Torrance Unified School District

Torrance High School

Grades 9 through 12
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2023-24 School Accountability Report Card

Published January 2025

Principal's Message

Torrance High School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts.

Mission

Torrance High School, a California Distinguished School, prides itself on a 101 year old tradition of excellence. The staff continues to collaborate to redesign the educational experience for students. The staff is exploring mechanisms to provide for the increased engagement, personalization of the curriculum and a rigorous academic program.

A TRUE TARTAR WILL...

- Behave respectfully, responsibly, and compassionately
- Read intentionally
- Think critically and analytically
- Write purposefully
- Communicate and collaborate effectively

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School Description

Torrance High School is located in the eastern region of Torrance and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2023-24 school year, 1980 students were enrolled, including 8.1% in special education, 7.4% qualifying for English Language Learner support, and 38% 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	50.00%	Grade 9	489
Male	50.00%	Grade 10	533
Non-Binary	0.00%	Grade 11	470
Amer. Indian or Alaska Native	0.10%	Grade 12	488
Asian	17.10%	Ungraded	0
Black or African-Amer.	4.60%		
Filipino	10.30%		
Hisp. or Latino	43.90%		
Native Hawaiian or Pacific Islander	0.60%		
Two or More Races	8.10%		
White	14.70%		
English Learners	7.40%		
Foster Youth	0.30%		
Homeless	1.50%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	38.00%		
Students with Disabilities	8.10%		
		Total Enrollment	1,980

Student Achievement

Physical Fitness

In the spring of each year, Torrance High School is required by the state to administer a physical fitness test to all students in grade nine. 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
9	47.3%	30.5%	47.5%	48.5%	48.1%

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

California Assessment of Student Performance and Progress

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

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

CAASPP Test Results in ELA and Mathematics - All Students

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy (grades 3-8 and 11)	79.0	80.0	67.0	66.0	46.0	47.0
Mathematics (grades 3-8 and 11)	43.0	52.0	59.0	60.0	34.0	35.0

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

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

CAASPP Test Results in ELA by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	457	442	96.72	3.28	79.64
Female	229	221	96.51	3.49	81.45
Male	228	221	96.93	3.07	77.83
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	83	83	100.00	0.00	90.36
Black or African-Amer.	16	16	100.00	0.00	81.25
Filipino	46	46	100.00	0.00	91.30
Hisp. or Latino	201	193	96.02	3.98	76.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	71.05
White	69	63	91.30	8.70	71.43
English Learners	31	21	67.74	32.26	19.05
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	129	123	95.35	4.65	69.92
Students with Disabilities	42	40	95.24	4.76	22.50

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	456	444	97.37	2.63	51.58
Female	229	221	96.51	3.49	46.15
Male	227	223	98.24	1.76	56.95
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	83	83	100.00	0.00	75.90
Black or African-Amer.	16	16	100.00	0.00	43.75
Filipino	46	46	100.00	0.00	63.04
Hisp. or Latino	200	191	95.50	4.50	37.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	50.00
White	69	67	97.10	2.90	56.72
English Learners	31	27	87.10	12.90	22.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	128	121	94.53	5.47	38.84
Students with Disabilities	42	39	92.86	7.14	7.69

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)	43.6	39.4	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	942	918	97.45	2.55	39.43
Female	454	439	96.70	3.30	35.99
Male	488	479	98.16	1.84	42.59
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	169	167	98.82	1.18	56.89
Black or African-Amer.	37	37	100.00	0.00	27.03
Filipino	100	100	100.00	0.00	55.00
Hisp. or Latino	397	381	95.97	4.03	28.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	80	79	98.75	1.25	41.77
White	153	148	96.73	3.27	39.86
English Learners	58	53	91.38	8.62	3.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	259	248	95.75	4.25	31.45
Students with Disabilities	79	73	92.41	7.59	6.85

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 the school marquee, the school website, eblast, video bulletin, Twitter, and Facebook. Contact the PTSA President or Activities Director at (310) 533-4396 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Library Helper
Chaperone Grad Night

Committees
Athletic Booster Clubs
Band Boosters
English Learner Multicultural Advisory Committee (ELMAC)
District English Learner Multicultural Advisory Committee (DELMAC)
Parent Teacher Student Association
School Site Council

School Activities
Achievement Awards
Back to School Night
Fine Arts Activities
Sports Events
Parent Nights

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. Torrance High School's original facilities were built in 1938; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Torrance High School is completely modernized. Measure Z included updates to the gym, covered walkways and field irrigation. Measure T & U included the addition of a swimming pool. Measure Y included upgrades to electrical, technology, plumbing, heating, roofing, windows, and other repair work.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following campus repairs or improvements were completed:

2023-24 Campus Improvements:
- Replacement of student parking log with drainage and fencing projects
- Emergency notification system
- Installation of HVAC thermostats in classrooms

2024-25 Planned Campus Improvements:
- Student parking, EMB parking, Plaza Del Amo upgrades
- Replace turf/track

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

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

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

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

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

Campus Description	
Year Built	1917
Acreage	26.5
Square Footage	240942
	Quantity
Permanent Classrooms	94
Portable Classrooms	0
Restrooms (sets)	7
Computer Lab(s)	4
Science Lab(s)	11
Gymnasium(s)	2
Staff Lounge(s)	2
Staff Work Room(s)	3
Cafeteria	2
Theater	1
Library	1
Auditorium	1

Deferred Maintenance

Torrance 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, Torrance High School received $597 in deferred maintenance funds for the repair and/or maintenance of the wall thermostat in gymnasium

Facilities Inspection

The district's maintenance department inspects Torrance High School on an annual basis in accordance with Education Code §17592.72(c)(1). Torrance High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, November 04, 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: Monday, November 04, 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)	Annex - There has been a slight rat problem; pest control department has been handling the situation

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, the principal, assistant principal, dean of students, and campus security patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, dean of students, and campus security 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.

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

School Site Safety Plan

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

Classroom Environment

Discipline & Climate for Learning

Torrance High School's discipline policies are based upon Restorative Practices which focus on building community and strengthening relationships. This schoolwide behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions

	21-22	22-23	23-24
	School		
% Students Suspended	1.7	3.1	2.5
% Students Expelled	0.1	0.1	0.2
	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	0.2
Female	1.6	0.2
Male	3.4	0.3
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.9	0.0
Black or African-Amer.	8.2	2.0
Filipino	0.5	0.0
Hisp. or Latino	3.1	0.1
Native Hawaiian or Pacific Islander	8.3	0.0
Two or More Races	3.0	0.0
White	1.3	0.7
English Learners	4.3	0.0
Foster Youth	33.3	0.0
Homeless	9.5	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	4.5	0.5
Students with Disabilities	5.1	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	24.0	30	54	1
Mathematics	25.0	15	52	
Science	23.0	21	42	
Social Science	25.0	17	47	1
	2022-23			
	Avg. Class	Number of Classes		
Subject	Size	1-22	23-32	33+
English	24.0	26	58	3
Mathematics	24.0	25	48	
Science	22.0	30	34	5
Social Science	25.0	20	42	7
	2023-24			
	Avg. Class	Number of Classes		
Subject	Size	1-22	23-32	33+
English	26.0	31	23	28
Mathematics	28.0	11	31	20
Science	25.0	21	28	13
Social Science	27.0	18	27	18

**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

Torrance High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include counseling, independent study, faculty tutoring, credit recovery, and enrollment in a continuation school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

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	1.0%	0.2%	0.0%
Graduation Rate	98.2%	98.8%	99.0%
	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	513	508	99.0
Female	239	236	98.7
Male	274	272	99.3
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	90	88	97.8
Black or African-Amer.	23	23	100.0
Filipino	54	53	98.1
Hisp. or Latino	215	214	99.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	42	41	97.6
White	84	84	100.0
English Learners	55	54	98.2
Foster Youth	--	--	--
Homeless	13	13	100.0
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	254	252	99.2
Students with Disabilities	43	43	100.0

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.

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 Torrance 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	2066	2027	204	10.1
Female	1033	1014	101	10.0
Male	1033	1013	103	10.2
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	345	342	15	4.4
Black or African-Amer.	98	92	11	12.0
Filipino	212	209	11	5.3
Hisp. or Latino	917	896	104	11.6
Native Hawaiian or Pacific Islander	12	11	3	27.3
Two or More Races	168	168	22	13.1
White	304	299	35	11.7
English Learners	187	181	37	20.4
Foster Youth	12	--	--	0.0
Homeless	42	41	18	43.9
Students Receiving Migrant Ed. Services	--	--	--	0.0
Socioeconomically Disadvantaged	807	784	112	14.3
Students with Disabilities	175	168	26	15.5

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

- Guided Reading Training
- Online Engagement
- Google Classroom
- Screencastify
- G-Suite
- Teacher Expert Sessions in Math, ELA, Social Studies, Science, Special Education and Electives
- Wellness
- Kami
- Pear Deck
- English Language Development Instruction
- Learning Loss Assessment
- Building Student Connectedness
- MusicFirst Jr.
- STEMScopes
- Gizmos - Secondary Science
- Special Education (Online Engagement, Unique Special Education for Moderate/Severe Students, Teacher Jobalikes and Special Education Specific Virtual Expectations)
- Schoolology

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

During the 2022-23, 2023-24, and 2024-25 school years, Torrance 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

Torrance 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)

Torrance 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 Torrance 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 Supersite Plus*	0 %
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. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

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

California State University

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

Courses for UC/CSU Admission	
	%
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.3
2022-23 Graduates who Completed all Courses Required for UC/CSU Admission	68.1

Advanced Placement

In 2023-24, Torrance High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2023-24	
	No. of Courses Offered*
Computer Science	2
English	12
Fine and Performing Arts	0
Foreign Language	3
Mathematics	4
Science	7
Social Science	12
All Courses	40

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

Workforce Preparation

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

- Work Experience
- Regional Occupational Programs
- Workability
- Project Lead the Way

Individual student assessment of work readiness skills takes place through:

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

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

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

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

During the 2023-24 school year, Torrance High School offered the following career technical education programs as elective courses:

- Child Development
- Emergency Response
- Multimedia Designs
- Media Design I & II
- Graphics Computation Technology
- Survival of Singles
- Fashion Design and Merchandising I, II and III
- First Responder
- Dance
- Project Lead The Way (Introduction to Engineering and Design, Principles in Engineering, Aerospace In Engineering, Computer Programming)
- Foods & Nutrition

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

Career Technical Education (CTE) Program Participation 2023-24	
Total number of students participating in CTE programs	480
Percentage of students completing CTE program and earning a high school diploma	66.7 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Counseling & Support Staff

Torrance 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 Torrance 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	4	4.0
Campus Security	5	5.0
Mental Health Therapists	2	2.0
College & Career Counselor	1	1.0
Health Services Assistant	1	1.0
Librarian	1	1.0
Nurse	1	*
Occupational Therapist	1	*
Psychologist	1	0.6
Speech Pathologist	1	0.6
Counselor-to-Student Ratio: 1:495		

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

Teacher Preparation and Placement

The charts below identify the number of teachers at Torrance 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 Torrance 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)	76.1	91.0	933.3	91.5	234405.2	84.0
Intern Credential Holders Properly Assigned	1.0	1.2	3.5	0.3	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.2	9.1	0.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	3.3	28.0	2.8	11953.1	4.3
Unknown	3.5	4.3	46.0	4.5	15831.9	5.7
Total Teaching Positions	83.6	100.0	1020.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.1	91.0	933.3	91.5	234405.2	84.0
Intern Credential Holders Properly Assigned	1.0	1.2	3.5	0.3	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.2	9.1	0.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	3.3	28.0	2.8	11953.1	4.3
Unknown	3.5	4.3	46.0	4.5	15831.9	5.7
Total Teaching Positions	83.6	100.0	1020.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	62.8	83.1	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)	1.6	2.1	3.8	0.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.1	5.5	33.1	3.4	12115.8	4.4
Unknown	6.9	9.2	70.6	7.2	18854.3	6.9
Total Teaching Positions	75.5	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	0.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.2

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	1.0
Misassignments	0.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.6

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2022-23)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.2
Local Assigment Options	3.5
Total Out-of-Field Teachers	3.7

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.4
Local Assigment Options	2.3
Total Out-of-Field Teachers	2.7

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	4.1
Total Out-of-Field Teachers	4.1

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)	0.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4

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)	1.0

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)	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.1

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**	$6,810	N/A	N/A	N/A	N/A
Restricted	$239	N/A	N/A	N/A	N/A
Unrestricted	$6,571	$6,357	103.36	$10,771	61.00
Average Teacher Salary	$99,057	$94,528	104.79	$94,625	104.68

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 Torrance 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.