## Torrance Unified School District

# Casimir Middle School

Grades 6 through 8
James Ashikawa, Principal
ashikawa.james@tusd.org

17220 Casimir Avenue
Torrance, CA 90504-2936
PH: 310-533-4498 FAX: 310-972-6391
casimir.tusd.org
CDS #: 19650606023030

## 2023-24 School Accountability Report Card

*Published January 2025*

## Principal's Message

It is my pleasure to welcome you to Casimir Middle School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California issues an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Casimir Middle School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Casimir is a Project Lead the Way (PLTW) school offering classes in coding, robotics, green architecture, energy conservation, the magic of electrons, and medical detectives. Regular ongoing monitoring of student progress and achievement supports guiding the instructional program so all students can achieve academic proficiency. We are highly committed to creating a positive learning and social environment through our Positive Behavior Intervention System (PBIS).

We have made a commitment to provide the very best educational program for Casimir Middle School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. We believe in the strong partnership between our school, families and community, as through our collective hard work together, our students will be challenged to reach their maximum potential.

## Vision

We believe in the fundamental ability of the success of every child. We believe it is our duty to actively engage students in a rigorous curriculum which addresses the needs of the whole child. We believe in building sustainable growth through consistent professional development which focuses on the best practices of the past as well as the pedagogy of the future.

## School Description

Casimir Middle School is located in the southern region of Torrance and serves students in grades six through eight following a traditional calendar. At the beginning of the 2023-24 school year, 625 students were enrolled, including 12% in special education, 11.2% qualifying for English Language Learner support, and 46.6% qualifying for free or reduced price lunch.

**Student Enrollment by Student Group / Grade Level 2023-24**

| Student Group | % of Total Enrollment | Grade Level | # of Students |
|---|---|---|---|
| Female | 47.20% | Grade 6 | 208 |
| Male | 52.80% | Grade 7 | 212 |
| Non-Binary | 0.00% | Grade 8 | 205 |
| Amer. Indian or Alaska Native | 0.00% | Ungraded | 0 |
| Asian | 27.80% | | |
| Black or African-Amer. | 4.20% | | |
| Filipino | 5.90% | | |
| Hisp. or Latino | 41.40% | | |
| Native Hawaiian or Pacific Islander | 0.80% | | |
| Two or More Races | 10.10% | | |
| White | 9.30% | | |
| English Learners | 11.20% | | |
| Foster Youth | 0.60% | | |
| Homeless | 1.30% | | |
| Students Receiving Migrant Ed. Services | 0.00% | | |
| Socioeconomically Disadvantaged | 46.60% | | |
| Students with Disabilities | 12.00% | | |
| | | Total Enrollment | 625 |

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

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# Student Achievement

## Physical Fitness

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

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

**Physical Fitness Test**
**% of Students Participating in each of the Five Fitness Components**
**2023-24**

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| 7 | 99.1% | 99.1% | 99.1% | 99.1% | 99.1% |

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

## 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 Meeting or Exceeding State Standards | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| English-Language Arts/Literacy (grades 3-8 and 11) | 66.0 | 62.0 | 67.0 | 66.0 | 46.0 | 47.0 |
| Mathematics (grades 3-8 and 11) | 50.0 | 52.0 | 59.0 | 60.0 | 34.0 | 35.0 |

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

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

**CAASPP Test Results in ELA by Student Group (2023-24)**

| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 630 | 620 | 98.41 | 1.59 | 62.10 |
| Female | 297 | 291 | 97.98 | 2.02 | 67.70 |
| Male | 333 | 329 | 98.80 | 1.20 | 57.14 |
| Amer. Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 175 | 174 | 99.43 | 0.57 | 81.03 |
| Black or African-Amer. | 26 | 25 | 96.15 | 3.85 | 52.00 |
| Filipino | 37 | 37 | 100.00 | 0.00 | 81.08 |
| Hisp. or Latino | 264 | 258 | 97.73 | 2.27 | 48.06 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 66 | 65 | 98.48 | 1.52 | 70.77 |
| White | 57 | 56 | 98.25 | 1.75 | 53.57 |
| English Learners | 69 | 65 | 94.20 | 5.80 | 16.92 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Students Receiving Migrant Ed. Services | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 181 | 176 | 97.24 | 2.76 | 43.18 |
| Students with Disabilities | 74 | 73 | 98.65 | 1.35 | 24.66 |

**CAASPP Test Results in Mathematics by Student Group (2023-24)**

| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 630 | 622 | 98.73 | 1.27 | 52.41 |
| Female | 297 | 290 | 97.64 | 2.36 | 48.62 |
| Male | 333 | 332 | 99.70 | 0.30 | 55.72 |
| Amer. Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 175 | 173 | 98.86 | 1.14 | 82.08 |
| Black or African-Amer. | 26 | 25 | 96.15 | 3.85 | 32.00 |
| Filipino | 37 | 37 | 100.00 | 0.00 | 70.27 |
| Hisp. or Latino | 264 | 261 | 98.86 | 1.14 | 35.63 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 66 | 65 | 98.48 | 1.52 | 50.77 |
| White | 57 | 56 | 98.25 | 1.75 | 42.86 |
| English Learners | 69 | 68 | 98.55 | 1.45 | 17.65 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Students Receiving Migrant Ed. Services | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 181 | 178 | 98.34 | 1.66 | 28.09 |
| Students with Disabilities | 74 | 73 | 98.65 | 1.35 | 16.44 |

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

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

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

| CAASPP Test Results in Science for All Students | | | | | | |
|---|---|---|---|---|---|---|
| | Percent of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
| | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| Science (grades 5, 8, and 10) | 36.1 | 38.1 | 49.2 | 50.2 | 30.3 | 30.7 |

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

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

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

| CAASPP Test Results in Science by Student Group (2023-24) | | | | | |
|---|---|---|---|---|---|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | Percent Met or Exceeded |
| All Students | 208 | 205 | 98.56 | 1.44 | 38.05 |
| Female | 85 | 84 | 98.82 | 1.18 | 35.71 |
| Male | 123 | 121 | 98.37 | 1.63 | 39.67 |
| Amer. Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 65 | 65 | 100.00 | 0.00 | 58.46 |
| Black or African-Amer. | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hisp. or Latino | 90 | 90 | 100.00 | 0.00 | 23.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 18 | 18 | 100.00 | 0.00 | 50.00 |
| White | 16 | 15 | 93.75 | 6.25 | 33.33 |
| English Learners | 26 | 25 | 96.15 | 3.85 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Students Receiving Migrant Ed. Services | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 59 | 57 | 96.61 | 3.39 | 17.54 |
| Students with Disabilities | 28 | 27 | 96.43 | 3.57 | 14.81 |

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

# Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

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

# Parent Involvement

We are proud and appreciative of our strong parent partnership and support. Parents are always welcome and 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 are regularly informed on upcoming events and school activities through flyers, weekly newsletters, the school website, the school Facebook & Instagram, eblast, and school marquee. Families are always welcome to contact the school at (310) 533-4498 for more information on how to become involved in their child's learning environment.

**Opportunities to Volunteer**
Adventures in Art (AI)
Career Day Speakers

**Committees**
Parent Teacher Student Association
School Site Council
English Learner Multicultural Advisory Committee (ELMAC)

**School Activities**
Athletic Events
Back to School Night
Open House
Recognition Assemblies
Cardboard Regatta
Movie Nights
School Dances
Music / Band / Choir Performances
Family Picnic
Movie Nights
Humanities Night
Ping Pong
Crochet
Trader Cards Club
Dine-N-Dash
Student Council / Leadership

# 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. Casimir Middle School's original facilities were built in 1949; 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 through modernization:

2024-25 Planned Campus Improvements:
• Installation of a shade structure with artificial turf

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

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

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

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

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

| Campus Description | |
|---|---|
| Year Built | 1949 |
| Acreage | 10 |
| Square Footage | 46151 |
| | **Quantity** |
| Permanent Classrooms | 34 |
| Portable Classrooms | 0 |
| Restrooms (sets) | 3 |
| Science Lab(s) | 3 |
| Library | 1 |
| Cafeteria(s) | 1 |
| Computer Lab(s) | 1 |
| Gymnasium | 1 |
| Multipurpose Room(s) | 1 |
| Outdoor Covered Patio(s) | 1 |
| Staff Lounge/Work Room(s) | 1 |

## Deferred Maintenance

Casimir Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2023-24 school year, Casimir Middle School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

## Facilities Inspection

The district's maintenance department inspects Casimir Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Casimir Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, November 21, 2024. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

| School Facility Good Repair Status<br>Most Recent Inspection: Thursday, November 21, 2024 | | | |
|---|---|---|---|
| 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 |
| (H) | Blacktop - Edge of blacktop and grass is a safety hazard; has been reported to district and needs to be backfilled<br><br>Grass and Field - Grass backstop baseball fences are rolling up from the ground; front grass has drainage ditches that are lower than the grass around it and is a possible tripping/falling hazard |

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

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

## Campus Supervision

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

Casimir Middle School is a closed campus. During school hours, all visitors must sign in at the school's office, present their state issued identification to be scanned through the Raptor security system, and wear identification badges while on school grounds.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Casimir Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2024.

# Classroom Environment

## Discipline & Climate for Learning

Casimir Middle 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 | | | |
|---|---|---|---|
| | 21-22 | 22-23 | 23-24 |
| | School | | |
| % Students Suspended | 1.7 | 1.1 | 0.0 |
| % Students Expelled | 0.2 | 0.0 | 0.0 |
| | District | | |
| % Students Suspended | 1.5 | 1.8 | 1.2 |
| % Students Expelled | 0.1 | 0.1 | 0.0 |
| | State | | |
| % Students Suspended | 3.2 | 3.6 | 3.3 |
| % Students Expelled | 0.1 | 0.1 | 0.1 |

| Suspensions and Expulsions by Student Group (2023-24) | | |
|---|---|---|
| Student Group | Suspensions Rate | Expulsions Rate |
| All Students | 0.0 | 0.0 |
| Female | 0.0 | 0.0 |
| Male | 0.0 | 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 | 0.0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 |
| Two or More Races | 0.0 | 0.0 |
| White | 0.0 | 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 | 0.0 | 0.0 |
| Students with Disabilities | 0.0 | 0.0 |

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

## Class Size

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

| Average Class Size and Class Size Distribution | | | | |
|---|---|---|---|---|
| | 2021-22 | | | |
| | Avg. Class | Number of Classes | | |
| Subject | Size | 1-22 | 23-32 | 33+ |
| English | 23.0 | 6 | 14 | |
| Mathematics | 22.0 | 12 | 6 | 2 |
| Science | 31.0 | | 10 | 3 |
| Social Science | 27.0 | 3 | 13 | |
| | 2022-23 | | | |
| | Avg. Class | Number of Classes | | |
| Subject | Size | 1-22 | 23-32 | 33+ |
| English | 20.0 | 10 | 12 | |
| Mathematics | 23.0 | 9 | 6 | 3 |
| Science | 29.0 | | 12 | 1 |
| Social Science | 28.0 | 3 | 9 | 3 |
| | 2023-24 | | | |
| | Avg. Class | Number of Classes | | |
| Subject | Size | 1-22 | 23-32 | 33+ |
| English | 23.0 | 10 | 9 | |
| Mathematics | 25.0 | 7 | 6 | 3 |
| Science | 30.0 | | 9 | 4 |
| Social Science | 30.0 | | 13 | 1 |

**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

## Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Casimir Middle School for the 2023-24 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 (2023-24) | | | | |
|---|---|---|---|---|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students | 642 | 632 | 35 | 5.5 |
| Female | 304 | 299 | 20 | 6.7 |
| Male | 338 | 333 | 15 | 4.5 |
| Amer. Indian or Alaska Native | -- | -- | -- | 0.0 |
| Asian | 176 | 174 | 2 | 1.1 |
| Black or African-Amer. | 27 | 27 | 1 | 3.7 |
| Filipino | 37 | 37 | 0 | 0.0 |
| Hisp. or Latino | 271 | 265 | 21 | 7.9 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | 0.0 |
| Two or More Races | 63 | 63 | 3 | 4.8 |
| White | 60 | 58 | 7 | 12.1 |
| English Learners | 81 | 76 | 8 | 10.5 |
| Foster Youth | -- | -- | -- | 0.0 |
| Homeless | -- | -- | -- | 0.0 |
| Students Receiving Migrant Ed. Services | -- | -- | -- | 0.0 |
| Socioeconomically Disadvantaged | 300 | 296 | 24 | 8.1 |
| Students with Disabilities | 76 | 76 | 9 | 11.8 |

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

# Curriculum & Instruction

## Staff Development

All training and curriculum development activities at Casimir Middle School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Casimir Middle School held staff development training devoted to:

- Collaborating Between Content Areas to Support Learning Across Curriculum
- Positive Behavioral Interventions & Supports (PBIS)
- Response to Intervention (RtI) Training

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

During the 2022-23, 2023-24, and 2024-25 school years, Casimir Middle School's teachers had the opportunity to attend the following events hosted by the Torrance Unified School District:

2022-23 Trainings:
- PLC Institute
- The Summit on RtI at Work
- Best First Instruction
- CGI Math - Building Thinking Classrooms
- Math - Unpacking Essentials and Alignment
- Writing - Unpacking Essentials and Writing

2023-24 Trainings:
- Best First Instruction
- CGI Math
- Math essential Standards
- Writing - Unpacking Essentials and Writing
- Writer's Workshop
- i-Ready Implementation

• Quality Teaching for English Learners (QTEL) Strategies
• Trauma Informed Skills for Educators (TISE) Training
• Literacy Strategies

2024-25 Trainings:
• Departmental Training (Math, English, Science, Social Studies, SPED, ELD, Fine Arts)
• Building Thinking Classrooms
• ELA/Equity Training

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

• Math Practices
• D3 Training (English & Social Studies - Reading/Writing Strategies)
• Departmental Training (Math, English, Science, Social Studies, SPED, ELD, Fine Arts, Ethnic Studies)

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

| Number of School Days Dedicated to Staff Development and Continuous Improvement | | |
|---|---|---|
| 2022-23 | 2023-24 | 2024-25 |
| 5 | 5 | 5 |

## Instructional Materials

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

On Monday, September 16, 2024, 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 a resolution which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 school year, Torrance Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Textbooks | | |
|---|---|---|
| Adoption Year | Publisher & Series | Pupils Lacking Textbooks |
| **English Language Arts** | | |
| 2017 | McGraw Hill, *Study Sync* | 0 % |
| **Foreign Languages** | | |
| 2023 | Vista Higher Learning, *Senderos Level 1* | 0 % |
| **Health** | | |
| 2018 | Positive Prevention Plus, *Sexual Health for Americas Youth* | 0 % |
| **History-Social Science** | | |
| 2017 | Teachers' Curriculum Institute, *History Alive! California Middle Schools Program* | 0 % |
| **Mathematics** | | |
| 2014 | McGraw Hill, *Course 1, 2, 3, Algebra 1* | 0 % |
| **Science** | | |
| 2020 | Accelerate Learning, *STEMScopes* | 0 % |

# Professional Staff

## Counseling & Support Staff

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

| Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24 | | |
|---|---|---|
| | No. of Staff | FTE |
| Academic Counselor | 1 | 1.0 |
| Adaptive PE | 1 | * |
| Behavior Analyst | 1 | 0.4 |
| Campus Security Officer | 1 | 0.6 |
| Counselor | 1 | 1.0 |
| Library Media Technician | 1 | 1.0 |
| Licensed Vocational Nurse (LVN) | 1 | 1.0 |
| Marriage & Family Therapist | 1 | 0.4 |
| Nurse | 1 | * |
| Occupational Therapist | 1 | * |
| Psychologist | 1 | 0.4 |
| Speech Pathologist | 1 | 0.7 |

** 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 Casimir Middle 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 Casimir Middle 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 (2022-23) | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 27.8 | 93.9 | 933.3 | 91.5 | 234405.2 | 84.0 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 3.5 | 0.3 | 4853.0 | 1.7 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.0 | 0.0 | 9.1 | 0.9 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.3 | 1.1 | 28.0 | 2.8 | 11953.1 | 4.3 |
| Unknown | 1.4 | 4.9 | 46.0 | 4.5 | 15831.9 | 5.7 |
| Total Teaching Positions | 29.6 | 100.0 | 1020.0 | 100.0 | 279044.8 | 100.0 |

| Teacher Preparation and Placement Authorization / Assignment (2021-22) | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 27.8 | 93.9 | 933.3 | 91.5 | 234405.2 | 84.0 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 3.5 | 0.3 | 4853.0 | 1.7 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.0 | 0.0 | 9.1 | 0.9 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.3 | 1.1 | 28.0 | 2.8 | 11953.1 | 4.3 |
| Unknown | 1.4 | 4.9 | 46.0 | 4.5 | 15831.9 | 5.7 |
| Total Teaching Positions | 29.6 | 100.0 | 1020.0 | 100.0 | 279044.8 | 100.0 |

| Teacher Preparation and Placement Authorization / Assignment (2020-21) | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.1 | 80.7 | 869.5 | 89.0 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 0.0 | 0.0 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.0 | 0.0 | 3.8 | 0.4 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.0 | 3.2 | 33.1 | 3.4 | 12115.8 | 4.4 |
| Unknown | 5.0 | 16.1 | 70.6 | 7.2 | 18854.3 | 6.9 |
| Total Teaching Positions | 31.1 | 100.0 | 977.2 | 100.0 | 274759.1 | 100.0 |

*Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber 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 in authorized to provide to students.*

| Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2022-23) | Number |
|---|---|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

| Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22) | Number |
|---|---|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

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

| Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2022-23) | Number |
|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assigment Options | 2.4 |
| Total Out-of-Field Teachers | 2.4 |

| Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22) | Number |
|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assigment Options | 0.3 |
| Total Out-of-Field Teachers | 0.3 |

| Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21) | Number |
|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assigment Options | 1.0 |
| Total Out-of-Field Teachers | 1.0 |

| Class Assignments / Indicator (2022-23) | Percent |
|---|---|
| Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

| Class Assignments / Indicator (2021-22) | Percent |
|---|---|
| Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

| Class Assignments / Indicator (2020-21) | Percent |
|---|---|
| Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

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

# District Expenditures

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

| Teacher and Administrative Salaries 2022-23 | District | State Average of Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $57,863 | $56,573 |
| Mid-Range Teacher Salary | $88,006 | $87,186 |
| Highest Teacher Salary | $111,318 | $119,665 |
| Superintendent Salary | $316,147 | $338,699 |
| **Average Principal Salaries:** | | |
| Elementary School | $143,487 | $148,486 |
| Middle School | $143,954 | $154,835 |
| High School | $183,857 | $170,008 |
| **Percentage of Budget:** | | |
| Teacher Salaries | 36.81% | 31.41% |
| Administrative Salaries | 5.03% | 4.86% |

*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 2022-23 school year, Torrance Unified School District spent an average of $14,649 of total general funds to educate each student (based on 2022-23 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 2022-23 school year, the district received categorical, special education, and support programs funds for:

- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- CA Community Schools Partnership Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Kitchen Infrastructure and Training
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Every Student Succeeds Act (ESSA): Title IX, McKinney-Vento Homeless Assistance
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

**Expenditures Per Pupil and School Site Teacher Salaries 2022-23**

| | Dollars Spent per Student | | | | |
|---|---|---|---|---|---|
| | School | District | % Diff. School & Dist. | State | % Diff. School & State |
| Total** | $6,373 | N/A | N/A | N/A | N/A |
| Restricted | $453 | N/A | N/A | N/A | N/A |
| Unrestricted | $5,921 | $6,357 | 93.13 | $10,771 | 54.97 |
| Average Teacher Salary | $93,446 | $94,528 | 98.86 | $94,625 | 98.75 |

*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 Casimir Middle 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 section were acquired in October 2024. Data to prepare the school facilities section were acquired in December 2024.