

Torrance Unified School District West High School

Grades 9 through 12
Kara Heinrich, Principal
heinrich.kara@tusd.org



20401 Victor Street
Torrance, CA 90503-2255
PH: 310-533-4290 FAX: 310-972-6483
west.tusd.org
CDS #: 19650601939602

2017-18 School Accountability Report Card *Published January 2019*

Principal's Message

West High School currently has a population of 2040 students. West High is located in the city of Torrance, welcoming student from the West Torrance area and surrounding communities. Over the past four years, West High has seen significant and continuous student achievement. West High was named 1984 National Blue Ribbon School, a 1984, 1994, 1999, 2005, and 2013 California Distinguished School, and 2015 California Gold Ribbon School. West High's Professional Learning Community leads the way for a strong Response to Intervention (RTI) framework and model which includes a bell schedule to accommodate two "Warrior Workshop" tutorial periods per week to support student intervention, and curricular extension and enrichment. West High believes all students will learn, and learn to their highest potential. This belief takes the emphasis beyond grade level proficiency to encompass mastery, advancement of rigorous curriculum, and college and career readiness for all students.

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

Go Warriors!

Mission Statement

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

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

Website Address

www.tusd.org

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School Description

West High School is located in the western region of Torrance and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2017-18 school year, 2031 students were enrolled, including 5.8% in special education, 7.2% qualifying for English Language Learner support, and 23.1% qualifying for free or reduced price lunch.

| Student Enrollment by Student Group / Grade Level 2017-18 | | | |
|--|-----------------------|-------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Black or African-Amer. | 4.10% | Grade 9 | 537 |
| Amer. Indian or Alaska Native | 0.20% | Grade 10 | 515 |
| Asian | 36.90% | Grade 11 | 498 |
| Filipino | 5.30% | Grade 12 | 481 |
| Hispanic or Latino | 20.10% | Ungraded | 0 |
| Native Hawaiian or Pacific Islander | 0.10% | | |
| White | 23.20% | | |
| Two or More Races | 8.10% | | |
| Students with Disabilities | 5.80% | | |
| Socioeconomically Disadvantaged | 23.10% | | |
| English Learners | 7.20% | | |
| Foster Youth | 0.10% | | |
| Total Enrollment | | | 2,031 |

Student Achievement

Physical Fitness

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

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2017-18 | | | |
|---|--|-------------------------------|------------------------------|
| Grade Level Tested | Percentage of Students Meeting Standards | | |
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| Ninth | 13.7% | 26.4% | 51.1% |

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's

standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

| CAASPP Test Results in ELA and Mathematics - All Students | | | | | | |
|---|---|-------|----------|-------|------------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | West High School | | District | | California | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| English-Language Arts/Literacy (grades 3-8 and 11) | 84.0 | 76.0 | 65.0 | 68.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 67.0 | 58.0 | 59.0 | 61.0 | 37.0 | 38.0 |

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

| CAASPP Test Results in ELA by Student Group (2017-18) | | | | |
|---|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 496 | 478 | 96.37 | 76.15 |
| Male | 248 | 245 | 98.79 | 72.65 |
| Female | 248 | 233 | 93.95 | 79.83 |
| Black or African-Amer. | 19 | 19 | 100.00 | 26.32 |
| Amer. Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 164 | 159 | 96.95 | 88.68 |
| Filipino | 26 | 26 | 100.00 | 84.62 |
| Hispanic or Latino | 105 | 100 | 95.24 | 60.00 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 138 | 130 | 94.20 | 78.46 |
| Two or More Races | 35 | 35 | 100.00 | 80.00 |
| English Learners | 45 | 37 | 82.22 | 54.05 |
| Socioeconomically Disadvantaged | 137 | 129 | 94.16 | 62.79 |
| Students with Disabilities | 32 | 29 | 90.63 | 24.14 |
| Students Receiving Migrant Ed. Services | | | | |
| Foster Youth | -- | -- | -- | -- |

| CAASPP Test Results in Mathematics by Student Group (2017-18) | | | | |
|---|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 496 | 483 | 97.38 | 58.18 |
| Male | 248 | 246 | 99.19 | 57.72 |
| Female | 248 | 237 | 95.56 | 58.65 |
| Black or African-Amer. | 19 | 19 | 100.00 | 26.32 |
| Amer. Indian or Alaska Native | -- | -- | | -- |
| Asian | 164 | 163 | 99.39 | 79.14 |
| Filipino | 26 | 26 | 100.00 | 61.54 |
| Hisp. or Latino | 105 | 101 | 96.19 | 30.69 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 138 | 130 | 94.20 | 60.00 |
| Two or More Races | 35 | 35 | | |
| English Learners | 45 | 42 | 93.33 | 38.10 |
| Socioeconomically Disadvantaged | 137 | 130 | 94.89 | 43.85 |
| Students with Disabilities | 32 | 29 | 90.63 | 13.79 |
| Students Receiving Migrant Ed. Services | | | | |
| Foster Youth | -- | -- | -- | -- |

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

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

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

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|------------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | West High School | | District | | California | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

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

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Parents stay informed on upcoming events and school activities through the school website, weekly principal e-newsletters (emailed and posted on the website), daily online bulletins, Torrance Unified Newsletter, Naviance email system, Edulink (email, call out and text system), Instagram, Twitter, and Facebook. Contact any school office staff member at (310) 533-4299 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Booster Volunteers
Chaperone Events
Chaperone Field Trips
Chaperone School Dances
Choir Volunteers
Drama Club Volunteers
Fundraising Activities
Library Helper
Registration Volunteers
Robotics Club Volunteers
Snack Bar Volunteers
College & Career Day & Week Event Volunteers
1st Day of School
Freshman Focus Volunteer Support
Student Clubs

Committees

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

School Activities

Academic Decathlon
Achievement Awards Ceremony
Algebra I Parent Nights
Art Show
Athletic Events
Back to School Night
District College Fair
Drama Performances
Fundraisers
Grade Level Parent Nights
Music Performances
Parent Education Nights
Robotics Competitions
Student Performances
Science Olympiad
College & Career Day & Week
Graduation Pathway/College & Career Parent & Student Information Nights & Workshops

School Facilities & Maintenance

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

2017-18 Campus Improvements:

- Modernization and ADA upgrades to facilities and classrooms in Buildings 1, 3, 4, 5, 6, 7, and 8
- Construction of a Performing Arts Center
- Stadium turf and track replacement
- New Stadium scoreboard

2018-19 Planned Improvements:

- Installation of student lockers
- Installation of security fencing and surveillance entrance system
- Installation of water bottle filling stations
- Renovation of the Pavilion facility
- Bond project campus improvements through 2019

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

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

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

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

Site supervisors communicate with custodial staff daily concerning maintenance and school safety issues.

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

Deferred Maintenance

West High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2017-18 school year, West High School received \$46,908 in deferred maintenance funds for the repair and/or maintenance of:

- Electrical Projects
- Abatement Projects
- Mechanical Systems
- 200 Gallon Water Heater Installation
- Concrete Projects

Facilities Inspection

The district's maintenance department inspects West High School on an annual basis in accordance with Education Code §17592.72(c)(1). West High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 15, 2018. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

| School Facility Good Repair Status | | | |
|--|---------------|------|------|
| Most Recent Inspection: Monday, October 15, 2018 | | | |
| Item Inspected | Repair Status | | |
| | Good | Fair | Poor |
| A. Systems | ✓ | | |
| B. Interior | ✓ | | |
| C. Cleanliness | ✓ | | |
| D. Electrical | ✓ | | |
| E. Restrooms / Fountains | ✓ | | |
| F. Safety | ✓ | | |
| G. Structural | ✓ | | |
| H. External | | | ✓ |

| Repair Needed and Action Taken or Planned | |
|---|--|
| Section Number | Comment |
| (C) | Building 3 - Building has an issue with ants and termites, spot treated by maintenance when issue arises |
| (H) | Library - Several areas on concrete that are uneven and cause tripping hazards; Building 4 & 5 - Uneven concrete outside of cafe 4 & 5 which are tripping hazards; Building 8 & Gym - Uneven concrete outside of classrooms and gym which are tripping hazards |

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

Rating Description

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

Campus Supervision

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

West High School is a closed campus. During school hours, all visitors must be buzzed in at the front school entry gate where office staff can monitor who is at the gate. They must also sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for West High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall 2018.

Classroom Environment

Discipline & Climate for Learning

West High School's discipline policies are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

| | Suspensions & Expulsions | | |
|----------------------|--------------------------|-------|-------|
| | 15-16 | 16-17 | 17-18 |
| | WHS | | |
| % Students Suspended | 4.6 | 3.2 | 2.5 |
| % Students Expelled | 0.3 | 0.2 | 0.2 |
| | TUSD | | |
| % Students Suspended | 2.1 | 1.8 | 2.4 |
| % Students Expelled | 0.1 | 0.1 | 0.1 |
| | California | | |
| % Students Suspended | 3.7 | 3.6 | 3.5 |
| % Students Expelled | 0.1 | 0.1 | 0.1 |

Class Size

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

| Average Class Size and Class Size Distribution | | | | |
|--|-----------------|-------------------|-------|-----|
| Subject | 2015-16 | | | |
| | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| English | 25.0 | 25 | 26 | 37 |
| Mathematics | 28.0 | 13 | 32 | 29 |
| Science | 29.0 | 11 | 36 | 19 |
| Social Science | 17.0 | 15 | 23 | 20 |
| Subject | 2016-17 | | | |
| | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| English | 28.0 | 17 | 23 | 38 |
| Mathematics | 28.0 | 12 | 35 | 24 |
| Science | 27.0 | 15 | 42 | 8 |
| Social Science | 24.0 | 20 | 26 | 9 |
| Subject | 2017-18 | | | |
| | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| English | 27.0 | 19 | 31 | 29 |
| Mathematics | 28.0 | 10 | 42 | 19 |
| Science | 28.0 | 8 | 51 | 7 |
| Social Science | 24.0 | 17 | 21 | 11 |

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

Dropouts

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

In the following Dropout & Graduation Rates table, 2016-17 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Dropout & Graduation Rates (Four-Year Cohort Rate) | | | |
|--|--------------|-------|-------|
| | WHS | | |
| | 14-15 | 15-16 | 16-17 |
| | Dropout Rate | 0.8% | 2.2% |
| Graduation Rate | 98.1% | 96.8% | 97.4% |
| | TUSD | | |
| | 14-15 | 15-16 | 16-17 |
| | Dropout Rate | 1.6% | 2.3% |
| Graduation Rate | 96.3% | 95.3% | 95.9% |
| | California | | |
| | 14-15 | 15-16 | 16-17 |
| | Dropout Rate | 10.7% | 9.7% |
| Graduation Rate | 82.3% | 83.8% | 82.7% |

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Graduation Requirements

Students must accumulate 220 course credits and have satisfactory citizenship as evidenced by six or more semesters of composite satisfactory or composite excellent citizenship to receive a high school diploma from West High School. Alternative methods of acquiring a diploma are available through the adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at West High School. The following table illustrates the percentage of students graduating from West High School who have met district graduation requirements.

| Completion of High School Graduation Requirements Graduating Class of 2017 (One Year Rate) | | | |
|---|---------|---------|--------|
| Group | WHS | TUSD | State |
| All Students | 100.00% | 98.36% | 88.72% |
| Black or African-Amer. | 100.00% | 95.96% | 82.15% |
| Amer. Indian or Alaska Native | .00% | 100.00% | 82.81% |
| Asian | 100.00% | 100.00% | 94.93% |
| Filipino | 100.00% | 100.00% | 93.45% |
| Hispanic or Latino | 100.00% | 97.24% | 86.54% |
| Native Hawaiian or Pacific Islander | 100.00% | 90.00% | 88.56% |
| White | 97.83% | 96.32% | 92.12% |
| Two or More Races | 100.00% | 100.00% | 91.15% |
| English Learners | 100.00% | 90.21% | 56.74% |
| Socioeconomically Disadvantaged | 100.00% | 100.00% | 88.64% |
| Students with Disabilities | 100.00% | 100.00% | 67.12% |

Curriculum & Instruction

Staff Development

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

- Implementation of Response to Intervention (RtI)
- Instructional Practices - Common Core State Standards
- Professional Learning Communities (PLC's)
- Next Generation Science Standards (NGSS)/History SS Framework

Decisions concerning selection of staff development activities are performed by all staff using tools such as state assessment results and districtwide teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. West High School supports ongoing professional growth throughout the

year during weekly site PLC meetings on late start Tuesdays. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Torrance Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

During the 2016-17, 2017-18 and 2018-19 school years, West High School's teachers had the opportunity to attend the following events hosted by the Torrance Unified School District:

- Next Generation Science Standards (NGSS)
- GATE Teacher Leader
- CCSS Math
- Career Technical Education (CTE)
- Project Lead the Way
- Human Body Systems
- English Language Arts – D3/A3
- Fountas & Pinnell – Guided Reading
- Daily 5/Café Training
- ELA & Social Studies Model CCSS Unit Design
- Designated and Integrated ELD Strategies
- English Language Arts Study Sync Textbooks
- Solution Tree

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

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

Instructional Materials

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

On Monday, October 22, 2018, the Torrance Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 1 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

| Courses for UC/CSU Admission | |
|---|------|
| | % |
| 2017-18 Students enrolled in courses required for UC/CSU admission | 99.2 |
| 2016-17 Graduates who completed all courses required for UC/CSU admission | 62.6 |

Advanced Placement

In 2017-18, West High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

| Number of Advanced Placement Courses Offered 2017-18 | | |
|---|-------------------------|-----------------------------|
| | No. of Courses Offered* | % of Students in AP Courses |
| Computer Science | 0 | N/A |
| English | 13 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 8 | N/A |
| Science | 5 | N/A |
| Social Science | 6 | N/A |
| All Courses | 35 | 26.5 |

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

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

| Textbooks | | |
|-------------------------------|--|--------------------------|
| Adoption Year | Publisher & Series | Pupils Lacking Textbooks |
| English Language Arts | | |
| 1997 | McDougal Littell, <i>The Language of Literature</i> | 0 % |
| 2015 | Wadsworth Publishing, <i>Perrine's Literature: Structure, Sound, and Sense</i> | 0 % |
| Foreign Languages | | |
| 2013 | AP JPT America, Inc., <i>Japanese 3</i> | 0 % |
| 2004 | Cheng & Tsui Company, <i>Integrated Chinese Levels 1 & 2</i> | 0 % |
| 2013 | Foundation for Korean Language & Culture in USA, <i>Dynamic Korean 1, 2, 3</i> | 0 % |
| 1999 | Hiromi Peterson & Naomi Omizo, <i>Adventures in Japanese 1, 2, 3 & 4</i> | 0 % |
| 2013 | Houghton Mifflin, <i>French - Bien Dit!</i> | 0 % |
| 2013 | Houghton Mifflin, <i>French 1, 2 & 3</i> | 0 % |
| 1999 | J.R. Gonzalez, <i>Literatura Moderna Hispanica (Spanish 4 & 5)</i> | 0 % |
| 2013 | Korean Language Education Center, <i>Korean 1, 2 & 3</i> | 0 % |
| 2004 | Santillana, <i>Espanol Santillana - Level 1, 2, 3 & 4</i> | 0 % |
| 2000 | Vista Higher Learning, <i>Themes (French)</i> | 0 % |
| 2015 | Wooltari Books, <i>Sogang Korean</i> | 0 % |
| 2013 | Wooltari Books, <i>Sogang Korean 4 & 5</i> | 0 % |
| Health | | |
| 2004 | Holt, Rinehart and Winston, <i>Lifetime Health</i> | 0 % |
| History-Social Science | | |
| 2000 | Holt, Rinehart and Winston, <i>World History: People & Nations, Modern World</i> | 0 % |
| 2002 | Houghton Mifflin, <i>The American Pageant: A History of the Republic</i> | 0 % |
| 2006 | McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i> | 0 % |
| 2002 | McGraw Hill, <i>Economics: Principles, Problems and Policies</i> | 0 % |
| 2017 | McGraw Hill, <i>Traditions & Encounters</i> | 0 % |
| 2008 | Pearson Longman, <i>American Government: Institutions & Policies (AP Government)</i> | 0 % |
| 2008 | Pearson Longman, <i>Government in America: People, Politics and Policy</i> | 0 % |
| 2007 | Pearson Prentice Hall, <i>Economics: Principles in Action</i> | 0 % |
| 2006 | Pearson Prentice Hall, <i>Magruder's American Government</i> | 0 % |
| 2007 | Pearson Prentice Hall, <i>Modern World History</i> | 0 % |
| Mathematics | | |
| 2018 | Cengage Learning, <i>Calculus for AP</i> | 0 % |
| 2012 | Holt McDougal, <i>Algebra 2, Common Core</i> | 0 % |
| 1998 | Houghton Mifflin, <i>Calculus of a Single Variable</i> | 0 % |
| 2012 | Larson, <i>Precalculus A & E Mathematics</i> | 0 % |
| 2014 | McGraw Hill/Glencoe, <i>Algebra 1</i> | 0 % |
| 2008 | Pearson Prentice Hall, <i>Geometry</i> | 0 % |
| 1999 | WH Freeman and Company, <i>The Practice of Statistics</i> | 0 % |
| Science | | |
| 2008 | Cengage Learning, <i>Oceanography - An Invitation to Marine Science</i> | 0 % |
| 2007 | Holt, <i>Physics</i> | 0 % |
| 2009 | Holt, Rinehart and Winston, <i>Biology</i> | 0 % |
| 2006 | Holt, Rinehart and Winston, <i>Earth Science</i> | 0 % |
| 2008 | McDougal Littell, <i>Introductory Chemistry: A Foundation</i> | 0 % |
| 2008 | McGraw Hill, <i>Hole's Essentials Human Anatomy & Physiology</i> | 0 % |
| | Science Laboratory Equipment | 0 % |

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study using Naviance. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to West High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Additionally, some CTE courses are dual enrollment for college courses. West High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

- Classroom observation

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

During the 2017-18 school year, West High School offered the following career technical education programs as elective courses:

- Introduction to Business
- Advanced Journalism
- Biotechnology
- Graphics Communication Technology
- Costume and Wearable Art
- Food Science and Hospitality
- Fashion Design and Merchandising I, II and III
- Family Psychology
- Survival of Singles
- Design & Architecture
- Advanced Technical Drafting
- Woods Tech 1 & 2
- Principles in Engineering (Project Lead the Way)
- Aerospace Engineering (SoCal ROC)
- Business Entrepreneur/Virtual Enterprise (SoCal ROC)
- Broadcast Journalist (SoCal ROC)
- Fashion Design (Torrance HS)
- Digital Electronics (SoCal ROC)
- Introduction to Aviation (SoCal ROC)
- Veterinary Science (SoCal ROC)
- Computer Science (Project Lead the Way)

Professional Staff

Counseling & Support Staff

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

staff member is available and on campus a portion (50%) of the week.

| Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2017-18 | | |
|--|--------------|-----|
| | No. of Staff | FTE |
| Academic Counselor | 4 | 4.0 |
| Security Officers | 4 | 4.0 |
| Adaptive PE | 1 | * |
| College and Career Coordinator | 1 | 1.0 |
| Librarian | 1 | 1.0 |
| Library Media Technician | 1 | 0.4 |
| Nurse | 1 | 0.5 |
| Occupational Therapist | 1 | * |
| Resource Officer | 1 | * |
| Speech Pathologist | 1 | 1.0 |
| Counselor-to-Student Ratio: 1:508 | | |

* as needed

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

Teacher Assignment

During the 2017-18 school year, West High School had 80 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

| Teacher Credentials & Assignments | | | | |
|---|-------|-------|-------|-------|
| | WHS | | | TUSD |
| | 16-17 | 17-18 | 18-19 | 18-19 |
| Total Teachers | 86 | 80 | 80 | 1991 |
| Teachers With Full Credentials | 86 | 80 | 80 | 1001 |
| Teachers Without Full Credentials | 0 | 0 | 0 | 990 |
| Teachers Teaching Outside Subject Area of Competence (With Full Credential) | 6 | 4 | 0 | 11 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 | 0 |

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

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

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

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

Expenditures Per Student

For the 2016-17 school year, Torrance Unified School District spent an average of \$10,140 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Torrance Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

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

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

| Expenditures Per Pupil and School Site Teacher Salaries 2016-17 | | | | | |
|--|---------------------------|----------|--------|------------------------|--------|
| | Dollars Spent per Student | | | | |
| | % Diff. School & Dist. | | | % Diff. School & State | |
| | WHS | TUSD | | State | |
| Total** | \$5,780 | N/A | N/A | N/A | N/A |
| Restricted | \$492 | N/A | N/A | N/A | N/A |
| Unrestricted | \$5,288 | \$4,946 | 106.92 | \$7,125 | 74.21 |
| Average Teacher Salary | \$80,863 | \$78,374 | 103.18 | \$80,764 | 100.12 |

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

SARC Data

DataQuest

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

Public Internet Access Location

Parents may access West High School's SARC and access the internet at any of the county's public libraries. The closest public library to West High School is Henderson Branch Library, a branch of Torrance Public Library.

Address: 4805 Emerald St., Torrance

Phone Number: (310) 371-2075

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

Number of Computers Available: 2

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Torrance Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2018.