Torrance Unified School District

Philip Magruder Middle School

Grades 6 through 8
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2023-24 School Accountability Report Card

Published January 2025

Principal's Message

Magruder focuses on the 4 A's, Academics, Arts, Athletics, and Activities. Our school believes that learning is a "process," and that all students can achieve at high levels. Our staff focuses on the foundations of the Professional Learning Community (PLC) process to provide a guaranteed and viable curriculum to each individual student. Our teacher collaborative teams meet weekly to establish identify and review essential standards by grade level; design common formative assessments based on these essential standards; discuss students needing targeted and intensive support or extensions, led by our Response to Intervention (RTI) Leadership Team; and to collaboratively discuss the data and results of the earlier designed common formative assessment to share best instructional practices. This data provides 'real-time' student performance information which is then used to determine the pathway for future instruction as well as the implementation of effective instructional strategies to meet the needs of our students.

Along with an embedded Tier III Math and English Intervention Program, multiple learning opportunities are also provided during and beyond the school day for student support. Our AMP (Academic Mastery Period), embedded in the bell schedule four days a week, allows for students to receive multiple Tier II embedded support opportunities in all content areas each week. Students are identified for 'AMP' attendance via weekly grade-level common formative assessments, whose data is then used to determine the most effective instructional strategies to support student learning. Along with daily embedded support, Magruder offers multiple opportunities as part of our Tier II campus-wide 'extended learning day' program. We offer after school homework help, and specific support classes in Math, English, and ELD. These programs provide students with support for their current needs in the form of spiraling back and frontloading to help build confidence in our students' academic skills. The purpose of these extended learning opportunities is to ensure that ALL students are mastering appropriate grade-level content.

We also pride ourselves on having a variety of enrichment and elective pathways for our students including different STEM classes. Students get opportunities to explore electives such as Art, Drama, Band, Show Choir, Drums, Guitar, Spanish, Journalism, Computer Science, Robotics, and more. Our 8th grade students also have the opportunity to take advanced courses at North High School, prior to starting their 9th grade year.
We are proud of the opportunities we offer all students at Magruder to help build connections and promote well rounded students and citizens.

Mission

"Providing a strong academic, social and emotional foundation to support lifetime educational success". Teachers have a right to teach, students have a right to learn, and all are supported to exercise these rights.

CORE VALUES

Core Value #1 - We believe that all students can learn at high levels.
Core Value #2 - We, as educators, accept responsibility to ensure high levels of learning for every child.

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

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School Description

Philip Magruder Middle School is located in the northern region of Torrance and serves students in grades six through eight following a traditional calendar. At the beginning of the 2023-24 school year, 610 students were enrolled, including 13.3% in special education, 13.9% qualifying for English Language Learner support, and 54.9% 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	49.50%	Grade 6	203
Male	50.50%	Grade 7	202
Non-Binary	0.00%	Grade 8	205
Amer. Indian or Alaska Native	0.50%	Ungraded	0
Asian	16.90%		
Black or African-Amer.	7.90%		
Filipino	3.80%		
Hisp. or Latino	51.60%		
Native Hawaiian or Pacific Islander	1.10%		
Two or More Races	5.40%		
White	12.00%		
English Learners	13.90%		
Foster Youth	0.50%		
Homeless	1.50%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	54.90%		
Students with Disabilities	13.30%		
		Total Enrollment	610

Student Achievement

Physical Fitness

In the spring of each year, Philip Magruder Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test (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	96.5%	91.5%	92.5%	96.5%	97.0%

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.

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)	56.0	51.0	67.0	66.0	46.0	47.0
Mathematics (grades 3-8 and 11)	41.0	42.0	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	618	607	98.22	1.78	51.24
Female	307	301	98.05	1.95	53.82
Male	311	306	98.39	1.61	48.69
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	105	104	99.05	0.95	68.27
Black or African-Amer.	49	46	93.88	6.12	36.96
Filipino	23	23	100.00	0.00	82.61
Hisp. or Latino	317	312	98.42	1.58	42.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	65.85
White	73	71	97.26	2.74	57.75
English Learners	81	81	100.00	0.00	17.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	261	255	97.70	2.30	45.49
Students with Disabilities	81	78	96.30	3.70	15.38

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	618	607	98.22	1.78	41.85
Female	307	301	98.05	1.95	37.87
Male	311	306	98.39	1.61	45.75
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	105	104	99.05	0.95	69.23
Black or African-Amer.	49	46	93.88	6.12	26.09
Filipino	23	23	100.00	0.00	65.22
Hisp. or Latino	317	312	98.42	1.58	31.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	51.22
White	73	71	97.26	2.74	50.70
English Learners	81	81	100.00	0.00	11.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	261	255	97.70	2.30	32.94
Students with Disabilities	81	78	96.30	3.70	11.54

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)	42.2	37.3	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	205	201	98.05	1.95	37.31
Female	100	97	97.00	3.00	32.99
Male	105	104	99.05	0.95	41.35
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	53.66
Black or African-Amer.	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hisp. or Latino	113	110	97.35	2.65	30.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	45.00
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	97	94	96.91	3.09	25.53
Students with Disabilities	28	26	92.86	7.14	15.38

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

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

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

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

School Activities
8th Grade Parent Night
Back to School Night
Chaperone School Dances
Drama Program
Family Lunch Day
Movie Night
Music Program
Open House
Parent Education Evenings
Student of the Month Assemblies

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Philip Magruder Middle School's original facilities were built in 1958; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the past 12 months, the following campus repairs or improvements were completed:

2023-24 Campus Improvements:
• Emergency notification system
• Bleachers in gymnasium
• Electronic marquee
• Exterior new backboards
• Repaint campus exterior
• Installation of HVAC thermostats in classrooms
• Asphalt crack seal/slurry and restripe

2024-25 Planned Campus Improvements:
• Building E new lockers
• Installation of audiovisual system in gymnasiums

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

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

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening 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	1958
Acreage	9.78
Square Footage	43632
	Quantity
Permanent Classrooms	34
Portable Classrooms	4
Restrooms (sets)	3
Computer Lab(s)	2
Science Lab(s)	4
Library	1
Academic Center(s)	1
Book Room	1
Cafetorium(s)	1
Fitness Lab(s)	1
Music Room(s)	1
Outdoor Meal Area(s)	1
Outdoor Stage Area(s)	1
PE Rooms	2
Psychologist Office	1
Staff Lounge	1
Teacher Work Room(s)	1

Deferred Maintenance

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

Facilities Inspection

The district's maintenance department inspects Philip Magruder Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Philip Magruder Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, November 12, 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 Most Recent Inspection: Tuesday, November 12, 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
(C)	Room 10 - Appears to be some water damage in this classroom; floor tile is buckling in some areas; difficult to image, needs a follow-up inspection Room 33 - Termites found in the classroom; incident reported for inspection/repair
(G)	Front Office/Front Gate - Flag pole damage (reported prior year as well)

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 signifcant and/or impact a very small area of the school.

Campus Supervision

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

Philip Magruder Middle School is a closed campus. During school hours, all visitors must be buzzed in at the front school entry gate where office staff can monitor who is at the gate. Visitors must also sign in at the school's office, present a government-issued identification card, and wear identification badges while on school grounds.

School Site Safety Plan

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

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	21-22	22-23	23-24
	School		
% Students Suspended	5.7	8.0	2.5
% 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	2.5	0.0
Female	2.2	0.0
Male	2.8	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.	9.6	0.0
Filipino	0.0	0.0
Hisp. or Latino	2.4	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	2.9	0.0
White	1.4	0.0
English Learners	4.1	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	3.3	0.0
Students with Disabilities	5.8	0.0

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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	21.0	8	10	
Mathematics	21.0	6	10	
Science	27.0	1	11	
Social Science	26.0	2	11	
	2022-23			
	Avg. Class	Number of Classes		
Subject	Size	1-22	23-32	33+
English	21.0	7	11	
Mathematics	23.0	6	9	
Science	27.0	2	10	
Social Science	31.0		8	3
	2023-24			
	Avg. Class	Number of Classes		
Subject	Size	1-22	23-32	33+
English	21.0	9	14	
Mathematics	24.0	4	11	2
Science	26.0	1	8	
Social Science	27.0	1	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 Philip Magruder 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	637	631	109	17.3
Female	317	314	51	16.2
Male	320	317	58	18.3
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	107	106	7	6.6
Black or African-Amer.	52	52	8	15.4
Filipino	24	23	0	0.0
Hisp. or Latino	329	325	73	22.5
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	34	34	5	14.7
White	74	74	14	18.9
English Learners	97	96	23	24.0
Foster Youth	--	--	--	0.0
Homeless	11	11	3	27.3
Students Receiving Migrant Ed. Services	--	--	--	0.0
Socioeconomically Disadvantaged	360	356	71	19.9
Students with Disabilities	87	86	24	27.9

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 Philip Magruder Middle School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Philip Magruder Middle School held staff development training devoted to:

- Data Analysis
- Grade Level Meetings
- Response to Intervention (RtI)
- English Language Development (ELD)
- Special Education
- Core Curriculum
- Positive Behavioral Interventions & Supports (PBIS)
- Signs of Suicide
- Schoolology
- Use of AI in the Classroom
- Culturally Responsive Teaching

Decisions concerning selection of staff development activities are performed by all staff using tools such as state assessment results and districtwide teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Philip Magruder Middle School supports ongoing professional growth throughout the year at weekly PLC meetings on late start Tuesdays. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training 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 2022-23, 2023-24, and 2024-25 school years, Philip Magruder 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

Philip Magruder 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)

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

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 Philip Magruder Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's 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

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24		
	No. of Staff	FTE
Academic Counselor	2	2.0
Behavior Technician	2	1.0
Adaptive PE Specialist	1	0.2
Behavior Lead	1	1.0
Counselor	1	1.0
Health Services Assistant	1	1.0
Library Media Technician	1	1.0
Occupational Therapist	1	0.2
Psychologist	1	0.4
Speech Pathologist	1	0.6
Counselor-to-Student Ratio: 1:305		

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 Philip Magruder 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 Philip Magruder 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)	21.6	88.0	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)	1.0	4.1	28.0	2.8	11953.1	4.3
Unknown	1.9	7.9	46.0	4.5	15831.9	5.7
Total Teaching Positions	24.5	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)	21.6	88.0	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)	1.0	4.1	28.0	2.8	11953.1	4.3
Unknown	1.9	7.9	46.0	4.5	15831.9	5.7
Total Teaching Positions	24.5	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)	21.1	85.6	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)	0.6	2.6	33.1	3.4	12115.8	4.4
Unknown	2.9	11.7	70.6	7.2	18854.3	6.9
Total Teaching Positions	24.6	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	0.8
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.8

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	1.1
Total Out-of-Field Teachers	1.1

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	1.0
Total Out-of-Field Teachers	1.0

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	0.6
Total Out-of-Field Teachers	0.6

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**	$6,913	N/A	N/A	N/A	N/A
Restricted	$619	N/A	N/A	N/A	N/A
Unrestricted	$6,294	$6,357	99.01	$10,771	58.44
Average Teacher Salary	$104,293	$94,528	110.33	$94,625	110.22

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 Philip Magruder 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.