

# Torrance Unified School District South High School

Grades 9 through 12  
Michelle Fournier, Principal  
fournier.michelle@tusd.org



4801 Pacific Coast Highway  
Torrance, CA 90505-5544  
PH: 310-533-4352 FAX: 310-972-6454  
south.tusd.org  
CDS #: 19650601938356

## 2020-21 School Accountability Report Card *Published January 2022*

### Principal's Message

South High School is one of four comprehensive high schools in the Torrance Unified School District in South Western Los Angeles County. South High boasts near 100% graduation rates annually, high a-g completion, and 95% of students attend college upon graduation.

South High School's most updated goals (Student Learning Outcomes) are "South High Graduates are 1) CRITICAL THINKERS who use a variety of higher level thinking skills to solve problems, recognize relationships between past and present, and apply their know ledge to real life situations, 2) COMMUNICATORS who read, write, and speak correctly, collaborate effectively with others, and incorporate technology into work and daily life, and 3) COMMUNITY MEMBERS who demonstrate civic responsibility and service to the community, respect the rights of others, understand and appreciate cultural differences and commonalities, display honesty and integrity, and take responsibility for their actions."

South High annually reviews its progress and updates plans with Department Chairs, PTA, School Site Council, ASB, and the school leadership team. One of the unique aspects of South High is the extent to which students participate in Honors and Advanced Placement (AP) programs. Since, 2005, South High has vigorously pursued an open access policy for enrollment in honors and AP courses. As a result, the number of AP tests given to students has soared from 275 in 2005 to over 1,400 in 2020, proving that an extraordinary range of South students are capable of challenging themselves and performing at very high levels. As demand for AP courses grow, South will continue to expand it offerings to meet student need.

### Mission

The Torrance Unified School District strives to ensure that each and every student is educated and prepared to succeed in life. We are dedicated to maximizing individual potential and developing lifelong learners who will be contributing members in a global society.

### Vision

All students will achieve at the highest levels.

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

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

## School Description

South High School is located in the southwestern region of Torrance and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2020-21 school year, 1976 students were enrolled, including 11.9% in special education, 7.3% qualifying for English Language Learner support, and 19% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.70%	Grade 9	510
Male	52.30%	Grade 10	484
Non-Binary	0.00%	Grade 11	528
Amer. Indian or Alaska Native	0.40%	Grade 12	454
Asian	32.80%	Ungraded	0
Black or African-Amer.	2.90%		
Filipino	3.40%		
Hisp. or Latino	19.70%		
Native Hawaiian or Pacific Islander	0.30%		
Two or More Races	7.50%		
White	32.20%		
English Learners	7.30%		
Foster Youth	0.10%		
Homeless	0.40%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	19.00%		
Students with Disabilities	11.90%		
Total Enrollment			1,976

## Student Achievement

### Physical Fitness

In the spring of each year, South 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 2020-21			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

## California Assessment of Student Performance and Progress

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

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

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

**CAASPP Test Results in ELA by Student Group (2020-21)**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	523	NT	NT	NT	NT
Female	250	NT	NT	NT	NT
Male	273	NT	NT	NT	NT
Amer. Indian or Alaska Native	--	NT	NT	NT	NT
Asian	166	NT	NT	NT	NT
Black or African-Amer.	13	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hisp. or Latino	96	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	32	NT	NT	NT	NT
White	198	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	88	NT	NT	NT	NT
Students with Disabilities	63	NT	NT	NT	NT

**CAASPP Test Results in Mathematics by Student Group (2020-21)**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	523	NT	NT	NT	NT
Female	250	NT	NT	NT	NT
Male	273	NT	NT	NT	NT
Amer. Indian or Alaska Native	--	NT	NT	NT	NT
Asian	166	NT	NT	NT	NT
Black or African-Amer.	13	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hisp. or Latino	96	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	32	NT	NT	NT	NT
White	198	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	88	NT	NT	NT	NT
Students with Disabilities	63	NT	NT	NT	NT

Note: NT values indicate that this school did not test students using the CAASPP for ELA.

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.

**CAASPP Test Results in Science for All Students**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**CAASPP Test Results in Science by Student Group (2020-21)**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	435	NT	NT	NT	NT
Male	483	NT	NT	NT	NT
Amer. Indian or Alaska Native	--	NT	NT	NT	NT
Asian	302	NT	NT	NT	NT
Black or African-Amer.	23	NT	NT	NT	NT
Filipino	22	NT	NT	NT	NT
Hisp. or Latino	156	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	61	NT	NT	NT	NT
White	349	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	165	NT	NT	NT	NT
Students with Disabilities	70	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

**Local Assessment Test Results**

The Torrance Unified School District administered STAR local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown below in this report.

Local Assessment Test Results in ELA by Student Group (2020-21)					
Assessment Name: i-Ready Assessments					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	519	459	88	12.00	77
Female	244	221	91	9.00	81
Male	275	238	87	13.00	73
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	166	151	91	9.00	85
Black or African-Amer.	12	9	75	25.00	56
Filipino	12	8	67	33.00	100
Hisp. or Latino	94	82	87	13.00	60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	28	90	10.00	86
White	198	177	89	11.00	76
English Learners	22	19	86	14.00	37
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military					
Students Receiving Migrant Ed. Services					
Socioeconomically Disadvantaged	207	193	93	7.00	30
Students with Disabilities	61	38	62	38.00	33

Local Assessment Test Results in Mathematics by Student Group (2020-21)					
Assessment Name: i-Ready Assessments					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	519	461	89	11.00	73
Female	244	222	91	9.00	77
Male	275	239	87	13.00	69
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	166	155	93	7.00	86
Black or African-Amer.	12	8	67	33.00	38
Filipino	12	10	83	17.00	70
Hisp. or Latino	94	80	85	15.00	51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	27	87	13.00	85
White	198	177	89	11.00	72
English Learners	22	20	91	9.00	40
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military					
Students Receiving Migrant Ed. Services					
Socioeconomically Disadvantaged	207	194	94	6.00	29
Students with Disabilities	61	32	52	48.00	25

\*At or above the grade-level standard in the context of the local assessment administered.

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.

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan

(LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

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

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

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

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

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

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

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

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

## Parent Involvement

Parents are encouraged to 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 monthly parent emails, the school marquee, and daily bulletin via the school website. Contact any school office staff member at (310) 533-4352 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

Booster Parent Groups  
Sports Activities

**Committees**

English Learner Multicultural Advisory Committee (ELMAC)  
District English Learner Multicultural Advisory Committee (DELMAC)  
Parent Teacher Association (PTA)  
School Site Council

**School Activities**

Banquets and Awards Events  
Grade Level Parent Nights  
Monthly Coffee with the Principal  
Parent Information Nights  
Parent Workshops

**Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.**

**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. South High School's original facilities were built in 1957; 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:

**2020-21 Campus Improvements:**

- Improvements to electronic school sign
- Concrete paving behind the stadium
- Installation of a TV in one classroom
- Varsity baseball field improvements
- Concrete site work throughout the campus
- Electrical upgrades
- Renovation of the tennis courts

**2021-22 Campus Improvements:**

- Conversion of two classrooms into science labs
- Creation of a student wellness center
- Addition of water bottle filling stations on campus
- Improvements to the varsity softball and baseball field
- Upgrades to the weight room
- Reconfiguration of the front entrance

Every morning before school begins, the day custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and five evening custodians are assigned to South High School. The day custodians are 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

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

Campus Description	
Year Built	1957
Acreage	48.7
Square Footage	231116
Quantity	
Permanent Classrooms	100
Portable Classrooms	6
Restrooms (sets)	7
Computer Lab(s)	3
Science Lab(s)	4
Gymnasium(s)	2
Biology Lab(s)	6
Cafeteria(s)	1
Chemistry Lab(s)	4
Choir Room(s)	1
Chromebook Cart(s)	42
Computer Cart(s)	6
Dance Studio(s)	1
English Lab(s)	1
Music Room(s)	1
Performing Arts Center	1
Staff Lounge	1
Staff Work Room(s)	1
Tennis Courts	10
Weight Room(s)	2
Wrestling Room(s)	1

**Deferred Maintenance**

South 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 2020-21 school year, South High School did not qualify to receive deferred

maintenance funds for campus repairs and/or improvements.

### Facilities Inspection

The district's maintenance department inspects South High School on an annual basis in accordance with Education Code §17592.72(c)(1). South 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 Tuesday, November 16, 2021. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, November 16, 2021			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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

#### Rating Description

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

### Campus Supervision

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

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

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for South 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 by school staff and updated in March 2021. Staff responsibilities and safety plan updates were discussed with staff in August 2021.

### Classroom Environment

#### Discipline & Climate for Learning

South 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			
	18-19	19-20	20-21
	School		
% Students Suspended	1.7	1.4	0.1
% Students Expelled	0.0	0.1	0.0
	District		
% Students Suspended	2.2	1.0	0.1
% Students Expelled	0.7	0.1	0.0
	State		
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

*Note: Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.*

*The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.*

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.1	0.0
Female	0.1	0.0
Male	0.1	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.3	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.2	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.3	0.0
Students with Disabilities	0.4	0.0

### Class Size

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

Average Class Size and Class Size Distribution				
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	27.0	15	48	14
Mathematics	28.0	11	37	20
Science	28.0	9	41	17
Social Science	28.0	9	20	24
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	35	24	26
Mathematics	27.0	12	42	12
Science	28.0	15	31	21
Social Science	28.0	10	20	24
Subject	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	23.0	30	36	17
Mathematics	28.0	11	33	18
Science	27.0	16	33	21
Social Science	27.0	12	25	17

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

## Pupil Engagement

### Dropout & Graduation Rates

South High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or

behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include counseling, early classroom intervention with a focus on academic success, summer school, and online credit recovery programs. 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, 2019-20 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	17-18	18-19	19-20
Dropout Rate	1.0%	1.2%	0.0%
Graduation Rate	92.9%	94.5%	95.2%
	District		
	17-18	18-19	19-20
Dropout Rate	1.6%	1.6%	1.1%
Graduation Rate	95.3%	95.4%	94.7%
	State		
	17-18	18-19	19-20
Dropout Rate	9.6%	9.0%	9.4%
Graduation Rate	83.0%	84.5%	83.6%

Graduation Rate by Student Group (Four-year Cohort Rate) (2020-21)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	460	438	95.2
Female	214	209	97.7
Male	246	229	93.1
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	--	--	--
Asian	149	144	96.6
Black or African-Amer.	13	13	100.0
Filipino	14	14	100.0
Hisp. or Latino	78	70	89.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	31	28	90.3
White	173	167	96.5
English Learners	38	29	76.3
Foster Youth	0	0	0.0
Homeless	--	--	--
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	134	118	88.1
Students with Disabilities	44	27	61.4

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

## Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for South High School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2001	1991	46	2.3
Female	950	946	21	2.2
Male	1051	1045	25	2.4
Amer. Indian or Alaska Native	7	7	0	0.0
Asian	654	653	6	0.9
Black or African-Amer.	58	58	4	6.9
Filipino	68	68	1	1.5
Hisp. or Latino	402	399	11	2.8
Native Hawaiian or Pacific Islander	6	5	0	0.0
Two or More Races	151	150	3	2.0
White	651	647	21	3.2
English Learners	152	152	6	3.9
Foster Youth	2	2	0	0.0
Homeless	8	8	0	0.0
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	402	399	16	4.0
Students with Disabilities	238	235	17	7.2

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at South High School revolve around the California State Content Standards and Frameworks. During the 2020-21 school year, South High School held staff development training devoted to:

- Consistent Instruction and Assessment in all Courses
- Multi-Tiered Systems of Supports (MTSS)
- Social Emotional Health
- Virtual Learning Platforms

Decisions concerning selection of staff development activities are performed by all staff using tools such as districtwide teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. South High School supports ongoing professional growth throughout the year at 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 sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2019-20, 2020-21, and 2021-22 school years, South High School's teachers had the opportunity to attend the following events hosted by the Torrance Unified School District:

- Distance Learning Platforms

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2019-20	2020-21	2021-22
5	5	5

### Instructional Materials

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

On Monday, October 18, 2021, 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 N/A which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Torrance Unified School

District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2015	Cengage Learning, <i>Perrines' literature structure, sound &amp; sense</i>	0 %
1997	McDougal Littell, <i>The Language of Literature</i>	0 %
<b>Foreign Languages</b>		
2014	Cheng & Tsui Company, <i>Adventures in Japanese Level 1</i>	0 %
2008	Cheng & Tsui Company, <i>Integrated Chinese 1 &amp; 2 - Chinese 1-4 and Level 3 Honors</i>	0 %
2008	Cheng & Tsui Company, <i>Japanese AP - Further Adventures in Japanese</i>	0 %
2009	Cheng & Tsui Company, <i>Japanese AP - Strive for A</i>	0 %
2011	Cheng & Tsui Company, <i>Japanese Levels 2, 3 &amp; 4</i>	0 %
2009	Cheng & Tsui Company, <i>Supplemental Korean Levels 1-3</i>	0 %
2009	Cheng & Tsui Company, <i>Supplemental Korean Levels 4-5</i>	0 %
2013	Foundation for Korean Language & Culture in USA, <i>Dynamic Korean</i>	0 %
2013	Houghton Mifflin Harcourt, <i>Bien dit, Levels 1, 2 &amp; 3</i>	0 %
1999	J.R. Gonzalez, <i>Literatura Moderna Hispanica (Spanish 4 &amp; 5)</i>	0 %
2008	JPT America, Inc., <i>Japanese 3 AP - Yasashii Sakubun</i>	0 %
2012	Vista Higher Learning, <i>AP Spanish Supersite Plus</i>	0 %
2012	Vista Higher Learning, <i>Espanol Santillana Level 1-4</i>	0 %
2016	Vista Higher Learning, <i>Themes (French)</i>	0 %
2013	Wooltari Books, <i>Sogang Korean 4 &amp; 5</i>	0 %
<b>History-Social Science</b>		
2018	Bedford, Freeman, Worth, <i>Psychology in Everyday Life, 4th Edition</i>	0 %
2002	Houghton Mifflin, <i>American History AP: The American Pageant: A History of the Republic</i>	0 %
2017	McGraw Hill, <i>AP World History, Traditions and Encounters</i>	0 %
2017	Pearson, <i>Human Geography (AP Course)</i>	0 %
2019	Pearson, <i>US History</i>	0 %
2019	Pearson, <i>World History</i>	0 %
2008	Pearson Prentice Hall, <i>American Government: Continuity and Change (AP US Government)</i>	0 %
2019	Teachers' Curriculum Institute, <i>Econ Alive! The Power to Choose</i>	0 %
2019	Teachers' Curriculum Institute, <i>Government Alive! Power, Politics and You</i>	0 %
<b>Mathematics</b>		
2019	Cengage Learning, <i>Calculus for AP</i>	0 %
2011	Cengage Learning, <i>Precalculus with Limits</i>	0 %
2014	Glencoe/McGraw-Hill, <i>Algebra 1</i>	0 %
2012	Holt McDougal, <i>Algebra 2, Common Core</i>	0 %
1998	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2008	Pearson Prentice Hall, <i>Geometry</i>	0 %
1999	WH Freeman and Company, <i>The Practice of Statistics</i>	0 %
<b>Science</b>		
2014	Cengage Learning, <i>Environmental Science: AP Fast Track Living in the Environment</i>	0 %
2007	Cengage Learning, <i>Oceanography - An</i>	0 %

	<i>Invitation to Marine Science</i>	
2012	Freeman & Company, <i>AP Biology: Principles of Life</i>	0 %
2020	Houghton Mifflin, <i>Earth Science</i>	0 %
2020	Houghton Mifflin, <i>Physics</i>	0 %
2008	McDougal Littell, <i>Introductory Chemistry: A Foundation</i>	0 %
2008	McGraw Hill, <i>Hole's Essentials Human Anatomy &amp; Physiology</i>	0 %
2020	Pearson, <i>Biology</i>	0 %
	Science Laboratory Equipment	0 %

## College Preparation & Work Readiness

### College Preparation Courses

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

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC 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		%
2020-21 Pupils Enrolled in Courses Required for UC/CSU Admission		
2019-20 Graduates who Completed all Courses Required for UC/CSU Admission		

### Advanced Placement

In 2020-21, South 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 2020-21	
	No. of Courses Offered*
Computer Science	0
English	6
Fine and Performing Arts	1
Foreign Language	5
Mathematics	5
Science	15
Social Science	11
All Courses	43

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

### Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to South 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. South 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
- Workability
- Project Lead the Way

Individual student assessment of work readiness skills takes place through:

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

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

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2020-21 school year, South High School offered the following career technical education programs as elective courses:

- Athletic Training
- Broadcast Journalist (SoCal ROC)
- Business Entrepreneur/Virtual Enterprise (SoCal ROC)
- Cabinetmaking
- Computer Aided Drafting
- Digital Electronics
- Engineering Design & Development
- Food/Nutrition 1
- Graphic Design/Desktop Publishing
- Introduction to Aviation (SoCal ROC)
- Law Enforcement/Admin. of Justice
- Multimedia Design 1 & 2
- South Bay Workforce Investment Board
- Stage Technology
- TV Production/Advanced TV Production
- Veterinary Science (SoCal ROC)
- Wood 1 & 2
- Yearbook

South High School also prepares students in STEM (Science, Technology, Engineering, Mathematics) through the following programs:

- Boeing Internship
- Stellar Explorers Program
- Cyber Patriot Program
- Aerospace Engineering & Engineering Design/Development Classes
- Advanced Computer System Classes

Students in grades 9-12 are able to earn the California State Seal of Civic Engagement by demonstrating excellence in civic learning, participation in civics-related projects, contributions to their community, and the American democratic system. They are also able to obtain their California State Seal of Biliteracy by attaining a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

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

Career Technical Education (CTE) Program Participation 2020-21	
Total number of students participating in CTE programs	599
Percentage of students completing CTE program and earning a high school diploma	0.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	23.5 %

## Professional Staff

### Counseling & Support Staff

South 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 South 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) 2020-21		
	No. of Staff	FTE
Academic Counselor	4	4.0
Health Services Technicians	2	2.0
Speech Pathologists	2	1.6
Adaptive PE Specialist	1	*
College and Career Counselor	1	1.0
Counselor/Dean of Students	1	1.0
Librarian	1	1.0
Licensed Vocational Nurse (LVN)	1	1.0
Occupational Therapist	1	*
Psychologist	1	1.0
Counselor-to-Student Ratio: 1:494		

\* as needed

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

### Teacher Preparation and Placement

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

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

Teacher Preparation and Placement Authorization / Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
	Beginning Teacher Salary	\$49,934
Mid-Range Teacher Salary	\$85,428	\$78,461
Highest Teacher Salary	\$99,283	\$104,322
Superintendent Salary	\$290,633	\$297,037
<b>Average Principal Salaries:</b>		
Elementary School	\$124,099	\$131,863
Middle School	\$121,639	\$137,086
High School	\$144,133	\$151,143
<b>Percentage of Budget:</b>		
Teacher Salaries	38%	32%
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 2019-20 school year, Torrance Unified School District spent an average of \$11,260 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Torrance Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- Department of Rehabilitation
- Education Protection Account
- Every Student Succeeds Act (ESSA): Title IX, McKinney-Vento Homeless Assistance
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	% Diff. School & State	
				State	State
Total**	\$6,094	N/A	N/A	N/A	N/A
Restricted	\$249	N/A	N/A	N/A	N/A
Unrestricted	\$5,845	\$5,634	103.73	\$8,444	69.22
Average Teacher Salary	\$80,481	\$83,469	96.42	\$84,665	95.06

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

## SARC Data

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about South High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Torrance Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2021.