Torrance Unified School District

Kurt T. Shery High School

Grades 10 through 12
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2023-24 School Accountability Report Card

Published January 2025

Principal's Message

I invite you to explore Kurt T. Shery High School's Annual School Accountability Report Card. This annual report card will share valuable information about our school's instructional programs, academic achievement, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

Kurt T. Shery High School provides a warm, respectful environment where students are actively involved in learning academics as well as skills necessary for them to venture out into the world and be successful in their post-secondary adventures. We provide lots of interventions and support for our students and encourage them to pursue their interests whether it be attending college, a trade program, or entering the workforce.

We are a six year WASC (Western Association of Schools and Colleges) accredited school and a Model Continuation School. We are very proud of our school, students, parents and staff.

Mission

Kurt T. Shery High School strives to provide students with a caring, nurturing, and supportive educational community. Within this environment, we want to ensure that all individuals have access to a high-quality education, counseling, and support services as well as vocational education and post-secondary opportunities. Students are empowered to achieve success and contribute to society as well as the global community in a meaningful way.

Student Learning Objectives

- To prepare our students with the academic skills necessary for college & career paths
- To help students develop healthy habits that balance physical, mental, and emotional well-being
- To develop appropriate oral, written, and electronic communication skills that will aid in the success of students in their college and career choices
- To encourage students to be respectful, kind, and accountable citizens at school

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School Description

Kurt T. Shery High School is located in the eastern region of Torrance and serves students in grades ten through twelve following a traditional calendar. At the beginning of the 2023-24 school year, 110 students were enrolled, including 20% in special education, 13.6% qualifying for English Language Learner support, and 64.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2023-24

Student Group	% of Total Enrollment
Female	42.70%
Male	57.30%
Non-Binary	0.00%
Amer. Indian or Alaska Native	0.00%
Asian	6.40%
Black or African-Amer.	10.90%
Filipino	3.60%
Hisp. or Latino	57.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	8.20%
White	13.60%
English Learners	13.60%
Foster Youth	4.50%
Homeless	4.50%
Students Receiving Migrant Ed. Services	0.00%
Socioeconomically Disadvantaged	64.50%
Students with Disabilities	20.00%

Grade Level	# of Students
Grade 10	1
Grade 11	31
Grade 12	78
Ungraded	0
Total Enrollment	110

Student Achievement

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)	11.0	13.0	67.0	66.0	46.0	47.0
Mathematics (grades 3-8 and 11)	0.0	6.0	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	49	46	93.88	6.12	13.04
Female	19	17	89.47	10.53	11.76
Male	30	29	96.67	3.33	13.79
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	26	26	100.00	0.00	19.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
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	32	29	90.63	9.37	6.90
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	50	49	98.00	2.00	6.12
Female	19	18	94.74	5.26	0.00
Male	31	31	100.00	0.00	9.68
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	27	27	100.00	0.00	7.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
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	33	32	96.97	3.03	3.13
Students with Disabilities	--	--	--	--	--

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)	5.5	6.1	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	107	99	92.52	7.48	6.06
Female	42	38	90.48	9.52	2.63
Male	65	61	93.85	6.15	8.20
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	11	8	72.73	27.27	--
Filipino	--	--	--	--	--
Hisp. or Latino	62	60	96.77	3.23	5.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	13	11	84.62	15.38	9.09
English Learners	13	13	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	64	57	89.06	10.94	1.75
Students with Disabilities	23	20	86.96	13.04	0.00

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 in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through phone calls, texts, flyers, letters, the school website, and e-blast. Contact the school secretary at (310) 533-4440 for more information on how to become involved in your child's learning environment.

Committees

Model School Committee
School Site Council
WASC Committee
English Learner Multicultural Advisory Committee (ELMAC)

School Activities

Back to School Night
Parenting Classes
Breakfast Social
Student of the Quarter Luncheons
Parent Conferences

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. Kurt T. Shery High School's original facilities were built in 1967; 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 follow campus repairs or improvements were completed/scheduled:

2023-24 Campus Improvements:
• Emergency notification system
• Replace flooring due to termites

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 custodian is assigned to Kurt T. Shery High School. The 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 principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1967
Acreage	1
Square Footage	14700
	Quantity
Permanent Classrooms	0
Portable Classrooms	12
Restrooms (sets)	1
Administration Building(s)	1
Cage for kiln and P.E. equipment	1
College and Career Room(s)	1
Lunch Room(s)	1
Weight Room(s)	1

Deferred Maintenance

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

Facilities Inspection

The district's maintenance department inspects Kurt T. Shery High School on an annual basis in accordance with Education Code §17592.72(c)(1). Kurt T. Shery High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, November 13, 2024. No emergency repairs were needed and no unsafe conditions were found. 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: Wednesday, November 13, 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	✔		

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, campus security patrol the campus, entrance areas, and designated common areas. Campus security, the counselor, and the custodian monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, campus security monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Kurt T. Shery High School is a closed campus. During school hours, all visitors must be buzzed in at the front school entry gate where office staff can monitor who is at the gate. They must present state issued ID 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 Kurt T. Shery High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2024.

Classroom Environment

Discipline & Climate for Learning

Kurt T. Shery High School's discipline policies are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	21-22	22-23	23-24
	School		
% Students Suspended	9.2	6.5	5.3
% Students Expelled	0.6	0.0	0.5
	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	5.3	0.5
Female	1.4	0.0
Male	7.6	0.9
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	15.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	3.6	0.9
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	9.1	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	5.7	0.8
Students with Disabilities	5.4	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	11.0	13		
Mathematics	11.0	7		
Science	14.0	4		
Social Science	20.0	4	4	
	2022-23			
	Avg. Class	Number of Classes		
Subject	Size	1-22	23-32	33+
English	13.0	14		
Mathematics	11.0	7		
Science	18.0	3	1	
Social Science	20.0	6	2	
	2023-24			
	Avg. Class	Number of Classes		
Subject	Size	1-22	23-32	33+
English	13.0	12		
Mathematics	15.0	5		
Science	14.0	4		
Social Science	17.0	8		

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

Pupil Engagement

Dropout & Graduation Rates

Kurt T. Shery High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Class sizes are smaller and students earn 2% a day if they attend and do the formative assessment at the end of the class. This way they can finish a semester course in five days and start a new course. We offer after school tutorial four days a week. Students can stay to get extra help or do homework if they have earned that privilege. We also have concurrent Independent Study, if a student is attending regularly and making good progress, they can enroll in an online course using Odysseyware which gives them the opportunity to get additional classes done at home. We have four periods of Intervention in which the teachers work with students who are struggling to make progress or having attendance issues. We open our weight room after school so students can earn P.E. credits. We have counseling available through our counselor, our school psychologist, our full-time therapist in the Wellness Center, as well as counseling from the district. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

This year we have a new wellness center called "the Well". We have a full-time associate MSW who does therapy, groups, and activities such as Wellness Wednesdays and Thoughtful Thursdays.

Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	20-21	21-22	22-23
Dropout Rate	7.4%	13.9%	13.2%
Graduation Rate	77.8%	61.1%	57.9%
	District		
	20-21	21-22	22-23
Dropout Rate	0.9%	0.6%	0.8%
Graduation Rate	96.5%	95.4%	96.1%
	State		
	20-21	21-22	22-23
Dropout Rate	9.4%	7.8%	8.9%
Graduation Rate	83.6%	87.0%	86.4%

Graduation Rate by Student Group (Four-year Cohort Rate) (2023-24)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	38	22	57.9
Female	19	9	47.4
Male	19	13	68.4
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African-Amer.	--	--	--
Filipino	--	--	--
Hisp. or Latino	22	12	54.5
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	29	16	55.2
Students with Disabilities	11	8	72.7

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.

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

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Kurt T. Shery High 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	189	172	118	68.6
Female	71	65	44	67.7
Male	118	107	74	69.2
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	--	--	--	0.0
Black or African-Amer.	20	18	16	88.9
Filipino	--	--	--	0.0
Hisp. or Latino	112	99	65	65.7
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	16	15	12	80.0
White	22	21	15	71.4
English Learners	25	25	11	44.0
Foster Youth	--	--	--	0.0
Homeless	--	--	--	0.0
Students Receiving Migrant Ed. Services	--	--	--	0.0
Socioeconomically Disadvantaged	123	113	81	71.7
Students with Disabilities	37	35	28	80.0

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.

Curriculum & Instruction

Staff Development

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

- Trauma Informed Practices
- Response to Intervention (RtI)
- Positive Behavioral Interventions & Supports (PBIS)
- Suicide Prevention
- Child Abuse & Mandated Reporting
- Portrait of a Graduate
- Title IX

Decisions concerning selection of staff development activities are performed by all staff using tools such as districtwide teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Kurt T. Shery High School supports ongoing professional growth throughout the year at weekly site PLC meetings on late start Tuesday. 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, Kurt T. Shery High 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

Kurt T. Shery High 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)

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

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

Instructional Materials

All textbooks used in the core curriculum at Kurt T. Shery High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content

materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Monday, 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, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their 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		
2015	Cengage Learning, *Perrine's Literature: Structure, Sound & Sense*	0 %
1997	McDougal Littell, *The Language of Literature*	0 %
Foreign Languages		
2011	Cheng & Tsui Company, *Adventures in Japanese 1, 2, 3 & 4*	0 %
2008	Cheng & Tsui Company, *Integrated Chinese Levels 1 & 2*	0 %
2008	Cheng & Tsui Company, *Japanese AP - Further Adventures in Japanese*	0 %
2009	Cheng & Tsui Company, *Japanese AP - Strive for A*	0 %
2024	Foundation for Korean Language & Culture in USA, *Epic Korean 1-4*	0 %
2013	Houghton Mifflin Harcourt, *Bien dit, Levels 1, 2 & 3*	0 %
2012	J.R. Gonzalez, *Literatura Moderna Hispanica (Spanish 4 & 5)*	0 %
2008	JPT America, Inc., *Japanese 3 AP - Yasashii Sakubun*	0 %
2012	Vista Higher Learning, *AP Spanish Supersite Plus*	0 %
2022	Vista Higher Learning, *Perspectivas 1E Supersite Plus*	0 %
2023	Vista Higher Learning, *Senderos Level 1-4*	0 %
2020	Vista Higher Learning, *Spanish AP - Temas 2e + Supersite Plus*	0 %
2016	Vista Higher Learning, *Themes (French)*	0 %
2019	Vista Higher Learning, *Vistas 6th Edition*	0 %
	Supersite Plus	
Health		
2018	Positive Prevention Plus, *Sexual Health Education for America's Youth*	0 %
History-Social Science		
2018	Bedford, Freeman, Worth, *Psychology in Everyday Life, 4th Edition*	0 %
2018	Cengage Learning, *Criminal Justice*	0 %
2016	McGraw Hill, *AP World History, Traditions and Encounters*	0 %
2019	Pearson, *US History*	0 %
2019	Pearson, *World History*	0 %
2008	Pearson Longman, *American Government: Institutions & Policies (AP Government)*	0 %
2024	Perfection Learning, *AP Human Geography, 2nd Edition*	0 %
2024	Perfection Learning, *AP US History, 4th Edition*	0 %
2019	Teachers' Curriculum Institute, *Econ Alive! The Power to Choose*	0 %
2019	Teachers' Curriculum Institute, *Government Alive! Power, Politics and You*	0 %
Mathematics		
2019	Cengage Learning, *Calculus for AP*	0 %
2011	Cengage Learning, *Precalculus with Limits*	0 %
2014	Glencoe/McGraw-Hill, *Algebra 1*	0 %
2012	Holt McDougal, *Algebra II*	0 %
1998	Houghton Mifflin, *Calculus of a Single Variable*	0 %
2014	McGraw Hill/Glencoe, *Algebra 1*	0 %
2008	Pearson Prentice Hall, *Geometry*	0 %
1999	WH Freeman and Company, *The Practice of Statistics*	0 %
Science		
2014	Cengage Learning, *Environmental Science: AP Fast Track Living in the Environment*	0 %
2020	Houghton Mifflin, *Physics*	0 %
2018	Houghton Mifflin Harcourt, *Earth Science: Science Dimensions Earth & Space Science*	0 %
2008	McDougal Littell, *Introductory Chemistry: A Foundation*	0 %
2008	McGraw Hill, *Hole's Essentials Human Anatomy & Physiology*	0 %
2019	McGraw Hill, *Marine Science*	0 %
2014	Myers Psychology, *AP Psychology*	0 %
2020	Norton High School, *Chemistry: An Atoms-Focused Approach*	0 %
2020	Pearson, *Biology*	0 %
2020	SAVVAS, *Campbell: Biology in Focus, 3rd Edition*	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Kurt T. Shery High School offers only those classes required to earn a high school diploma. Any students returning to a comprehensive high school setting will have the option to pursue four-year college required courses.

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school

graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC Website at http://www.universityofcalifornia.edu/admissions/general.html.

California State University

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

Workforce Preparation

Kurt T. Shery High School does not offer any career and technical education (CTE) courses except through Odysseyware online, but this year we will have a sociology course being taught each semester through El Camino College. Students can receive CTE courses via Southern California Regional Occupational Center. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Professional Staff

Counseling & Support Staff

Kurt T. Shery High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Kurt T. Shery High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24

	No. of Staff	FTE
Academic Counselor	1	1.0
Campus Security	1	1.0
Health Services Assistant	1	0.9
Psychologist	1	0.2
Speech Pathologist	1	0.1

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 Kurt T. Shery High School, Torrance Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

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

Teacher Preparation and Placement Authorization / Assignment (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)	5.7	76.1	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)	1.7	23.9	28.0	2.8	11953.1	4.3
Unknown	0.0	0.0	46.0	4.5	15831.9	5.7
Total Teaching Positions	7.4	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)	5.7	76.1	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)	1.7	23.9	28.0	2.8	11953.1	4.3
Unknown	0.0	0.0	46.0	4.5	15831.9	5.7
Total Teaching Positions	7.4	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)	5.7	81.8	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)	1.2	17.6	33.1	3.4	12115.8	4.4
Unknown	0.0	0.6	70.6	7.2	18854.3	6.9
Total Teaching Positions	6.9	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	2.3
Total Out-of-Field Teachers	2.3

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	1.7
Total Out-of-Field Teachers	1.7

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	1.2
Total Out-of-Field Teachers	1.2

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**	$19,943	N/A	N/A	N/A	N/A
Restricted	$369	N/A	N/A	N/A	N/A
Unrestricted	$19,574	$6,357	307.89	$10,771	181.73
Average Teacher Salary	$106,987	$94,528	113.18	$94,625	113.06

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

SARC Data

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Torrance Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2024. Data to prepare the school facilities section were acquired in December 2024.