessons are aligned to CCSS by delivering information to special needs learners using the CLOZE strategy; students fill in the blank notes. Integrated groups are based on language and cooperative abilities. Hands on activities such as labs and interactive websites. Teachers equally share instructional responsibilities each providing expertise to weave instruction and support.	• CLOZE strategy
All Project Lead the Way (PLTW) classes are aligned to state standards and meet the UC A-G standards. Some of our Engineering Courses (POE) (IED) (AE) offer concurrent enrollment in El Camino College Engineering Technology Department with 3 units earned for each course thereby complying with state standards. Our engineering courses emphasize career information including career investigation and interviews with professional engineers. An Advisory Committee for engineering courses includes representatives from local industries such as Torrance Refining Co., John Deere, MOOG, and El Camino Engineering Technology Department Since offering our first PLTW Engineering course (POE) in 2012, additional courses have been added as students became qualified and interested in the courses. PLTW and Aerospace Engineering was added in 2013 Introduction to Engineering Design 2014 Computer Science Principles added 2016 Engineering Design and Development 2017	• Assignments aligned to CCSS, A-G requirements, and Tartar Pride • Concurrent enrollment in El Camino Engineering Technology Department • Career information • Advisory committees • PLTW new course offerings

The World Languages department use the California Foreign Language Framework and ELA Standards to develop our lessons. The 5 Cs are incorporated in all of our lessons: Communication, Culture, Connections, Comparisons, and Communities. Our department has developed a program for native Spanish Speakers for two levels (A/B, C/D) to further the development of language arts skills.Our courses are aligned to the UC A-G requirements. The California State Biliteracy Seal is awarded by the California Department of Education to students who have completed 4 years of English coursework with a 2.0 GPA or above and a passing of the CAASPP at the proficient level, meets the standard, or exceeds the standard level. In their Foreign Language coursework, students must pass the AP exam in their language of study with a 3 or higher OR pass an SAT II exam with a score of 600 or higher OR complete 4 years of foreign language with a 3.0 GPA or above. In 2015-2016, 60 students were awarded the Biliteracy Seal. In 2016-2017, 61 students were awarded the Biliteracy Seal.	• Assignments aligned to CCSS, A-G requirements, Foreign Language Framework, and Tartar Pride • 5 Cs • CA State of Biliteracy Seal at Graduation
The Special Education department follows the CCSS for Special Education. We offer Special Day Classes for English 1, 2, 3, 4, World History, US History, Economics, and Government. Classes are smaller and curriculum is not as in depth as in general education The Special Education department also offers Push-in classes for: Algebra, Geometry, Physical Earth Science, and Biology where special education students and regular ed students are in a class that would benefit from a multilayered approach to education along with an additional regular ed / special ed teacher in the classroom. The push in classes have smaller class sizes. The subject standards are utilized using key concepts broken down into cohesive steps. There is a lower student to teacher ratio (less students per teacher) and there are two credentialed teachers per class.	• Assignments aligned to CCSS and Tartar Pride • Push-in classes
The Art department's Ceramics and Photo courses are focused on creating a Culminating Portfolio of work. This aligns with the California Standards for Fine Arts requirement for Career-Related skills, as portfolios may be used for	• Assignments aligned to CCSS, A-G requirements, and Tartar Pride

post-secondary applications, job applications, or exhibitions. Advanced students create a year long portfolio of their work: a physical portfolio and in an online format. Student portfolios are graded using a rubric and are both self and peer evaluated	• Culminating portfolios
The Fashion department follows the Career Technical Education Curriculum Standards. The course is aligned with the Career Ready Practices to prepare students:for a future in the fashion industry. Examples toward this goal are assignments to design and create a clothing collection, create a retail concept, develop a store concept with a plan inventory and marketing strategies and showcase garments at a fashion show	• Assignments aligned to CCSS, A-G requirements, CTE Standards, and Tartar Pride

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Torrance High School's curriculum is compatible with the CCSS and the rigor we have established in our mission statement. As illustrated in our Tartar Pride tenets, all skills taught, the methodologies in which we present them, and our learning targets match those concepts that will carry students through to college or career readiness. Our Tartar goals and CCSS standards we adhere to, match our methodologies, strategies, and assignments.	• CCSS • Tartar Pride
The Social Science coursework incorporates concepts and skills into lessons and projects. Many of these projects involve real world applications. One example is the Game of Life activity in Economics. This project helps seniors have a snapshot and plan for life after high school. In US History, one example would be the activities done in immigration and civil rights.	• Common Formative and Summative assessments align with academic standards • Rubrics and student projects • Power Content Anchor Standards • Learning Targets

All English lessons and activities are centered around the CCSS Anchor Standards. Our teaching strategies involve modeling, reteaching, intertextuality methods of pairing poetry with novels. Our lessons incorporate the spectrum of reading, writing, listening, and speaking skills.	• Anchor Standards drive all lesson plans and activities
Torrance Unified School District has chosen to follow the NGSS Three Course Model which contains The Living Earth, Chemistry in the Earth System, and Physics in the Universe courses. The three course model combines all high school performance expectations (PEs) into three courses. To highlight the nature of Earth and space sciences (ESS) as an interdisciplinary pursuit with crucial importance in California, the three courses present an integration of ESS and one of the other high school disciplines. This 3-course model makes all science classes meet UC (a-g) requirements and compliant with state standards. The embedding of the Earth Science Standards with the Biology, Chemistry, and Physics classes allows us to stand behind our claim of "All Standards for All Students."	Biology/Chemistry/Physics • Curriculum maps with Power Standards • Learning targets • pacing guides • CAASPP/CAST
In the Engineering classes students complete several projects related to engineering careers, including research on specific engineering disciplines and interviewing a working engineer on his/her education, career overview, daily responsibilities, and salary. An advisory committee was created for the engineering program including representatives from local industries, El Camino College, TUSD administrators, parents and students which keeps the coursework aligned to the standards and relevant to real world applications.	• Career related Engineering activities
Our World Languages department focuses on strategies that prepare students for college and careers. Students are acquiring language skills to help them become biliterate and multiculturally aware, thereby increasing their prospects in the labor the force. Students take two or more years of a world language to qualify for college admission, and may also take AP level courses/exams for college credit. The Intersegmental General Education Transfer Curriculum (IGETC) for community college credit allows students taking 2 years with a "C" or better to fulfill the college Foreign Language Requirement.	• College and career related curriculum

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
All course work at Torrance High School is based on our Anchor Standards of Reading, Writing, Listening, and Speaking. These standards act in common across all disciplines. They are demonstrated through activities characteristic to each discipline. Reading—current events, historical novels, literature/plays, CATCH annotation. Writing—Lab reports, research projects, haiku Frisbees, literature/plays. Listening--collaborative groups, class discussions. Speaking--explaining one's reasoning and strategies for solving problems, play productions, class discussion, academic language. Some of our courses offered at Torrance High School participate in interdisciplinary activities. The content is horizontally aligned within two different disciplines of study and adhere to a common goal of accomplishing the Anchor Standards.	• Integration among disciplines • Pacing guides • Power (Essential) Standards • Learning Targets
Our English courses are vertically aligned with Anchor standards, common CCSS aligned rubrics, and collaboration between grade level groups to ensure that skills are being developed and built upon as a student progresses through the continuum of their four English courses. The English 3 American Literature courses are aligned to US History, as the literature is addressed chronologically, and multiple historical documents that student learn about in history are analyzed for language and rhetoric in ELA classes.	• Anchor standards • Curricular maps • Common formative and summative assessments • Spiraling techniques • English and US History alignment

The English and Physics courses correlate in teaching students how to make claims, how to communicate their reasoning for that claim and the necessity to provide evidence for the claim.	• English and Physics alignment
The Science department demonstrates integration among disciplines through the use of various teaching methodologies and resources. The NGSS aligned with Common Core state standards and the science department incorporates these standards by demonstrating integration and alignment with math and English. The use of Claim / Evidence / Reasoning (CER) assessments, 5E lessons, research projects and presentations, writing lab reports, and group designed projects relating to real world phenomena provide opportunities for students to write purposefully, read intentionally, think critically and analytically, and communicate and collaborate effectively.	• Claim/Evidence/Reasoning (CER) assessments • Inquiry-based STEM activities and labs • STEMScopes • 5E lessons • Curricular maps
Our Project Lead the Way Engineering Courses (an outsourced curriculum) enhance science and math courses by stressing applications of both subjects to real world problems as well as their connection to college and career. Principles of Engineering includes units on electricity, thermodynamic energy and programming. Introduction to Engineering Design includes units on Geometry, dimensional analysis, and unit conversion. Aerospace Engineering includes units on physics of flight and Astronomy. Torrance offers a complete four-year pathway of engineering classes, including the capstone engineering course. Physics, Geometry and Precalculus relate in the study of vectors and force.	• PLTW Engineering courses align with science and math applications
The **Day of the Dead** student Art Exhibit by the World Languages and Fine Arts Departments has been a staple and yearly tradition at Torrance High School. This is the 9th year that Torrance High School students create projects to display on or about November 1st to celebrate the Latin American traditions of remembering and honoring the loved ones who have passed. First year Spanish students create dioramas called *Ofrendas*/Altars that include traditional symbols of the Day of the Dead as well as other symbols that describe what the person was like. Second year students focus on creating *Esqueletos*/Skeletons that are satirically portrayed and may use	• Day of the Dead Showcase

living and/or dead famous individuals. Third year students create Guatemalan *Barriletes*/Giant Kites that are a tradition in the Kite Festival in Guatemala for Day of the Dead. AP Spanish focuses on all other Spanish Speaking countries and showcases posters depicting information and images of the traditions that people follow in the various countries in the Caribbean, Central America, South America and Spain. Korean classes use projects that depict historical heroes to remember in tri-fold posters, Japanese students recreate tomb stones from traditional Japanese cemeteries and create letters to thank their ancestors. Fine Arts students create *Calaveras/*Ceramic Skulls and also Paper maché skulls and free hand drawings.	
Interdisciplinary connections are made between ceramics and science by teaching the chemical changes that ceramics materials undergo through the firing process.	• Ceramics and Science connections

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Our College and Career counselor articulates regularly with local colleges, universities, and technical schools. Southern California Regional Occupational Center (SCROC) offers coursework that will enable students to receive hands on and job related coursework in afternoon and evening hours. The College and Career Center has college speakers to help students acquire information on a potential college choices. El Camino College (ECC) and Torrance High School maintain a yearlong relationship through El Camino's representative who offers presentations for our students to familiarize them with the school and pathways. The Honors Transfer program at ECC helps students take the required coursework for a smooth transition to the university system.	• College and Career counselor articulates with local colleges, universities, and technical schools
Every January, members of the Torrance High School staff, which includes our principal, assistant principals, the GATE	• January articulation meeting between THS

Coordinator, Special Ed Coordinator, and counselors, articulate with middle school staff to detail offerings for incoming 9th graders.	and middle schools
English department communicates annually with our feeder schools regarding our summer reading program. All incoming freshmen have been given explicit summer reading instruction and assignments.	• Summer reading lists and synopsis forms
Torrance High School articulates with our feeder schools as well as our local colleges and technical schools. All PLTW Engineering courses offer concurrent enrollment at El Camino or credit for the course through articulation agreements with El Camino College and Long Beach Community College. Feeder Middle Schools offer engineering units that are integrated with High School classes.	• PLTW Engineering courses articulate with El Camino and Long Beach Community Colleges
The World Languages department articulates with our feeder schools through the annual 8th Grade Parent Night to inform parents and prospective students of the courses offered. The instructors also visit our feeder school to promote their program. Torrance High School offers 8th grade students enrollment in Spanish 1, Korean 1, and Japanese 1 classes while still attending their middle school.	• World Languages articulates with feeder schools
Our Special Education department articulates with our feeder schools prior to the end of the academic school year to meet and create Individual Transition Plans for all incoming Special education 9th graders. Special Education students also make visits to Post-secondary institutions. Case managers facilitate the completion of post-secondary institution applications.	• Special Education articulates with feeder schools and post-secondary institutions

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Students are provided assistance from their alpha counselor and our College and Career counselor with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals. Our Course Description Handbook describes in detail the pathways for students pursuing a science or math program. Our counseling department takes great measures to inform students and parents of their academic and post-secondary options through our all grade-level parent night, 8th grade parent night, 7th grade parent night, and counselor visits to the 10th grade classes. Students are exposed to a variety of options during high school that allows them to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Our College and Career counselor arranges visits from representatives from numerous universities. During these visits, students can ask questions and make informed decisions on their college choice. This year we began what will become our annual College and Career Day where representatives from universities and professionals from the community presented informative materials for our students.	• Counselor / student conferencing • Course Description Book • Science and Math Course Pathways • AP/Honors Information Weeks • College and Career counseling and presentations for post-secondary options • College and Career Day • All grade level parent night • 8th grade parent night • 7th grade parent night • 10th grade counseling visits to classrooms

Students have the option of signing up for vocational training at the Southern California Regional Occupational Center that exposes students to career choices after high school . AP/Honors Information week is offered every spring semester where students have the opportunity to visit the classrooms of current instructors of AP/Honors classes. The teachers present an explanation of the course expectations so students can make an informed decision about enrolling in AP or Honors classes. Students have open access to all curriculum as long as they have passed the previous required classes. All school parent nights gives parents a better idea of the curriculum available to the students. Eighth grade parents are also shown the course availability at this time.	• SCROC • AP / Honors Information Week
English elective courses (Contemporary Literature, Fiction Favorites, Creative Writing) are offered to all students who choose to pursue additional English courses. These courses also provide an opportunity for students who have not been successful in traditional English courses to make up lost credits and receive standards of the English curriculum.	• Course outlines • Course handbook
The Torrance High School Science department provides students the opportunity to make appropriate curricular choices and pursue a full range of educational options. The TUSD open access policy provides the same opportunity for all students to make choices regarding honors and Advanced Placement classes. Listed in the course description book for the Science department are the prerequisites and potential pathways that students can follow to engage in the wide range of classes that are offered. In addition to offering the traditional science core classes that the UC/CSU recommend (Biology, Chemistry, and Physics), students can choose to take electives in Anatomy and Physiology, Marine Science, Environmental Science, or the second year Advanced Placement Biology or Chemistry course. Torrance offers a complete four-year pathway of engineering classes, including the capstone engineering course. Several engineering courses receive concurrent enrollment in Engineering Technology Courses at El Camino College.	• Course Description Book • Science Pathway Chart • PLTW

The Special Education department sees to every student's post secondary goals with an Individual Transition Plan. Students make visits to post-secondary institutions and case managers facilitate the completion of post-secondary institution applications. The Workability program helps special education students in seeking part-time jobs. Once the student is a client of the Workability program, a degree check and credit units are given. The next steps are offered through the Transition Partnership Program (TPP), a contracted agreement between the California Department of Rehabilitation and the Torrance Unified School District. The TPP representatives assist students vocational guidance, employment prep skills, job placement, and transportation. The TPP follow up on the students' progress which is documented and sent to the School to Career personnel.	• Individual Transition Plan • Workability Program • Transition Partnership Program
During their iLead classes, students are exposed to the CSU, UC, and private college requirements such as GPA, SAT/ACT scores, honors and AP classes. They also learn about undergraduate programs/majors availability.	• ILead course information
Our Physical Education department allows 10th, 11th and 12th grader students the option to take more than standard physical education courses. Some classes are offered at time periods flexible to student needs.	• Weight training class • Zero period Physical Education class • Beginning Dance • Drill Team • Band • Pep Squad • Athletic teams

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Torrance High School adheres to the CCSS for all areas of instruction. These standards, along with our Common Core training incorporate the most current pedagogy of student learning. All core classes meet A-G requirements and Tartar Pride tenets.	• CCSS • A-G requirements • Tartar Pride

All students have equal access to the school's entire program including AP and Honors courses providing they have met the prerequisite requirements. Torrance High School offers a wide range of Honors and Advanced Placement level courses. With the guidance of teachers, counselors, and the Course Description Handbook, students are empowered to select courses that meet their individual strengths and needs. Students with disabilities, special day students, those with 504 plans, IEPs, and students from the TIDES program (a self-contained program) have full access to participate in rigorous coursework. Teachers attend IEP and SST meetings to ensure that plans and goals are being met, and to modify accommodations and modifications as needed. Part of those plans incorporates post secondary goals. The curriculum of self contained classes are aligned with state standards. Push in classes are offered for math and science. English Language learners participate in rigorous coursework in all disciplines that meet the CCSS goals and post-secondary plans. Modifications are made through differentiation and SDAIE strategies, visuals and demonstrations. EL teachers use strategies that incorporate a variety of media including videos, small groups, and one-on-one assistance.	• TUSD open access policy • Course Handbook, • Honors and AP Offerings: • Math: Honors-Geometry, Algebra 2, Pre-Calculus AP- Calculus AB & BC • Science: Honors-Biology 1, Chemistry 1, Anatomy and Physiology, AP-Biology, Environmental Science, • Physics, PLTW Computer Science • Social Science: AP-Human Geography, World History, US History, Government, Macroeconomics, Psychology • English:Honors-English 1, English 2 AP- English Language and Composition, English Literature • World Languages: Honors-Korean ⅘, Spanish 2, Spanish 3 AP- Spanish Language and Culture, Japanese Language and Culture

	• Special needs students are enrolled in classes with the general student population. 504 and IEP plans used. • EL students participate in rigorous coursework with modifications
Our Social Studies department offers activities intended to connect the curriculum to the real world. In our Economics classes, students participate in the "Game of Life," a real-life planning activity to help them budget, make housing and college choices, and look at potential career possibilities, and retirement options. Economics students also complete a simulation in which they purchase and manage stock based on actual, daily values in the market. In Government courses, students follow the process of creating, debating, and voting on self-made bills in order to gain a fuller understanding of how the governmental processes work.	• Game of Life • Stock Market Simulation • Bill to Law activity
The English department has added more nonfiction texts to core reading lists which address real-world topics. Such as the 10th grade text *I Am Malala*. Our writing instruction follows the CCSS which requires "real-world" writing, business letters, argument/persuasive writing. Senior Project has been changed from a rehearsed speech to an exit interview about research and the learning process. This was done to reflect real world need for interviewing skills.	• District Core texts • student writing samples • Senior Project
The Torrance High School Science department has applied their understanding of how students best acquire knowledge and uses inquiry-based science activities, 5E lesson planning, and case study teaching to provide rigorous, relevant, and coherent curriculum that includes real world applications that is accessible to all students.	• STEMscopes • 5E Lessons • National Center for Case Study Teaching in Science

Inquiry based science methodology involves students doing science where they have opportunities to explore possible solutions, develop explanations for the phenomena under investigation, elaborate on concepts and processes, and evaluate or assess their understandings in the light of available evidence. Our inquiry-based STEM curriculum allows for student work to be hands-on, collaborative, and student-generated. Students communicate to share ideas, control their own ideas, and design their own investigations. The use of case studies are a pedagogical technique for teaching science. By using real world situations and clinical applications in our Anatomy and Physiology classes, concepts from the curriculum makes science relevant.Cases can be used not only to teach scientific concepts and content, but also process skills and critical thinking allowing all students accessibility to the curriculum.	
Introduction of new classes Torrance High School offered AP Physics B for many years, however, when the college board changed Physics B to Physics 1 and 2 (a two-year curriculum) we assumed that our students would prefer a 1 year course so we started offering Physics C. We offered this course for three years, but enrolment was low and success rate was low. Consequently, we cancelled Physics C and began offering Physics 1 this year, with plans to offer both Physics 1 and 2 next year.	• AP Physics
Since offering our first PLTW Engineering course (POE) in 2012, additional courses have been added as students became qualified and interested in the courses. Access to Engineering courses are dependant on math and science level of students. All students are eligible to take at least one engineering course. Aerospace Engineering added 2013 Introduction to Engineering Design 2014 AP Computer Science Principles added 2016 Engineering Design and Development 2017	• PLTW courses

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
The Torrance High School Counseling department which includes our alpha counselors, College and Career counselor, and our Intervention counselor work one on one with every student to be certain they are making informed decisions about their academic and post secondary paths. Students and parents are given collaborative time with our counselors to be certain the students' needs academic, physical, and emotional needs are being met.	• Counselors meet with students and parents
Torrance High School has found it important to help students make appropriate course choices without placing restrictions on what courses they are permitted to take. The term we choose to apply to this process is "informed decision." To that end, we have designed a guidance and course selection process from February through June intended to help students and parents determine if enrollment in an Honors or Advanced Placement course is appropriate. The emphasis will be placed on making sure students and parents are aware of the goals of Honors and Advanced Placement courses, the workload in these classes, and the expected performance level for students in these courses. Students and parents will be able to weigh the input of the teachers and counselors with the rigors of the courses and determine if they wish to accept the challenges of Honors or Advanced Placement courses. Torrance High School utilizes the AP/Honors Information Week and the All Grade Level parent night as opportunities to disseminate information.	• Honors / AP course information
Torrance High School provides numerous opportunities for faculty, parents, and students to confer on individual academic plans. Some of these are Back to School Night and private conferences. Teachers are easily accessible for parent contact through district-managed email address and phone numbers.	• Back to School Night • Conferences • email, phone calls,

Our RTI tutorial time is provided to both collaborate and tutor students to help them with their academic progress. As students make advances, we are able to design next steps with the student. Multiple students reports are sent home periodically throughout the year: at five weeks into a quarter, at the end of each quarter, and at the end of the semester. Teachers keep updated grades on our online school management system, PowerSchool, on a weekly basis to provide students and parents with current grade standings. All students have a PowerSchool account where they can access grades at any time and keep tabs on their academic goals. Parents have access to create their own PowerSchool accounts to follow what teachers are posting and how their students are doing.	● RTI tutorial time ● Progress Reports ● PowerSchool
Math students participate in developing and monitoring their personal learning plans using Learning Target logs and Quick Checks. Students are given opportunities to self-assess, retake assessments to show their growth and improvement.	● Student Self monitoring
Student, parent, general education teachers, administrators, special education teachers, counselors, and service providers are part of the IEP team that design the Individualized Education Plan for our special education students.	● IEP/SST/504 meetings and reports

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Torrance High School offers a variety of programs and services to assist students in preparing for their next steps. Our College and Career center hosts many visits with representatives from colleges around the country, enabling	● District and school site college fairs; SCROC; ECC visits; University and military rep visits; senior projects; CC

students to be exposed to a wide range of possibilities. Torrance High School has a partnership with our local community college (El Camino College) which facilitates the application and enrollment processes by having an ECC counselor on site twice a week during the second semester. Students who apply for ECC can sign up for a field trip to the ECC campus, where they can plan their courses, take placement tests, and tour the campus. Application and personal statement workshops were held over the summer, to enable students to get a jump start on their preparations to apply for colleges. Counselors track student transitions via senior surveys, A-G completion rates, and data from local community colleges. The Naviance system allows students to research a variety of college opportunities, register to attend college visits, apply for scholarships, and even to vote on school issues. In 2017, we held our first annual College and Career day, in which students had the opportunity to explore post-secondary options within the school day. This event included a college fair, guest speakers on a variety of topics, and a chance for students in grades 9-11 to take PSAT and PACT tests for free. Counselors meet with students at least once a year prior to registering for classes to make sure they are on track to apply to college. Counselors meet with freshman to create a four-year plan early in their year.	counselor classroom visits ● College and Career counselor ● ECC visits ● College workshops ● A-G tracking ● Naviance ● College and Career Day ● Counselors meet with students
The Torrance High School Math department offers a variety of classes that bridge the opportunity for more students to take four years of mathematics and complete A-G requirements for graduation and college applications. Additionally, the different math offerings in high school prepare students for various postsecondary pathways. Higher level math courses directly prepares students for placement exams in college.	● Course offerings in Math bridge students' pathways.
The Special Education department sees to every student's post secondary goals with an Individual Transition Plan. Students make visits to post-secondary institutions and case managers facilitate the completion of post-secondary institution applications.	● ITP ● Workability Program ● College and Career awareness services

The Workability program helps special education students in seeking part-time jobs. Once the student is a client of the Workability program, a degree check and credit units are given. The next steps are offered through the Transition Partnership Program (TPP), a contracted agreement between the California Department of Rehabilitation and the Torrance Unified School District. The TPP representatives assist students vocational guidance, employment prep skills, job placement, and transportation. The TPP follow up on the students' progress which is documented and sent to the School to Career personnel.	• Visit Post-secondary Institutions and speak to College and Career counselor • Cover letter and Resume writing assistance • Job application completion • Mock interview
Students who have completed engineering courses receive preferred admission to engineering programs at several local state colleges: SDSU, SJSU, Cal Poly Pomona, Cal Poly San Luis Obispo Scholarships from the El Camino Foundation and the Gene Haas Foundation support graduates planning to major in engineering at El Camino.	• Preferred admissions to universities • Engineering Program Scholarships • Orientation field trip to El Camino for Engineering graduates. Students tour the engineering buildings and begin or complete the enrollment process
The Fine Arts department provides opportunities for students to apply for state and local scholarships that will aid them in their art careers such as the Torrance Craftsmen's Guild and the Torrance Visions of Unity contest.	• Scholarships opportunities and contests

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

At the time of the 2012 Self-Study, Torrance High School had already started the process of implementing the CCSS into the curriculum and by the 2015 mid-term visit, all subject areas had fully implemented these new methodologies. Torrance High School has continued to effectively implement the CCSS across all disciplines. Over the course of several years, all English and Social Science teachers attended the district D3 training to help the implementation of the CCSS. More recently, Torrance High has committed to the Response to Intervention model. This research-based methodology encourages teachers to create a student-centered and academically supportive model of learning, in which specific learning targets are developed and assessed regularly through common formative and summative assessments.

With the transition to CCSS and the RTI model, the school wide academic goals (SWAG) became less relevant. To that end, the faculty Leadership Team created new tenets, which incorporate the principal components of the CCSS, while also merging with the RTI model. Tartar Pride describes our schoolwide learner outcomes with Behavior, Reading, Thinking, Writing, Communication, and Collaboration as the central Common Core tenets. These goals are displayed in every classroom and office as well as student folders.

All students are given access to rigorous curriculum that is presented through current and effective teaching methods. All course content reflects the Tartar Pride tenets, the CCSS, the A-G requirements (where applicable), the CTE standards (where applicable), and the NGSS (where applicable). All teaching methods are driven by our Tartar Pride goals of college / career readiness. All students, including English learners and special education students are given access to a rigorous curriculum and are provided with differentiated instruction to meet their needs. Each content area fulfills the standards through varying strategies aligned with the methodologies appropriate for that course. Teaching strategies and classroom activities vary from science labs, art portfolios, or English writing practice.

All course work is based on our Anchor Standards of Reading, Writing, Listening, and Speaking. These standards are evident in all areas of course work across all disciplines. Integration among disciplines occurs in some courses such as Fine Arts and World Languages where a major unit, Day of the Dead, incorporates multiple facets of the Anchor Standards. Other courses align vertically within their discipline through the use of various

teaching methodologies and resources. Science is developing their vertical alignment methods throughout their 4-year course of study.

Torrance High School articulates with our feeder schools as well as our local colleges and technical schools. Many disciplines reach out to our feeder schools to support student academic preparation for high school. Course offerings are detailed to our feeder schools as well as the expectations of the courses through evening programs and the counseling department. The counseling department regularly articulates with the local colleges, universities, the Southern California Regional Occupational Center, and military representatives to assist students in their postsecondary choices.

With the help of their alpha counselor and the College and Career counselor, all students are able to make appropriate course choices in the pursuit of their college / career goals. All students have equal access to the school's entire academic program providing they have fulfilled the prerequisite coursework. Torrance High School offers numerous opportunities for students to be informed about courses, post secondary pathways, honors and AP classes. The Special Education department instructs students on how to establish postsecondary goals with an Individual Transition Plan. Most core subjects include real-world applications in their curriculum and are taught through current and relatable strategies.

The Torrance High School Counseling department which includes our alpha counselors, College and Career counselor, and our Intervention counselor work one on one with every student to be certain they are making informed decisions about their academic and post secondary paths. Students and parents are given collaborative time with our counselors to be certain the students' academic, physical, and emotional needs are being met. In addition, students and parents can attend the various evening presentations hosted by the counseling department. Teachers update grades on PowerSchool on a regular basis so students and parents are regularly informed of current progress.

Torrance High School offers a variety of programs and services to assist students in preparing for their next steps. The primary resource for these programs is the counseling department and the College and Career Counselor. Throughout the school year, workshops are offered along with field trips to El Camino College, and regular informative visits from university representatives across the nation. Some departments offer transitional information for students who may be pursuing a career in that discipline.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- All teachers are CCSS trained and teach using the most current pedagogy
- All students are exposed to a rigorous curriculum.
- Students are provided numerous opportunities to enroll in advanced placement courses, honors courses, and career pathways.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Most curriculum focuses on college-going culture where many students need more career related information
- Articulation between feeder schools can be improved.
- More focus needs to be placed on the success of our EL and Special Education population.

Chapter Three

INSTRUCTION

Focus Group Leaders
Juanita Badillo, *Science Teacher*
Mark Duvall, *English Teacher*
Teraneh Karim, *Social Science Teacher*

Members
Diane Brooks, *Paraeducator*
Sharon Carr, *Physical Education Teacher*
Nicole Crawford, *English Teacher*
Salina Eick-Thibedeau, *English Teacher*
Kelly Gasset, *Social Science Teacher*
Norman Harvey, *Security*
Jessica Heflinger, *Fine Arts Teacher*
Danny Jimenez, *Math Teacher*
Ken Johnston, *Spanish Teacher*
Devin Kushi, *Math Teacher*
Steve Love, *Career Technical Education*, *English Teacher*
Nikki Plenge, *English Teacher*
Michael Poor, *Science Teacher*
Mark Roulette, *Assistant Principal*
Charlotte Sorensen, *Special Education Teacher*
Sue Trutanic, *Clerical*
Charles Wright, *Fine Arts Teacher*

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Following our 2015 Mid-term WASC visit, the Leadership Team, comprised of elected members of each department has developed **Tartar Pride**. These explain our schoolwide learner outcomes with Behavior, Reading, Thinking, Writing, and Communication and Collaboration as its central Common Core tenets. All Torrance High School courses are aligned with the CA State Standards and Common Core Standards. All students are given access to our expectations through the Course Handbook and their counseling sessions. Our Tartar Pride goals are displayed on in-class posters and the inside of their student folders. The A-G requirements appear on in-class posters. All students at Torrance High School are involved in challenging and relevant work in their classes. Student work samples from various disciplines indicate how well students are gaining mastery of the content and concepts in their classes. Students work individually, in small groups, or in large groups. Through their discussions, students engage in challenging content that will promote success in their collegiate or professional life. Torrance High School is aware of the gaps in achievement for various subgroups and have worked to close that gap by creating and implementing new ways for students to be involved in learning. School-wide examples of learning include reviewing work in order to determine if there should be reteaching, modification, of if a teacher can move on. Torrance High School has managed to	● Tartar Pride ● Course Description Book ● UC; CSU A-G posters ● Dashboard Data SBAC Data CFA/DSA Data ● CATCH ● Common Skills ● Differentiated instruction

keep track for subgroups and the learning and opportunities for improvement over the last few years in efforts to close the achievement gap. Additionally, many of the staff and Crosscultural, Language, and Academic Development (CLAD / CTEL) certified and teachers on campus are working to identify student who may be struggling and development ways to deliver the content in different ways so that all students can be successful.	
MATH With the implementation of the Common Core State Standards for Math (CCSSM) and the instructional principles adopted by the math department from the Center for Math and Science Teaching (CMAST) at Loyola Marymount University (LMU), math teachers began evaluating past assessments for the level of thinking for problems (Norman Webb's Depth of Knowledge - DOK) and made an effort to incorporate higher level thinking problems with more DOK2 & DOK3 type problems into current assessments and assignments. Learning target logs include the learning objectives stated in student friendly language and a tool for common formative assessments for self-evaluation allow students to record their scores on sheets provided by the math department. In addition to the applying the CCSSM, math teachers are striving to build more student centered learning environments by allowing students time to attempt some problems prior to direct instruction and students are regularly seated in groups to enhance math discussion in the classrooms. With this approach, teachers work to develop Standard Math Practice 1 where students "make sense of problems and persevere in solving them." Each subject group within the Math department has met to develop, use and revise common formative and summative assessments. Common Formative Assessments and Common Unit Assessments are designed, used and revised by the math department to ensure all students have exposure to higher order thinking problems. Math teachers incorporate unit modeling problems, learning by discovery activities and investigation before explanation (IBE) to increase student higher thinking skills with DOK2 & DOK3 level work in the classroom.	• Math Common Formative Assessments through quick checks and unit tests. • Learning Target Logs • Common DOK 1, 2 & 3 problems or activities

SOCIAL SCIENCE All Social Science classes have common formative assessments (CFA), extensions to the CFAs, and common summative assessments (CSA) that were created by looking at CA State Standards, Common Core, the Social Science Framework, and the department created power anchor standards and learning targets. CFAs are given according to a pacing guide that is established by each department. The data is used to drive instruction in the classroom. The threshold for mastery is 70% and students who don't meet that threshold retake the formative. The CSA includes the questions from the CFA and other questions that are added at the teacher's' discretion.	• Formative Assessments • Summative Assessments • Pacing Guides • Curricular Maps
In all Social Science disciplines, the common formatives are a mix between multiple choice and written responses that access all depths of knowledge in increase rigor and demonstrate mastery beyond superficial knowledge. For instance, Socratic Seminars are used to provide students with an opportunity engage in academic discussions related to content in social science that have multiple perspectives to be considered. Students are able to address essential and enduring questions through reading and using CATCH annotation of primary and secondary sources to development a deeper understanding of the content. Students in many classes create interactive notebooks to submit their class and relevant information for the projects. Each project/ activity has a rubric or guidelines that are associated with the activity. World Geography students complete a mini-research project about post-Apartheid South Africa.	• Socratic Seminars/Debates • Research papers
In the economics courses, students are introduced to supply and demand by participating in an activity called 'In the Chips" which helps students understand the challenging concepts of supply, demand, and market equilibrium. Students have the opportunity to participate in a real-time simulation of the New York Stock Exchange. Aside from the Stock Market and "In the Chips," students also create trifolds that summarize and explain the different structures and organizations of business. The challenges to this activity include researching the information and synthesizing it into relevant pieces of information. The culminating activity in economics is The Game of Life where students create a	• Econ- stock market game • In the Chips • Business Trifold • Game of Life

portfolio that will prepare them for 'the real world' by looking at rent, taxes, college, and money management. In all Government classes, students participate in a presidential election process with debates, campaign posters, and campaign videos. Students vote on the candidate of their choice for their period. Additionally, students also analyze Supreme Court cases on a myriad of issues and evaluate the ruling of the cases which provide them with a deeper understanding of how the Court rules and ultimately the impact of those rulings on legislation. Students have to stay up to date with relevant political events and the students take a quiz in their AP government classes, as some of the information may appear on the AP spring exam.	• Gov't- Presidential Election • Supreme Court Case Analysis • Introduction to the Administration of Justice Honors • AP Gov't current events quizzes
ENGLISH Since 2014 all Language Arts courses are aligned with California Common Core standards. Our core novels and text selections have been realigned by grade level and our choices are based on the California exemplar text suggestions. The department has introduced new non-fiction titles and created corresponding units. Our goal is to have students reading 7-10 book length texts (including summer reading) in one school year as determined by the state standards. The implementation of the CCSS led us to adopt new approaches to student learning using strategies that engage students in higher level thinking and questioning. Essential questions guide most of our daily lessons and activities are centered around analysis of texts and learning to make claims about the texts. Our writing focus is on the three Common Core writing strands: narrative, informational, and argumentative. For the past 23 years, every 12th grade student takes part in the Senior Project which includes the research and writing of a 6-8 page paper on a topic of their choice and a high stakes oral presentation to faculty and members of the community. This project is graded with a common rubric aligned with CCSS, developed in collaboration among English 4 teachers. This school year we are changing the final oral presentation to an Exit Interview, a skill we believe will better serve our students' real world needs.	• Dialectical Journals; CFA (writing prompt: 1 per semester) • Socratic seminar • Student samples • group/individual projects • Common Skills Mondays • Senior project (research and presentation) • Timed writes • Catch annotations • Research based persuasive speech • CAASPP results • Curricular maps which are used to drive RT • Senior Project • Sentence frames • Sentence starters • Exemplar models • Podcasts • Literature Circles • Curricular Maps • Synthesis - students read & are different perspectives to answer essential questions

A podcast is used in some English 3 classes during the juvenile justice unit; the Podcast series summarizes an actual story told throughout episodes. Students participate in multiple class discussions and conclude the unit with a final written argumentative paper. Additionally, students participate in literature circles where they are able to discuss novels with their peers in an effort to engage in critical thinking, reflect on what they have read, and shape their understanding of the book.	• Audiobooks provide support for EL and SPED students
SCIENCE For the past several years, the Science department has been transitioning from a teacher led classroom to a more student centered classroom. Part of this transition was the adoption and implementation of the 5E lesson plan model. This model allows teachers to shift the focus of learning and discovery onto students, thus empowering students to take charge of their knowledge acquisition while synonymously prolonging retention of content. Teachers have been working singularly as well as collaboratively to develop unit and single topic 5E lessons designed to be student centered rather than teacher led. During the course of the 5E model, students participate in the following 5 "E" phases: Engage, Explore, Explain, Elaborate, and Evaluate. The Engage phase is primarily used to introduce a new concept. Additionally, the Engage phase helps promote student curiosity and elicits prior knowledge through the use of short activities, videos, realia, current events and other such experiences. Students develop more concrete content knowledge during the Explore phase by participating in jigsaws, online webquests, watching explanatory videos, creating posters, going on gallery walks and other such experiences. The Explain phase allows students to connect prior knowledge to newly learned concepts. During the Elaborate phase, students apply newly learned skills and concepts on a deeper level than they did in the Explain phase. Finally, during the Evaluate phase students demonstrate their understanding of acquired content and skills through responses to open ended questions, formation of CER summaries, summative lab activity and other such meaningful activities. In addition to 5E lessons, students also participate in hands-on, project based learning where they are actively engaged to learn	• 5E Lessons • Biology: • Macromolecule 5E Photosynthesis 5E • Protein Synthesis 5E • Chemistry: • Combustion 5E • Physics: • Motion • Momentum • Marine: • Plate tectonics • Engineering: • Paper bridge • cable car • catapults • Inquiry Based Lab Activities • Think-Pair-Share • Thumbs up/down • Jigsaws • AP - practice release

by doing, thus fostering a deeper understanding of concepts. This is particularly evident in the engineering and physics classrooms. For example, in physics, the hands on roller coaster project has students build model roller coasters out of paper and tape. The project is a summative assessment of many different physics concepts (force, motion, momentum, energy, and work). Students are tasked with using their knowledge of these concepts to build a working roller coaster. The real life application of roller coasters reinforces the concepts learned in the classroom and the importance of physics outside of the classroom. Inquiry Based Labs/Activities: Students engage in labs that promote active learning. Inquiry based labs and activities trigger student curiosity and elicit student critical and analytical thinking of concepts (TARTAR PRIDE), thus helping students learn through their own investigation rather than through the presentation of information. These types of labs and activities are most often used to introduce a new concept but may also be utilized to reinforce and apply concepts learned.These activities are a small sampling of ways scientifics concepts are explored physically for better and deeper understanding within the SPED and EL community, and all other students who may be linguistically and academically challenged. For instance, in engineering, the hands on paper bridge project gives students the opportunity of an inquiry based challenge with real life applications. Students are given one piece of plain white paper and challenged to create a bridge between two supports capable of holding a small weight. Students or teams realize they can strengthen the paper by folding it and they can extend the bridge by cutting and connecting the pieces of paper. ELL/SPED Push in classes: ELs have been placed into academic classes based on language skill level. EL students that are levels 1-3 are enrolled on ELL side while EL students that are levels 4-5 are enrolled on EO side. Similarly, SPED students are placed according to their learning style and needs. Students in ELL/SPED population are exposed to language development tasks designed to increase both academic and functional vocabulary. Repetitive skill-building techniques assist learners especially those placed in blended classes in content and skill acquisition. Inquiry-based activities utilize visual tasks and are used to teach content and concepts. For	exams ● MELD lesson plans, activities, and products

instance, in Biology students participated in a cellular respiration yeast inquiry activity where they observed the effects of mixing active yeast, warm water, and sugar in a ziplock bag. Students recorded observations and created labeled diagrams to try to explain the reactions taking place in the bag. After acquisition of cellular respiration content, students revisited their observations and diagrams in an effort to apply their newly learned content to explain the reactions occuring in the ziplock bag. Thus in this inquiry-based lab, students participated in a visual activity and receive small group instruction in efforts to reinforce skills taught during the lesson. Students of varying abilities are paired for in-class support (heterogeneous groupings). In 2016-17 there was one Biology push-in section and one PSE push-in section. This year Torrance High School offers two Biology push-in sections and two PSE push-in sections.	
HONORS AND AP CLASSES Students have access to a wide range of Honors and AP classes across a range of disciplines including Language Arts, Social Science, Mathematics, Science, Foreign Language. These classes all provide an opportunity for increased rigor and critical thinking for gifted and motivated students. Students enrolled in Honors or AP courses are instructed in methodologies that include DOK levels 3 and 4 such as close reading, analysis, and evaluation of complex texts. They are taught to identify and synthesize textual evidence and incorporate their findings into their writing and speaking. Practicing academic vocabulary within class discussions is our day to day goal. Students also learn how to identify rhetorical devices of writers and to effectively incorporate the same strategies into their writing and speaking. Instruction also includes giving students the opportunity to conduct research, investigate the validity of their sources, establish a claim, and support that claim. Students are taught to demonstrate knowledge and apply their knowledge through written products, projects, class discussions, speeches, labs, and socratic seminars. Students who are successful on the Advanced Placement tests can earn college credit. All classes are aligned with Common Core Standards, AP classes additionally meet the standards of College Board, and Science classes meet NGSS.	• Open enrollment Access for all students • AP Exams • Instruction at DOK3&4 • Close reading • Analysis • Evaluation of texts • Synthesis • Academic vocabulary applied to writing and speaking • Rhetorical devices • Research strategies • Demonstration of knowledge through varied methods

WORLD LANGUAGES The World Languages department has acquired new textbooks with online support, accompanying worksheets, assessments, and workbooks that reinforce lessons. In Spanish classes, students have the opportunity to think-pair-share to scaffold reinforce concepts students are learning in Spanish. **SPANISH FOR SPANISH SPEAKERS A/B and C/D** This class is offered to meet the unique needs of students who may be somewhat fluent in their given language of Spanish. This class provides an opportunity for these students to work at a higher level of rigor and at a deeper level of understanding than would otherwise be afforded in higher level language classes. For the Day of the Dead, the library is open to the student population where the student projects that they create in class are available for observation. Projects vary according to the level of Spanish class that the student is enrolled in, including: *ofriendas*, *calavaras*, *cometas*. This project allows students to incorporate cultural traditions and allow students to share culture and art through the creation of the the projects. Novels in the native speaker class are selected not necessarily based on academia, but on the Spanish community to provide that real world experience of students. Based on the books, students make their own trial, and they bring the textbook to life through the activities they experience in the classroom, which means that they use extemporaneous and genuine language to create their assignments.	• Textbooks • Curricular Maps • Pacing Guides • Common Instructional Units • Online support materials • Day of the Dead • Reenactments, • Essays, • Poems, • Class discussions, Think-Pair-Share, • Cultural Research Projects • Novels *Casa en Calle Mango, Antes de ser Libres, Cajas de Carton.*
SPECIAL EDUCATION Least restrictive learning environment: Students receive instruction in dually taught "push-in" model classes in core classes required for graduation. Students attend and pass general education classes and exhibit understanding through work samples and observation. Students have access to the same curriculum and assessments as the regular education students, presenting content in a manner that aligns with students individual learning types and needs. For instance, students are offered abbreviated lecture notes to decrease their note taking anxiety and comply with note taking needs. **STUDY SKILLS IN SPECIAL EDUCATION** Study skills classes are offered for our population to support their success in core classes. Students are given guidance on	• All accommodations are maintained in all math and science • Abbreviated lecture notes • All quick checks for math • All assessments for science • CATCH annotation • Organization skills • Work completion skills • Self-help skills • Student/teacher/parent conversation about

how to establish and maintain organization, focus on ensuring that work in completed, and given guidance on how to advocate for themselves through activities. Students have a teacher in class to help them achieve and understand challenging curriculum content thus leading to higher success in their classes and to increase their ability to take responsibility for their own learning. Finally, teacher work with individual students and their planner to ensure that students are able to stay on top of their assignments in their classes.	assignments
HEALTH Students have the opportunity to enroll in an online health course that is offered at Torrance High School. Embedded in this online course, the objective is to create and implement common core units which will include the standards for reading and writing across all instructional areas. Emphasis will be placed on developing sequencing instructional activities and materials for student learning as well as designing long term and short term plans to foster student learning following the CA Health Content Standards. Modifications are made for students in a variety of ways, such as providing hard copies of information for students who aren't able to print the information from ETUSD, makeup and late work policies, journaling assignments are modified in the sense that students are able to have freedom in what they write about as it relates to the content, classroom hours provided if students need to come in for additional support, and 24/7 online access to any materials allows for students to review and upload assignments. To create and implement common core units which will include the standards for reading and writing across all instructional areas. Emphasis will be placed on developing sequencing instructional activities and materials for student learning as well as designing long term and short term plans to foster student learning following the Health Content Standards. Collaborative weekly grouping for health-related topics. Finally, students in Health, for both brick and mortar and online settings, have the opportunity to refine the research skills by researching a specific topic in groups that change with each unit to answer questions related to each topic and present their findings to their peers. Students find relevant	• Online modules • Video clips • Journaling assignments • Article summaries that are submitting online • Students create posters • Google Slides • annotation articles • Presentations, • self teaching, • peer evaluation, • self evaluation • Inquiry-based research projects for presentations and reports for: • Drugs and effects • Sexually Transmitted Diseases • Safety and prevention of injuries in athletic activities • Nutrition • CATCH annotation

articles and CATCH annotate them according to their need. CATCH is an annotation method that allows for readers to engage with the text.	
PHYSICAL EDUCATION Students are exposed to the rules, techniques, and safety guidelines for various sports and athletic health. The students have the opportunity to become familiar with the academic vocabulary for various sports and to learn through modeling and working collaboratively together to participate in the physical activity.	• Guidelines • Academic vocabulary • Collaboration
FINE ARTS Students in art classes are exposed to challenging and relevant work by participating in a variety of activities that expand their knowledge of art and concepts related to art. Students create portfolios using their best work from the entire year. Students create baskets that they weave themselves, and paintings that can be displayed. Teachers in the art department use note taking methods, such as Cornell Notes, to prepare students for the history and content of art beyond creating the artwork itself. In Photography, quick writes are used to analyze photography and photographers. Scaffolding instruction and steps for developing film and prints allows students to be able to produce their own black and white prints. Students are able to construct their own pinhole camera in class which allows them to observe how light impacts the development of images, and creates a foundation for the importance of light in photography. This activity will allow the students to eventually be able to understand how aperture and shutter speed work together as they start taking their own images for their prints and digital portfolio. Art students are able to create paintings, drawings, and paper mache, which provides students with challenging and relevant products as it relates to their content in art.	• Journal entries • Portfolios • Photo:Pinhole cameras, prints, digital portfolios , quick writes. • Ceramics: vases, rattles, sculpture, basket. • Art: paintings, drawings, paper mache • Night of the Arts • Film Festival (annual)
MUSIC (BAND and CHOIR) Both Band and Vocal students are trained in music fundamentals and basic skills--scales, arpeggios, music (finger, vocal) exercises, melodic and harmonic listening skills.Students demonstrate proficiency through written	• Class and Public performances (in small and large ensemble as well as individual).

assessment as well as performance. In vocal music, students learn to perform in authentic and accurate musical styles such as: Classical and Jazz which are highly complex musical forms. Students receive training for music performance individually, in small groups, and in large ensembles (marching band, choirs, jazz band, chamber ensembles, drumline, jazz combos, concert band). Music classes have multiple instruction and performance levels to accommodate a variety of talent and experience levels, and cover a wide range of musical genres and styles (Classical, Jazz, Pop). Students have the opportunity to experience various type of music through listening samples that are provided for students in order for them to be able to hear various of elements in music while learning about the musical type.	• Marching Band shows, parades, and competitions • Concert Band • Choir Concerts • Festival performances and Competitions
THEATER I Beginning Theatre is an overview of the art of theatre. Through a variety of plays, theatre exercises, improvisations, and projects, students gain a better understanding of theatre history, production, direction, character development, stage movement, vocal technique, and non-verbal expression, as well as the parts of the stage and theatre terminology. Students read and analyze classic and modern plays and perform scenes from the sophisticated literary works. All rehearsed scene presentations are recorded to allow students to critique their own performances. **THEATER II, III, IV** Advanced Theatre provides opportunity for students to continue to develop and refine their acting skills. This is accomplished through acute physical and vocal exercises, movement exercises, behavioral studies, objectives, and scoring. Theatre II students learn the art of directing and are responsible for choosing, analyzing, designing ,and producing a one-act play. Theatre III/IV focuses on script writing and	**Theatre I:** • academic vocabulary • character analysis • rehearsal journal • scene presentations • recorded performances • tests/quizzes • puppet show (script writing, theatre design - technical) • production evaluations • *'night, Mother* • *A Doll's House* • *The Importance of Being Earnest* • *A Midsummer Night's Dream* **Theatre II, III, IV:** • Director's Notebook • original scripts • scene presentations • recorded performances • tests/quizzes • Original Short Plays • Night of Broadway

producing, with continued emphasis on the art of performance. Theatre II students participate in two public performances. Theatre III/IV participate in three public performances. Each year, a different professional from the industry is brought in to lead a workshop on a specialized art related to Theatre (stage combat, dialects, makeup, dance, etc.). **THEATER MANAGEMENT** Theatre Management is a semester-long course that provides students with the opportunity to experience the multiple facets of theatrical production. This course amply prepares students for career readiness. Run very similarly to a professional theatrical company, students are required to meet the demands of a contract, which requires them to attend all rehearsals, meet off-book deadlines, write a biography, do their own hair and makeup, and perform in front of a public audience. This course also requires students to contribute to the technical aspects of productions. Students may do so in a variety of ways: build props, paint sets, design costumes, decorate sets, sell tickets, advertise, etc.	• Festival of One-Acts • workshops • production evaluations **Theatre Management:** • contract • script analysis • character analysis • biography • off-book tests • time sheet • public performances • director critique
FASHION Students learn the fundamentals of clothing design. Fashion students learn the fundamentals of clothing styles, design, and production by studying multiple aspects of the fashion industry. Some examples of topics covered include: merchandising, product development, clothing construction, and planning and implementing the annual fashion show.	• Finished articles of clothing • Fashion Show • Fashion Designs
CTE In the Introduction to Media course, students are given the opportunity to learn the fundamentals of Microsoft Office, Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Microsoft Publisher. Also, students utilize photo editing software such as PhotoShop and Pixer, which allow them to learn about the fundamentals for video editing. In order promote students being successful in their use of technology and media in the 21st century, students are tasked with creating presentations, spreadsheets, flyers, and successfully using Microsoft Office to conform to MLA format. Intro to Media has numerous opportunities to teach students how to create a short video using SoftTune, which allows students to be able to add music and tracks to their short video that they product as a project.	• Documents • Projects using soft tune • Essays • Powerpoint presentations • Excel spreadsheets • Posters • Short Video

VISUAL PRODUCTION ARTS is a digital filmmaking class in which students learn the history of cinema and the art of filmmaking. Students watch exemplar films, research film eras and movements and then try to emulate the filmmaking styles of these eras. Students also learn the basics of film production and post production, as well as writing for the screen. Students work in teams to produce films for our annual film festival. Students learn to shoot video with DSLR cameras and edit with Final Cut Pro software and some students will even score their films with the program Garage Band.	• Student films • Student writing and blogs on eTUSD • Torrance High Film Festival
SoCal REGIONAL OCCUPATIONAL CENTER Students at Torrance High School have the opportunity to take free courses that will prepare them for a profession after high school. Courses focus on vocational training. We have many students who find their passion while taking SCROC classes.	• students receive certificates from the program • internships • SCROC course selections

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Students at Torrance High School have multiple means through which they can understand the standards and expectations that are required for them to be successful in their classes through course syllabi, which is also communicated with parents as many syllabi are sent home for a parent/ guardian signature and this information is also communicated with parents/ guardians at back to school night. Additionally many teachers post learning targets on their boards and in several departments students are given a copy of the learning targets for the units. Also, every class on campus has a **Tartar Pride** poster that outlines the academic and citizenship expectations for students. Finally, the A-G course requirements are posted in all classes and every counseling office. RTI tutorial period in math and English allows students to gain more exposure to the content based off a quick-check or formative score from a previous lesson. During tutorial, students are re-taught a concept in order to retake the	• Syllabi • Tartar Pride Poster • A-G posters • Tutorial logs

quick-check or formative to demonstrate mastery. Students in Math receive a pass from their teachers that informs them if they have to attend tutorial. In regards to Tier I instruction, English, Math, and Social Science, there are learning targets that tell the students, in student friendly language, what they are expected learn, which helps the student the focus of the content as they are going through the lessons/ units. In Social Science, the common formatives are used to drive instruction forward in the classroom to determine if students have met the passing threshold. Students retake formatives that they haven't mastered.	
MATH Students are introduced to a common, department wide 4 point grading scale per learning target based on the CCSSM's with a 4 being high level understanding down to 1 indicating a lack of understanding (students receive scores of 4,3,2 & 1 for each learning target). Students are asked to read and use learning target logs to reflect on their level of understanding and take ownership for their preparation for assessments. Students are given common formative assessments called quick checks to measure their proficiency in specific math skills per the learning targets.	• Assessments show learning target scores based on the 4, 3, 2 & 1 scoring system. • Learning Target Logs clearly state the 4,3,2 & 1 grading system
SOCIAL SCIENCE learning targets are displayed on the board for the students or students are given a copy of the learning targets at the beginning of each unit. Learning targets are on the formatives that students take. The Social Science department have generated project rubrics that describe what skills must be performed at a specific proficiency in order to obtain a certain percentage of credit for that portion of the project. This allows to know exactly what students have to do in order to receive a satisfactory score on the assignment. The rubrics also break down different components the assignment so students are able to see how their final score was generated.	• Learning targets • CFA • Rubrics
ENGLISH Every English lesson is designed under the tenets of Tartar Pride. Additionally our Tartar Pride guidelines are placed in each classroom so every English teacher and student will make	• Tartar Pride • Writing Rubrics • Use of these rubrics to score CFAs, CSAs,

those connections to our intended goals and outcomes. Student performance standards, CFAs, and CSAs are often based on rubrics that have been explained by the English teacher. Some of our writing rubrics are provided by Smarter Balanced, the testing consortium utilized by the California Department of Education for standardized testing. Teachers post a weekly or daily agenda on the board. Some teachers maintain a district (eTUSD) or private website to post agendas and lesson expectations. Teachers model the writing method with students to fully convey the standards expected of them. Teachers also use exemplary student work to showcase as model written work. Teachers use a guided practice teaching strategy to fully clarify the expectations and objectives.	• Weekly / daily agenda made available • Modeling writing • Sample student work as a model • Guided practice
SCIENCE Science students are informed of the standards/expected performance levels that they must achieve to demonstrate proficiency through a variety of means. Tartar Pride and UC A-G requirement posters are posted in all science classrooms to help students remember the Torrance High School Mission and the performance levels that must be reached for college readiness. Students and parents are informed by class syllabus of the class grading scale and the grading criteria at the beginning of the school year and again at back to school night. Student learning targets printed on CFA so that the student is reminded of the learning target that is the focus of the assessment. Then by examining the results of the CFA, missed concepts can be reviewed or retaught reviews the following day via warm-up, class discussion, or lab activity.	• TARTAR pride • A-G posters displayed in classrooms • Grading scale on syllabus • Biology CFA
ADVANCED PLACEMENT CLASSES Class syllabi and academic disclosure are given and approved by respective assistant principals and conform to College Board standards prior to being given to students. The syllabi includes information about the test (i.e. the number of sections, the types of questions, an explanation of the written portions for the exams, and how each section is weighted), the date, grading scale, link to the AP website, the descriptions for quizzes, tests, and homework are also included. This allows students, and parents as it has to be signed by parents or guardians and returned to the teacher, to understand exactly what the standards are for the course as established by the College Board.	• Approved Syllabi • College Board Framework

WORLD LANGUAGES Objectives are posted on the board and announced to the students in Japanese, Spanish, and Korean for students to hear and see what they will do in the upcoming class.	• Daily Objectives
SPECIAL EDUCATION Students IEP goals are aligned with standards and goals are reviewed at IEP meetings. Informed decisions are made during student IEP meetings between all stakeholders, examining pats and present academic performance in testing data to create individualized goals that are aligned with current academic standards. Additionally, there is communication between students, teachers, and case managers/ advocates, and parents that are ongoing to help the student achieve master of content standards and individual learning goals in IEP. Student achievement expectations are discussed throughout the school year to provide students with the relevance of the curriculum and content at their ability level.	• Progress reports on goals are completed • IEP goal sheets
MUSIC Vocal and instrumental students are taught using the California State Standards of music instruction and performance. Students have performances on a regular basis in which they must demonstrate competent performance ability.	• Public and class performances

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
Torrance High School has been focusing on lowering the D/F rate, creating a more inclusive classroom setting for ELL and Special Education students, and fostering a learning environment where all students can be successful. As a faculty, the use of video clips, Google Slides, etusd, collaborating with shared Google Docs, and blogs have been incorporated in classes to differentiate instruction. Teachers have attended Common Core training that introduces Common Core lesson designs and teaching strategies that can be differentiated for various disciplines. About 20 teachers and staff have attended RTI training with Solution Tree which has provided guidance on how to create assessments that will allow all students to demonstrate mastery on assessments even	• Solution Tree training • Teacher training on differentiation in curriculum and instruction • Technology supports differentiation in instruction

if their paths to learning the information is different. New teachers are also training in differentiation strategies through Induction, formerly known as BTSA. Differentiation techniques are often integrated into the regular class time. Teachers use a variety of check-for-understanding techniques to assess student learning and then differentiate as needed. Within each department and classroom, teachers make determinations to differentiate depending on the needs, interests, and abilities of the students they have in their classrooms through using technology such as Chromebooks, computer labs, and the library to integrate multimedia into the learning process. Some classes are also supporting learning through the use of videos, documentaries and films. Differentiation positively impacts student learning as evidenced in our overall decreased D/F rate, our graduation rate. Our assessment scores indicate learning through differentiation is increasing student achievement.	• Chromebooks • Computer labs • Library access • Multimedia support
MATH Math teachers differentiate instruction using checks for understanding via monitoring student work, individual whiteboards checks, students signal levels of understanding per teacher request, work on the classroom whiteboard, learning target stations and post-assessment error analysis. Note, the learning target station is a teacher worksheet or collection of problems where students can focus on specific learning targets or learning objectives written for improvement. During class, math teachers will check for understanding by checking on student progress on problems and, many, will use individual whiteboards to scan a class quickly. Teachers will also ask students to represent their level of understanding by writing a number on a whiteboard or a show of fingers to match their level of understanding. Based on the level of understanding shown, teachers will adjust lesson goals or work with students who need additional support. Some teachers allow for classwork or homework assignments where students self-select problems to address topics that the student wants to improve their understanding. After formative assessments, teachers will often address concepts for improvement based on learning target or concept score data. Plus, students are asked to perform some level of error analysis to prepare for the unit summative assessment. Prior to the individual summative test, teachers will often use	• Teachers move around the class to monitor student work. • Students write on individual white boards and lift to show teacher their understanding. • Students will write a number or raise fingers to signal their level of understanding. • Learning target stations are used in class and/or a part of HW assignments. • Learning Target Retake Individual Quizzes

learning target stations in class and for homework. Upon completion of the unit summative test, teachers will address areas for improvement and encourage students to prepare for an end of semester assessment. Part of the differentiation of instruction includes allowing students doing individual learning target quiz retakes to improve scores from a summative unit test.	
SOCIAL SCIENCE Social Science differentiates instruction based on readiness, interest, and / or choice.Different assignments can have different project/ products that students can create [i.e. students can create a poster, PowerPoint, paper]. In World History, students can choose what Disney movie to use as their visual metaphor for the Russian Revolution. Primary and secondary sources are pre-annotated for students who struggle with academic vocabulary. Finally, if students are struggling with assessments, teachers may choose to have a notebook pre-check to see if students are completing their assignments. Some resources such as quizzes are translated and modified for the EL students who are classified as L1 or L2 for World History and U.S. History. Some guided notes are provided. In U.S. History, students create postcards from the historical perspective of an immigrant entering the U.S. from Ellis Island or Angel Island. Students also create a Great Depression Journal in which they create a character and write from that character's perspective from before the Stock Market crash until the implementation of the New Deal. Additionally, students also analyze cartoons throughout the year with assignments that are differentiated to allow students to demonstrate mastery. In Government, beyond the aforementioned presidential campaign, students also create their own piece of legislation on a topic of their choice after reviewing sample bills from Congress. Also in government, students are put into a group and have to develop their own form of government as the extension to the unit that describes the various forms of governments. In creating their own government, differentiation rests in the type of government, the sources, the presentation mechanism (i.e. poster, Google Slides, PowerPoint).	**World:** ● Visual metaphors ● Notebook pre-check ● Pre annotated text **U.S. :** ● Immigration Postcards ● Great Depression Journal ● Political Cartoon Analysis ● Cold War Propaganda Posters ● Guided Notes **Gov't:** ● Presidential Campaign ● Create a Bill ● Create a Government ● Econ: ● In the Chips ● Stock Market Game ● Game of Life ● Business Trifold/ Research Project ● Translations and modifications

ENGLISH Differentiation in English and EL English classrooms varies based on the needs of the individual student. If the needs fall under language learning, there are adapted versions of texts and plenty of activities that help the students adapt to the language of the text. The initial goal in an EL English classroom is to have the students understand the text so that the concepts and skills that are paired with the texts can then be tackled. Frequent strategies that are used include graphic organizers, frequent review, group work, scaffolding assignments, and projects that can demonstrate mastery of skills and content. These strategies also apply to students with IEPs and 504 plans. With this group, there tends to be more extension of time lines and access to teacher notes whereas with the EL population, the teachers extend deadlines only based upon perceived need and often build in extra time into the class timeline to meet the extended time needs that the students might have.	• Adapted texts • Graphic organizers • Frequent review • Collaborative groupings • Project based activities • Extended timelines • Teacher notes
In the EL Elective courses, guided reading and language learning strategies are implemented. The goal of an EL Elective is to support the student's growth in acquiring the English language and to also help them develop the skills needed to succeed in their core classes. Writing and speaking skills are also emphasized in these classes. The differentiation is based upon several factors, but the students in the EL Elective courses tend to be grouped more by ability than in the core classes they are placed in. This allows the teachers to target skills that are appropriate to their language development. Similar strategies found in the EL English classrooms are also found in the EL Elective courses. The main difference is the grouping based on ability as determined by the Guided Reading scores and the goals outlined in the District's EL Master Plan.	• Guided reading • Emphasis on writing and speaking skills
A variety of instructional techniques are used to reach all students and content is often taught with more than one technique to reach differently-abled students: direct instruction, jigsaw, KWL charts, games, personal inquiry, and more. If working collaboratively, teachers create heterogeneous groupings, placing students with special needs or who require extra help with stronger students who are role models. We use different rubrics or grading criteria for these groups as well.Teachers help students with study and	• Varied instructional strategies • Heterogeneous groups • Modified rubrics or criteria • Additional coaching or assistance

organizational skills as needed. Tutorial is used to reteach, coach, and mentor students who require additional assistance. Our summer reading requirements are differentiated for EL students who may choose their reading material from a modified reading list. Most of our core reading novels are available in audio versions. Many of us use the Remind app or eTUSD to post homework and answer questions after hours.	• Modified summer reading choices • Audio books • Push-in Classes
SCIENCE Students are paired in heterogeneous groupings for class support. Lessons are modified based on the student population needs. These modifications may be in the strategies the teacher uses to present the lessons or as simple as allowing a student more time to complete exams or assignments. ELL's have been placed into academic classes based on language skill level (ELL levels 1-3 on ELL side, levels 4-5 on EO side) Students in ELL/SPED population are exposed to language development tasks designed to increase both academic and functional vocabulary. Repetitive skill-building techniques assist learners especially those placed in blended classes in content and skill acquisition. SDAIE techniques regularly used in the ELL sections of Biology and PSE. For example, the use of KWL charts. At the beginning of a new concept/unit, students are guided in the completion of the first two sections of the chart- "What I already know about ...." and "What I would like to find out about ...." After the information (video clip/lesson/activity) has been presented students complete the "What I learned..." section. Responses are shared with a partner during all 3 sections. **SCIENCE ELL/SPED** push-in classes: ELL's have been placed into academic classes based on language skill level (ELL levels 1-3 on ELL side, levels 4-5 on EO side). SPED students placed according to the classroom setting that will best fit their learning style and needs. In 2016-17 there was one Biology and one PSE push in section. This year Torrance High School offers two Biology and two PSE push in sections to meet the increased student need.	• MELD classes • Tactile activities • Creation models • Graphic organizers: • Cartoon Cards T-chart • Macromolecule Table • Enzyme KWL Chart • Photosynthesis Chart • Cellular Respiration Chart • Evidence of Evolution Tree Map

Torrance High School recently implemented a 22-minute RTI Tier 2 tutorial program in the areas of math and English offered twice a week. Struggling students are given tutorial passes so they can receive additional instruction during the scheduled tutorial period. Data from these tutorials is gathered and analyzed to determine the effectiveness of the additional support. Faculty members also offer before and after school tutoring in the areas of math, science, and English. Members of our National Honor Society also make themselves available for after school tutoring in most subject areas. Both faculty and NHS tutoring sessions are widely advertised and encouraged on our campus.	• RTI tutoring • NHS tutoring • Faculty tutoring before and after school
WORLD LANGUAGES Teachers pair native speakers and high level students with struggling students to work on projects. The room arrangement encourages group learning and speaking opportunities. Students vary in ability are taught or given reinforced instruction based on their comprehension. The teacher rephrases questions and information and repeats statements that incorporate grammar. This strategy helps students feel comfortable with learning and refining their new language skills.The level of language and specific words are used based on the teacher determining what the students can grasp and what their prior knowledge is. Classes for native speakers, base language instruction on the cultural background of their students. Multilevel native speakers class. All instruction is in Spanish and covers cultural expressions of and the understanding of poetry, music, literature, film and cultural events /celebrations. This strategy of instruction validates cultural and family heritage. The instruction focuses less on grammatical structure and places emphasis on writing skills and expanding vocabulary of genuine, heartfelt expression. Students are seated facing one another, so they can interact with one another.	• Strategic seating arrangements
SPECIAL EDUCATION Teachers use ELMO and LCD projectors while displaying web documents to present lectures and lesson plans. As a stakeholder team, teachers determine the most effective way for individual students to best access instructional content and maximize their academic potential according to their IEP goals and academic needs of individual classes. Utilization of	• Observations • Discussion to access lessons done in class with multimedia • Progress towards achievement of individual goals and content standards

diversified instruction techniques and instructional materials help teachers to provide students with individualized teaching strategies. In this way, we address the 504 or IEP requirements of each student.	leading to graduation ● 504 and IEP goals being met
SPECIAL DAY CLASS Textbook-paired activities and other diversified activities reinforce concepts that are covered during instruction based on individual learning needs.	● Textbooks ● General Ed textbooks ● Instructional activities ● Diversified instruction activities ● Small group instruction
FINE ARTS Art teachers differentiate in every project by using a variety of skill/difficulty levels so students can succeed and be proud of their art. Realia, teacher examples, past student work, and other visuals are used to assist students in understanding the expectations of each project. Teachers demonstrate every skill taught in the class and small groups and peer tutors are used to help demonstrate techniques. Teachers will use LCD projectors and Elmos to show visuals and assist in demonstrations. The varying skills in art allow for differentiation so that students can achieve their own level of success in art.	● Differentiated rubrics, ● Modeling sample pieces ● Instructions for all learners
PERFORMING ARTS Teach using demos, realia, teacher examples, visuals so that a variety of learners can understand the class material and instruction. Students demonstrate understanding of the lessons by creating art and performances that meet expectations and standards.	● Coursework on eTUSD
TV PRODUCTION and VISUAL PRODUCTION ARTS are by definition multimedia classes that incorporate technology for just about every assignment. For instance, the film history students give group presentations using shared google documents. Students write blogs instead of essays in which they are able to incorporate film clips using YouTube. Finally, students choose roles in filmmaking that best suit their interests. For instance, some students perform, some edit the film, and some score the music for the film. In the Broadcast Journalism class, work is differentiated by student interest as well. All students must produce a different news story every week. However, this story is not as a written piece but rather used in the production of the daily news show. Students can choose their topics and assignments that best fit their talents and interests.	

MUSIC Instruction is differentiated through the modification of teacher instruction and the use of appropriate technology. Use of sheet music, music recordings, and online resources including music theory websites, performance recordings, and rehearsal part recordings.	

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
In addition to the aforementioned D3, RTI, and Induction training, Torrance High School teachers have also had the opportunity to attend AP conferences, and district-sponsored professional development training sessions. In Social Science, teacher were sent to the framework conference to learn how to integrate the new CA framework updates into the curriculum, instruction, and assessment. Finally, several Torrance High School staff members are continuing education (Masters degrees, EdD degrees).	• Lessons from D3, RTI, AP, Framework, Induction.
MATH Torrance High and the Torrance Unified School District (TUSD) have made a concerted effort for all math teachers to interpret and apply the CCSSM via instructional principles from CMAST.	• Math subject groups have referenced these websites in meetings in the writing of Common Formative Assessments like quick checks.

Learning target logs connect and further define the learning objectives in student friendly language to the CCSSM. Students use the learning target logs to help them self-evaluate their current level of understanding and develop a plan to improve their performance. Math teachers will use resources from TUSD, California Department of Education, the Smarter Balanced Assessment Consortium (SBAC), National Council of Teacher of Mathematics, Illustrated Math website, the State of Delaware Department of Education, the EngageNY.org (State of New York official), Khan Academy, Youtube clips and more for developing and enhancing the student curriculum. All teachers received professional development from CMAST and a basic introduction to the RTI program. Some math teachers attend professional development opportunities like the California Math Council - South Annual Conference, AP College Board Professional Development, and advanced Response Through Intervention (RTI) training. Math teachers share highlights of what is learned at professional development at department meetings and reimbursement requirements by TUSD require a written summary of what is learned at the conference.	• CMAST professional development • Conference Summary Paperwork and post conference department collaboration during PLC
SOCIAL SCIENCE In Social Science, teachers use a variety of strategies and instructional methods to make the curriculum accessible to all students. Socrative and Kahoot: online interactive game where the students are in teams taking a group assessment in the form of a game that encourages collaboration in order to answer the questions correctly. Students can access the game from their phones of from computers. Prezi is a presentation platform that students can use to create a more dynamic way of presenting information that encourages the use of technology to display the content. YouTube is an online video sharing resource that is used to view educational video clips and documentaries.	• AP resources • Socrative • Kahoot • Prezi • YouTube

Stanford History Education Group is an online resource that includes primary and secondary sources and images, lessons, and activities that promote literacy through history. Library of Congress is an online library that provides students access to resources such as: primary and secondary sources, digital collections, prints, and photographs. The History Channel online give students an opportunity to learn about historical content through video clips and secondary sources that summarize events. Foundation for Teaching Economics is an online organization that hosts conferences and provides teachers with lessons and resources for teaching economics. Quizlet is an online resources that supports all social science classes and AP classes as it provides vocabulary that is relevant to the content, practice test questions, and summarize of major historical events. Google Drive is an online cloud storage platform where students can create and share: documents, spreadsheets, presentations, and templates. [This is also referred to as G Suite.] Remind is a SMS/ MMS messaging app that allows teachers to 'remind' their students via text of upcoming due dates, changes in and other relevant information to the class.	• Stanford History Education Group (SHEG) • Library of Congress • History Channel • Foundation for Teaching Economics • Quizlet • Google Drive • Remind
ENGLISH Leading up to and coinciding with the advent of Common Core standards - English and Social Science teachers received district training in Common Core methods and strategies and RTI. Additionally, PLC time is being used, in part, to share best practices. Teaching strategies include Guided Practice, Student Practice, and Independent Practice. Teachers model the writing process and use sample model essays as teaching tools. Teachers use collaborative student groupings to provide opportunities to practice listening and speaking skills.	• Teachers trained in current methodologies • Guided practice, student practice, independent practice • Collaborative groupings • Technology paired with teaching strategies

Our English department has taken full advantage of the technology on our campus and classrooms to provide additional strategies in our teaching methods. Google Docs and ETUSD are used extensively by many teachers to collaborate, share documents, upload assignments, and work through the writing process. Document cameras/projectors are used by teachers to draft, correct, revise, and then assess model papers in a public way so that learning can take place each step along the way. Prezis and Powerpoints can also be presented with this technology. Chromebook laptops facilitate writing instruction and provide students and teachers the ability to collaborate in shared documents. Additionally, students are able to conduct their research using district provided databases during class time and teachers can offer immediate feedback on their searches. Our library computers are also available for student writing time and research.	• Google Docs • ETUSD website • Document cameras/projectors • Prezi, Powerpoint presentations including visuals and interactive activities • Chromebooks • Library computer labs and databases
SCIENCE For the past several years, the science department has been transitioning from a teacher led classroom to a more student centered classroom. Part of this transition was the adoption and implementation of the 5E lesson plan model. This model allows teachers to shift the focus of learning and discovery onto students, thus empowering students to take charge of their knowledge acquisition while synonymously prolonging retention of content. Teachers have been working singularly as well as collaboratively to develop unit and single topic 5E lessons designed to be student centered rather than teacher led. TUSD has provided professional development training days for the core science teachers to become familiar with the implementation of 5E lessons and provide the district science teachers time to share best practices.	• 5E lessons
FINE ARTS Teachers are using technology and best practices to advance student learning. Using the internet, students are able to interact with artwork and objects. Teacher research and collect links that are accessible to students for a variety of online activities, lessons, and skills. Teachers create and use models and demonstrations to class and small groups; students then emulate what was demonstrated. As previously mentioned, scenes from the theater classes are uploaded to etusd for students to view and critique/discuss.	• Internet resources • Realia • ETUSD posts and feedback

VISUAL PRODUCTION ARTS and BROADCAST JOURNALISM are both multimedia classes that make extensive use of various forms of media and technology. Both classes film on DSLR cameras and students also use their own cameras and phones. Both classes edit using Final Cut Pro X. Editing software and digital camera technology is constantly changing, so the instructor works to keep the class as current as possible. Technology is used to facilitate instruction in both classes. Video Clips are used to highlight different aspects of filmmaking and news production.	• Editing software and filmmaking equipment • Final Cut Pro X software • YouTube Filmmaking Channels
SPECIAL EDUCATION Use of powerpoint presentations and various multimedia & technology routinely embedded within instruction and utilized when the student has an individual technology accommodation as indicated in the student's IEP. Use of pertinent technology and attendance of meaningful trainings and seminars help teachers remain current on pedagogy and instructional trends. The full array of multimedia resources are implemented to present content ang engage interests and reinforce concepts. Computer- based techniques and hangs-on tactile experiences, creative expression, and various formats utilized to individualize instruction and learning for all students.	• Tactile experiences • Lesson Plans • Video Links and questions
MUSIC Teachers use traditional instruction such as sheet music, music recordings, and online resources. However we have also incorporated newer/technological instruction such as music theory websites, performance recordings, and rehearsal part recordings based on California State Music Standards.	• Music theory websites • Performance recordings • Rehearsal part recordings

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Teachers at Torrance High School act as coaches and facilitators in the learning process by allowing students to explore the content through inquiry-based lessons in which students arrive at their own conclusions rather than being explicitly told the answers. Students prior knowledge is accessed in order to establish confidence in the student and for the teacher to determine what students already know to build on that foundation and push students to new academic heights. In order to facilitate learning and engage all learners, teachers implement strategies such as Think-Pair-Share, JigSaw, strategic seating and grouping, small and large group discussions, Socratic Seminars and debates. In each of these methods, students are empowered to take agency over their learning by collaborating with one another, developing their own questions to research, and thinking creatively to arrive at conclusions they can support through their own research and dialogue with their peers. To assist students in learning how to generate appropriate research questions, several departments on campus use Costa's Levels of Questioning, which breaks how the difficulty of questions from level 1 to 3 by showing examples and providing a list of cognitive verbs and academic language. This will allow students to access the content in a way that is meaningful to them and to engage all students in the thinking and learning process as they are invested in finding an answer to their own questions.	• NGSS lessons • Inquiry-based research lessons in English and Social Science • Levels of questioning • Senior project • Social Science lessons • Common Skills Mondays
MATH Math teachers are making an effort to increase and improve an effective student-centered learning environment by applying CCSSM and reduce the amount of direct instruction used to build student understanding of a learning target. Students are allowed to work in groups and attempt unit modeling problems, discovery type lessons and investigation before explanation type problems. Students are sometimes exposed to goal problems without direct instruction on how to solve the problems. Students will work on problems in groups with the teacher walking around the classroom to survey and monitor student	• The math teacher will be seen allowing student to work and will be seen surveying or monitoring student discussion and work. • Classroom observations of math classes in operation.

progress. The teacher may offer suggestions, tips and assistance to help students progress on solving the problem or understanding the learning target. Teachers may check work with asking students to write on individual whiteboards to check for student understanding. Students are asked to share their work on the individual or group whiteboards to the their group, the whole class and sometimes using the document camera with the overhead projector that may include different approaches to the same problem. Sometimes students present their solutions on the individual or classroom whiteboards to show their work. Teachers listen and clarify student work when necessary, but make an effort to increase student speaking in class.	
ENGLISH The English department engages students in learning through methods of guided practice with collaborative groups and independent practice with students working individually. With guidance from instructors, students create their own essay prompts as triggered by Essential Questions discussed in class. Students research for, and conduct student led Socratic Seminar or Pop Up discussions on a variety of topics throughout the school year. Students choose books to read beyond the assigned class reading. These personal choices can be guided by teacher recommendations. The Senior Project is an example of project based learning. The seniors are permitted to choose a research topic of their choice. We believe having a choice in their topic makes for a more rewarding and richer research experience, thus creating an authentic product students are proud of. Students are closely guided during the research process but permitted and encouraged to make thesis claims based on their own discoveries or opinions.	• Guided practice • Independent practice • Collaborative grouping • Essays based on a variety of student generated prompts • Levels of Questioning • Socratic Seminar and Pop Up discussions • Book / reading logs • Senior Project research process
SCIENCE Students work cooperatively in heterogeneous groups to drive their own learning.Teachers facilitate learning by having research-based questions to prompt the students as they begin their research topics for the various units, and teachers walk around checking-for-understanding and making sure that the students are using legitimate articles that address the questions and prompts.	• Biology protein synthesis jigsaw • Skits • Debates • Socratic seminars • Gallery walks for posters • Peer evaluations

5E lessons in science are designed to be student centered rather than teacher led lecture. Students participate in activities that allow them to engage, explore, explain, elaborate, evaluate scientific concepts while the teacher can play the role as coach rather than the focal point of the lesson. Project based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. In the physics classroom, students work on projects that are applicable to real-life scenarios such as the paper roller coaster and the egg drop. The projects have students demonstrate their knowledge of the concepts through their designs and models. Moreover, students need to investigate the concepts deeper in order to be successful. Thus, the teacher takes on the role of a coach, who guides the students through their research and questions to reach their goals.	• self evaluations • Reflection • KWL Chart • Anticipatory Guide • Graphic Organizers/Thinking Maps: • Formative Check for Understanding
FINE ARTS Students practice skills as teacher walks around frequently check for understanding. Students apply knowledge about art history and culture to every work of art created in class. Students use academic language on a daily basis in writing assignments, class discussions, and critiques.	

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Torrance High School teachers support students' learning through growth in research, analysis, and argumentative writing. Students participate in a variety of projects and activities as teachers across several content areas have assigned course-specific research projects, including English Language Arts, History, Spanish, and Sciences. Student work samples in these disciplines reflect structured learning and application of student knowledge and understanding.	• Projects • Activities • Presentations

SOCIAL SCIENCE In Geography: Students create a Road Trip activity in which they have to incorporate concepts from geography when planning out their travel experiences. This activity requires students to think outside of the box and extends learning to practical application and the integration of skills they can use in other classes and beyond. In World History students participate in document based questions (DBQs) in which they create a thesis statement and defend that statement with evidence from the documents. Also in World History, students create a pamphlet as part of their final dinner project explaining which historical figure they would like to have dinner with and create a 'menu' for their dinner party. In Economics, students have the opportunity to create a business proposal in which they create a product as if they were an American entrepreneur and in the business proposal students must create a mission and vision statement, create a commercial for marketing, identify the target audience, the sourcing of their products, a headquarters, and anticipated profits and present that information to their peers.	● Rubrics ● Posters ● Group presentations and projects **Geo:** ● Roadtrip **World:** ● French Revolution ● DBQ ● Gallery Walks ● Russian Revolution visual metaphors ● Dinner Party Final Project **Gov't /Econ** ● Presidential Debates ● Stock Market ● Game of Life ● In the Chips ● American Entrepreneur ● Business tri-fold or presentations
ENGLISH With the acquisition of more technology and electronic resources, the English department has expanded its research-based learning. Students at each grade level are instructed on how to research using EBSCO and SIRS Discoverer databases. This accessibility to research affords students the opportunity to demonstrate their learning through various products such as research papers, writing portfolios, or online databases of their work. Through the end product of the Senior Project, a speech presentation (now changed to an exit interview as of this school year), students demonstrate their research and writing mastery as well as their proficiency in speaking and listening skills. Some teachers give students the opportunity to create their own essential questions which displays the students' ability to move beyond the fact based questions and develop their own thematic level of questioning. Students then write to their own	● Research based learning ● Senior project ● Online databases of student work share on ETUSD ● Writing portfolios ● Creating and responding to essential questions ● Socratic Seminars and Pop Up discussions

questions demonstrating ability to invent knowledge. Some English teachers offer Socratic Seminars or Pop Up discussions that allow students to synthesize a body of work and link that information to larger world applications thus demonstrating the acquisition of information and ability to create knowledge from that information.	
SPECIAL EDUCATION Students enrolled in SDC and SDC/ELL push in models are responsible for mastery of the same curriculum as their typical peers. They are also responsible for the achievement of IEP goals and success in completing state curriculum standards as seen in quarterly academic progress reports. Special Education students who are mainstreamed are coached and facilitated by teachers as reported by all content areas in this section. Our department has SDC (Special Day Classes) in English, math, science and social studies. In those classes students complete group and individual projects similar to general education classes where students are guided and coached through research and applicable content area information to promote high level critical thinking skills and greater understanding.	• IEP • Progress Reports • Presentations • Work samples of finished projects • Reflections • Posters • Debates • Classroom discussion
HEALTH Students are expected to complete a 4-page research paper on STDS and the effects of drugs. Students work in groups to address the 10 research questions which are given to the students and as a group they conduct the research and then present their findings to the class. This requires that the students are working collaboratively, using valid research methods, and create a presentation that will allow their peers to learn from their research. Journaling: Students submit journals weekly [and occasionally bi-weekly]and the prompts are uploaded online for the students in case they are absent. Students submit journals in class.	• Health Research paper • Group presentation • Journal
FINE ARTS Students perform and evaluate visual arts and performances in our classes. Students produce final products in all areas of fine arts to be displayed or performed that meet expectations of content standards. Students apply knowledge about art history and culture to every work of art created in class. Students use academic language on a daily basis in writing assignments, class discussions, and critiques. Students complete our department common assessment which includes analysis of	• Final critique • Rubrics • Reflections • Academic vocabulary/background • Performances • Art show • Fashion Show • Concerts

one visual art piece and one performance. Students demonstrate an understanding of critiquing art from their subject and one cross curricular artwork.	• Film Festival • Art show common assessment

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students demonstrate high level thinking and showcase their refined problems solving abilities as demonstrated in student work samples, which may be displayed in classes throughout campus. In many classes, students are able to use argumentative writing and articulate their reasoning in debates and Socratic seminars. Student work is used in departments to measure the degree to which students are able to think at a higher level and implement problem solving to illuminate the extent to which students are able to think critically. The overall quality of independent and group work is compared to the standards and expectations to which students are held. When students participate in discussions and debates, observations show teachers how well students are able to practically apply the content a higher level and arrive at their own, informed, conclusions. Furthermore, teachers are able to use that information to determine what the next steps in instruction should be. Opportunities for discussion are used strategically, and frequently, in a variety of subject areas.	• Socratic Seminar • Presentations
MATH Students present or share their work via individual whiteboards, large classroom whiteboards, document cameras and LCD projectors. The students work with instructional activities like think-pair-share, group work in lessons, individual student work and a variety of assessments. Students work in pairs or groups regularly and, at times, the students will have to do problems on their own in both classwork, homework and assessments.	

SOCIAL SCIENCE Students cooperate in group projects that involve problem-solving, generation of new ideas, and projects where students evaluate the effectiveness of public policy.	• Inquiry-based instruction and common core writing activities • DBQ • Presentations • Depth of Knowledge charts
ENGLISH Students interact with various texts using annotation methods such as CATCH to gain a deeper understanding. Students use reading, class discussion and Socratic Seminar to gain a more broad understanding of a topic prior to writing. Student writing (whether CSAs or CFAs or any process essay) requires higher level critical thinking in many ways. Essays (and speeches) require students to research and gather relevant evidence from multiple academic sources, make connection to literary themes and the real world, combine and connect sources by synthesizing information. Students engage in various group projects that afford them a greater exposure and empathy to the perspective of others. This is particularly evident in the freshmen class' Kindness Project There has also been a fundamental shift in assessing student writing (more like individual tutoring/coaching, but publicly) students learn from their own and other's successes and mistakes. Student papers are assessed holistically and according department agreed upon rubric*s.*	• CSAs • Synthesis writing • Student generated research project (Kindness) • Essays • Speeches • Socratic seminar • CATCH annotated readings • Smarter Balanced rubrics
SCIENCE The Science Department is currently incorporating NGSS through continued teacher training in the creation of 5-E lesson plans so students can demonstrate higher level thinking and problem solving skills within a variety of instructional settings. In 5-E lesson plans, teachers facilitate and support students as they use prior knowledge to build new knowledge and make connections through the following process: engagement, exploration, explanation, elaboration, and evaluation. CER (claim, evidence, reasoning) is a format for writing scientific explanations. This format breaks the process down for students into three sections: a claim, evidence, and	• NGSS • 5E Lessons • CER • Group inquiry based

reasoning section. The claim consists of one-two concise sentences where students describe their understanding of a phenomena and/or answer a specific scientific investigative question. In the evidence section students must incorporate scientific data to support their claim. The data, both qualitative and quantitative in nature, must be sufficient and appropriate to support the claim. Finally, students must use their scientific content knowledge to justify why the evidence supports the claim.	labs ● Group presentations
HEALTH By completing a collaborative research project, students are given the opportunity to work with all students as groups change weekly. In an effort to get the students to feel comfortable with their peers and comfortable using academic language, the groups are randomly assigned and change frequently and consistently. Questions are given to the students regarding the topic, and students will find new, relevant information for their topic. Students create presentations using Google Slides and that information is shared with the teacher to ensure that the students are grasping the concepts, and then the students present the information out to their peers	● Research based projects exhibit analytical skills ● Using academic language ● Presentations of Google Slides reveals mastery of inquiry based task
SPECIAL EDUCATiON The Special Education department provides students with the individual support they require to successfully develop their critical thinking skills in all core curriculum areas.	● Student achievement and mastery of subject through work samples, observations, activities projects, discussions and debates

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students at Torrance High School are exposed to a variety of technology types of technology to support their learning which is evidenced in the projects, presentations, videos, research papers, and posters that students create. The student work is indicative of accomplishing the schoolwide learner outcomes and embodying Tartar Pride as they think critically and analytically, collaborate, read with intent, and write with purpose. Student work samples, if tangible, are displayed in	● Students use technology to accomplish activities

teachers' classrooms and on campus to showcase the achievements of the student. Each classroom is equipped with an LCD projector, a document reader, and laptop computer for teaching as well as presentation of student work. The daily bulletin is shown after the tutorial period each day to present daily information and news on Torrance High School events through the teacher laptops and LCD projector. Torrance High School has purchased a total of 22 Chromebook carts each housing approximately 30-36 computers for student use. In each building, carts are checked out to teachers and are available for student use in the classroom. Chromebooks are used with released questions online for the California Assessment of Student Performance and Progress (CAASPP) system developed by SBAC. Some teachers require written work to be word processed and students will complete this on Chromebooks, our 5 computer labs, or on one the 40 computers found in the library.	• Students will use Chromebooks to prepare for the CAASPP tests via SBAC. • Research projects and papers. • Video presentations by teacher and students.
MATH Algebra 2, Pre-calculus, Statistics and AP Calculus AB & AP Calculus BC use graphing calculators regularly. Students show familiarity with graphing calculators and problems are respectively written for their use to solve problems.	• Assignments that use graphing calculators
SOCIAL SCIENCE Teachers use a multitude of technology to support student learning in individual and small group settings. Students can create presentations, research, work on projects, and access the content in a variety of ways. In government, students can access the OYEZ website created by Cornell Law and the ITT Chicago-Kent College of Law to research Supreme Court Casts for their analysis. In Economics, Market Watch is used for students to be able to create their stock market portfolio for the stock market simulation simulation. Geography uses Sheppard Software which provides students with the opportunity to review concepts for geography through interactive online games.	• OYEZ • ITT Chicago-Kent College of Law • MarketWatch • Sheppard Software • Chromebooks • Kahoot • Quizlet • Remind App • EBSCO host
ENGLISH English students at Torrance High School use a variety of technology to help them achieve academic standards and schoolwide learner outcomes. Teachers make great use of	

chromebook carts for writing assignments. Students can write group papers and prepare group presentations using Google Docs and Google Slides. Google Docs is also a great way for students to begin the writing process in class so that they aren't starting writing assignments from scratch at home without help. Chromebook carts are used for research projects as well. The school and district have purchased online databases for teachers and students to use. Some teachers have students organize their research using Google Docs. Some teachers are signed up with commonlit.org which is an online resource for literature to supplement our textbooks. Many teachers also use ETUSD to present other online learning opportunities while other will utilize google classroom for the same purpose.	
HEALTH YouTube is used to show students video clips, educational videos, and documentaries regarding specific health-related topics. ETUSD is a tool for students where they can access the calendar, assignments, journal topics, video clips, and articles that are related to the class. Finally, students in health also frequently use Google Slides and Google Docs to create research presentations and type research papers.	• YouTube • ETUSD • Google Slides • Google Docs
CTE The daily bulletin and the films our students make for the film festival are both evidence of problem solving by students in group and individual learning environments. The Broadcast Journalism students must create short newscasts each day. They have 53 minutes to film and edit including any new stories about the school (both classroom and extracurricular activities). The Visual Production Arts students write screenplays using the screenplay formatter add-on in google docs. They then turn these into films which provides them with many opportunities to exhibit TARTAR PRIDE by using critical thinking and problem solving skills. For example, determining how to get the actors needed for the film, how to obtain permission to film at a particular site, and how to best cover scene.	• TV Production: Final Cut Pro

SPECIAL EDUCATION Special Education students who are mainstreamed have access to the technology reported by all content areas in this section. Our department has SDC (Special Day Classes) in English, Math, Science and Social Studies. In SDC classes teachers use a variety of technology to support students, this technology ranges from the use of websites for research to the use of Powerpoint for presentations. These classes are also modeled on general education classes of the same content area, they utilize the same technology that is used and commented on in every pertinent content area mentioned in this section.	• IEP progress reports • Chromebooks • Powerpoint • Websites • ETUSD • Google Docs
FINE ARTS In photography, students create an online portfolio using Flickr.com software. This online portfolio is used to see growth and also builds connections with other photographers.Students post and comment on work created by their peers and other photographers from around the world. Online portfolios can be used to obtain jobs and apply for art school	• Flickr.com photostream • Online portfolios
MUSIC Students use technology in performance in the form of electronic instruments (keyboards, synthesizers), digital sampling, and amplification. In the classroom, students use technology for evaluation and analysis of both group and individual performances and to write/arrange their own music. Students also use technology to explore personal musical growth through listening to music online.	• Marching Band, Drumline, Colorguard, Jazz Band and Choir performances • Practice Logs (via Charmsoffice.com) • Listening assignments (via YouTube channel) • Finale Notepad • Digital sample management software

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
At Torrance High School teachers provide copious opportunities for students to be able to access the content outside of the textbook. All departments utilize a variety of materials outside of the textbook to provide students with a	

deeper more meaningful way of understanding the materials. The proficiency of students' use of the resources is present in the work samples that students create which may be displayed in teachers classrooms or on campus. The variety of supplemental resources prepares students for the real world and it requires them to discern information to the extent which they can use it in their assignment. The skills that students gain and refine from getting the opportunity to look at other resources besides the textbook makes their learning well-rounded and enhances students' understanding of content.	
SOCIAL SCIENCE In all Social Science classrooms, board-approved documentaries are available for use which include *Crash Course* (available on YouTube) and the History Channel. AP US History and AP government use a supplemental text to the district-issued textbook called AMSCO where students complete reading guide and take assessments on the material. Also in AP US History, students are able to view JOCZ production videos (available on YouTube) when reviewing the historical time periods on the test. Finally, AP US History students create videos after interviewing individuals whom have lived through a historical event [i.e. WWII veterans] In all AP social science classes, previously tested short answer questions (SAQs) or free response questions (FRQs) in AP government economics , document-based questions (DBQs), long essay questions (LEQs), and multiple choice stimulus based questions (MCSQs) are used.	• Political cartoons • Documentaries • AMSCO reading guides • Bills and other related materials for government • Graphs and charts for economics • SHEG [Stanford History Education Group] • OYEZ • Crash Course • Khan Academy • FRQs and old test questions • Witness to History • Crash Course • SAQ / FRQ, DBQ, LEQ and MCSQ • JOCZ productions • Crash Course • YouTube • History Channel • Market Watch • Sheppard Software
ENGLISH English teachers use many outside sources to supplement the literature. Several teachers are using outside supplementary sources such as the website Newsela or Kelly Gallagher's Article of the Week. Teachers regularly provide other perspectives from current events, articles, or case studies. Students are directed to annotate these materials; they then will analyze and synthesize these texts into a written essay.	• Students reading, annotating, and writing about a variety of supplemental texts.

All research based assignments, including the Senior Project, require students to explore our online subscription databases EBSCO and Sirs Discoverer. The end product must include proof of such research through a Works Cited page.	
HEALTH In the Health classes, YouTube is used for Health documentaries and other related instructional videos that students access the content in a variety of modalities. Also, there are guest speakers that come into provide students with a more in-depth understanding of specific concepts. Finally, there are online newspapers and other academic articles which are given to students and they also look up themselves so students can use the information for in-class presentations.	• Links available online • Presentations given by guests • Current events summary and presentations

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Students at Torrance High School have the opportunity to be engaged in career preparation activities in many of their classes. Through collaborating and communicating effectively, students can gain understanding of how to work in a group and how to problem-solve to accomplish a task.	
SCIENCE: ENGINEERING (PLTW) All engineering classes have activities involving career exploration. Including interviews with professional engineers, investigations of the education requirements for various engineering fields and salary information. Seniors who have taken at least one engineering class while in high school are surveyed at the end of the year to determine post-high school plans. On average, two-thirds of engineering students are planning to major in a STEM field; one-half of engineering students are planning to major in engineering. Engineering students have participated in Career Day events put on by the ExxonMobil refinery in Torrance (now the Torrance Refining Company). Students had the opportunity to speak to professional engineers in a variety of fields about their education and careers.	• Surveys • Career Day at Torrance Refinery

Engineering students participate in a STEM day at the Torrance Airport. This event includes presentations and activities by the Air Force and Airport Association. Students visit the Air Traffic Control Tower and discuss career opportunities with FAA and Air Traffic Control. Students visit local businesses where they have the opportunity to install rivets in airplane wings, and tour full scale drones. El Camino College hosts a field trip for students planning to major in Engineering or Engineering Technology for a tour of the Engineering buildings and assistance in admission and enrollment.	• STEM day • PLTW field trips • El Camino Engineering Field Trip
SPECIAL EDUCATION The Special Education department sees to every student's post secondary goals with an Individual Transition Plan. Students make visits to post-secondary institutions and case managers facilitate the completion of post-secondary institution applications. The Workability program helps special education students in seeking part-time jobs. Once the student is a client of the Workability program, a degree check and credit units are given. The next steps are offered through the Transition Partnership Program (TPP), a contracted agreement between the California Department of Rehabilitation and the Torrance Unified School District. The TPP representatives assist students vocational guidance, employment prep skills, job placement, and transportation. The TPP follow up on the students' progress which is documented and sent to the School to Career personnel.	• College and career awareness services • Workability program
COUNSELING SCROC Southern California Regional Occupational Center where students can receive certificates for engineering and design, health sciences, finance and business, art and design, and public and consumer services. Students are able to gain exposure to specific skills for vocational and other career paths.	• SCROC Attendance Report.

Torrance High has the highest number of students participating in SCROC (Regional Occupational Program) of all of the schools in the district. Students who attend report very positive experience and help finding their passion for college major or career. Special Education students are able to connect with the Workability program that helps students find a job in addition to tracking them while they are employed. Students can earn credits in this program.	• Workability statistics
College and Career Day offered students the opportunity to hear about careers. Career speakers volunteer to participate in the the College/Career Fair during the College and Career Day so they could address questions from students that might not have had a chance to speak to them on a rotation.	• College and Career Day
Students are involved in grade level activities with Naviance that include interest and personality inventories to help them identify possible career interests. Students can also learn how to prepare a resume on this program.	• Naviance • College and Career Day

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

All students at Torrance High School are involved in challenging and relevant work in their classes. Torrance High School is aware of the gaps in achievement for various subgroups and have worked to close that gap by creating and implementing new ways for students to be involved in learning. School-wide examples of learning include reviewing work in order to determine if there should be reteaching, modification, of if a teacher can move on. Torrance High School has managed to keep track for subgroups and the learning and opportunities for improvement over the last few years in efforts to close the achievement gap.

With the implementation of the Common Core State Standards for Math (CCSSM) and the instructional principles adopted by the math department from the Center for Math and Science Teaching (CMAST) at Loyola Marymount University (LMU), math teachers began evaluating past assessments for the level of thinking for problems (Norman Webb's Depth of Knowledge - DOK) and made an effort to incorporate higher level thinking problems with more DOK2 & DOK3 type problems into current assessments and assignments. All social science classes have common formative assessments (CFA) , extensions to the CFAs, and common summative assessments (CSA) that were created by looking at CA State Standards, Common Core, the Social Science Framework, and the department created power anchor standards and learning targets. CFAs are given according to a pacing guide that is established by each department.

The implementation of the CCSS led us to adopt new approaches to student learning using strategies that engage students in higher level thinking and questioning. Essential questions guide most of our daily lessons and activities are centered around analysis of texts and learning to make claims about the texts. For the past several years, the science department has been transitioning from a teacher led classroom to a more student centered classroom. Part of this transition was the adoption and implementation of the 5E lesson plan model. This model allows teachers to shift the focus of learning and discovery onto students, thus empowering students to take charge of their knowledge acquisition while synonymously prolonging retention of content.

RTI tutorial period in math and English allows students to gain more exposure to the content based off a quick-check or formative score from a previous lesson. During tutorial, students are re-taught a concept in order to retake the quick-check or formative to demonstrate mastery. Students in math receive a pass from their teachers that informs them if they have to attend tutorial. In regards to Tier I instruction, English, math, and social science, there are

learning targets that tell the students, in student friendly language, what they are expected learn, which helps the student the focus of the content as they are going through the lessons/ units. Torrance High School also implemented a 22-minute RTI Tier 2 tutorial program in the areas of math and English offered twice a week. Struggling students are given tutorial passes so they can receive additional instruction during the scheduled tutorial period. Data from these tutorials is gathered and analyzed to determine the effectiveness of the additional support. Differentiation positively impacts student learning as evidenced in our overall decreased D/F rate, our graduation rate. Our assessment scores indicate learning through differentiation is increasing student achievement. Torrance High School teachers are highly effective in using a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Torrance High School teachers support students' learning through growth in research, analysis, and argumentative writing. Students participate in a variety of projects and activities as teachers across several content areas have assigned course-specific research projects, including English Language Arts, History, Spanish, and Sciences. Student work samples in these disciplines reflect structured learning and application of student knowledge and understanding. Teachers at Torrance High School act as coaches and facilitators in the learning process by allowing students to explore the content through inquiry-based lessons in which students arrive at their own conclusions rather than being explicitly told the answers. In order to facilitate learning and engage all learners, teachers implement strategies such as Think-Pair-Share, JigSaw, strategic seating and grouping, small and large group discussions, Socratic Seminars and debates. Students demonstrate high level thinking and showcase their refined problems solving abilities as demonstrated in student work samples, which may be displayed in classes throughout campus.

Students at Torrance High School are exposed to a variety of technology to support their learning which is evidenced in the projects, presentations, videos, research papers, and posters that students create. The student work is indicative of accomplishing the schoolwide learner outcomes and embodying Tartar Pride as they think critically and analytically, collaborate, read with intent, and write with purpose. Student work samples, if tangible, are displayed in teachers' classrooms and on campus to showcase the achievements of the student. At Torrance High School teachers provide copious opportunities for students to be able to access the content outside of the textbook. The proficiency of students use of the resources is present in the work samples that students create which may be displayed in teachers classrooms or on campus.

At Torrance High School, we have emphasized a college-going culture and we would like to explore developing a career-going culture as well. Students at Torrance High School have the opportunity to be engaged in career preparation activities in many of their classes. With this emphasis, Torrance High School can better prepare and empower all students to be lifelong learners that contribute to our national and global communities.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Differentiated learning environment for students that provides opportunity to demonstrate mastery with high expectations for student achievement.
- Collaborating and sharing best practices, pacing alignment within content, grade levels, and disciplines.
- Use technology to increase student achievement.
- Connecting the learning to real world experiences and bringing in information that is relevant to the community.
- Open-access for students [Honors, AP, Push in].
- Support for college going culture.
- Celebrating diversity.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Development of a career readiness program for post secondary paths.
- Lack of continuity between all classes with RTI as a result of time; teachers in various departments haven't had enough time to be able to create meaningful learning opportunities.
- Nature of collaboration is limited to department and at times grade level.
- Challenges with highly diverse learning styles in regards to instruction within the special education and English Language populations.

Chapter Three

ASSESSMENT and ACCOUNTABILITY

Focus Group Leaders
Aja De La Rosa, *Fine Arts Teacher*
Christine Reif, *Math Teacher*
Lori Spradlin, *Social Studies Teacher*

Members
Inna Bogatskaya, *Math Teacher*
Traci Castro, *Math Teacher*
Becky Conley, *Paraeducator*
Young Daily, *Korean Teacher*
Terence DeWan, *English Teacher*
Juanita Diaz deLeon, *Spanish Teacher*
Paula Fox, *Librarian*
Jennifer Garcia, *Social Science Teacher*
Donna Hay, *Clerical*
Marina Johnson, *Paraeducator*
Sara Marks, *Special Education Teacher*
Christine Mundy, *Science Teacher*
Susan Phillips, *Physical Education Teacher*
Jennifer Phoonphiphatana, *Career Technical Education Teacher*
Lesley Sluyter, *English Teacher*
Gregory Wareham, *Security*
Aisha Webb, *Counselor*

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
While Torrance High continues to use multiple assessment practices to drive our instructional methods, the structure of our assessment model has evolved since the last Self-Study. Teachers continue to collect, disaggregate, analyze and report information regarding student performance on classroom assessments. Since 2016, most departments utilize the formative and summative structure as suggested by Response to Intervention (RTI). Each department has evolved its assessment practices based on what suits their subject matter and student needs. This structure allows subject matter teachers to collaborate often, with a dedicated focus on the creation, implementation, and assessment of specific Learning Targets. For many subjects, essential or power standards were developed using the California State Content Standards and/or revised frameworks. Next, subject matter teachers used these essential standards to determine specific elements students would be responsible for knowing. After each Learning Target is taught, a small common formative assessment is administered, allowing teachers to see student mastery of the target. Each department or subject matter establishes their own threshold of mastery. For example, in the Social Science department, it is expected that 70% of students will earn a 70% on any common formative before the next Learning Target is introduced.	• Common Formative Assessments (CFAs), • Common Summative Assessments (CSAs) • Item analysis and student performance logged in data collection sheets • Common projects and essays with rubrics

MATH The Math department was among the first to introduce the common formative/summative, based on specific learning targets, structure to their students. Thus far, Algebra 1, Geometry, Algebra 2, Precalculus, and Trigonometry have fully implemented this protocol. Probability and Statistics is working towards this goal. All Math courses have learning targets and learning target logs. Learning targets are refined by teachers priors to each unit during PLC time. Students use the learning target logs to track their progress and reflect on areas of weakness they need to address prior to a summative assessment. Content is aligned with CCSS and organized by concept, including skills, mathematical modeling, and critical thinking including justification with Depth of Knowledge (DOK) from 1 to 3. Quick checks are given to help identify trends in the data. These are then used by teachers to share best practices, create tutorial topics, and analyze student mastery by the type of mistake made. Every quick check and test has skill based justification, interpreting and modeling. Teachers give individualized feedback and support, as well as identify students who still need additional support. Prior to a summative assessment, students reflect on their errors and have the opportunity to practice their identified needs through problems broken down by Learning Target. Following a unit, teachers and students reflect on areas of weakness. A teacher may choose to reteach and give a retake if the class average is not at least at "C" level. Students do an error analysis to identify individual areas of weakness with the option of a future retake. Additional support can be provided through tutorial or teacher feedback during active practice. Active practice is a time for students to practice skills/concepts individually during class time. CAASPP data is looked at annually and used to adjust curriculum, pacing, and types of problems from CAASPP (procedure, categories, modeling, justifying)	• Creation of Learning Targets • CFA • CSA • CAASPP data • DOK 1-3 • Daily checks for understanding, whiteboards, data is used to drive lesson.
SOCIAL SCIENCE In the fall of 2016, teachers introduced the Common Formative Assessment and Common Summative Assessment.	• Learning Targets • CFAs

Subject matter teachers created Learning Targets for each unit and accompanied those with CFAs. Data gleaned from the CFAs are added to a common data sheet, enabling all subject matter teachers to analyze student learning performance and to drive instruction through best practices to help students recover the content. It is expected that 70% of students will earn a 70% on any common formative before the next Learning Target is introduced.	• CSAs • ZipGrade
ENGLISH The English department used California High School Exit Exam Results from its inception until 2014 to target students requiring additional instruction in Math and English, as well as to inform curriculum changes for all students. CST/STAR scores were also used for this purpose. Now, CAASPP outcomes are used to determine curriculum focus and changes for 9-11 grade students. Our EL population has benefited from biannual Guided Reading assessments as deficits in reading skills are uncovered and then addressed in support classes. CELDT/ELPAC scores direct ELA instruction in MELD and support classes. RTI adoption resulted in pre and post unit CFAs across all grade levels. Teachers also use D/F rates and daily informal observations to adjust pacing and reteaching if necessary.	• CFAs • Guided reading • CAASPP data analysis • CELDT (until 2016)/ELPAC • CAHSEE (until 2014) • D/F rates • Informal observations
SCIENCE The Science Department is currently incorporating Next Generation Science Standards (NGSS) through continued teacher training in the creation of 5-E lesson plans. In 5-E lesson plans, teachers facilitate and support students as they use prior knowledge to build new knowledge and make connections through the following process: engagement, exploration, explanation, elaboration, and evaluation. Science is in the early stages of creating dedicated Learning Outcomes based on subject matter. As these targets are created, common labs are developed and used to demonstrate student application of a specific Learning Target in shared subject matters. Science changed the assessment format from purely multiple choice to open ended and short answer questions. Data is analyzed to determine proficiency and allow teachers to spiral back to reteach missed concepts or topics. For multiple choice	• Common labs for science • CFA(Common formative assessments) • Nearpod and Kahoot formative assessment • Zipgrade.com • Entrance and Exit tickets • FRQ (Free response Questions) • College board released test questions

questions, some teachers use Zipgrade, which disaggregates the data, helping teachers quickly identify student weaknesses on specific topics or concepts. The Nearpod app, Kahoot, and Quizlet.com are also used as a way for students to review concepts and topics relating to Learning Targets. Quizlet.com is a vocabulary-building software, in which students can make their own flashcards. The AP Science classes (Biology AP, Chemistry AP, and AP Physics 1) and the PLTW AP Computer Science Principles course utilize released examination material from the College Board. This allows students to practice both written and multiple choice testing formats. Typically, 2-5 multiple choice questions from released AP exams are included on unit summatives. With this data, both students and teachers can identify areas of needed additional support Students are being taught to provide scientific evidence to support a specific claim, then provide their reasoning regarding the connection between the evidence, claim and scientific phenomena, theories, or processes involved	• CER (Claim Evidence Reasoning) Questions
CTE: ENGINEERING All Project Lead the Way (PLTW) courses use a balanced approach to assessment for all programs, integrating both formative and summative assessments. Through this balanced approach, assessment is an ongoing activity that provides students with a variety of opportunities to demonstrate their knowledge and skills. This allows teachers to monitor student progress and modify instruction accordingly. PLTW students show what they've learned by completing classroom activities, projects, and problems; maintaining logs, notebooks, and portfolios that undergo assessment. Student work is evaluated using a range of tools, such as performance rubrics and reflective questioning, to deepen and expand their knowledge and skills. All students in PLTW classes take an End of Course exam at the end of the school year. These assessments are online exams which serve as an indicator of a student's overall achievement in the course. PLTW teachers and administrative leaders get access to End of Course exam scores within 24	• EOC examination

hours of completion. PLTW assessment and curriculum experts collaborate with PLTW pilot teachers and use industry best practices to develop and test the End of Course assessments. End of Course assessments are tested through a multi-year process to ensure their accuracy, validity and reliability.	
WORLD LANGUAGES World Language uses ETUSD (the district web site) for administering quizzes and unit assessments. Additionally, some teachers within this department utilize Quizlet.com to administer formative assessments, as well as quick checks on whiteboards. Quizlet allows teachers to create quizzes and vocabulary activities. Nearpod is an app that is used to help students in their acquisition of language through listening activities. Some World Language teachers also use Kahoot to create Jeopardy-like review games. Spanish and Japanese Advanced Placement students follow the College Board criterion for assessment. These applications allow teachers to see immediate student performance results so that instruction can be adjusted instantly. World Language teachers collaborate with members of the Fine Arts department to create a learning experience for the Day of the Dead. World Language teachers primarily focus on the cultural aspect with an emphasis on the creation of shrine or altar to honor a family member. The Fine Arts teachers help students create paper mache skulls in the traditional style of the Day of the Dead aesthetic. Summative assessments may also include student created video and/or PowerPoint presentations. Students continually add to their portfolio throughout the academic year to showcase their progress and acquisition of a foreign language.	• Quizlet.com • Nearpod app • Whiteboard quick checks • Kahoot • College Board Course Outlines • Day of the Dead shrines and altars • Video projects • Powerpoint Presentations • End of semester Portfolios
HEALTH AND PHYSICAL EDUCATION The Physical Education Fitness Gram is an assessment given to students that is submitted to the state for results. The Fitness Gram is based on 6 assessments: flexibility, muscle endurance, muscle strength, cardio respiratory endurance, BMI, and trunk lift. The assessment allows students to demonstrate knowledge of fitness concepts, principles, and strategies via individual scores. Based on these scores, students achieve a level of Physical Fitness for Health	• Physical Education Fitness Gram

and Performance. Results are sent to parents during the summer after the testing. The student can fail one component and still pass. If they fail more than one, they have to retake next year. In accordance with the state requirements, all students enrolled in athletics must also be tested. Health teachers collaborate weekly to analyze CFA and CSA data and to share, create, and modify lessons and instructional activities to ensure curricular alignment.	• Learning targets • Create and complete CFA's • Use of technology (ETUSD/Google)
CTE In Fashion Design & Merchandising Precision exams have been implemented. These are industry-aligned CTE exams that validate knowledge and skills gained in the classroom. Students may use these on resumés and college applications. Assesses competency in various areas of fashion. Students can earn a certificate indicating proficiency. This is new district wide exam available for all CTE classes.	• Number of certificates issued • Data of pass/fail • Pre/post tests
COUNSELING The counseling department uses assessment data to help ensure that students are placed in the correct environment. Data collected from Language Assessment is used to place English Language Learners in the appropriate English Language Development (ELD) curriculum. Likewise, data collected from our Special Education department is used to place students in the least restrictive environment. Data collected from PSAT/SAT/ACT results help students identify college preparedness and college options.	• District Language Assessment data • Special Education data • Transcript Evaluations • CBEDS data • UC A-G • PSAT/SAT/ACT scores
ENGLISH LANGUAGE DEVELOPMENT The California English Language Development Test (CELDT) was phased out at the end of the 2016-2017 school year as the *annual* summative placement measure for EL redesignation and releveling. The CELDT is still being used by the district for the *initial* placement of students new to the district. The English Language Proficiency Assessment for California (ELPAC) has become the *annual* summative placement measure for EL redesignation and releveling. Torrance Unified School District will also begin using it for the *initial* placement of students new to the district.	• CELDT • ELPAC

The California Assessment of Student of Performance and Progress (CAASPP) English-Language Arts Interim Assessment is administered in the fall to current 10th grade English language learners as a means of assessing proficiency for the purpose of releveling and redesignation. The Guided Reading test is used as a local benchmark to determine students' reading levels. Testing takes place in the early fall and late spring. Scores are often used to determine appropriate EL course placement. Counselors evaluate transcripts to help students select appropriate courses to meet graduation and post-secondary requirements. Additionally, counselors determine which students did not meet the UC A-G subject requirements for the district's California Basic Educational Data System (CBEDS) data.	• CAASPP • Guided Reading Testing
SPECIAL EDUCATION Some students with IEPs typically take state assessments with some form of accommodation, such as separate setting or unlimited time. If the student has been identified as having a specific learning disability and is performing below grade level, then they would take the modified state assessment called CAPA. We evaluate student transcripts to determine which classes students need for graduation, as well as which classes they will need to take if they are college bound.	• CAASPP • Classroom assessments • Transcript evaluation

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Torrance High School uses multiple forms of assessment to help determine student mastery of content. While individual subject matters have created Learning Targets and utilize some form of common formative and summative assessments, these processes were all generated from our school wide mission statement, Tartar Pride. As one of the tenets for our mission statement is to communicate effectively, it is important for us to ensure that our community of stakeholders are aware and understand the approach taken to ensure students are assessed in appropriate, research-based strategies and to further communicate student progress from these assessments.	• Tartar Pride
Teachers keep in contact with parents through a variety of methods. The annual Back to School Night takes place toward the end of September. Parents are invited to visit each of their child's classrooms and meet the teacher. Typically, teachers take the 10-minute period to discuss course guidelines, instructional strategies, and assessment practices.	• Back to School Night
In addition to phone calls home, regular progress reports apprise parents of student achievement. School Board policy requires that any student who is in danger of receiving an Unsatisfactory mark in citizenship or has a D or F in any class will receive a progress report. In 2016, Torrance High School transitioned from paper to electronic progress reports, in which every student will receive a report of their progress, regardless of the current level of achievement. While teachers are expected to keep grades updated regularly for parents to view online, 5 weeks into each quarter, parents receive an eblast letting them know when the window for online viewing will be open. From the teacher end, comments about student performance and behavior can also be included, giving parents a better overall understanding of student achievement. In 2017, the new student information system, PowerSchool, was	• PowerSchool • Progress Reports • Parent/ Teacher Conferences • SST • School Accountability Report Card

introduced and like the previous system, this new program allows teachers to send electronic progress reports. If a student is underperforming, teachers or parents may request a conference. These conferences encourage open dialogue between the teacher, parent, and student to determine what support needs to be provided to aid student achievement. A teacher may also fill out a request for a Student Study Team (SST). At this meeting, members of the school community, including, but not limited to, a counselor, school psychologist, and the recommending teacher confer on what may be causing the student's decline in progress and address ways to support that student. While many of the support strategies may be academic in nature, they may also include emotional support. Additional ways the community of Torrance High School is informed of student progress include the Student Accountability Report Card and annual School Profile. This information can be found on the Torrance Unified School District website. While it is necessary to support student learning, it is also necessary to celebrate student success. Students are offered the opportunity to participate in various district and local academic and artistic contests, such as the Visions of Unity or Reflections contest. The culminating event is the Achievement Awards. For over 50 years, the school has hosted this annual event in May. Each department selects a number of students who best represent academic achievement. In addition to the academic areas, awards are given for Service to School and the Students of the Year. Seniors receiving scholarships are also highlighted at this event.	• School Profile • Achievement Awards Night
MATH Learning Target logs are standards-based (CCSS) and are used by students to monitor their progress, grasp main ideas, and prepare as necessary for assessments. Grades for CFAs are included on PowerSchool, allowing parents and students to monitor progress. These grades are then replaced on PowerSchool by the grade earned on the summative assessment.	• Academic standards • Learning Target logs • PowerSchool

ENGLISH English teachers use a variety of communication channels to share course expectations and student achievement with students, parents, and the community. Students and parents learn about course expectations at 8th grade parent night, back to school night, and honors information night.. Students and parents are able to remain informed about student progress and achievement through PowerSchool, electronic progress reports, and report cards. Students, parents, and the community at-large learn about student achievement by taking part in Senior Project speeches(speaking or judging), attending graduation, or accessing the SARC found on the TUSD website. The District English Language Multicultural Advisory Committee (DELMAC) is put on by the district, where parent representatives attend and bring back important information to the ELMAC meeting. The Torrance High School EL Program puts on quarterly English Language Multicultural Advisory Committee (ELMAC) meetings at Torrance High School to inform EL parents about important events, tests, and ways to get involved. These meetings are led by the EL coordinator, EL Intervention specialist, and supervising AP. Some other information presented at the ELMAC is the releveling/redesignation process, information about PowerSchool, and information about the upcoming ELPAC. This meeting also gives parents a platform to voice their opinions about what should be presented at the next ELMAC meeting. Minutes are used as evidence from these meetings.	• PowerSchool • Progress reports • Report cards • Honors info night • 8th parent night • Senior project speech • Back to school night • Graduation ceremony • SARC • ELMAC/DELMAC
CTE Perhaps more so than other departments, the CTE department is engaged more fully with our business and industry stakeholders. The CTE Advisory Board meeting is held twice a year and includes teachers from across the district, student representatives, industry professionals, and college representatives. We discuss student progress in our programs and industry needs in the workforce. The Project Lead The Way (PLTW) Advisory Board meets once per year and includes teachers, industry professionals (John Deere, Northrop Grumman, Torrance Refinery), parents and students to discuss progress and future needs.	• Dialogue & notes from advisory board meeting.

Student work is showcased in the annual Fashion Show, which is open to families and the public. Fashion design and Merchandising students also help plan and coordinate the show, giving them practical experience.	• Student designed fashion collections and individual pieces
COUNSELING Counselors mail home copies of report cards and letters to parents of students receiving Unsatisfactory citizenship grades and F's for quarters 1 and 3. Data is collected through variety of sources including California Basic Educational Data System (CBEDS), Senior Survey, SAT/ACT score reports, Smarter Balanced Assessment and enrollment data for the School Accountability Report Card and School Profile. Weekly progress reports are available to students/parents who would like detailed teacher feedback including information on student effort, attitude, behavior, attendance and grades.	• Quarter progress reports for any F's and U's • School Accountability Report Card and annual School Profile • Weekly progress reports
SPECIAL EDUCATION Teachers hold regular IEP meetings for reassessment of student progress. Goals and progress are discussed at IEP and IEP progress reports are sent home at marking periods. Grades are accessible at all times on PowerSchool. Sign in sheets are provided at back to school night, signed syllabi, emails, and phone calls are made when necessary.	• IEP progress reports
FINE ARTS Student work in the Visual and Performing Arts is showcased at a yearly event known as The Night of the Arts. Every year there is high attendance from both the students' family and the community.	• Night of the Arts

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Student growth is monitored in a variety of ways, depending on departmental structures and norms. Most departments are using the Response to Intervention structure of Common Formative and Common Summative Assessments, as well as common rubrics to determine student achievement. Data gleaned from assessments, such as quick checks for understanding, multiple choice questions, written expression, or project-based, aid teachers in determining student attainment of content, and what, if any, additional support may be needed. Some departments, such as Math and Social Science, require students to self-reflect through analysis of errors. Students review their results to determine what skill or concept they did not master.	• CFAs • CSAs • ZipGrade data • Pre- and post-assessment data • Use of common rubrics
MATH All students are graded on a 4 point rubric. Teachers compare grading to be sure it is consistent for all students. Teachers will do a blind rescoring of each other's quick check or tests to assure same grading practices. Students are given chance to improve on understanding and grade performance from quick check to test and opportunities for retakes are available. Error Analysis is done post formative and summative assessment and students have the opportunity to retake.	• Student assessment scores • Error analysis logs
SOCIAL SCIENCE The Social Science department also works in subject matter groups to determine the legitimacy of questions based on student performance. Results of CFAs and CSAs are analyzed question by question, based on the number of students who missed a particular question. From there, teachers can determine how to spiral or scaffold their instruction to reteach a skill or concept.	• ZipGrade • Pre- and Post-Assessment results • Data sheets

ENGLISH English teachers use PLC time to collaboratively develop grade-level CFAs. Vertical alignment is still a work in progress. However, CAASPP/ AP scores have informed and led to common rubrics and benchmarks. Calibrated grading is a department goal to further standardize expectations and outcomes. EL Students are guided reading tested at the beginning and end of the school year, demonstrating the amount of growth in reading. The levels are alphabetical, from Pre-A to Z+, with each letter representing the grade level at which the student is reading. Fountas and Pinnell, the program we use to test and instruct EL students, is not a program designated for EL learners, but is a program used District wide. Based on the state test scores of our EL learners, a program specific to EL learners would likely benefit our students in the future. Student EL levels were determined previously by the CELDT test administered at the District, which placed EL students at levels 1-5. The ELPAC, taking the place of the CELDT, will be administered by District trained teachers on campus. Teachers will be trained and calibrated on January 29, 2017, to start testing in February. A teacher cannot administer a test until he or she is calibrated to ensure accurate grading.	• Vertical/Horizontal alignment • Common rubrics and benchmarks • Calibrated grading (in progress) • CFAs • CAASPP/AP scores • Guided Reading Benchmarks • CELDT Scores
SCIENCE Use of online sources to assess students' prior knowledge, support instruction, obtain immediate student feedback, make clarification of misconceptions, provide lab simulations (pHets), and online lessons. Nearpod may be used to create warm up quizzes, full lessons, or assessments that provide instantaneous feedback to teachers in order to evaluate student comprehension and modify lessons, and reteach or clarify a concept.	• pHets • Nearpod • You Tube video quizzes • ETUSD • Kahoot.com
COUNSELING California Basic Educational Data System (CBEDS) data identifies data for students who completed A-G requirements. 11th and 12th graders receive transcripts, transcript evaluations and parent letters by mail. This is to inform students and parents of graduation status.	• CBEDS A-G data • 2nd semester transcripts and transcript evaluations

Weekly progress reports are available to students/parents who would like detailed teacher feedback including information on student effort, attitude, behavior, attendance and grades.	• Weekly progress reports
SPECIAL EDUCATION IEP goals, individual grades Grading based on individual accommodations for each student's IEP goals	• IEP/504 • Student data • Assessment results
HEALTH AND PHYSICAL EDUCATION PE: Specific skills are pre-assessed at the beginning of the unit to determine initial ability. At the end of the unit, a post-assessment is administered, allowing teachers to observe improvements in sports-specific abilities. Additionally, written exams are also administered. Health: Most units begin with a Health IQ pre-assessment to determine what prior knowledge students have of a particular topic or concept. Common summative assessments are administered at the end of the unit to determine comprehension.	• Pre- and Post-assessment data/observations

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Common Formative Assessments allow teachers to determine student mastery of a specific skill or concept. Though the timeline varies from department to department, CFAs are given at regular intervals, depending on specific Learning Targets. Again, each department has created a structure that works for them, but does continue to evolve as data is analyzed. Once the data from a CFA is collected, teachers are then able to collaboratively determine the validity of the question in relation to the skill or concept addressed. Based on the validity of the particular question and student error analysis, teachers are able to implement best practices and differentiate, spiral or scaffold instructional methods as necessary before the Common Summative is administered. Most departments following this protocol have seen modest gains in student achievement.	• Data from CFAs/CSAs • Data from CAASPP/SBAC • Pacing Guides
MATH Students are being assessed daily, weekly, and monthly. As skills are taught and reviewed, teachers do multiple checks for understanding daily, through the use of whiteboards, exit tickets, or notebook problems. Checks for understanding are used at appropriate points to assess the overall comprehension of a concept. White boards are used by the majority of the math teachers to provide immediate feedback and to determine the progression of the lesson. Students also receive individual feedback on the personal misconceptions. Exit tickets are	• Whiteboards • Exit Tickets • CFAs • CSAs

problems done on a piece of paper that the teacher sorts prior to the next class. Teachers evaluate the exit tickets to determine if they are ready to move on, or if reteaching is necessary. The expectation is that 70-80% of students will grasp the content prior to moving forward. While the content is consistent within each math subject, the individual problems may vary. Quick checks follow the instruction of each Learning Target, and a summative assessment is given every 3-4 weeks, ensuring that students are receiving regular feedback of their mastery of skills and content. Furthermore, students complete error analysis logs to self-reflect and drive their review of each Learning Target.	• Student error log
SOCIAL SCIENCE Subject matter teachers work together to create Common Formatives and Summatives. Pacing guides are revised prior to the start of the school year and then revisited as needed throughout the year to ensure that all Learning Targets will be met and the quality of instruction does not diminish. After each formative is given, subject matter teachers discuss the implications of the data. Content and skills are re-taught, as determined by the individual teacher or in collaboration with subject matter teachers. In some cases, questions may be altered or completely rewritten for the Summative to see if that has an effect on student outcome. To aid student achievement, quick checks for understanding may be given, such as an exit ticket. Additionally, some teachers will provide assessments in native languages or with simplified language for English Language Learners and/or Special Education students.	• Power standards • Pacing guides • Data from CFAs, CSAs • Exit tickets • Quick writes
ENGLISH Upon the adoption of the Core Content Standards, TUSD sent English teachers to D3 (Do, Debrief, Design) training. As a result, teachers developed product-based formal assessments (versus objective tests). Units begin with formative assessments to determine students' knowledge and skill levels prior to instruction. Curriculum focus and pace is determined by outcomes of formative assessments. Throughout instruction, teachers conduct informal assessments to check for understanding, like exit tickets. Students who are struggling are invited to tutorial. Students may also self-select for tutorial. Teachers reteach, offer	• CFAs / CSAs (products with focus on writing) • Tutorials • Informal assessments (exit tickets, checks for understanding/quick checks)

additional practice, and time to catch up during the tutorial period on Thursdays and Fridays. This process allows for students to do their best work on their product based summative assessments that are submitted at the conclusion of each unit. Fountas and Pinnell is the program used to assess EL student reading levels at the beginning and the end of each school year. These benchmarks allow the district, EL Coordinator, counselors, and subject matter teachers to track growth in reading ability of the students in the program. Though the frequency of the test allows the EL program to record growth from the beginning to the end of the school year, the actual F & P program itself was not created for EL students. A next step for the EL program could be to adopt a testing program designated for EL students to improve the effectiveness of assessments.	• Guided Reading Testing
SCIENCE Teachers give common assessments, as required. Based on student performance, they reteach material. Core labs are done before the summative exam. Additional review may come from Kahoot, warm up activities using whiteboards, and exit tickets.	• Lab reports • CFAs • Kahoot • Exit tickets • CSAs
WORLD LANGUAGES In addition to the end of quarter/semester summative assessments, common rubrics are used to evaluate presentations and skits. Daily warm up activities or quizzes have been implemented department wide, though they may vary in structure in each class, such as 4-5 questions, a quick PowerPoint, or a questions/answer session in the instructional language. These can be tailored to whole class, small group, partners, or individual teacher/student assessments.	• Rubrics • Passing rate- 75% or better on quizzes and tests • Progress reports for students who have 74% or less. • Warm up quizzes/daily checks • Exit slips
CTE In Fashion Design & Merchandising students complete self-evaluations, peer-evaluations, and all projects are graded using a rubric.	• Rubrics • self-evaluation/peer-evaluation sheets

Fashion Design & Merchandising students take Precision Exams (both pre and post tests) and are able to earn certificates by demonstrating a proficiency of at least 75%.	• Precision Exams online access and awarded certificates at end of course

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Prior to the introduction of the Response to Intervention model, some departments administered common benchmarks at determined time frames, such as the end of the quarter. Other departments gave common projects or final exams. The RTI model has encouraged departments to work more collaboratively in the creation and implementation of common practices, including assignments, activities, and assessments. Each department has tailored the construct of the RTI model to their specific subject matters. Most departments began the process by determining what was essential knowledge for students to attain. From there, power or essential standards were created from the state content standards and/or frameworks. The next step was to create a pacing guide or curricular map that would ensure all power standards would be addressed in the school year. Once the pacing guide was complete, the process of creating specific skill or content-based Learning Targets was completed. While the actual process may vary from department to department, most departments followed the creation of the Learning Targets with a Common Formative Assessments (CFA). Again, the structure of these assessments may alter within particular subject matters. During the weekly collaboration times, departments or subject matter teams create the CFAs that will be administered. This time is also spent reviewing student performance and analyzing outcomes on specific questions. The analysis of student performance allows teachers to determine how to re-teach specific skills or content prior to the administration the summative assessment. The data from the CFAs may be compared to the corresponding data on the	• State content standards and frameworks • Power standards • Pacing guides • CFAs • CSAs

CSAs to monitor student growth. If student mastery is still below the determined threshold, then teachers will discuss and implement spiraling and scaffolding methodologies to aid student attainment. For the English department, this process has helped with both the vertical and horizontal alignment, which has further led to a broader, writing-focused curriculum.	
MATH Daily checks for understanding are used to guide lesson, indicate more teacher led direction or examples, allows for individualized differentiation. Subject matter teachers use common assessments to guide the pacing of the content/skills. The results of the quick checks are discussed during collaboration time to determine which students will be invited to tutorial, what skills/content need to be re-taught, and the focus areas for stations. The stations also review problems broken down by learning target. Students move through the stations as they need based on their personal needs determined by Quick checks and prestation assessments. Summative assessments also provide insight on specific skills that may continue to be re-taught and determine student improvement of the Learning Targets. The results of the multiple layers of assessments combine to provide teachers with necessary information to ensure best practices are being used to increase student achievement.	• Whiteboards • Notebooks • Teachers look at all students' work • Quick check data
SOCIAL SCIENCE The data is used to determine mastery of learning targets and help subject matter teachers recover content as needed through reteaching and scaffolding strategies specific to each subject. Part of the discussion of mastery centers on the validity or legitimacy of the question. Was the question poorly worded? Did it properly address the Learning Target, content, and/or skill? Further, this analysis allows subject matter teachers to ensure that a specific depth of knowledge is attained by students.	• CFAs • CSAs • Data collection logs
ENGLISH The English department has successfully used department meetings and email string discussions to discuss and collaborate on at-large issues like core novel adoption and the summer reading program. PLC time as well as grade-level inservice days during the school year and summer break have been efficiently and effectively used to create pacing guides,	• Department meetings • E-mail string discussions • PLCs • Grade-level team collaboration / inservice

common assignments, and CFAs. Later some of this time will also be used for grade calibration using Smarter Balanced and teacher created rubrics. Using the data from the Guided Reading test and the CELDT test, students are placed into appropriate classes both before the school year and at the semester. This allows students who improve before the end of the school year to be placed in the course fit for their ability level. These scores are shared with and used by English teachers to guide instruction in the classroom. EL Workshop teachers use the data to run guided reading lessons in the classroom to groups of EL students in similar guided reading level ranges. The results of these tests provide teachers, counselors, and administration with necessary information to allow EL students to be placed in the appropriate setting and eventually meet the objective of the EL program -- to reclassify as fluent English proficient	days (school years and summers) ● CFA data ● Guided Reading Benchmarks ● CELDT Test
SCIENCE Common Formative Assessments may be used as pacing guides and help determine what concepts need additional review or reteaching. Daily warm up activities provide feedback for teachers to modify lessons as needed to address areas of concern.	● CFAs ● Daily checks/warm ups ● CSAs ● Curricular Maps
COUNSELING Senior end of year surveys are required for graduation clearance. The surveys identify if classroom presentations are providing students with the knowledge they did not previous possess and identify topics on college and career that are relevant to our students' needs.	● Senior End of Year Surveys
SPECIAL EDUCATION Instruction and assessment is based on IEP goals and prior assessment. The Special Education department also offers Push-in classes for Algebra, Geometry, Physical Earth Science and Biology. In this structure, special education students and general education students are in a single class that benefits from a multilayered approach. These classes have smaller sizes and both a Special Education and general education teacher are present in the class. Students with accommodations may choose to take their summative assessments with their case carrier or in the general education setting.	● IEP goals and state standards ● Teachers are in general education classes with all students (gen ed and special ed)

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Informal student feedback suggests that some students understand the expected level of performance, and that they are aware of standards and student outcomes. Much of this awareness stems from the interaction between students and classroom teachers. Increased student achievement on formative and summative assessments also indicates that some students understand the expected level of performance.	• Data from CFAs and CSAs
MATH Individual daily checks for understanding provide one-on-one feedback for students. Students are asked to justify or help determine areas for improvement. Additionally, students will use whiteboards to demonstrate skills/thinking/ and ability of explaining problems, allowing the teacher and student to have instantaneous feedback. The Error Analysis/LT logs help students to understand error and encourage students to drive their own learning. Students analyze their own errors and discuss and clarify with other students and teachers. Department wide rubrics further allow students understand the specific levels in the grading rubric and encourage them to self-evaluate their progress.	
SOCIAL SCIENCE Student awareness of expectations vary within subject matters in the Social Science department. Some teachers begin class with Question of the Day to engage students and to review skills/content from the previous day, or utilize exit tickets at the end of the period to gauge student attainment. Some World History teachers preview the unit with all learning targets and key terms to engage student learning; students are asked to choose 5 terms they want to know more about.	• Questions of the Day/Quick Writes • Exit Tickets • Learning Targets

US/GOV/ECON teachers introduce learning targets individually and have the learning targets on the formatives for students to know what they need to retake.	• CFAs • CSAs
ENGLISH English teachers utilize rubrics and mentor texts to communicate expectations on a variety of assignments. AP teachers use released exams for the same reason. Students can meet with teachers during tutorial to give direct feedback regarding the understanding of directions and expectations. Our EL Intervention specialist, Adriana Ibanez, was added to our staff in July 2013 to support our EL learners in all areas including emotional support. She is in constant contact with students, students' teachers, and students' families to provide mental and emotional support and a dialogue to bridge any gap that may interfere with student learning. She relays information to the students about recommended classes, college and career opportunities, and ways students can cope with life hardships. EL students, who have been placed on the EL side of a MELD class and perform exceptionally well, can be recommended for a two week trial on the EO side of MELD. This recommendation is relayed from the student's original teacher to the EL Coordinator, EL Intervention Specialist, and supervising AP to make the change. During the two week trial, the EO MELD teacher observes the student to determine if the student can meet the objectives of the class.	• Tutorial • Student surveys • Senior Project interview/ cover letter • Portfolio reflection/reflecting on progress • Assignment grades • Smarter Balanced rubrics • EL Intervention Specialist: Adriana Ibanez • MELD 2 Week Trials
SCIENCE Common formative assessments are used to guide pacing. Daily checks and warm up activities are used as checks for understanding and provide immediate feedback to clarify misconceptions of the science concepts being taught. Common labs provide students with opportunities to develop connections between science curriculum and real life phenomena under teacher supervision and guidance.	• CSAs • CFAs • NGSS

CTE In all courses, including Survival of the Singles, Family Psychology, and Intro to Media and Design, and Fashion Design & Merchandising class, daily checks for understanding allow both students and teachers to monitor progress.	• Daily dialogue with students as they are working on projects.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
The involvement of stakeholders in the assessment and monitoring of student growth varies, depending on the stakeholder. The School Board and District administration aid the school site in the establishment of policies of assessment, thus giving some level of oversight to the implementation of assessment practices. Furthermore, the District has provided training on the Response to Intervention model. Teachers from differing subject matters have attended a 6-day training program to help with the implementation of RTI within their	• RTI Training with Solution Tree • Back To School Night • Grade-level parent meetings

departments. This training is then shared within departments, ensuring that all teachers understand the RTI model, particularly as it relates their subject matter area. Within individual classrooms, students are made aware of the assessment and monitoring process through information shared by the teacher. Through Back to School Night and grade level meetings hosted by counselors, parents are kept aware of assessment practices. Community members judge senior speeches in the spring. School Board meetings are open to the public. Copies of textbooks are available at the District office. The School Accountability Report Card is published.	• SARC • Senior Speech judges
SOCIAL SCIENCE Teacher to parent communication takes place through emails and/or phone calls home, as needed. The PowerSchool program allows parents to monitor student progress. Additionally, any student in danger of receiving a D/F or a U in citizenship is notified via personal communication or electronic progress report at the 5 week grading period and that notification is shared with parents.	• Progress reports • Conferences
ENGLISH Teacher to parent communication takes place via email and phone calls, as needed. The PowerSchool program allows parents access to monitor student's academic standing. Any student that is in danger of receiving a D/F grade or a U in citizenship for the upcoming quarter is notified via five-week progress report. This notification is shared with the parents. Report cards are distributed quarterly. Community members, alumni and distinguished guests are invited to volunteer and attend/grade Senior Project speeches. API/AYP and CAASPP scores are published in the local newspaper (*Daily Breeze*), shared with the community in a newsletter, and, along with the SARC report, published on the school and district websites. To monitor progress, a course was created as a designated EL class to help students achieve a redesignation level based on grades. In this class, students receive language based instruction, as well as study skills, to aid in passing their classes, a requirement to redesignate. The class is called "EL Intervention." Along with this class, intervention meetings occur to support students who are struggling in core subjects.	• API/AYP (all stakeholders) • CAASPP Scores (all stakeholders) • SARC (all stakeholders) • Progress Reports (staff, students and parents) • Report Cards (staff, students and parents) • Senior Project (all stakeholders) • Progress Reports • EL Interventions

The teachers fill out a form identifying student needs, such as missing assignments and low quiz scores, and submit it to the EL Coordinator and EL Intervention Specialist. After, an intervention plan is created to aid improving the students' grades	
SPECIAL EDUCATION During IEP meetings, the case carrier, counselor, administrator, teachers, and parents /guardians collaborate to assess student attainment of IEP goals and determine what, if any, additional services may be included in the IEP.	• IEP meetings
COUNSELING Our graduation rates, CBEDS, and A-G rates are collected by district. Students' Quarter 1 & 3 progress reports with F's/U's are mailed to parents. Student transcripts and transcript evaluations are mailed home in summer for incoming 11th & 12th graders	• Graduation and CBEDS rates • Quarter 1 & 3 Progress Reports • Transcripts and transcript evaluations
CTE Perhaps more so than other departments, the CTE department is engaged more fully with our business and industry stakeholders. The CTE Advisory Board meeting is held twice a year and includes teachers from across the district, student representatives, industry professionals, and college representatives. Discuss student progress in our programs & industry needs in the workforce. The Project Lead The Way (PLTW) Advisory Board meets once per year and includes teachers, industry professionals (John Deere, Northrop Grumman, Torrance Refinery), parents & students to discuss progress and future needs.	• Dialogue & notes from advisory board meeting.
FINE ARTS The Visual Arts teachers present essential skills with the expectation that the students build on these skills with the goal of mastery. The community is able to see the students' progress in art, photography, ceramics, theatre, and music at the annual Night of the Arts. The community is able to see all that is offered at	• Rubrics and discussion • Night of the Arts • Peer assessment • PowerSchool

Torrance High School in the Fine Arts and the essential skills students have gained in the Visual and Performing Arts. Teachers use midpoint critiques as formative assessments for projects. Visual Art teachers circulate the room to check for understanding daily. Concepts are re-taught if students are not meeting the essential skills . Most teachers also include peer assessments and self reflections at the end of all projects. Communication through Power School allows parents to monitor student progress. At the annual art show, The Night of the Arts, students critique of one visual art piece and one performing art piece.	
PHYSICAL EDUCATION AND HEALTH Students in Health classes are taught life saving skills, including Adult/Child/Infant CPR and Adult/Child/Infant First Aid, choking, concussion, and use of EPIpens . Students are trained on AED machines. These critical life saving skills are taught by city firefighters and paramedics who do the practical assessment (students demonstrate attained skills with mannequins). Additionally, the students participate in the Center for Disease Control surveys.	• Test scores

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
As part of the back to school meeting each September school administration shares any data that has been provided to them, with an emphasis on Smarter Balanced results. The data is sent by state and district personnel to the school administration. Though the primary subject matters are English Language Arts and Math, other disciplines are able to use the data to help student achievement in their class. Specifically, other core departments such as Science and Social Science can support the English Language Arts component by knowing	

which student populations are underperforming. With this information, teachers are able to target those populations within their own classes.	
MATH The data from standards-based assessments is of particular importance to the math department. In addition to identify student populations that may need additional support, the data from the SBAC also provides guidance on which area (justify/reasoning, skills, modeling) may need additional depth.	
SOCIAL SCIENCE Schoolwide data provided by administration at beginning of school year helps identify student population groups that might need more targeted support Access to released questions drive our instructional strategies, allowing us to support standardized assessments through skill-based classroom activities, increasing student literacy and reading comprehension.	• Teacher access to SBAC/CAASPP released questions
ENGLISH Administration shares all relevant data with the English department, including results from the CAASPP taken the previous May. The English department analyzes the data during the inaugural PLC of the school year, taking inventory, searching for trends and attempting to link causation to curriculum. Student populations are identified who may need additional, targeted support. Common assessments are developed during grade-level team in-services, and, along with strategies learned from professional development training, such as D3, collaboration time is utilized to make adjustments to the curriculum to better serve the needs of the students. The ELD branch of the department administer Guided Reading testing biannually to assess the development of the students within the program. This data provides teachers an update on the progress of the EL students and assists them in creating future differentiated lessons. Teachers team-teach lessons and units in the MELD program, using SDAIE strategies to reach all levels of English learners. Guided Reading scores are used for scheduling classes, guiding instruction, and redesignating and releveling students. Scores are listed in an excel spreadsheet and shared with all	• PLC data analysis • PLC CFA collaboration • Grade-level team in-services • Tutorial • MELD program • SDAIE • Guided Reading • D3 Training • Guided Reading Scores

English teachers teaching EL students. At the beginning and end of the school year, when Guided Reading Benchmarks are due to the district office, English teachers fill out a district-created form online that is sent directly to the district office. This form includes the Guided Reading level of the student on the ELD Proficiency Level Continuum and a box to check if the teacher believes the student should be releveled and/or redesignated. In MELD classes, the content area teacher makes the decision based on classroom assessments, Guided Reading levels, and language level whether a student should be moved to the EO side of the subject.	• MELD Two Week Trial
WORLD LANGUAGES Having the data from standards-based exams enables teachers to spiral their instruction of content areas. By incorporating the multiple intelligences into classroom activities, teachers are able to modify instruction in myriad ways to help student comprehension, thus leading to an increase in the learning outcomes.	• Passing score 75% and above • Rubrics to assess projects • Quizzes/Tests • Presentations • Skits • Impromptu discussions • Whiteboard checks • Cultural Speeches to prep for AP exam (AP Japanese)

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
The current assessment model has greatly impacted the overall school program. The tutorial period was introduced to the Math department in the 2015-2016 school year. In the 2016-2017 school year, tutorial period was extended to the English department. During the first year of tutorial, Mondays and Tuesdays were devoted to Character building activities and Fridays were Common Skills. On the days of math tutorial (Wednesdays and Thursdays), the rest of the student body remained in their third period class for silent reading. Based on feedback from teachers and the addition of English as part of the tutorial period, the Character building and common skills were scaled back to just Mondays, with alternating months. In recent years, much of the district-driven Professional development is centered on the Response to Intervention model. Prior to this, all English and Social Science teachers attended the district's D3 training for Common Core implementation. Combined, these two instructional components have altered the way teachers assess their students and use the data to re-teach or recover content to encourage student mastery. Additionally, the collaboration time given to departments has increased to almost weekly late start Tuesdays to allow departments and/or subject matter teams to work closely together to create the assessments, analyze data, and determine best practices. For the English department, the CAASPP results drive instruction. Deficits in skill strands lead to deeper instruction or alternative methods in these areas.	• D3 training • Tutorial period • Character building/common skills activities • CAASPP data
MATH The Math department reflects on CAASPP and data from common assessments to make shifts within the math curriculum. From analysis of this data, teachers have the ability to targeting struggling students, refer them to RTI, and to provide support through tutorial and before/after school tutoring.	• PLC data analysis time • RTI • Tutorial Periods

Department went through CMAST training to create a system with a growth mindset that focuses that focuses on student engagement and achievement both with procedural and rigorous problems.	• Teacher tutoring program • CMAST training
SOCIAL SCIENCE Members of the department have completed training in the RTI model of formatives and summatives and then shared that information with the remainder of their departments. Allows teachers to support student learning needs with differentiated assessments and instruction. Some examples of differentiation is to provide exams in native languages for the English Language Learners or pre-annotate documents for student populations who may need accommodations. Student increase of achievement Data analysis shows increase of student achievement from formatives to summatives; use of reteaching; decrease in D/F rate Data Analysis will emphasize the spiraling and re-teaching of course content.	• Solution Tree PLC Professional Development
ENGLISH Teachers reflect and collaborate on data from common assessments to make adjustments to the curriculum. From analysis of this data, teachers target struggling students, refer them to RTI, and provide additional support during tutorial period. Teachers use PLC time and grade-level in-services to develop common assessments and establish vertical alignment within curriculum. Nine teachers on campus are trained in Guided Reading testing. The district provides Guided Reading training. Five teachers and the EL Intervention Specialist will be trained and calibrated to administer the ELPAC (replacing the CELDT) on January 29, 2018.	• PLC CFA collaboration • Grade-level team in-services • RTI/Tutorial • Guided Reading Training • ELPAC Training
SCIENCE The Science department has started using results from common formative assessments and common summative	• Common Formative Assessments • Common Summative

assessments to make changes in the school program. Science teachers use the PLC time and conference periods to collaborate on analyzing results from these assessments. From the data analysis of the assessments, teachers can reflect and make changes to further activities, curriculum maps, pacing guides, and future common assessments.	Assessments ● PLC department meetings

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
There is a sustained effort to reduce the D/F rate among all grade levels and within specific student populations. The current model of assessment strategies inherently provides students with multiple support to assist in student achievement. While the data indicates that progress has been made in relation to reducing the D/F rate, much can be done to continue to lower these percentages. CAASPP data and Smarter Balanced exam results provide important feedback that is not limited to Mathematics and English Language Arts. Other disciplines support student gains on standardized exams through their instructional and assessment pieces, specifically with an emphasis on critical thinking and purposeful written expression. Pacing guides and/or curriculum maps, common assignments and assessments encourage collaboration on a deeper level than previously experienced. The consistent use of collaboration allows teachers to compare best practices to maximize student success, including alternative methods for underperforming students.	● CAASPP data ● D/F rate statistics ● Pacing guides/ curricular maps
MATH Students are encouraged to take an alternative 4th year courses (Probability and Statistics, Trigonometry). Jump Start is a 3-week summer program to introduce/reinforce skills need to the upcoming class (Algebra I, Geometry). There is also a 6-week online Credit Recovery class available in Algebra I, Geometry, and Algebra II to improve to a passing grade. Summer school is offered for students who wish to advance or improve a grade. Classes available are Algebra I, Geometry, Algebra II, and pre-Calculus.	

Through collaborations, curriculum to be taught is discussed to ensure students are exposed to the same DOK 2+. Continue to search for appropriate questions to integrate into curriculum.	
SOCIAL SCIENCE Teacher syllabi are approved by supervising administration at the beginning of each year which provides students with teacher grading policies. The Anchor Standards provide a foundation of course instruction and linked to California state framework and content standards Vertical integration of courses follows TUSD policy for graduation as well as the UC/CSU admissions policy	• Course Guidelines/Syllabi • Pacing Guides/ Curricular Maps • Common Core Standards • UC/CSU a-g requirements
ENGLISH Class syllabi and course guidelines must be approved by supervising administrator at the beginning of the school year. Common Core Standards are aligned with the California state framework and content standards. They provide the foundation of all course design, lesson planning and instruction. Integration of courses follows TUSD policy for graduation as well as the UC/CSU admissions policy. This year we have introduced Odysseyware, a credit recovery program, into the EL Intervention class. This program allows students to make up failing grades to aid in the redesignation process. Students are allowed to use computers during class time to complete work assigned by the program.	• Course guidelines/syllabi • Common Core Standards • UC/CSU a-g requirements • Odysseyware in EL Intervention
SCIENCE The Science department utilizes common formative and summative assessments to help make changes in the school program. From the data analysis of the assessments, teachers can reflect and make changes to further activities, curriculum maps, pacing guides, and future common assessments. The Science department uses common labs and common learning targets (which can be found on the curriculum map), to provide consistency within the subject matter. Common	• Curricular maps • Pacing Guide • NGSS Standards • Common Rubrics • Common Formative Assessments • Common Summative Assessments

rubrics are used to ensure that data can be evaluated evenly. Labs and Claim-Evidence-Response questions are graded using a common rubric.	• CER questions
WORLD LANGUAGES Syllabi or course guidelines must be approved by administrators at the beginning of the school year. These provide information about the structure of the class, as well as assessment protocols. Common Core Standards are aligned with California State Framework and Content Standards. Integration of courses follows TUSD policy for graduation as well as the UC/CSU admissions policy.	• Course Guidelines/ Syllabi • Common Core Standards • A-G College requirements
HEALTH AND PHYSICAL EDUCATION Guest speakers from local agencies, such as Narconon, Cancer Foundation, and the Stroke Foundation, share their insight with students of relevant topics.	• Formative and summative assessments • Evaluations
SPECIAL EDUCATION IEP Individual transition plans include goals to help students reach graduation with success. The plan evaluates transcripts for grades and also addresses work experience.	• All students have an individual transition plan included in their IEP

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Torrance High School maintains examination integrity in multiple ways. All teachers must read and sign a security affidavit ensuring that test materials will be properly distributed to and collected from students. Our AP coordinator chooses reliable proctors who are trained and sign an affidavit ensuring that they will maintain attention to detail in delivering materials, reading directions, and collecting exams. The testing materials are kept in a locked room inaccessible to students or teachers. Conditions in testing rooms maintain strict policy against cell phones and other electronics in the vicinity of students taking exams. Proctors and test administrators are appropriate professionals. As the school has transitioned to the Response to Intervention model, departments have created norms to protect the integrity of data collection, formative and summative assessments.	• CAASPP testing materials are secure • Teachers are trained and sign affidavit • AP proctors are trained and sign affidavit • AP testing materials are secure

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Teachers at Torrance High School have always employed numerous models of assessments to measure student growth. With the introduction of the Response to Intervention Model, teachers are more consistently focused on assessing specific Learning Targets. While the application may vary from department to department, the model of assessment is consistent. Working in collaborative teams, teachers create specific Learning Targets to help students gain content knowledge and skills for their subject matter. Each Learning Target is presented in various ways, depending on teachers, and then a Common Formative Assessment is administered within units to check student mastery. If the threshold set by that subject matter team has been met, instruction will progress. If students fall short of the threshold, the content is retaught. For English and Math, the tutorial period aids this model by identifying specific students who need further instruction. There is a sense of uniformity across curricula, and while many subject matters do common assignments and projects, there is still a sense of individuality in the method of instruction.

Student attainment of content is assessed in multiple ways, almost daily. From quick checks for understanding to questions of the day to the use of technology with Kahoot and Nearpod, teachers are able to quickly determine student mastery and recover content immediately. These strategies are student-centered, such as the use of Kahoot, Nearpod, and Quizlet.com. It is important that all stakeholders are kept up to date on student performance. To that end, teachers use several methods of ensuring student and parent awareness. In addition to the traditional progress reports and report cards, some departments or subject matters use error analysis logs to help student identify their area of needed growth. Additionally, when linked to instruction, there has been an increase of assessment strategies that support student readiness for college and career paths. Through written expression and practical applications of content, students gain important skills that will carry them beyond high school.

Many strides have been made in creating a more collegial atmosphere in the creation of Common Formatives and Common Summatives. In keeping with the Tartar Pride mission, continued emphasis on written expression, particularly in relation to critical thinking, may be necessary. Furthermore, though this assessment model has increased the rigor within classrooms, there is a continued need to build on that foundation within assessment components. There is still a need to calibrate rubrics to ensure consistency within grading. Some departments have already begun this process, but others still need to build this into their assessment protocols.

Data analysis is a critical tool to provide feedback on specific questions, skills, and/or content that students may struggle with. This needs to continue to better drive our instruction and help support student learning. Additionally, data analysis needs to focus on underperforming populations, particularly English Language Learners, Special Education, and Socio-Economically Disadvantaged. To better serve the need of data analysis, it may be necessary to better understand the new student information system, PowerSchool, in order to use it more effectively. Teachers also may need to differentiate their assessments to allow students to demonstrate mastery in other ways.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Consistent models of assessment, both informal and formal, that serve to prepare students for real world experiences outside of high school.
- Multiple ways of assessing student attainment in student-centered methods.
- Keeping stakeholders informed of student progress.
- Creation of a consistent model of assessment across curricula.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Improve written expression.
- Calibrate grading to ensure consistency.
- Data analysis, including using PowerSchool effectively, needs to continue to evolve to better determine underperforming students.
- Continue to differentiate assessments and instruction, based on student needs.
- Continue to develop rigor across all curricula.

Chapter Three

SCHOOL CULTURE and SUPPORT

Focus Group Leaders

Alison Glaeser, *Special Education Teacher*
Jackie Mendoza, *Spanish Teacher, iLead Teacher*
Christina Yun, *Counselor*

Members

Carlos Anwandter, *Fine Arts Teacher*
Ryan Burnett, *Special Education Teacher*
Teresa Cordova, *Clerical*
Mary DeRosa, *Paraeducator*
Anita Divers, *Security*
Danielle Dwyer, *Science Teacher*
Elizabeth Feltham, *Clerical*
Charles Griffin, *English Teacher*
Jorge Gonzalez, *Spanish Teacher*
Nathan Haigh, *Math Teacher*
Adriana Ibanez, *EL Intervention Counselor*
Jeannie Kim, *Assistant Principal*
Deena Koda, *Associated Student Body Accounting Specialist*
Gina Leccese, *Physical Education Teacher*
Jenna Mendoza, *College/Career Counselor*
Paul Nitake, *Science Teacher*
Carla Ramirez, *Fine Arts Teacher*
Maria Salazar, *Clerical*
Ludivina Samson, *Clerical*
Alexia Saunders, *Paraeducator*
Lauren Siadek, *English Teacher*
Oliver Turner, *Math Teacher*
Aimee Wall, S*pecial Education Teacher*
Tracy Woo, *Math Teacher*
Robert Zuliani, *Social Science Teacher*

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
The Torrance High School website has been redesigned and updated to include counselor specific information, our Tartar Pride tenets, daily bulletins and our calendar of events. Information is now available to parents and the community regarding enrollment/permit procedures, school policies, our discipline matrix, attendance procedures, health office procedures, and cafeteria information regarding free and reduced lunches.	• Torrance High Facebook Page • Torrance High Twitter Account • Torrance High Instagram • Torrance High ASB YouTube Channel • eTUSD Class websites • PowerSchool • Automated phone calls to parents of absent students • E-Blast • Eboard • Naviance • Remind App • Library Databases

Torrance High School initiates contact with parents whose students are struggling academically or emotionally. The **Student Study Team** is made up of counselors, an assistant principal, school psychologist, a member of the special education department and the ELL coordinator. Students may be referred to the SST when an adult on campus feels there is a concern regarding behavior, poor performance in classes, or feels the student is dealing with an issue yet unnamed. Parents and the student may attend the meeting. Reports are submitted from the teachers and the team makes recommendations for action(s) they feel would support the student. After the initial meeting has taken place, students are put on our Watch List for follow up with parents,student,and teachers. The Watch List is a list of students who have been reviewed by the committee and warrant continued monitoring and review. The group receives an update until the student has been removed from the Watch List. **504 Plan** meetings include the school psychologist, assistant principal, the student's teachers, the counselor and the student and parent(s). The meeting includes a discussion of the student's strengths, reason for the 504 and recommendations for accommodations. The counselor is the case carrier for the student. Parents are encouraged to contact the teacher(s) and counselor with concerns. At the beginning of the school year, teachers are notified by the Student Services office to review the 504 information sheet for each student. **Special Education IEP meetings** are held with the case carrier for the student to go over the student's progress over the previous year, previous goals and projected goals for the upcoming year, previous and current grades and graduation plan progress. Information regarding the student's progress in the classroom is provided by the student's teachers and support providers. General education teachers, administrators, and support providers such as Speech and Language Pathologists, Counselors, and Assistive Technology providers attend meetings as well to help support the needs of the student.	• Student Study Team • Parent initiated meetings with teachers and counselors • Special Education IEP Meetings • Senior Letters • D/F Letters • Progress Reports • Alternative Education Referrals • SARB • 504 Plan • IEP meeting
Since 1922 Torrance High School continues to publish the News Torch newspaper which is financially supported by community business ads. It reports on events at school and in popular culture. Articles feature students and teacher participating in a variety of campus activities.	• The News Torch newspaper

Opportunities for involvement and communication with EL parents is a priority at Torrance High School. We serve both student and parent needs through numerous outreach programs and services. Parents of ELs are involved in the academic planning for their students and the EL coordinator and MELD team test for guided reading and provide an excellent score sheet so that the Intervention Counselor and alpha counselors can properly recommend courses to parents. The intervention counselor meets with any parent who needs extra support in selecting appropriate courses for their student. Teachers are receiving training for the English Language Proficiency Assessment for California (ELPAC) in January 2018 to administer to students in the spring of 2018.	• ELMAC • DELMAC • Spanish, Korean, Russian, Japanese, and Tagalog Translation Services at our school site • District Translation Services are available for other non-English speaking families • Translated IEP and Special Education forms • EL Intervention counselor (bilingual in Spanish) • Guided Reading Testing • ELPAC training
Torrance High School holds **Back to School Night** to invite parents, guardians, and students to obtain teacher contact information and the syllabus are presented to parents to help explain the expectations of the class and to create positive lines of communication between the parent, student, and teacher. **All Grade Level Night** is done by alpha counselors for fall scheduling (late February/early March) Parents and students entering 10th, 11th, and 12th grade are invited to discuss the overview of graduation and college requirements. Parents/students are then broken into grade level groups to meet with one of the counselors to hear about course offerings, four year plan update with timeline and expectations for class selection for the following fall. The AP Coordinator makes a presentation about the Torrance High School Honors/AP program to all attending. The presentation explains how students can become involved in the honors program and questions are answered as to the rigor and demands of the courses. In addition to the coordinator speaking to the parents and students, the honors and AP teachers close the evening with what Torrance High School calls **AP/Honors**	Parents Nights • Back to School • All Grade Level Night • AP/Honors Info Night

Information Night. Teachers spend time answering questions, providing syllabi, and clarify expectations for students and parents to be able to make informed decisions in selecting classes for the upcoming school year. The **8th Grade Parent Night** is a general meeting for our incoming freshman class that provides an overview of high school, expectations, resources, and graduation/college requirements. A general overview is provided or suggested on considerations when choosing courses for freshman year with an eye on the 4-year plan. The AP Coordinator also makes a presentation about describing the Torrance High School honors and Advanced Placement program to all attending. This provides an opportunity for parents and students to comprehend the rigor of the program/courses and provides resources to help identify who might be a good candidate for these classes. The **7th Grade Parent Night** provides our surrounding community an opportunity to obtain information as to entering the 8th grade acceleration program. This meeting is for current 7th graders that are looking to take classes at the high school in their 8th grade year. This encourages high school and middle school articulation and facilitates the bridge to high school curriculum. Students have the opportunity to take Biology Honors, Geometry Honors, and various language classes that are not offered at the middle school. The **Middle School Articulation Meeting** is held for parents of matriculating 8th grade students at Torrance High School. The Torrance High School administration, along with our counselors, EL coordinator, Intervention Counselor, Athletic Director, and Activities Director explain all high school programs and service opportunities available to incoming freshmen. These opportunities are also discussed at the transition meetings for 8th grade Special Education students coming into Torrance High. Torrance High School also holds an **Extracurricular Night** that provides the Torrance High School incoming students information about our athletic programs and provides students and parents an opportunity to meet and become familiar with Torrance High School. Included at this meeting is information about the Torrance High School Marching Band as well as our Cheer and Drill Team programs.	• 8th Grade Parent • 7th Grade Parent • Middle School Articulation Meeting • Extracurricular Night

Our counselors provided information prior to the parent nights meetings on the Torrance High School website**.** Presentations are provided on the Torrance High counseling website along with any and all handouts so that parents who attend the meetings can print them before they attend and parents who can't attend the meeting have the information to review. Parents are notified about parent night meetings via e-blast and with postcards mailed home. A notice appears on the website and also appears in the Daily Bulletin as reminders.	• Parent Information Nights by counselors
Torrance High School is the host for the district wide **Financial Aid Night** (October). College financial aid representative provides information as to the means of financial aid eligibility. A PowerPoint presentation provided in both English and Spanish is also available in the counseling section of the Torrance High School Website.	• Financial Aid Night
During the **Freshman Parent Night** (October), the counselors provides both parents and students an overview of counseling services and supplemental support available for student success. The meeting reviews the Torrance High School graduation requirements and discusses the a-g college eligibility requirements for the UC/CSU systems. The counselors also discuss Naviance which is online college and career planning tool available for students to assist with post-secondary planning.	• Freshman Parent Night
All ninth and eleventh grade students participate in taking the PSAT test on campus, 11th take the PSAT/NMSQT and 9th takes the 8/9 version of the PSAT while 10th graders take the PACT. When the results are released in December/ January, Torrance High School counselors hold the **College Planning Night. PSAT and PACT test results are distributed in the classroom. On College Planning** night, results of the tests are reviewed and explained by a local testing service with a presentation on the benefits of the testing process and its use in college admissions. The night ends with an overview of college admission requirements and tips for college planning. Representatives from UC, CSU, private colleges (USC) and El Camino College (representing community colleges in CA). **Ilead Parent Meetings** occur once a year for each grade level to inform the participant's parents of the program's expectations and criteria.	• College Planning • PSAT Night • ILead Parent Meeting • Agenda • Power Points and handouts on website

Torrance High School has an active **Parent Teacher Student Association (PTSA)** that serves both our on-campus needs and the needs of the community. For example, the PTSA partners with the Torrance High School ASB and clubs on campus to collect donations and provide needy families with gifts and food during the winter holidays. This November, Torrance High School and the Torrance Police Department hosted a parent night to educate parents on youth trends in the city. Two school resource officers from the Torrance Police Department presented this evening to help increase social media awareness, discuss prevalent drugs and cyber bullying. Parents were invited via eblast and a flyer was posted on the website. The PTSA has also provided each classroom with emergency food and water for student use in case of a shelter in place situation that students are unable to leave the classroom.	• PTSA Operation Gift • Community Outreach Night--Our SRO speaks to our parents • Red Ribbon Week sponsor • PTSA Scholarship • PTSA Special Education Scholarship • Casino Night Fundraiser • SAT/ACT Bootcamp • Grad Night • District-wide College Fair • College and Career Day guest speakers • Parent Information Calendar and staff contact
The Torrance High School **Site Council** is a group made up of students, parents, teachers, our principal, and community members that approves the school plan and the school budget.	• School Site Council
Our **UCLA** sponsored **Blood Drive** teaches our students the importance of generosity and empathy at our annual school-wide drive. In partnership with UCLA our ASB students coordinate the drive encouraging anyone who is 17 years old (with parent permission) to give blood.	• Fall and Spring Blood Drive

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Torrance High School is fortunate to receive the support of the community which promotes student learning and personal growth. Some of this support comes in the form of grants, donations, or professional development.	

Project Lead the Way Grant money, which finances all of our engineering courses, also provides resources for field trips such as Manufacturing Day at ACE Clearwater Enterprises, STEM Day at Torrance Airport, and job fair at LAX. Torrance High School has benefitted from the financial contributions of numerous corporations that support specific PLTW projects. Those corporations are: **Chevron, Northrup/Grumman, El Camino College, John Deere, Robinson Helicopters, Torrance Refining Company, and MOOG.** PLTW has also benefited by the **Advanced Manufacturing Engineering Technology Linked Learning Grant** and the **Career Technical Education Incentive Grant.**	• PLTW field trips STEM Day; LAX job fair; Grants from AMETLL and CTEIG
The Center for Math and Science Teaching (CMAST) provides an inquiry based student driven system to increase student achievement. **Torrance High School CMAST** grant money allows lead Math teachers to attend professional development at Loyola Marymount University where their collaboration with community and faculty provides continuing education in the CMAST model.	• CMAST professional development
The **College Readiness Block Grant** allows Torrance High School to select up to 100 students on our campus to go on full day college and career visits. At these visits, students will get a tour of the campuses, learn about local establishments, popular majors, or go to local establishments to learn about the various job responsibilities. One hundred students may not necessarily go to each visit, because colleges and careers differ according to students' pathways but we are picking from a pool of 100 that were chosen by counselors, ILead teacher, EL Teacher, Intervention Counselor, and CCC. The first visit will occur in November.	• College Readiness Block Grant
Four Torrance High School teachers have applied for and received the **Torrance Refinery Pegasus Grant** ranging from $100 to $5000 for STEM technology including SmartBoards, Vernier Probes, and 3D printers.	• Torrance Refinery grants awarded
The **Dow Chemical Scholarship** was awarded to a member of the science department. She was chosen to join the **National Science Teacher Association** (**NSTA)** New Science Teacher Academy which gave her access to numerous webinars about	• Dow Chemical Scholarship awarded to Kristen Spence

teaching strategies, classroom management, science lab safety, and inquiry-based lessons. She was given textbooks and other resources and was sent to the NSTA National Science Teaching Conference in Boston, MA. Upon her return she shared the new NGSS teaching strategies and multiple resources with our science faculty.	
The **Roundhouse Aquarium Grant** was awarded to a science teacher by the Manhattan Beach Roundhouse Aquarium. The grant covered the cost of visits by 2 aquarium representatives who conducted squid dissections for two Marine Science and three Biology classes. They presented a powerpoint presentation about squid anatomy and then led a squid dissection that students completed in groups of 4. At a later date, the two representatives brought their mobile touch tank for students to see, hold, and touch marine invertebrates that had been discussed in Marine Science classes.	• Roundhouse Aquarium Grant; lectures, touch tank and squid dissections in science classes
Torrance High School has the good fortune to be the recipient of numerous local businesses and corporations that contribute to **50 student scholarships**. Just a few of the prominent donors from the Torrance community include: • Torrance Women's Club • Torrance Y's Men's Club • Torrance Youth Club • First Choice Foundation • Torrance Education Foundation • Torrance Lion's Club • Torrance Rotary • Torrance Teacher's Association • And many others	• Carson Woman's Club • Daughters of the American Revolution • ILWU Locals 13, 63, 94 • Schools First Federal Credit Union • Torrance Police Officer's Assoc.
Two Torrance High School teachers have taken advantage of the philanthropy of **Madrona Marsh** and The **Hawthorne Home Depot** who provided materials, native plants, and succulents for planting. Following the extended campus construction, our school was in need of a bit of sprucing up and the new plants were generously provided to the teachers and the Botany Society to plant and maintain. The **Del Amo Rotary, Beach Cities Lodge, SME Gene Haas Foundation, and the South Bay Junior Women's Club** have provided student scholarships.	• Madrona Marsh • Home Depot • Del Amo Rotary • Beach Cities Lodge • SME Gene Haas Foundation • South Bay Junior Women's Club

The Torrance High School Band **Booster Club** is made up of parent and community members who provide financial support through fundraising, materials such as uniforms or equipment, and encouragement as a rooting section for our student athletes.	• Booster Club financial support band and choir • Payment of staff • Fundraising and solicitation • Uniforms and show props • Classroom materials • Movement of equipment to and from performance sites • Equipment truck purchase
The **iLead** program has been introduced as a way of supporting EL and traditional students with a new approach to academic success. Students are placed into leadership positions as they explore entrepreneurship, the arts, and global ideas. The **Special Education Workability Program** is a work program designed specifically for special education students who are employed at a job site and receive minimum wage and high school credit for their work assignment.	• iLead's parent committee fundraisers for field trips, award ceremonies, and financial donations. • Special Education's Workability Program
Jr. Leadership (now known as **LEAD**) originated at the Torrance City Chamber of Commerce which has chosen 6 Torrance High School students to explore the history, culture, careers, public agencies, and businesses associated with the city of Torrance. Students are chosen by a team of Torrance High counselors, EL Coordinator, Intervention Counselor, and teachers. **The Torrance Education Foundation (TEF)** raises funds for specific educational needs at Torrance High School. In the past few years, TEF has coordinated and provided the Summer School option within the Torrance School District. TEF most recently picked up the cost of providing our wireless computer access. TEF also offers grant opportunities for teachers during the school year such as the STEM Initiative Grant Corporations in our community are very generous in allowing our students and their parents to raise funds through joint participation in activities such as the **Skechers Pier to Pier**	• Jr. Leadership team and student field trips • Torrance Education Foundation contributions and grants • Skechers Pier to Pier Friendship Walk • Honda Food and Wine

Friendship Walk and the **Honda Volunteer Cleanup. Corporate sponsorships** in the form of gymnasium banner ads support our athletic teams and recognize our many local sponsors.	Festival ● Torrance High School gymnasium ad banners
Torrance High School class councils raise class funds by hosting **restaurant nights** at various participating community eateries. These restaurants offer anywhere from 10% to 50% donations to the council for each meal purchased.	● Restaurant participation from Ruby's, Chipotle, King's Hawaiian, Chick-Fil-A, Blaze Pizza, Frostbites, BJ's, Yogurtland, Stacked, Get Shaved.
Members of the **community and local agencies** volunteer to judge our annual senior project speech presentations. We also have benefitted by **in-class guest speakers** from nearby agencies. Members of every branch of the **U.S. military** are lunchtime fixtures on our campus breezeway where they make themselves available to answer student questions about careers in the military.	● Attendance by volunteer judges from Torrance Police Dept., Fire Dept., Mayor's office, community members. ● CPR training by Little Company of Mary and Torrance Fire Dept. ● Lunchtime informational tables manned by all branches of the U.S. Military
Our **College and Career Day** is a full day of presentations and informative sessions designed to provide college and career ideas to the entire student body. Our sessions utilize the expertise of community members who present real world career experiences in panel groups before our students. Students also hear from motivational speakers and garner specific university admissions information from UC admissions officers.	● Kinecta Federal Credit Union ● UCLA admissions officers ● El Camino College representatives
Torrance High School maintains a direct partnership with **El Camino College (ECC)** throughout each school year. El Camino representatives offer regular counseling sessions for admissions and English / Math placement testing information. In addition, students are provided with detailed instruction on how to apply to the Honors Transfer Program at ECC. Students in the School-to-Career Work program take a spring field trip to ECC where they are registered and visit the	● El Camino College counselor visits and field trips ● El Camino College Counselor presentation to Special Education students

Student Services Office. Special Education students are included in the ECC services where they meet with the counselors from the Special Education college office to discuss registration information and academic goals. Torrance High School students are permitted to concurrently enroll in ECC classes as a means to completing their graduation requirements. Torrance High School and the **Southern California Regional Occupational Center (SCROC)** work in conjunction to provide classes that meet the elective category for graduation. Often students take these classes when they are down credits, taking classes after a full 1-6 period day. There is no homework with this program and it is hands-on learning. We have many students who find their passion while taking SCROC classes.	• SCROC enrollment • SCROC Counselor

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Torrance High School is a safe, clean and orderly place that does a highly effective job in nurturing student learning. Despite the reduction in custodial staff due to state and district budget cuts, our current staff effectively maintains the cleanliness and aesthetics of our campus.	

The Torrance High School **Dean of Students** is responsible for discipline on campus. A parent contact is made to inform parents of discipline infractions. If the infraction occurred during class time the teacher is also encouraged to make a parent contact prior to the call from the Dean. There is a Discipline Matrix that is followed and enforced at Torrance High School. The dean also plays a major role in dealing with conflict resolution among students. This technique has had a positive impact on the number of physical incidents on campus. The Dean is also responsible for school safety and emergency preparedness. The Assistant Principal in charge of Student Services oversees Campus Security.	
There is an effective **Discipline Matrix** that is followed and enforced at Torrance High School. The dean also plays a major role in dealing with conflict resolution among students. This technique has had a positive impact on the number of physical incidents on campus. A concerted effort to implement conflict resolution is in place to diminish the number of violent incidences on campus. Rules are clearly spelled out and reinforced with defined consequences as spelled out in the discipline matrix and individual classroom procedures regarding bullying, internet procedures, hate language, profanity, sexual harassment, threats, or intimidation.	• Torrance High School Discipline Matrix
Campus security monitors the students on campus and its facilities. They enforce school rules including but not limited to dress code, tardiness and campus disruptions. They escort student to the office and assist in searches as needed. Campus Security plays a major role in getting to know the students in a social environment through their interactions at snack, lunch and school activities. During the 2016-17 school year, Torrance High School installed approximately 80 security cameras throughout the campus.	
The **School Resource Officer** from the Torrance Police Department is assigned to our high school. His services are available and used to enforce rules when needed. The officer will make parent contact when it is warranted.	
Juvenile Diversion is a counseling program for psychological services within the City of Torrance that is available to our students and parents. Our school counselors frequently make referral to these therapists for students and parents who are in	• Juvenile Diversion referrals

crisis. Occasionally, the therapists meet with students on our campus although their office is located within the police department building. The **Thelma McMillen Center for Chemical Dependency** provides Torrance High with a drug/alcohol counselor who is on our campus once a week for about 2-3 hours. Teachers, administrators, counselors or students may make anonymous referrals of students. She meets with these students to offer support services because this is a voluntary program. Thelma McMillen Center also provides our FUTURES program, a mandatory program for student, who have been caught with cigarettes, drugs, alcohol or drug paraphernalia. This program includes parent involvement. In addition to our relationship with the Thelma McMillen Center, our school sponsors our annual Red Ribbon Week drug/alcohol awareness project. Information about the dangers of drug and alcohol use are broadcast on the daily bulletin and viewed by the entire student body.	• Thelma McMillen Referrals • Futures program. • Red Ribbon Week • Torrance Police Department Drug sniffing dogs • Breathalyzers at dances
Through our ASB, the SAVE club and other clubs on campus, Torrance High has supported a recycling program on our campus. In addition to placing bins in classrooms and throughout campus, this program helps reinforce thoughtfulness among our student body and staff of the importance of conserving, recycling and campus beautification that will hopefully continue as our graduates move on into adulthood. Tartar Pride emphasizes that a true Tartar will behave respectfully, responsibly, and compassionately in regards to contributing to a safe, clean and orderly environment. There are a number of service organizations both for students and community clubs that sponsor clean up days and help maintain the facility. Some of these programs include: Community Service, ShareFest, and Maroon Monsoon Days.	• Recycling bins in classrooms • ASB recycling schedule • Tartar Ladies/Knights • SAVE club • Interact • CSF/NHS • ASB
Torrance High School teaches students **internet safety** through the RTI Common Skills Mondays and Character Building Monday tutorial time. Students are exposed to the risks of social media, taught the TUSD Acceptable Use Policy for internet us at school, learn to evaluate the credibility of internet sources, and the dangers of the accessibility of personal information on the internet. The CRAAP test is one example of the RTI Common Skill in that the entire school participates. The CRAAP test requires students to evaluate the **Currency, Relevance, Authority, Accuracy, and Purpose** of	• TUSD Acceptable Use Policy • RTI Character Building • RTI Common Skills Work • CRAAP Test • Social Media Awareness Night

the content found on internet sources. Further safety features are monitored during Naviance exploration. Chromebook use in the classrooms are monitored as students are required to sign in and out for the equipment. Our WiFi system contains firewalls to prevent access to inappropriate information. Course expectations and the classroom procedures (pre-approved by an administrator) are reviewed by parents and students and signed by both. Consequences are consistently, fairly and appropriately applied to infractions. Because of this fairness and consistency, students understand that there is a sense of order to our campus and, although they may not like it, they do accept the consequences and, for their part, complete their assigned penalty. The issue of **bullying** is addressed in various approaches on our campus. The Gay Straight Alliance (GSA) sponsors the Day of Silence where all students are invited to participate in a non-speaking day that draws attention to the silence that many LGBTQ people have had to endure all their lives. Our annual Welcome Back assemblies directly address the topic of bullying and behavior. Our activities director organizes an all-school assembly to view a multi-screen video presentation on bullying, its ramifications, and its preventions. The band teacher implements a peer intervention protocol where students hold leadership positions to recognize and stop bullying within the band population. Through a collaborative process, the English 1 teachers have created the Freshman Kindness Project where all 9th grade English students, participate in a year-long literature-based curriculum centered around Random Acts of Kindness. In addition, many of the English classes teach literature-based instruction that focuses on the issues of bullying and promotes class conversations on the topic. The Health class curriculum, powerpoints, and co-curricular group projects address bullying so they can work on prevention of bullying on our campus and in our community. Most classrooms and offices on campus post our Freedom Poster which states: *Your freedom to be who you are is respected here. Your sexual orientation, gender identity, race, religion, national origin, and physical capabilities are all parts of who you are, and your freedom to be an individual will be respected in this classroom.*	• Classroom Syllabi • GSA Day of Silence • Band Peer Intervention • Freshman Kindness Project • Freedom Posters

Any bullying issues on campus are taken up by our school Dean and the counselors who work directly with students through a mediation process and conflict resolution. **Conflict intervention** is implemented by our dean and counselors. Through mediation and conflict resolution students are invited to safely and calmly air grievances with the guidance of an adult. Students are given the opportunity to create their own resolutions and future plans. Parents are also part of the conflict resolution plan as they are free to notify our dean when they feel any behavior issues need to addressed. Many of our students feel comfortable to notify the dean that future problems may be brewing. Torrance High School has a **policy regarding derogatory or hateful language**. Issues regarding the safety around derogatory or hateful language is often addressed in the classroom curriculum. The English department focuses on the issues of equity regarding race and gender through texts such as *I Am Malala*, *To Kill a Mockingbird*, *Huckleberry Finn*, *Invisible Man*, and *The Handmaid's Tale*. Our Social Science department frames the language in a historical context and discusses the origins and meanings behind hate speech.	• Discipline Matrix
Torrance High School has developed a **Disaster Preparedness Plan.** All teachers and staff have been given handbooks that contain all the necessary information in case of an Earthquake or fire emergency such as evacuation routes, teacher responsibilities, first aid information, parent/child reunion plans, and important phone numbers to name a few. As an entire school population, we practice multiple disaster drills throughout the year and instruct our individual classrooms on how to evacuate safely. We participate in the annual California Shakeout. Our proximity to the Torrance Refinery necessitates occasional Shelter-in-Place drills where students have been instructed on how and where to find shelter both during and in between classes as well as lunch time. These Shelter-in-Place drills are also used as preventive measures in case of a school shooting. The plan for each classroom is to be stocked with food, water, and an emergency toilet for extended Shelters-in-Place. Student Emergency Information Forms are filled out by parents at the beginning of the school year and kept on file so contacts can be made during an emergency.	• Emergency Preparedness Handbook • Evacuation Maps • Faculty Emergency Responsibility Rosters • California Shake Out • Scheduled Evacuation Drills • Emergency Toilets • Classroom Food and Water Supplies • Student Emergency Information Form • Shelter-in-place Drills • Evacuation Drills

Our Science department employs a lab safety test for students in all Science classes and our teachers have passed the Flinn certification for Lab Safety. We follow all Cal/OSHA safety requirements. Chemicals are appropriately stored in a well-ventilated storage facility separate from the laboratory with limited access. Chemicals are organized by the MSDS classes. All science lab classrooms have fire extinguishers, chemical hoods, eye wash stations, and safety showers. The Fine Arts/CTE department teaches safety standards around materials such as film chemicals, the kiln, glazes, sewing machines, potter's wheels, exacto knives, and the rotary cutter.	• Lab Safety Test results • Flinn Certifications • Chemical Storage Lab

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Each school year, the dean informs the faculty and staff of the proportion of the types of incidents needing discipline to the population of our student body. This year, due to the change in our SIS to Power School, we currently have no access to this data. Torrance High School implements **strategies for positive student behavior**. Our bi-monthly Character Building lessons focus on interpersonal skills for students. Our All School Rallies are designed to promote school spirit. We highlight the recent accomplishments of students by honoring male and female Athletes of the Month and Student of the Month. The Pep Squads and Band perform their most recent routines. The 4 grade levels participate in friendly rivalries where school spirit is encouraged and promoted. Our Special Education department incorporates Behavior Intervention Plans (BIP) within the students' IEPs. These BIPs replace problem behaviors with more positive ones. The annual Achievement Awards evening recognizes those students who have achieved academic success as well as demonstrated excellent character and good citizenship. The Special Education Scholarship	• Monthly Character Building Packets • All School Rallies • Athlete of the Month • Student of the Month • Achievement Award Ceremony • Behavior Intervention Plans

Award also honors freshman, sophomore, and junior Special Education students who act appropriately inside the classroom and in the community. All classroom teachers establish clear classroom rules which are reviewed by administration, given to students, and signed by parents to create a safe and orderly learning environment. Teachers model professional behavior around our students as well as with other teachers. The staff signs and honors a civility clause at the beginning of each school year. Positive behavior is part of our regular Tartar Pride philosophy. The Friday before the Martin Luther King Jr. observed holiday, Torrance High School conducts **Hands Across Campus,** a student driven assembly to support the multicultural and diverse student groups on campus. Community dignitaries and District personnel are invited to the assembly to honor Dr. King, reinforce the principles voiced in the legendary *I Have a Dream* speech, and allow students to celebrate their heritage and culture through poetry, song, and dance. For the last 2 years, Torrance High School has celebrated **Holi, the Festival of Color**. Holi is a traditional Indian holiday that celebrates the coming spring. It is a day for people to look beyond race, gender, and class to celebrate love and unity. It is celebrated by throwing colorful powder at one another. Students and faculty of different ethnicities and cultural backgrounds gather together for a fun, memorable lunchtime event. The Art and World Languages departments collaborate each year to introduce the Latin American celebration of **Dia de Los Muertos** or **Day of the Dead**. This multi-faceted project explores the history and purpose of the cultural celebration through art projects such as dioramas and decorated three dimensional skeletons, sugar skull replicas, and kites that are later displayed in the Torrance HIgh School library for an all-school gallery walk. Twice a year, our culture clubs, along with our other 50+ clubs on campus, participate in school wide lunch festivals. **Harvest Fest and Spring Fest** is an opportunity for all of our culture	• Hands Across Campus Program • Holi Festival of Color • Day of the Dead • Harvest Fest • Spring Fest

clubs to share parts of their culture through food and activities to celebrate the end of first quarter and the start of spring break.	

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
At Torrance High School the faculty and administration have created an atmosphere of trust and support by making it a habit to consistently share and collaborate on current pedagogical strategies. Teachers are given the opportunity to attend conferences. In turn those teachers share out their acquired knowledge with colleagues. The school district provides professional development on a regular basis. These practices keep our faculty team current with academic trends and state standards.	• Leadership Team Meetings • Department Chair Meetings • Department Meetings • PLC Late Starts • SPED District Meetings • Common Assessment Professional Development • BTSA • 5E Lesson Professional Development • NSTA/CSTA conferences • AP Workshops • UC/CSU Counselor Conferences • South Bay Counselor Symposium
The faculty at Torrance High School implements current educational research in all of its levels of unit and lesson planning. Our training in implementing the California Common Core Standards manifests in the day-to-day lessons, labs, student collaborations, and student-centered classes. Our assessments, both formative and summative, are based on current pedagogy. The ELA team utilizes the writing rubrics provided by the state ELA Common Core Standards. Our curricular maps and pacing guides are created in collaboration with department members and reflect the most current	• Do/Debrief/Design (D3) Training through TUSD • ELA Common Core Exemplary Novels • 5E Lesson Planning PLC • Grade Level Curriculum Units in English

strategies and texts suggested by the state standards. The ELA team have adopted and teach the recommended Common Core State exemplar novels and plays.	• Horizontal alignment of grade level instruction • Curricular Maps • Pacing Guides aligned with CCSS and NGSS • Common Formative Assessments • Common Summative Assessments • EL Student Assessments • Math Learning Target Logs • Technology Updates • CCSS Rubrics • STEMscopes
Teachers at Torrance High School regularly collaborate to reflect on assessment outcomes and analyze the data. The Science department also examines the quarterly D/F rates and discusses best practices for future lessons. All departments examine assessment and outcomes, then adjust their lesson plans and approaches to the curriculum. Teachers share the results of the SBAC to develop teaching strategies in line with student learning needs. New teachers are enrolled in the Beginning Teacher Support and Assessment Program (BTSA) where they are observed, evaluated, and guided in current pedagogical methods and are given the opportunity to reflect on their teaching.	• BTSA observations and evaluations • PLC Data Analysis • Professional Development Subject Matter pull out days for data analysis • Quarterly D/F rate analysis • ITDPs

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Torrance High School offers an array of personalized student support during a student's high school career. We have recently implemented a 20-minute RTI Tier 2 tutorial program in the areas of Math and English offered twice a week. Struggling students are given tutorial passes so they can receive additional instruction during the scheduled tutorial period. Data from these tutorials is gathered and analyzed to determine the effectiveness of the additional support. Faculty members also offer before and after school tutoring in the areas of Math, Science, and English. Members of our National Honor Society also make themselves available for after school tutoring in most subject areas. Both faculty and NHS tutoring sessions are widely advertised and encouraged on our campus. Further academic support is offered through student's access to technology including our library which is equipped with 35 computers available to all students for researching, writing, and printing. Our campus offers labs for Project Lead the Way students, Cloud Labs in classrooms that hold 35 computers, and 23 Chromebook carts for student use. Students meet with counselors, teachers, and support staff on campus to develop a four year plan to make sure students are on track for graduation and for future college goals. A-G	• Faculty Tutoring • Student Access to Technology in Library • ETUSD • PowerSchool • RTI Tutorial • Counselor Meetings about 4 Year Plan • Credit Recovery • Push-In Classes • Lunch Time tutoring • NHS tutoring • Progress Reports • Athletic Progress Reports • Weekly Progress Reports • Intervention Counselor EL Student Data • IEP/504 Plans • AP/Honors Information Week

requirements are developed for students are who are meeting those requirements. Our Credit Recovery program also supports those students who are in need of making up credits. The Push in class method is in its second year supporting eight special education classes of Biology, Physical Science, Geometry, and Algebra 1. The general education teacher co-teaches the curriculum alongside the resource teacher ensuring the special education students are receiving the proper academic support. Paraeducator support is also offered in the classroom. Five-week progress reports are circulated by student athletes to be certain they are maintaining their academic responsibilities throughout their season. Weekly progress reports are occasionally utilized by parents who seek to support their student's academic progress. Traditional forms of academic support are in the forms of IEPs, 504 plans, and academic guidance from counselors. Each spring the Honors and Advanced Placement teachers offer an Information Week designed to inform prospective students of the curriculum they will encounter the following year. Students learn about the rigor and pace of the class in order to make an informed decision about enrolling. In November of every school year, a counselor from the El Camino Admissions office is placed on our campus 8 hours a week to meet with senior in small groups and one on one sessions. The counselor addresses post-secondary plans for our Community College / Trade School bound students. Students are exposed to options at the community college level, from Certificate Programs to A.A. / S.S. degrees to transfer pathways. Students then participate in an El Camino application workshop so they can continue the steps of enrollment (Assessment Test, Orientation, and Educational Plan) either on their own or on an El Camino Sponsored Field trip to their campus in the Spring semester. Giving the students an opportunity to complete the steps early, gives them a "priority" status as an incoming freshman at ECC and better access the classes they will need to complete their certificate / degree on time.	• Fall Scheduling Meetings with counselors and within departments • Home Hospital • Independent Study • Student Services and Counseling Office • Progress Reports • El Camino counseling assistance

The iLead Program also supports those students whose potential for success has not yet been fully realized. The program offers a curriculum that challenges students to take on areas of leadership and skills they might not have tackled in a traditional classroom environment.	• Ilead
Torrance High School offers consistent support for our students' personal needs. These are widely available through our counseling department and the office of Student Services. Some of these services include mental health services, juvenile diversion, and suicide prevention. In the 2014-2016 school years, two counselors ran a successful self-esteem group and a grief group for students who were in need of extra attention. Due to time constraints and added duties, the groups have not resumed this year. This fall the counselors opened the Student Union in Room A101 during lunch for all students. Any student is welcome to drop in to hang out or speak with a counselor if in need of support.	• School Psychologist • El Camino College Student Service Visit • Juvenile Diversion • TUSD Resource Guide • SST • Self-esteem group • Grief group • Student Union
The special education department monitors students whose behaviors might be impeding their academic progress by a Functional Behavior Assessment (FBA); the school psychologist observes the student during a regular class day to assess the behavior problems and recommend solutions to the individual's needs. In addition, the special education department offers Direct Instructional Services (DIS) where students can receive group or one-on-one time for various services such as educational counseling or speech services. As part of students' IEP a Transition Plan is created beginning when they are 15 years old and is updated annually. This Transition Plan is designed to help the student move smoothly from high school to their planned post secondary goals. Our Special Education department incorporates Behavior Intervention Plans (BIP) within the students' IEPs. These BIPs replace problem behaviors with more positive ones.	• Special Education Transition Plan • Suicide Prevention Presentation • IEP/504 Plans • ILead Program • Behavior Intervention Plans (BIP) • DIS Counseling • Functional Behavior Assessments
Torrance High School offers special education students the opportunity to learn job-hunting skills with the help of a Job Developer and Pre-Employment counselor. Through a state funded program the two on-campus employment counselors teach interview skills, help in getting the first job, and aid in on the job training. Students conduct their job search	• Workability Program • College Career Counselor • College Career Day • Military Recruiters • Naviance

according to their career interests and skills. Our full-time College / Career Counselor is dedicated to involving students in acquiring career information to aid in their post-secondary plans. In freshman year, students are introduced to the Naviance program that enables them in their career inquiries. Torrance High School also offers a College / Career Day and lunchtime military information tables.	
The Torrance High School Counseling Staff meets with all students through their English classes to discuss the scheduling process for the following academic school year. In January, regardless of grade level, all presentations focus on graduation and UC/CSU a-g requirements. The counselors will then tailor the presentation to fit the immediate needs of the student grade level. The sophomore presentation speaks to the concept of selecting a college and college planning, the junior presentation focuses on post secondary planning, and the senior presentation deals with college applications and further post secondary planning. Later in the spring, counselors will do a transcript review with each student on our campus and hold individual counseling meetings to help guide students toward the most beneficial academic plan to fit their academic needs and goals.	• Scheduled Counselor Visits to English Classes for Scheduling • Parent Nights • All Grade Level • AP/Honors Info Night • 8th Grade Parent Night • 7th Grade Parent Night • AP/Honors Information Week • Special ED IEP meetings
The student health office records and creates reports explaining the specific health needs of individual students. They then provide these reports to teachers in a confidential manner to keep teachers informed of any health issues the student may come up against during their time in class.	• Health office confidential reports

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Torrance High School offers varied approaches to education to academically support all students. These approaches include the Independent Study and Home Hospital, an option for students whose personal situations make it difficult to make it to campus, Special Day Classes, Credit Recovery, and Push-In Classes.	• Alternative Education Programs: • Independent Study • SCROC • Shery High School • Home Hospital • Credit Recovery

Torrance High School houses the TUSD Targeted Interventions Directly Enhancing Success (TIDES) program which serves all 4 TUSD high schools. The program enables students to learn in a smaller, more personalized style where RTI interventions are suited directly to the learner's needs. TIDES students are often mainstreamed into regular Torrance High School classes. To support credit recovery, students are referred to Shery High School, the district continuation program, where students can make up credits more efficiently than on the comprehensive high school campus. Students can receive high school credit and instruction in their career choice at Southern California Regional Occupational Center (SCROC) in day or evening classes. Our Project Lead the Way program offers dual enrollment in El Camino College. Our English Language Learners participate in our MELD program or Model English Language Development. The program teams EL students with English Only students in an environment designed to lower students affective filters while increasing their core English proficiency. EL students study the same course work and come together to prepare and present projects that they have collaborated on. Each student comes to the MELD class prepared to interact on an equal playing field.The expectation that each student is competent and prepared to collaborate as experts on the content motivates the EL student to participate in a situation where they otherwise might be self-conscious of their English skills. Students are provided with Level 1 support as needed.	• TIDES TUSD Program • Special Day Classes • Push In Classes • Shery High School referral • PLTW • MELD Program • 504 Plans • IEP • RTI Tutorial Period • Faculty Tutoring Program
Teachers at Torrance High School target all students through alternative instruction and differentiation of instruction. Our instruction is student centered by incorporating student driven projects, offering choices to literature or essay topics. Modified versions of novels and plays are provided for emerging English learners. Teachers also differentiate instruction based on the levels of student learning modalities by varying their instructional methods. The Science and Math departments are incorporating the task of student analysis of	• Student Driven Projects • Choice of Essay Topics • Modified versions of novels for EL • Student choice of literature • Literature Circles • Testing Room Accommodations

their own errors, making those corrections, and providing the opportunity for retakes on tests and quizzes. In addition, math classes have introduced learning target stations for group or individualized approaches to mastering the curriculum.	• CFA/CSA • Exit Tickets • 5E Lessons in science • Math Learning Target Stations
Torrance High School takes advantage of new technologies by electronically communicating with students or assessing student learning. Students and parents can stay updated on current grades, missing assignments, and attendance records on a daily basis via PowerSchool. Our ETUSD web site allows teachers to post homework assignments, powerpoints, or tutorial links easily accessible for all students. We offer online textbooks and supplemental support. Audiobooks are available for student checkout in our library. Our World Language department uses Nearpod, an app dedicated to viewing teacher prepared powerpoints and quick checks for understanding.	• PowerSchool • Alternative Assessments • ETUSD tutorial links • Online Textbook and Support • Quizlets • Nearpod • Audiobooks

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Prospective Special Education students are evaluated through the Student Study Team process and/or parent request and then recommendations for Special Education can occur using the Special Education timeframe to determine if they are eligible for special education. Students are tested and assessed within 60 days if parent referral is received; students outside of the Torrance Unified district are tested and assessed within a 30 day period.	• SST • CFA • Tutorial Referrals • Exit Tickets • Warm Ups • Quick Checks

Evaluation of CFA data determines the effectiveness of the instruction or the indication that concepts need to be retaught. warm ups, exit tickets, quick checks help us quickly identify and remediate for our struggling or underperforming students. Teachers are able to create electronic progress reports that are made available for parent perusal through Powerschool.	● Schoolwide 5-week Progress Reports ● PowerSchool Parent Access
Through timely assessments and interventions students make academic improvements. For example, physical education students have fewer "no dress" days and are participating in their P.E. classes. Teachers can also determine if academic improvement is occurring by analyzing the D/F rates at the quarter and semester reports, our A-G completion rates, our results from the SBAC tests, common formative and summative assessments, graduation rates, testing and reclassification of EL student language levels through Guided Reading, and our college acceptance rates.	● Participation in PE ● Analysis of D/F rates at quarter and semester ● A-G completion rates ● SBAC test results and data analysis ● CSA data analysis ● Graduation rates ● Reclassification of EL students ● 2 year/4 year college acceptance rates
Torrance High School uses multiple strategies to identify and support underperforming or struggling students. Formative assessments can quickly identify problematic areas for learners and those issues can be addressed in follow up lessons. Our timely progress reports, teacher/parent communication, student and parent access to Powerschool, SSTs, and other previously noted strategies support our governance of student progress.	● Formative Assessments ● Progress Reports ● Parent Communication ● Transcript Evaluation ● Student Referrals (Behavioral/Academic) ● PowerSchool ● SST ● RTI Tutorial Program ● Faculty Tutoring ● Individual meetings with alpha counselors.

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Torrance High School and Torrance Unified School District are committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses. All students who are willing to accept the challenge of a rigorous academic curriculum and meet course prerequisite shall have equal access to Advanced Placement and Honors courses. Torrance High School has found it important to help students make appropriate course choices without placing restrictions on what courses they are permitted to take. The term we choose to apply to this process is "informed decision." To that end, we have designed a guidance and course selection process from February through June intended to help students and parents determine if enrollment in an Honors or Advanced Placement course is appropriate. The emphasis will be placed on making sure students and parents are aware of the goals of Honors and Advanced Placement courses, the workload in these classes, and the expected performance level for students in these courses. Students and parents will be able to weigh the input of the teachers and counselors with the rigors of the courses and determine if they wish to accept the challenges of Honors or Advanced Placement courses. Torrance High School utilizes the AP/Honors Information Week and the All Grade Level parent night as opportunities to disseminate information. Special Education students discuss their IEP and academic goals together with their assigned IEP instructor to schedule their classes. The Torrance High School Master Schedule is completely driven by the requests of our student population. As mentioned in Chapter 1 of this document, Advanced Placement and upper	• Open Access Policy • AP/Honors Commitment Form • AP Test Scores • Course Description Handbook

division elective courses are constantly being created and offered to allow students access to a challenging and rigorous curriculum that fits their academic needs. Our English Language Learners participate in our MELD program or Model English Language Development. The program teams EL students with English Only students in an environment designed to lower students affective filters while increasing their core English proficiency. EL students study the same course work and come together to prepare and present projects that they have collaborated on. Each student comes to the MELD class prepared to interact on an equal playing field.The expectation that each student is competent and prepared to collaborate as experts on the content motivates the EL student to participate in a situation where they otherwise might be self-conscious of their English skills. Students are provided with Level 1 support as needed. Built into the master schedule are common conference periods for participating MELD teachers, and study skills classes that target resource students' individual needs, and the push-in classes in math and science. Counselors identify students that need to repeat courses and refer them to the credit recovery program to meet A-G requirements. If the student is credit deficient the counselors will refer them to Shery High School, an alternative high school where students can make up credits more efficiently than on the comprehensive high school campus. Students must be 16 to attend and must be behind a significant number of credits. Students are also offered concurrent enrollment in Southern California Regional Occupational Center (SCROC) or summer enrollment in South Bay Enrichment Academy Summer School or independent study.	

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Torrance High School offers a multitude of co-curricular activities that affords our entire population of students the opportunity for participation and are linked to our Tartar Pride success tenets of Behavior, Compassion, Collaboration, Reading, and Thinking. The number of students participating in these activities can be monitored through club rosters, service hour logs, sign-in sheets, SCROC enrollment figures, and ticket sales. Additionally, most activities require a strong standing in both grades and citizenship to remain eligible for participation.	
In the 2015-2016 school year we introduced **Character Building Mondays**. Supplemental teaching materials were provided to teachers to educate our students on Tartar Pride, college and careers, socioemotional needs, stressors, academic support and school resources. The first year a theme was created for all 10 months and an activity was created for every Monday of that month. Per teacher feedback, the following year was structured to address students by grade level needs and the themes were designed to achieve an end of the year goal relating to our Tartar Pride standards. The program now runs bi-monthly along with our Common Skills Monday and continues to enrich and educate our students beyond their academic courses on subjects that are relevant to them and their futures such as career selection, job resumes and interviewing techniques.	• Character Building Mondays
Senior Project Speech Presentations / Exit Interview The Senior Project Speech Presentation is the culminating activity of the Senior Research Project. Students present their research findings in the form of a speech. This school year we are changing this format to an Exit Interview in the belief that such a skill will better serve our students' real world needs.	• Senior Project presentations

The Torrance High **Mega Math (M3) Challenge** team meets weekly to prepare for the competition on a weekend in February each year. The online competition is organized by the Society for Industrial and Applied Mathematicians (SIAM) and was previously sponsored by the Moody's Foundation, a charitable group founded by the Moody's Corporation of the financial world. The competition offers scholarships to the winning teams. A math modeling problem is different than a word problem as students are asked to solve a problem without being given any direction on the details to be used, the formulas to be applied, or the type of math to be used. The math model must be designed to predict the impact of current and future events at usually 4 or 5 different cities or locations. Last year, the math modeling problem asked the team to assess the impact of climate change on 4 different national parks. The rules mandate a competition team of 3 to 5 junior or senior students. The Mega Math Challenge competition requires downloading a real world, math modeling problem, research the background and data for the problem, develop a math model with their own assumptions, their own input variables, stating the weaknesses and strengths of their model, and upload a report in a limit of 14 consecutive hours on a weekend. The last competition was on February 25th, 2017 and the team met at Torrance High and worked furiously from 7:20 AM to 9:20 PM where they downloaded the challenge problems via the M3 Challenge website. Beyond the monetary awards, the M3 Challenge offered the Torrance High School students a great learning experience as they worked together as a team and attempted to solve real world problems using math without any predetermined answers.	• Mega Math Challenge
Academic Decathlon is a 10-event academic competition for 9 team members whose grade point averages fall into the A, B, and C range. Students compete in a wide range of academic fields against other L.A. County high schools.	• Academic Decathlon
Our Torrance High School **Forensics and Debate** course is designed to be a competitive academic activity class with emphasis on the development of communication skills and knowledge. Students become proficient in the skill required for debate, research, and organization. Students compete in a variety of events ranging from original oratory, to debate, to extemporaneous speaking, to the oral interpretation of literature. Competitions take place at the local and state level.	• Forensics and Debate

The purpose of **Model United Nations (MUN)** is to have students gain greater awareness of the world around them by roleplaying as a representative of a specific assigned country. Torrance High School's role is to represent the conferences as members of the security council where students participate in debates, writing resolutions, compromising to pass security council resolutions, and speaking in public. The last 3 years, the students have competed in the Gahr High School MUN Conference with plans to compete in that conference again this year. There are approximately 20 -30 members in the club this year, which has increased from the 6 person membership in the 14-15 school year and a 12 person membership in the 16-17 school year.	• Model United Nations
Student Congress is our student connection between classrooms and student government. Meetings are run by the ASB Vice President and are held once a month on Wednesdays during tutorial. We brought Student Congress back four years ago with moderate success. We have averaged 50% attendance of our third period classes. Increasing participation has been difficult. Meeting dates are sent to teachers at the beginning of the year, it is in the faculty bulletin and daily bulletin. We have tried using social media and have set up a Remind app to help increase participation. Although attendance is limited it helps connect the student body to student government. Any setting that allows students to communicate with each other and share their opinions with limited adult interference is an opportunity for skill advancement.	• Student Congress
Female students are encouraged to participate in the annual **STEMania Boat Challenge**. Students show up to the Torrance Plunge Pool to design, build and race their own boat out of cardboard, string, tape, other basic materials.	• STEMania Boat Challenge
The **Steminist Club** provides support and empowerment to young girls interested in STEM related fields. Currently, we have 25 members.Steminist has members think critically and analytically when working together as a team to compete in engineering challenges. The Steminists will be participating in the STEMania Boat Challenge and competing in mini engineering challenges this academic school year.	• Steminist Club

The purpose of the **Computer Science Club** is to teach kids the basics of computer science through means of programming games. It teaches people how to collaborate with one another and how to effectively work as a team. The club currently has 15 members.	• Computer Science Club
The Torrance High School **Robotics Club** is a place for students to apply STEM skills acquired in the classroom, beyond the classrooms in collaborative group projects and develop their communications, construction and coding skills. The Robotics club has 20 members.	• Robotics Club
The **California Scholarship Federation, Inc. (CSF)** is a nonprofit organization whose mission is to recognize and encourage academic achievement and community service among middle and high school students in California. There are approximately 1500 chapters in middle school and high schools throughout the state, and each chapter is comprised of students members who meet eligibility requirements. Each chapter is led by a staff adviser. Eligible students become members by submitting applications based on their report card grades. Membership is for one semester, and membership drives are held each semester within established periods dictated by the State bylaws. This is one of the two ways that students can graduate with honors. Torrance High has approximately 260 members per semester.	• CSF
A variety of **culture clubs** are available on our campus including, but limited to, the Black, Chinese, Japanese, Kababayan Filipino, Korean, Latino, Pacific Islander, and South Asian Culture clubs. These organizations are populated by not just students who share that specific culture but also students who want to learn and understand more about a specific culture. One particular cultural event that our school is extremely proud of is the Hands Across Campus celebration. **Hands Across Campus** is an event unique to our high school and is proudly sponsored by the Torrance High School Black Culture Club. The event is scheduled in close proximity to Martin Luther King's birthday and is a celebration of peace, equality, and the diversity of our campus. Cultural specific performances and messages of equality are the foundation behind this extended lunch event. Although this is an optional	• 8 Culture Clubs • Hands Across Campus

lunchtime event, it still remains to be one of the most special and well-attended events our campus offers. Also in attendance are parents, community leaders including the Mayor of Torrance or council representative, Torrance City Cable Television, and the Daily Breeze (our local newspaper). The **Visions of Unity** contest, sponsored by the Human Relations Forum of Torrance was begun in 2000 to encourage Torrance youth to reflect on their role in resolving critical community issues, to artistically express their unique ideas and ideals in a way which broadens minds and touches hearts, and to take initiative in enhancing unity among diverse groups within their community. The Visions of Unity contest was inspired by Dr. Martin Luther King whose birthday comes on or near the contest's deadline every year. Torrance High School students participate in the annual **Reflections Contest** sponsored by the PTSA.Students reflect on a common theme and create original works of art in the categories of dance choreography, film production, literature, music composition, photography and visual arts. Students may enter the national awards program through their school's PTA. The arts support student success and serve as a valuable tool for building strong partnerships in our school community. Each year Torrance High School produces the **Night of the Arts** which showcases the artistic work created by the Fine Arts students, theater, band, and the choir. Artworks and performances are showcased for parents, staff, students, and the Torrance community. The evening production also illustrates to prospective students the opportunities available to them in the area of Fine Arts. **Band** and **Choir Concerts and Competitions** offer Torrance High School students the opportunity to showcase their musical accomplishments. Extensive rehearsals outside of the school day enrich student learning, collaboration, and leadership skills. Currently 82 students are involved in the classes that include Wind Ensemble, Jazz Band, Drumline, Marching Band, and Color Guard. The Advanced Glee Ensemble has 31 students with 7 students in Choir A/B.	• Visions of Unity and Reflections contest • Night of the Arts • Band/Choir concerts • School Plays

The 7th period **Play Production Class** is offered to all Torrance High School students. Students must pass an audition process for being cast as an actor and a job application process for being "hired" as a member of the production staff. The purpose of the Theatre Management course is to provide an opportunity for students to be a part of a real world theatre company. All aspects of performance and technical theatre are experienced through this class to give students a glimpse at a career in theatre. The number of students in the class changes with each semester depending on the play being produced, ranging from 18-45. It is a rigorous course that requires students to demonstrate all of our Tartar Pride expectations.	
The Torrance High School **Fashion Club** consists of students interested in clothing or fashion. There are approximately 25 students in the club. We do activities such as helping produce the annual fashion show, DIY fashion projects, attend fashion exhibits, attend a Disneyland Costume Workshop, etc. Students collaborate and communicate on projects throughout the school year.	• Fashion show and projects
The **Day of the Dead** student Art Exhibit by the World Languages and Fine Arts Departments has been a staple and yearly tradition at Torrance High School. This is the 9th year that Torrance High School students create projects to display on or about November 1st to celebrate the Latin American traditions of remembering and honoring the loved ones who have passed. First year Spanish students create dioramas called *Ofrendas*/Altars that include traditional symbols of the Day of the Dead as well as other symbols that describe what the person was like. Second year students focus on creating *Esqueletos*/Skeletons that are satirically portrayed and may use living and/or dead famous individuals. Third year students create Guatemalan *Barriletes*/Giant Kites that are a tradition in the Kite Festival in Guatemala for Day of the Dead. AP Spanish focuses on all other Spanish Speaking countries and showcases posters depicting information and images of the traditions that people follow in the various countries in the Caribbean, Central America, South America and Spain. Korean classes use projects that depict historical heroes to remember in tri-fold posters, Japanese students recreate tomb stones from traditional Japanese cemeteries and create letters to thank their ancestors. Fine Arts students create *Calaveras/*Ceramic Skulls and also Paper maché skulls and	• Day of the Dead Showcase

free hand drawings. These projects are showcased to the students, staff, and the community in the Torrance High Library.	
The Torrance High School **Make-A-Wish Club** is a service club affiliated with the national Make-A-Wish Foundation. The club has also affiliated itself with the Friendship Foundation, a group dedicated to supporting parents and families who have children and young adults with special needs by providing a safe, accepting and inclusive environment where they can enjoy sports, art, music and many other social programs with their peers. The members of this club build leadership skills and foster the values of altruism, volunteerism, and sacrifice.	• Make a Wish Club
The **American Red Cross Club (ARC)** provides its student members with the opportunity to make a meaningful impact in their community through volunteering and donation of goods. This enables Torrance High School students to prevent and alleviate human suffering in the face of emergencies. Additionally, members must create an online Volunteer Connection account where they log in the hours of service they've provided. ARC members are also required to complete a minimum of 3 events per semester. Students have participated in creating handmade holiday cards to send to soldiers overseas, distribute emergency prep facts, and participate in the holiday toy drive. This year members have donated to the Canned Food Drive and the Veteran's Wish List (donation of essential goods such as shampoo, blankets, feminine products, hair brush, toothbrush/toothpaste, etc for veterans). They have participated in fundraisers for hurricane relief and for victims of the recent CA wildfires. The club has approximately 60 members.	• American Red Cross Club
The **Kiwins** organization is a student-led organization which provides its members with opportunities to provide service, build character, and develop leadership. Members volunteer at nearby Madrona Marsh (a refuge for birds, reptiles, insects and small mammals), the YMCA, and after school campus clean-up. Members hold meet and greets with other high school Kiwin organizations. Our 243 members are required to fulfill 4 hours of community service a month.	• Kiwins Club

	● Human Relations Club
The **Human Relations Club** is a service organization whose mantra is "If you need us, we will be there." Our president holds an elected ASB position that is charged with coordination of Clubs on Campus. In that capacity, she works with our Activities Director. General club work involves fundraising for Breast Cancer, Diabetes, food for the needy (especially during holiday seasons), and for a variety of other needs. Our memberships varies yearly from 50 to over 100 students. Our membership acts compassionately in our attempts to help those in need.	
	● Tartar Ladies and Knights
Tartar Ladies (TLs) and Tartar Knights (TKs) is a service club, which has been a part of Torrance High School for the last 60 to 70 years. TLs and TKs have a long standing reputation for excellence. The purpose of the club is to serve the community of Torrance High School and the community at large. The ladies and gentlemen who belong to TL and TK are high achieving scholars with a minimum grade point average of 3.0 without earning any unsatisfactory marks in citizenship. Currently we have 40+ Tartar Ladies and 50 Tartar Knights.	
	● Service League
Service League is primarily responsible for planning and executing our Homecoming festivities. The president serves as an elected member of ASB and their job is to coordinate the theme, the Top 30 dinner, football halftime show, and organize the Homecoming Dance. Membership ranges from 50-75 students. In recent years, Service League has also been in charge of the Teacher Appreciation week in May. Since last year, the president will also help coordinate Operation Gift in December.The Homecoming Dance brings our students together in a traditional fall celebration. Through membership in Service League, students learn to communicate and collaborate effectively.	
	● Interact Club
Interact is a service club that is sponsored by the Rotary Club. TUSD has a Rotarian assigned to its schools to help students operate the club. It is designed to get students involved in volunteer opportunities to assist the community. One of our main focuses at Torrance High School is raising money for and participating in Relay for Life, an event held each year designed to raise money to research the fight against cancer. Other events include gift wrapping at the holiday time, and sending individual students to the Rotary Youth Leadership	

Assembly (RYLA) to build leadership qualities and collaboration between people. Interact has roughly 20 members involved. It teaches students to behave respectfully, responsibly and compassionately by involving the members in activities designed to help the community they live in, placing those needs before their personal ones. It also facilitates the advancement of communication and collaboration by having the students work with one another to organize and participate in these activities. Some of the more fun events are called 'mixers,' where the Torrance High School Interact members meet up with the Interact members from the other Torrance schools, allowing them to play games together, discover how those clubs operate, and offer assistance when they organize their events. **Service With a Smile (SWAS)** is a student service organization that fundraises and participates in events such as the Elderly Home Event. Members exhibit the Tartar Pride tenets by serving the Torrance community in a compassionate manner. SWAS currently has 34 members. The **Random Acts of Kindness Club** was newly approved this school year 2017-2018. The purpose of the club is to build self-esteem and raise school morale by showing every person on campus that he / she can make a difference. Approximately 30 students have joined the club. **UNICEF** partners with the U.S. Fund for UNICEF to educate, advocate, and fundraise—work that is vital to UNICEF's ability to save children in 190 countries and territories around the globe. The students have the opportunity to help play a role in helping children around the world survive. We support UNICEF's work in more than 190 countries and territories while involving our community in global humanitarian issues. UNICEF has 81 members. Our **Gay / Straight Alliance** is an organization where young people of all orientations can come together to discuss issues that concern them, whether personal, social, or global, in a safe, supportive, and non-judgmental environment. The group also hopes to create a safer, more supportive school environment for all students. Our average weekly meetings see	• Service With a Smile • Random Acts of Kindness • UNICEF • Gay /Straight Alliance

about 20-25 students attending.Students build their communication skills as both listeners and speakers, and as they discuss these sometimes controversial or complicated topics, they are strengthening their critical thinking skills as well. The established ground rules of the club require that members always respond to each other respectfully, even when disagreeing, and to be supportive of one another. In this format, students are achieving their Tartar Pride goals.

The **Feminist Club** was formed to educate students on what feminism is and the need for equality on campus and the world. This club offers a safe place to voice student opinions on both political or personal issues. The club is open to all students and has a membership of 10-15 boys and girls. Topics range from the recent presidential election, inequities in pay for women, and social roles for men and women.

In the **STOP** - Stop Trafficking, Oppression, and Prostitution Club students raise awareness about human trafficking and fundraise to support an organization (Love 146) that not only battles human trafficking, but works tirelessly to rehabilitate the victims who have been rescued. This club beautifully exemplifies students behaving compassionately and communicating collaboratively and effectively. The STOP Club currently has a 15 student membership.

Our **Unite Club** is a 30-member group of bilingual students who have the desire to bridge the gap between newcomers and others with a more advanced English proficiency. Student leaders in this club work one on one giving tours or by tutoring students who are recent immigrants. They also plan seasonal social events. They remember how hard it was for them to transition to academic life in the United States and they ultimately want to ease that transition for others.

ROCK - Reaching Out for Christ's Kingdom - This is NOT a school sponsored activity. Students evangelize in an effort to help their peers recognize their need for salvation through Jesus Christ. Through this club, students communicate and collaborate effectively with the help of professional training in evangelism. Their desire to see all of their classmates saved demonstrates their compassionate behavior. ROCK currently has 20 members.

- Feminist Club
- STOP Club
- Unite Club
- ROCK Club

The **Fellowship of Christian Athletes (FCA)** is a faith-based club that is student initiated and student led that gives students and athletes an opportunity to begin or deepen a relationship with God and develop relationships with their peers. FCA's purpose, at its absolute core, is to combine a student athlete's passion for sports with their passion for Christ, and teach them that those two worlds don't have to be separate. FCA wants to give meaning to the athletic nature and use it for something that stretches beyond sports. About 25 students attend weekly meetings.	• Fellowship of Christian Athletes
The **Muslim Student Association** is a club that wants to share the religion of Islam and its teachings. It is open to anyone that wants to learn more about the religion of Islam. We currently have 10 members in the group.	• Muslim Student Association
The **Science Fiction Club** promotes the understanding and enjoyment of science fiction and fantasy as genres through discussions, games, films, and club activities. At this time, we have 30 members, though that number is fluid. The members participate in Operation Gift every year, promote school involvement, participate in the fests (spring & Harvest), do sci fi trivia contests at meetings, welcome new members any time.	• Science Fiction Club
The Torrance High School **SAVE CLUB** works to protect and conserve our local environment through beach clean ups, recycling projects, campus beautification, and fundraising for environmental organizations. We also raise awareness about these issues, and encourage others to join in on the effort. The club currently has 25 to 35 members.	• SAVE Club
The **Botany Society** provides students with the opportunity to appreciate nature by having members raise and nurture their own plants in order to gain a better understanding of the importance of the natural world. The 30-40 members work alongside SAVE club to restore the greenhouses to their former glory and original beauty. This club is also doing community services such as planting and maintaining plants around campus in order to beautify the school.	• Botany Society
The **Slam Poetry Competition** is an annual showcase of spoken word student artists who compete for cash prizes and	• Slam Competition

the title of Grand Slam Champion. Poets go through a semi-finals / finals process and work with an English teacher to edit, revise, and rehearse their performance. Poets' participation takes them through every aspect of the Tartar Pride components.	
The Torrance HIgh School **Film Club** allows students to find a place they feel they belong. Every year Film Club produces the Torrance High School Film Festival. This year film club is working to have fun making short films each month based on a theme or a certain artistic challenge. Film club students are not often in the film class. This allows them an introduction to the class and allows students to participate in filmmaking if their schedule does not permit them to take the class.	• Film Club
The purpose of the **Hip Hop Club** is to provide students with a space to come together to discuss, prepare for, and organize group dancing together. These are like minded students who enjoy performing, and occasionally dance in competitions. We have about 25-30 members.	• Hip Hop Club
The **Book Club** is designed to promote literacy and reading for pleasure. A secondary purpose is to bring students together and discuss particular novels. The Book Club currently has 15 members who host a yearly Book Festival featuring visiting Young Adult authors who deliver book talks and information on writing as a career.	• Book Club
Our **Anime Club** has 27 members who share an interest in anime video and games.	• Anime Club
The purpose of the **Chess Club** is to give students a safe space to either learn how to play chess or play chess with others who already know how. In fact, some students come to chess club and do neither; they simply socialize with their friends and/or do homework. The number of students involved varies on a weekly basis. Instead, we have an "open door" policy. Students can come to chess club on any Friday. We do encourage students to come weekly and bring friends. I believe it hits three components. Students in chess club are encouraged to use and practice appropriate behavior. Occasionally, we do have heated games of chess with overzealous winners and sore losers. Chess Club supports	• Chess Club

critical thinking and problem solving skills/strategies. Students help each other by sharing strategies and often discuss what went well or wrong in the game.	
The **Fine Arts Club** promotes artistic expression by organizing the student Talent Showcase.	• Fine Arts Club
Maroon Monsoon is the spirit section of Torrance High School Athletics. On average there are 150-200 students that attend home football and basketball games and participate in the Maroon Monsoon section. Students dress in themes, organize cheers and do their best to support their peers. Our goal is to get the Monsoon to cheer passionately for Torrance High School while treating the opposition respectfully (Tartar Pride).	• Maroon Monsoon
We have three **All School Rallies** each year where attendance by the entire student body is mandatory. Rallies consist of a combination of spirit games and performances by our various groups. Cheer and Song and the Drill Team each perform at two rallies while the Choir and Band, Color Guard and Drumline each perform at one. Rallies are organized by the ASB (student government) and require a great deal of communication and collaboration between the students inside ASB and the groups that perform and students that agree to participate in rally games. The mandatory attendance gives students the opportunity to see the accomplishments of one component of the Torrance High School student body. All-school attendance allows us to work on behavior in that we do require our students to be respectful of their peers during performances and encourages compassion when the school has to rally around one another for a specific cause. The night rally is also known as our **Dance Rally**. Each class puts together a six to seven minute dance routine that is completely choreographed by their peers. This is an excellent example of communicating and collaborating effectively because connecting the segments of songs and dance moves to 25 to 80 of their classmates is a daunting task. This event is typically our most popular school rally; we hold it in the Zamperini Stadium to allow our families to see their children's hard work.	• All School Rallies • Dance Rally • Harvest Fest • Spring Fest

Torrance High has more than forty clubs on campus plus our four class councils and twenty five plus athletic and extracurricular teams. **Harvest Fest** and **Spring Fest** happen at the end of the first and third quarters respectively, and allow the clubs, councils, and teams that choose to participate, the opportunity to celebrate the end of the quarter, raise funds, and awareness for their organizations and most importantly bring the school together. The groups that participate attend Inter Club Council (ICC) meetings to find out what they can and cannot sell, how to do pre-approval forms, disbursement vouchers and then on the day of the event how to set up their booth, make sales, give change, etc… These are all examples of Tartar Pride in action. We estimate that 60% to 70% of the student body attend these events. Their behavior in a confined space with their peers in charge of taking orders, money etc… along with a student DJ with no real problems over the last five years continues to show how our students behave and work together to make Torrance High a great place.	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Torrance High School is a safe, clean and orderly place that does a highly effective job in nurturing student learning. Despite the reduction in custodial staff due to state and district budget cuts, our current staff effectively maintains the cleanliness and aesthetics of our campus. The Torrance High School Dean of Students is responsible for discipline on campus and campus security monitors the students on campus and its facilities. They enforce school rules and adhere to a highly effective discipline matrix at Torrance High School. During the 2016-17 school year, Torrance High School installed approximately 80 security cameras throughout the campus.Thus improving safety and helping to ensure a safe and orderly place that nurtures learning. Internet safety and the issue of bullying are addressed in various approaches on our campus through the RTI Common Skills Mondays and Character Building Monday tutorial time.

The leadership at Torrance High School believes that parent involvement in students' education is critical and works to insure that this philosophy is followed by all stakeholders. We are fortunate to work in a community that is rich with resources that support students and parents through the educational process. We believe that Torrance High School's educational programs effectively support students in completing their high school experience. Parents receive postcard and email notifications informing them of upcoming evening meetings. PowerPoint presentations and handouts are made available to parents on our website rendering the notification process very effective.

Torrance High School is effective in employing a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.To begin, the Torrance High School website has been redesigned and updated to include counselor information, our Tartar Pride goals, daily bulletins and our calendar of events. Information is now available to parents and the community regarding all aspects of the learning process. Torrance High School holds several night meetings to invite parents, guardians, and students to create positive lines of communication between the parent, student, and teacher. Our counselors provide information prior to the parent night meetings on the Torrance High School website. Presentations are provided on the Torrance High counseling website along with any and all handouts so that parents who attend the meetings can print them before they attend and parents who can't attend the meeting have the information to review. Opportunities for involvement and communication with EL parents is

a priority at Torrance High School. Torrance High School is fortunate to receive the support of the community which promotes student learning and personal growth. Some of this support comes in the form of grants, donations, or professional development.

At Torrance High School, the faculty and administration have been effective in creating an atmosphere of trust and support by making it a habit to consistently share and collaborate on current pedagogical strategies. Teachers are given the opportunity to attend conferences. In turn those teachers share out their acquired knowledge with colleagues. The school district provides professional development on a regular basis. These practices keep our faculty team current with academic trends and state standards.

Torrance High is highly effective in providing multiple support systems that help ensure that students receive appropriate support and an individualized learning plan to help ensure academic success. Students receive a personalized review of their academic plan at least once a year at registration. To accomplish their personal goal, student will receive guidance and encouragement on a one to one basis from their counselor as they select classes for the following year. In addition to counselors, content specific teachers run information session on the curricular path within their academic discipline to encourage and assist student with their selection. Because of this encouragement it is our opinion that we are becoming more effective in ensuring that student meet their goals by taking the most rigorous academic schedule that they can handle.Torrance High School demonstrates high expectations for all students and focuses on continuous school improvement by complying with the TUSD open enrollment policy. The Torrance Unified School District is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses.Torrance High School is highly effective in assisting students to make appropriate course choices without placing restrictions on what courses they are permitted to take.

Torrance High School offers an array of personalized student support during a student's high school career. We have recently implemented a 23-minute RTI Tier 2 tutorial program in the areas of Math and English offered twice a week. Struggling students are given tutorial passes so they can receive additional instruction during the scheduled tutorial period. Data from these tutorials is gathered and analyzed to determine the effectiveness of the additional support. Evaluation of CFA data determines the effectiveness of the instruction or the indication that concepts need to be retaught. Warm ups, Exit tickets, Quick checks help us quickly identify and remediate for our struggling or underperforming students.

Finally, Torrance High school is highly effective in offering a multitude of co-curricular activities that affords our entire population of students the opportunity for participation and are linked to our Tartar Pride success tenets of Behavior, Compassion, Collaboration, Reading, and Thinking. The number of students participating in these activities can be monitored through club rosters, service hour logs, sign-in sheets, SCROC enrollment figures, and ticket sales.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Every student has an opportunity to fit in academically, athletically, and culturally.
- Focus on CFA and interventions in utilizing data to drive our support based on student needs.
- Teachers collaborate all the time to analyze assessment data and discuss best practices.
- Torrance High School is a safe and nurturing campus that embraces and promotes diversity and exhibits Tartar Pride.
- Torrance High School emphasizes a college going culture.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Tutorial opportunities in English and math (RTI).
- A101 student union is made available and currently in development.
- Teachers and counselors increase communication with and identification of low performing students.
- Continue to decrease the D / F rates of underperforming students.
- College going culture does not offer enough opportunities for students not going to college.
- Additional mental help / support for students who are experiencing stress.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Decrease the D / F rates overall.
- Increase the SBAC scores of the EL students and the Special Education students
- Focus on providing more career information for those students who do not have access to college after high school.
- Increase our understanding of how to use our data from CFAs / CSAs
- Maintain our graduation rate.
- Maintain our A-G requirement fulfillment.

Chapter 4
Summary from Analysis of Identified Critical Student Learning Needs

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Growth Target 1: We will continue to decrease the D / F rate of underperforming students.

Growth Target 2: We will increase the SBAC scores of English Learners and Special Education students.

Growth Target 3: We will improve our career readiness program for students pursuing vocational pathways and we will continue our current college readiness program. We will maintain the progress of our A-G requirement fulfillment and maintain our graduation rates.

Growth Target 4: During provided PLC time,we will further our understanding of how to make data driven decisions based on our CFAs / CSAs. Increase our understanding of how to use the RTI data to drive instruction; to drive tutorial referrals; to aid in reteaching or the spiraling back of instruction.

Chapter 5
Schoolwide Action Plan

Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Growth Target 1: We will continue to decrease the D / F rate of underperforming students.

Rationale: The continued concerns of students performing below their potential.

Link to TARTAR PRIDE: Students will Read intentionally; Think critically and analytically; Write purposefully. Students will be responsible.

Tasks	Strategies	Assessment	Responsible/ Monitoring Groups	Resources	Timeline
Develop a more effective system to identify and assist underperforming students.	Continue faculty before and after school tutoring. Continue to use CFAs / CSAs data to determine which students are at risk with content and/or skills. Continue tutorial periods in mathematics and ELA Examine ways to improve our current SST model. Increase collaboration among teachers, who share underperforming students. Meet with leadership team, faculty, and counselors to explore establishing an Intervention Team.	The established Intervention Team. Decrease in D / F grades. A revised SST protocol.	Administration Leadership Team Faculty Counselors MELD teachers Push In teachers	CCSS CFA / CSA data A-G requirements PowerSchool Tutorial time Curricular maps Pacing guides Learning targets After School Tutoring Funds	Ongoing

	Continue to accommodate students through the IEP/504 process campuswide.				
Continue RTI classroom tutorials to meet students' individual academic needs.	Continue to use CFAs / CSAs data to determine students' academic needs. Reteaching and reassessing content during tutorial period Differentiate activities and assessments to meet the needs of all students.	Use of CSAs / CFAs. Decrease in D/F grades. Increase in student tutorial attendance	Faculty Counselors EL Coordinator Special Education advocates	CCSS CFAs / CSAs Tutorial time Curricular maps Pacing guides Learning targets	Ongoing
Continue the work of analyzing CFAs and CSAs.	Use PLC time to analyze CFA / CSAs. Research best practices of data driven instruction. Review and Revise curricular maps to be sure they align with CCSS.	Decrease in D / F grades. Data driven lesson plans.	Faculty Counselors	PLC time CF/CSA Data	Ongoing

***Growth Target 2**:* We will increase the SBAC scores of English Learners and Special Education students.

Rationale: Continued concern for the academic performance of special populations such as our English learners and our Special Education students.

Link to TARTAR PRIDE: Students will Read intentionally; Think critically and analytically; Write purposefully. Students will be responsible.

Tasks	Strategies	Assessment	Responsible/ Monitoring Groups	Resources	Timeline
Increase writing, reading, and analysis opportunities in all classes.	Collaboration with English Department and EL/SPED departments to establish goals and intended outcomes for these students. Data driven lesson planning that incorporates intentional reading and purposeful writing, and think analytically. Explore strategies on differentiating instruction for EL and Special Education students. Further investigate cross-curricular opportunities to incorporate literacy strategies to support EL and SPED.	Increase of SBAC scores in SPED and EL populations. Faculty collaboration Completed Tartar Pride lessons plans which incorporate differentiated instruction and strategies	Faculty EL coordinator MELD teachers Special Education teachers	Tartar Pride SBAC exam SBAC practice exams Chromebooks	Ongoing
Ensure English learners and Special Educations population are receiving the same curriculum as general education.	Referrals of EL/SPED students to tutorial period and after-school faculty tutoring to provide equal opportunities for support. Continue to collaborate with the SPED/EL departments to explore methods to support and give students greater access to content Ensure communication among faculty, counselors, EL coordinator, MELD teachers, and Special Education advocates to improve outcomes..	Increase of SBAC scores in SPED and EL populations.	Faculty counselor EL coordinator MELD teachers Special Education advocates	CCSS Anchor Standards Tartar Pride	Ongoing

Growth Target 3: We will improve our career readiness program for students pursuing vocational pathways and we will continue our current college readiness program. We will maintain the progress of our A-G requirement fulfillment and maintain our graduation rates.

Rationale: Significant concern to guide those students who do not see college as a post-secondary option due to financial issues or their desire to begin military or vocational pursuits. Significant concern to maintain our progress of our A-G requirement fulfillment as well as our graduation rates.

Link to TARTAR PRIDE: Students will Read intentionally; Think critically and analytically; Write purposefully. Students will be responsible.

Tasks	Strategies	Assessment	Responsible/ Monitoring Groups	Resources	Timeline
Publicize and promote career pathways.	Implement a sequential college and career counseling curriculum using Naviance College Pathway Research at each grade level, using the following methodology. Assessment to Find Interests, Researching Career Possibilities, Narrowing down a major focus, and reaffirming or developing a potential list of colleges/programs the student will apply to. Coordinate speaker visits from technical and vocational schools as well as promote the El Camino ED job certification programs. Invite speakers and career professionals from occupations that do not require post-secondary degrees. Incorporate career vocabulary, real life application, and career related writing assignments in instruction toward a career going pathway. Instruction on career opportunities within department content areas.	Naviance data and assessments results. Presentations data. Career Center sign in sheets / attendance Senior Exit Survey	Counselors Faculty Administration	Naviance program College Career Center Career Speakers El Camino Counselor Chromebooks	Ongoing

	Utilize feedback, incorporate local community resources, and refine College Career Day curriculum.				
Continue to decrease our D/F rate to open the enrollment in the Science and Math sequence of A-G courses.	Continue to counsel students on meeting the A-G requirements. Continue to use CFAs / CSAs to determine students' academic needs. Reteaching and reassessing content during tutorial period Differentiate activities and assessments to meet the needs of all students.	Decrease in D F grades.	Counselors Faculty	CCSS Tartar Pride CFAs / CSAs Tutorial time Curricular maps Pacing guides Learning targets	Ongoing
Continue to develop our college / career center.	Explore four year, two year, and technical school career interest assessments Increase awareness of support programs and transitional services offered at the community college and university level. Increase exposure to options and create opportunities to make students "well rounded" competitive applicants to contribute to our national and global community	Pre and Post verbal personal meetings with counselor	Counselors	El Camino counselor Naviance program College / Career center.	Ongoing

Growth Target 4: During provided PLC time, we will further our understanding of how to make data driven decisions based on our CFAs / CSAs. We will Increase our understanding of how to use the RTI data to drive instruction; to drive tutorial referrals; to aid in reteaching or the spiraling back of instruction.

Rationale: Significant concern among the faculty to learn how best to use collected academic data from assessments.

Link to TARTAR PRIDE: Students will Read intentionally; Think critically and analytically; Write purposefully.

Tasks	Strategies	Assessment	Responsible/ Monitoring Groups	Resources	Timeline
Research how to effectively use CFA / CSA data.	Curricular planning and pacing guide planning Research best practices of data driven instruction. Use PLC time to calibrate grading procedures using common rubrics. Develop common rubrics.	Broadened understanding of CFA / CSA results. Effective implementation of CFA/ CSA results in unit and lesson planning, Decrease in D/F grades.	Faculty Administration District	CCSS Tartar Pride CFAs / CSAs Professional Development training Tutorial time Curricular maps Pacing guides Learning targets PLC time	Ongoing
Continue growth in learning RTI strategies	Research possible opportunities for professional development in RTI for entire faculty	Effective implementation of CFA/ CSA results in lesson planning and tutorial referrals. Decrease in D/F grades.	Faculty Administration District	Professional Development training PLC time	Ongoing

Appendices

Appendices:

A. Local Control and Accountability Plan (LCAP): provide link
B. Results of student questionnaire/interviews
C. Results of parent/community questionnaire/interviews
D. The most recent California Healthy Kids Survey
E. Master schedule
F. Approved AP course list: https://apcourseaudit.epiconline.org/ledger/
G. UC a–g approved course list: https://doorways.ucop.edu/list/app/home/
H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
I. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information
J. School accountability report card (SARC)
K. CBEDS school information form
L. Graduation requirements
M. Any pertinent additional data (or have on exhibit during the visit)
N. Budgetary information, including school budget
O. Glossary of terms unique to the school.