

# **WASC/CDE**

## **Midterm Report** **March 15-17, 2009**

**Torrance High School**  
**2200 Carson Street**  
**Torrance, CA 90501**

# WASC MIDTERM REPORT

Torrance High School

**March 15, 16, 17 2009**

## I. INTRODUCTION

A. *A general description of the school, its setting, and the population it serves.*

Torrance High School is one of four comprehensive high schools in the Torrance Unified School District. It is historically the oldest high school in Torrance, having opened in 1917 and has been seen by millions as a backdrop for many television shows (*Beverly Hills 90210*) and movies. In addition to the high schools, the district is comprised of seventeen elementary schools, eight middle schools, a continuation school, three adult education schools, and an alternative education program. Torrance is a socially and economically diverse suburb of Los Angeles that is approximately eight miles south of the Los Angeles International Airport. It is bordered by the more affluent communities of Palos Verdes, Manhattan Beach and Redondo Beach as well as the more middle class areas of Gardena, Carson, and Los Angeles.

Many families have attended Torrance High School for generations; it has a sense of community and tradition that is rare among metropolitan area schools. Because of these deep-rooted traditions and the community's commitment to Torrance High, changes in racial and ethnic makeup of the student body have caused few problems at the school. Our diversity and acceptance of others continues to be a strength, as demonstrated by the different cultural clubs and the 19<sup>th</sup> Annual Hands Across Campus celebration held in January 2009 for Dr. Martin Luther King Jr.'s birthday. Torrance High School remains, as it has for more than 91 years, a source of community pride.

The current enrollment of ninth through twelfth graders at Torrance High School is 2200 students. Enrollment has been stable over the past three years allowing Torrance High to maintain a comprehensive high school program for all students. The student population is approximately 36% Caucasian, 27% Hispanic, 24% Asian, 4% Filipino, 5% African-American, 1% Pacific Islander and 3% multiple. There have been no significant changes in the ethnic make up of the student body over the past three years. Torrance High School enrolls 94 eighth graders from its two feeder middle schools, Hull Middle School and Madrona Middle School. These eighth grade students take advanced courses in Science, Mathematics, Band and/or Foreign Language that are not offered at their own school.

The curricular program at Torrance High School continues to emphasize a solid foundation in the depth and breadth of the California State Standards. Even with increased class size, teachers strive to maintain attention to the various needs and learning styles represented by all students. Student outcomes (**School Wide Academic Goals**) continue to be the driving force in curricular development and teaching methodology.

Torrance High School will prepare its graduates to be:

Thinkers who:

- Solve problems efficiently
- Demonstrate reflective, critical, creative, logical and analytical thinking

Academically Motivated who:

- Master basic skills
- Meet state, district, and/or course outline standards
- Set academic goals
- Prepare for a post high school career

Responsible who:

- Set personal goals
- Display moral, ethical and civil behavior
- Employ time management skills
- Contribute to their community

Technically Motivated who:

- Demonstrate technological proficiency
- Use available resources to further learning

Articulate communicators who:

- Read, write, listen and speak proficiently
- Appreciate artistic communications
- Work collaboratively

Respectful:

- Of themselves, of their peers and their community
- Of their faculty and school guidelines

Skilled:

- In core curricula areas
- In life skills

Torrance High School is a comprehensive high school that continues to provide students with the emphasis on course work that meets the Torrance Unified School District graduation standards and the University of California/California State University A-G requirements for admission. In addition, Torrance High strives to offer many opportunities for students to expand and explore areas beyond the core curriculum, including electives in the areas of Career Technology Education, Fine Arts, Social Sciences and Physical Education. Examples include, Web Site Design, Auto Technology, Fashion Design, Dance, Weight Training, Psychology, and Video Production. Off site options include SCROC (Southern California

Regional Occupational Center) classes and access to local community colleges (El Camino College and Harbor College). There is also a ten-week Teens and Police class offered by the Torrance Police Department twice a year as well as a summer program called the ExxonMobil Green Team, which offer instruction and credit to students.

As reflected in the last WASC Visiting Committee Report, the campus climate continues to be very positive, due to its diversity and community involvement. Students continue to feel that this campus is a safe and nurturing environment. The Associated Student Body has introduced school-wide rallies that have boosted school morale and spirit. The positive campus climate is supported by our student attendance, which for the third year has earned our school district recognition and \$3,000 per year for having the best ADA of any high school in the district. Torrance High was actually the number one school overall in the district in 2005-06, 2006-07 and came in second this year by only .05%. This has provided a significant financial savings to the district, as well as provided more instructional time for students. In addition to positive attendance, students at Torrance High continue to exhibit appropriate behavior and make academics, activities and athletics a balanced priority.

Torrance High School has various programs to support students. The number of English Language Learners (ELL) is approximately 10% of the total student population. Within that population, there exist 11 different primary languages spoken by the students. These students have English language support classes throughout their day to help them academically. The ELL students' progress is monitored closely by the ELL coordinator and the interdepartmental Model English Language Development (MELD) team. The number of Special Education students is 3% Special Day (69 students) and 4% Resource Specialist Program (84 students). In accordance with their Individualized Education Plan (IEP), the students are mainstreamed into general education courses and receive academic support in special education classes. Torrance High has 8% (180 students) of the student population enrolled in the Gifted and Academically Talented Education (GATE) program. Many of these students take honors and advanced placement level courses. The Honors/GATE Coordinator meets annually and monitors the progress of these students and as well as those enrolled in AP/Honors classes. A little over 4% of the student population participates in the Free and/or Reduced Lunch Program.

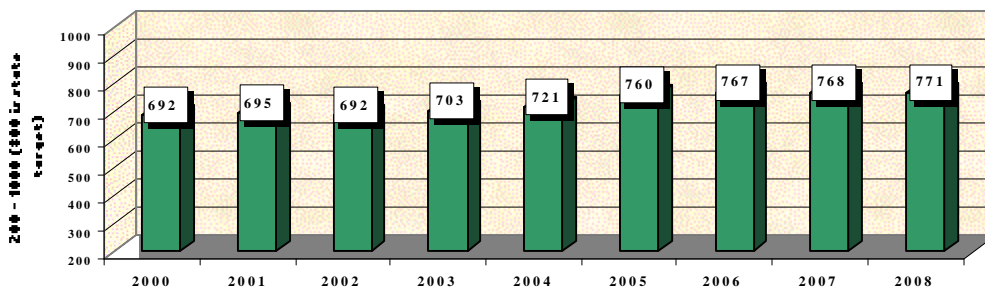
Torrance High School has 141 faculty and staff members. This includes 84 full and 3 part-time teachers, 44 classified staff members (not counting cafeteria staff), 5 counselors, 1 dean, and 3 administrators. Of the teaching staff, 98% are fully credentialed, with 60% having a Master's degree. Ninety-two percent of the teaching staff is CLAD/BCLAD/Hughes certified. Nineteen members of the faculty and staff are Torrance High Alumni. Many faculty and staff live in the neighboring area and have children who have attended Torrance High. Outside of their school responsibilities, the faculty and staff members continue to be active in community and school-wide activities. These include sponsoring clubs, coaching sports and academic teams, as well as attending and participating in extracurricular activities. The enthusiasm, support, community and professional commitment, which was noted in the last Visiting Committee Report, continues to be demonstrated by the faculty and staff at Torrance High School.

**Analytical summary of student performance data:**

Student achievement is measured in a variety of ways. Measurement instruments include assessments required under the state’s Standardized Testing and Reporting (STAR) program, the California High School Exit Exam (CAHSEE), California English Language Development Test (CELDT), the *State Physical Fitness Test* and established assessment tools such as the PSAT, SAT and Advanced Placement Exams. Department and individual teacher assessments are used to measure student performance. These include common rubrics and benchmark exams. Through the SIMS and Edu Soft systems, the district is able to provide teachers and administrators access to assessment data for students based on individual scores and class enrollment. Data can be clustered by program, gender, ethnicity and can be compiled for individual students, class periods, teacher, school and district.

Since the last WASC visit Torrance High’s API has increased each year. In the last three years the API index scores were API 767 (2006), API 768 (2007) and API 771 (2008) respectively. The growth of numerically significant subgroups varied over these three years with both the students with Special Needs and the Socially Disadvantaged showing growth or decline, depending on the year of testing. The faculty and staff are continuing to explore ways to meet and improve our API target through consistent instruction and improved student learning. Last spring, Torrance High used a block-testing schedule to administer the 2008 CSTs. This allowed students to test with their content-area teacher.

Torrance Unified School District  
**TORRANCE HIGH SCHOOL**  
Academic Performance Index (API) Growth  
2000 - 2008



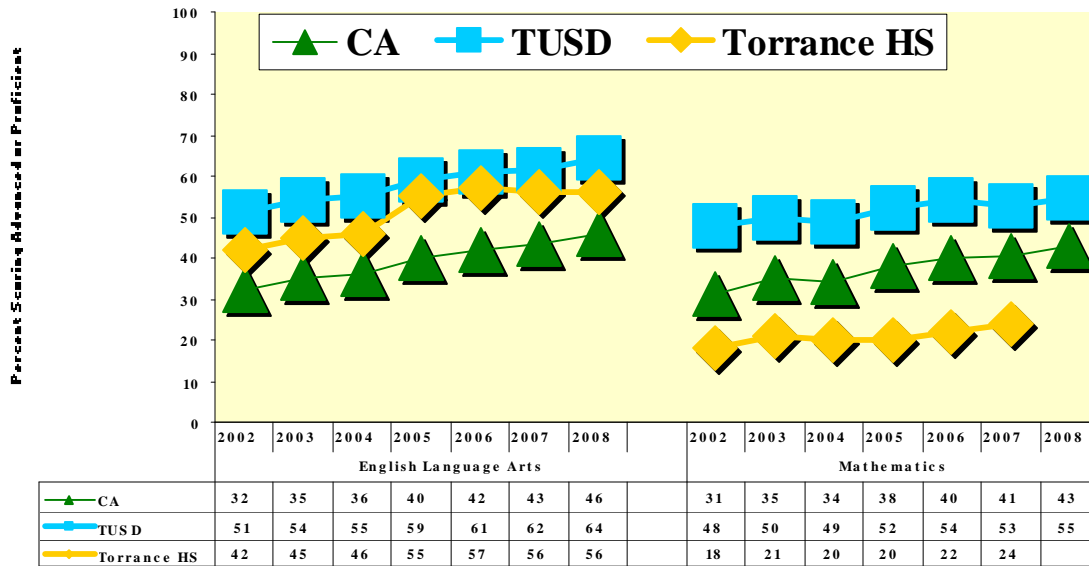
Torrance High School’s graduation rate has been consistently high in the 96% and above range. The new state wide CSIS system has provided more accurate graduation rate data and the need to pass both parts of the CAHSEE has caused the rate to drop a few point over the past two years.

<b>Torrance Unified School District</b>													
<b>Graduation Rates*</b>													
	<b>06-07</b>	<b>05-06</b>	<b>04-05</b>	<b>03-04</b>	<b>02-03</b>	<b>01-02</b>	<b>00-01</b>	<b>99-00</b>	<b>98-99</b>	<b>97-98</b>	<b>96-97</b>	<b>95-96</b>	<b>94-95</b>
<b>Statewide</b>	<b>80.5</b>	82.9	85.0	85.3	86.7	87.0	86.8	85.9	85.1	83.3	81.1	79.5	78.8
<b>Districtwide</b>	<b>98.0</b>	<b>99.3</b>	<b>99.3</b>	<b>99.0</b>	<b>97.1</b>	<b>98.0</b>	<b>98.7</b>	<b>97.6</b>	<b>98.8</b>	<b>97.1</b>	<b>96.6</b>	<b>97.1</b>	<b>96.9</b>
<b>Torrance HS</b>	<b>98.7</b>	99.8	99.8	99.3	100.0	100.0	99.5	99.1	99.0	98.5	97.6	96.3	96.6
* Based on NCES Definition using CBEDS drop-out data													
<b>NCES Definition of Graduation Rate:</b>													
<b>Number of Graduates (Year 4) divided by the sum of:</b>													
<b>Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3)</b>													
<b>Note: Beginning with 06-07, data collected from new CSIS process. Comparison to previous years is, therefore not recommended.</b>													

<b>Torrance Unified School District</b>				
<b>California High School Exit Examination Results</b>				
<b>Percent Passed First Attempt</b>				
<b>February Census Administration</b>				
<b>Students Tested Without Modifications</b>				
<b>Torrance High School</b>				
		<b>ELA</b>	<b>Math</b>	
	2006	89	85	
	2007	87	92	
	2008	90	93	

Torrance High has seen consistency and growth on the pass rate for the CAHSEE. The census pass rate is consistently at 85-90% for tenth graders. In 2008, the ELL population at Torrance High had the highest pass rate as compared to the other district high schools. There are on-going efforts to improve the passing rates for Special Education and English Language Learners. Focused instruction for these groups as well as support in the Adult Education program will hopefully improve results.

**California Standards Tests 2002-2008  
Percent Proficient  
Torrance High School**



The California Standards Test scores show a consistent pattern for both English Language Arts and Math. The goal of Torrance High is to have all students proficient by 2014 to meet NCLB compliance. The scores in English Language Arts remain in the mid 50 percentile and Math remains in the mid 20 percentile. Students enrolled in course work at or above grade level expectancy score higher than those who need more remediation. The scores on the California Standards Tests in Science and Social Science reflect a steady upward trend over the past five years. Students enrolled in grade level and/or advance grade level courses are scoring in the proficient range with greater frequency. Students taking these tests beyond grade level expectancy are scoring in the basic and below basic range.

Torrance High is continuing to analyze the CST data by subject area, grade level and significant sub groups to ensure that all students are working towards being proficient on the California Standards Test. Teachers will continue to target those groups and individuals who need extra help in mastering both the course standards as well as the state exams. Working to have all students proficient by the year 2014 is a major goal of Torrance High School and the Torrance Unified School District.

**Torrance Unified School District**  
**TORRANCE High School**  
**STAR 2004-2008**  
**California Standards Tests (CST)**

**English Language Arts**

<b>Grade 9</b>						<b>Grade 10</b>						<b>Grade 11</b>					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	15	32	29	30	<b>34</b>	<b>Advanced</b>	18	17	25	22	<b>21</b>	<b>Advanced</b>	14	15	23	24	<b>21</b>
<b>Proficient</b>	34	34	34	36	<b>32</b>	<b>Proficient</b>	25	35	30	25	<b>32</b>	<b>Proficient</b>	30	31	30	30	<b>28</b>
<b>Basic</b>	33	22	21	21	<b>24</b>	<b>Basic</b>	34	32	27	33	<b>33</b>	<b>Basic</b>	31	31	26	25	<b>26</b>
<b>Below Basic</b>	11	10	10	8	<b>7</b>	<b>Below Basic</b>	16	11	13	12	<b>9</b>	<b>Below Basic</b>	14	14	13	12	<b>13</b>
<b>Far Below Basic</b>	7	3	6	5	<b>2</b>	<b>Far Below Basic</b>	7	6	5	7	<b>6</b>	<b>Far Below Basic</b>	11	9	9	8	<b>12</b>

**History Social Science**

<b>Grade 10 End-of-Course World History</b>						<b>Grade 11 U.S. History</b>					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	11	14	14	16	<b>16</b>	<b>Advanced</b>	14	14	16	14	<b>20</b>
<b>Proficient</b>	22	26	28	28	<b>27</b>	<b>Proficient</b>	26	24	28	27	<b>25</b>
<b>Basic</b>	34	35	32	31	<b>31</b>	<b>Basic</b>	34	28	32	31	<b>26</b>
<b>Below Basic</b>	16	9	14	15	<b>13</b>	<b>Below Basic</b>	15	17	13	16	<b>15</b>
<b>Far Below Basic</b>	17	16	12	10	<b>12</b>	<b>Far Below Basic</b>	11	17	11	11	<b>13</b>

### Mathematics

General Mathematics: Grade 9						High School Summative Math:Grade 10						High School Summative Math:Grade 11					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	1	1	1	NA		<b>Advanced</b>	13	13	24	41	<b>29</b>	<b>Advanced</b>	11	8	9	13	<b>13</b>
<b>Proficient</b>	13	7	12	0		<b>Proficient</b>	42	43	46	38	<b>49</b>	<b>Proficient</b>	24	28	24	28	<b>28</b>
<b>Basic</b>	41	38	30	0		<b>Basic</b>	26	24	20	17	<b>11</b>	<b>Basic</b>	31	25	29	26	<b>26</b>
<b>Below Basic</b>	29	38	42	0		<b>Below Basic</b>	18	20	11	3	<b>9</b>	<b>Below Basic</b>	29	34	34	28	<b>26</b>
<b>Far Below Basic</b>	16	17	16	0		<b>Far Below Basic</b>	0	0	0	0	<b>3</b>	<b>Far Below Basic</b>	5	5	3	5	<b>7</b>

Algebra I: Grade 9						Algebra I: Grade 10						Algebra I: Grade 11					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	1	1	0	0	<b>0</b>	<b>Advanced</b>	0	0	2	1	<b>0</b>	<b>Advanced</b>	0	0	0	0	<b>0</b>
<b>Proficient</b>	18	9	13	8	<b>7</b>	<b>Proficient</b>	2	1	2	3	<b>2</b>	<b>Proficient</b>	0	6	0	4	<b>0</b>
<b>Basic</b>	42	46	40	27	<b>33</b>	<b>Basic</b>	21	23	27	23	<b>17</b>	<b>Basic</b>	14	18	45	50	<b>13</b>
<b>Below Basic</b>	36	38	37	47	<b>41</b>	<b>Below Basic</b>	56	63	48	51	<b>54</b>	<b>Below Basic</b>	50	65	36	29	<b>51</b>
<b>Far Below Basic</b>	3	5	11	18	<b>20</b>	<b>Far Below Basic</b>	21	14	22	22	<b>27</b>	<b>Far Below Basic</b>	36	12	18	17	<b>36</b>

Geometry: Grade 9						Geometry: Grade 10						Geometry: Grade 11					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	9	10	14	6	<b>14</b>	<b>Advanced</b>	0	1	1	1	<b>1</b>	<b>Advanced</b>	2	1	0	0	<b>0</b>
<b>Proficient</b>	26	28	31	35	<b>26</b>	<b>Proficient</b>	8	12	13	10	<b>6</b>	<b>Proficient</b>	5	3	2	6	<b>2</b>
<b>Basic</b>	43	37	37	34	<b>39</b>	<b>Basic</b>	38	42	36	30	<b>24</b>	<b>Basic</b>	33	26	30	28	<b>21</b>
<b>Below Basic</b>	22	23	17	22	<b>21</b>	<b>Below Basic</b>	44	40	44	49	<b>54</b>	<b>Below Basic</b>	50	51	56	46	<b>48</b>
<b>Far Below Basic</b>	1	2	1	2	<b>0</b>	<b>Far Below Basic</b>	10	5	6	10	<b>16</b>	<b>Far Below Basic</b>	11	18	12	19	<b>29</b>

Algebra II: Grade 9						Algebra II: Grade 10						Algebra II: Grade 11					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	9	10	24	27	<b>36</b>	<b>Advanced</b>	2	2	3	8	<b>7</b>	<b>Advanced</b>	0	0	0	0	<b>0</b>
<b>Proficient</b>	44	51	45	43	<b>51</b>	<b>Proficient</b>	15	17	16	21	<b>23</b>	<b>Proficient</b>	4	4	5	5	<b>6</b>
<b>Basic</b>	29	33	21	16	<b>8</b>	<b>Basic</b>	36	33	33	34	<b>36</b>	<b>Basic</b>	22	19	23	13	<b>28</b>
<b>Below Basic</b>	16	6	10	14	<b>5</b>	<b>Below Basic</b>	36	37	38	32	<b>25</b>	<b>Below Basic</b>	54	47	49	50	<b>42</b>
<b>Far Below Basic</b>	2	0	0	0	<b>0</b>	<b>Far Below Basic</b>	12	11	9	5	<b>10</b>	<b>Far Below Basic</b>	20	30	23	31	<b>24</b>

**Science**

<b>Biology: Grade 9</b>						<b>Biology: Grade 10*</b>						<b>Biology: Grade 11*</b>					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	28	11	28	20	<b>29</b>	<b>Advanced</b>	54	13	37	31	<b>4</b>	<b>Advanced</b>	77	15	28	19	<b>23</b>
<b>Proficient</b>	42	56	43	46	<b>44</b>	<b>Proficient</b>	46	42	29	22	<b>24</b>	<b>Proficient</b>	5	25	28	38	<b>36</b>
<b>Basic</b>	30	32	25	29	<b>23</b>	<b>Basic</b>	0	42	34	44	<b>44</b>	<b>Basic</b>	14	45	42	32	<b>23</b>
<b>Below Basic</b>	0	1	1	4	<b>5</b>	<b>Below Basic</b>	0	2	0	3	<b>15</b>	<b>Below Basic</b>	0	12	0	9	<b>12</b>
<b>Far Below Basic</b>	0	0	2	1	<b>0</b>	<b>Far Below Basic</b>	0	2	0	0	<b>13</b>	<b>Far Below Basic</b>	5	3	2	2	<b>5</b>

<b>Chemistry: Grade 9</b>						<b>Chemistry: Grade 10*</b>						<b>Chemistry: Grade 11</b>					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	23	18	15	27	<b>41</b>	<b>Advanced</b>	9	8	7	13	<b>16</b>	<b>Advanced</b>	8	5	11	22	<b>15</b>
<b>Proficient</b>	59	57	38	45	<b>47</b>	<b>Proficient</b>	43	42	36	45	<b>25</b>	<b>Proficient</b>	35	22	31	35	<b>19</b>
<b>Basic</b>	14	21	46	27	<b>12</b>	<b>Basic</b>	46	45	54	41	<b>49</b>	<b>Basic</b>	50	52	49	34	<b>43</b>
<b>Below Basic</b>	5	0	0	0	<b>0</b>	<b>Below Basic</b>	1	6	4	2	<b>5</b>	<b>Below Basic</b>	6	18	8	7	<b>13</b>
<b>Far Below Basic</b>	0	4	0	0	<b>0</b>	<b>Far Below Basic</b>	1	0	0	1	<b>5</b>	<b>Far Below Basic</b>	0	3	1	3	<b>10</b>

<b>Physics: Grade 10</b>						<b>Physics: Grade 11</b>						<b>NCLB Science: Grade 10</b>					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	18	14	15	NA		<b>Advanced</b>	20	5	7	5	<b>12</b>	<b>Advanced</b>			15	16	<b>24</b>
<b>Proficient</b>	29	57	15			<b>Proficient</b>	36	26	20	21	<b>26</b>	<b>Proficient</b>			35	30	<b>29</b>
<b>Basic</b>	41	21	62			<b>Basic</b>	38	64	52	56	<b>47</b>	<b>Basic</b>			30	29	<b>29</b>
<b>Below Basic</b>	6	7	8			<b>Below Basic</b>	5	5	18	15	<b>8</b>	<b>Below Basic</b>			13	14	<b>9</b>
<b>Far Below Basic</b>	6	0	0			<b>Far Below Basic</b>	1	0	2	2	<b>8</b>	<b>Far Below Basic</b>			6	11	<b>9</b>

\*No summaries when ten or fewer students tested.

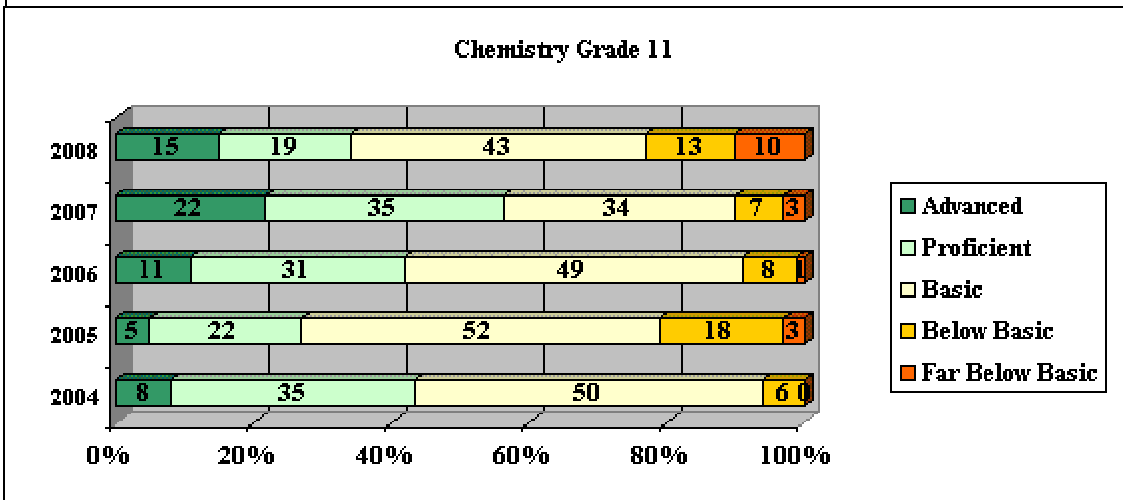
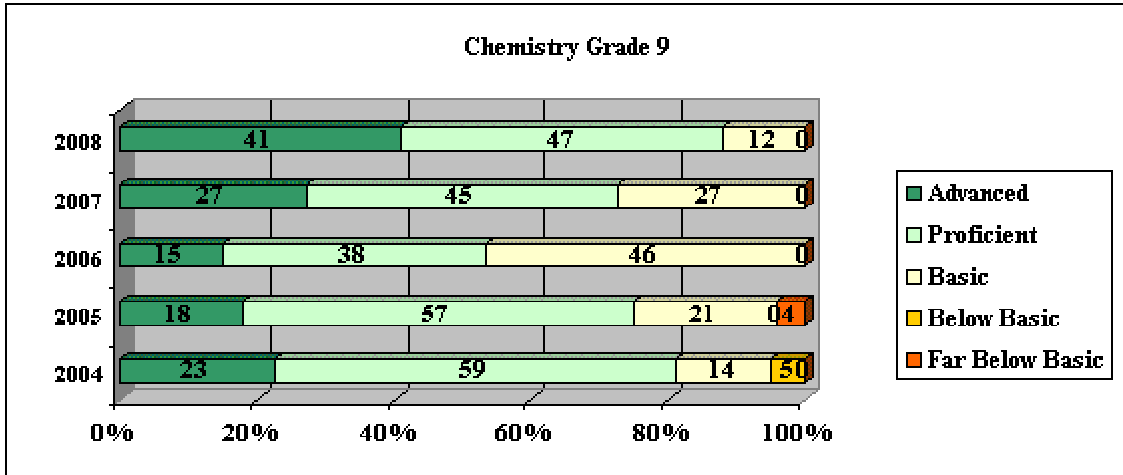
<b>Integrated Science I: Grade 9</b>						<b>Integrated Science I: Grade 10*</b>						<b>Integrated Science I: Grade 11*</b>					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	1	0	1			<b>Advanced</b>	0		0			<b>Advanced</b>	0		NA		
<b>Proficient</b>	6	7	11			<b>Proficient</b>	17		0			<b>Proficient</b>	12		NA		
<b>Basic</b>	49	42	55			<b>Basic</b>	25		13			<b>Basic</b>	29		NA		
<b>Below Basic</b>	33	36	21			<b>Below Basic</b>	33		60			<b>Below Basic</b>	35		NA		
<b>Far Below Basic</b>	12	15	12			<b>Far Below Basic</b>	25		27			<b>Far Below Basic</b>	24		NA		

<b>Integrated Science II: Grade 9</b>						<b>Integrated Science II: Grade 10</b>						<b>Integrated Science II: Grade 11</b>					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>	7	0	0	NA		<b>Advanced</b>	0	0	0	1		<b>Advanced</b>	0	0	0	4	
<b>Proficient</b>	40	17	27	0		<b>Proficient</b>	9	4	5	4		<b>Proficient</b>	4	0	0	0	
<b>Basic</b>	51	79	63	0		<b>Basic</b>	51	46	44	53		<b>Basic</b>	44	33	36	24	
<b>Below Basic</b>	2	3	10	0		<b>Below Basic</b>	25	35	33	19		<b>Below Basic</b>	20	30	39	28	
<b>Far Below Basic</b>	0	0	0	0		<b>Far Below Basic</b>	15	14	18	24		<b>Far Below Basic</b>	32	37	25	44	

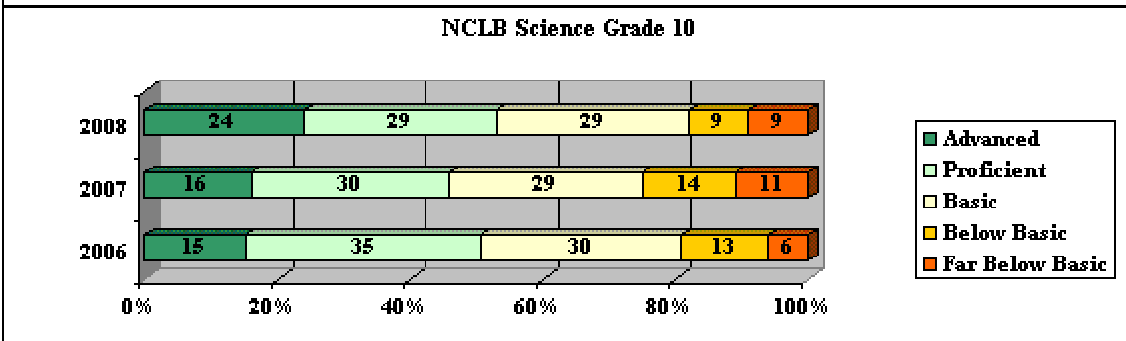
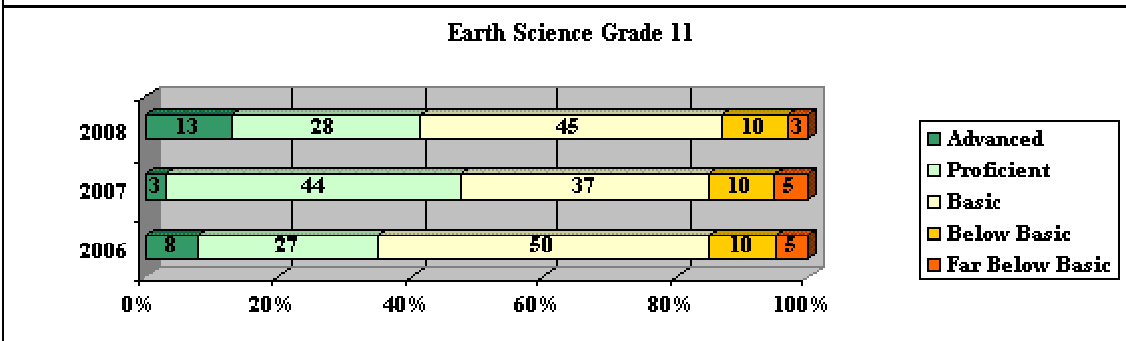
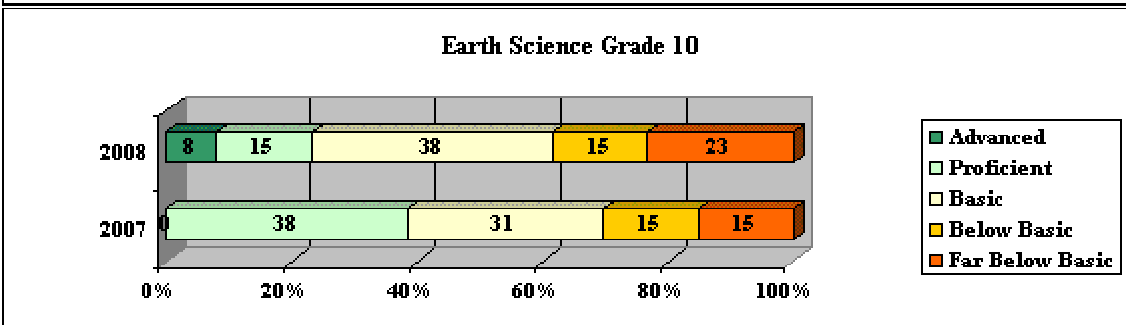
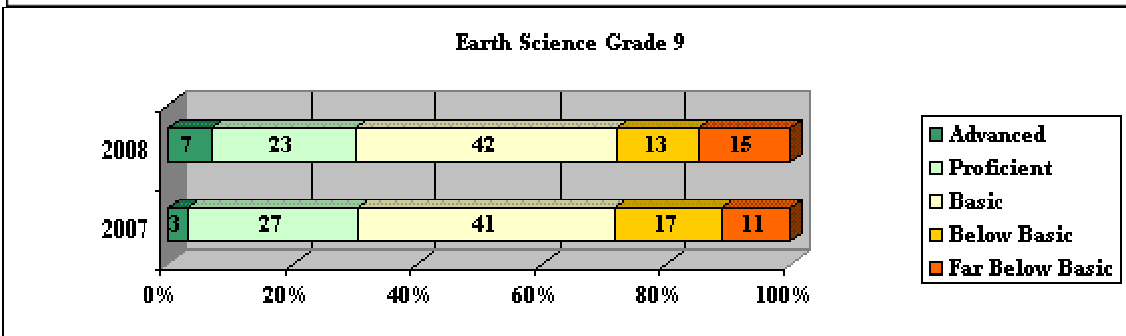
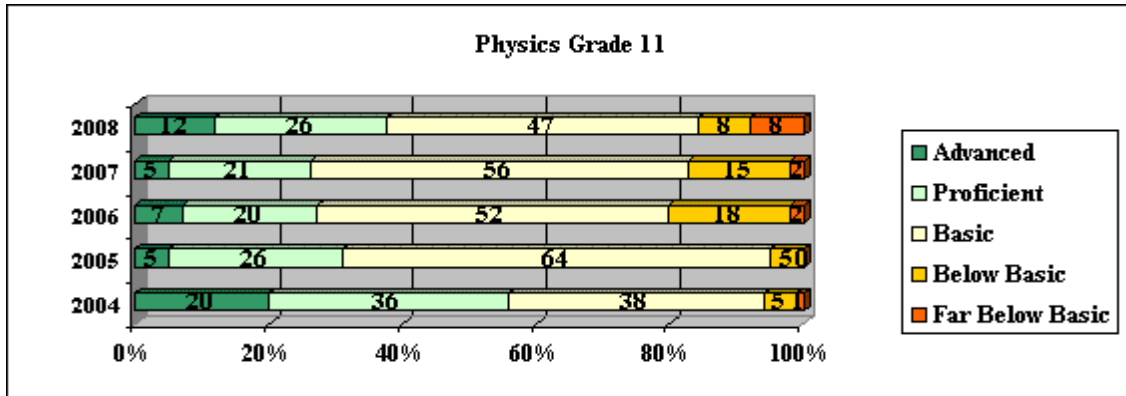
<b>Earth Science: Grade 9</b>						<b>Earth Science: Grade 10</b>						<b>Earth Science: Grade 11</b>					
	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		2004	2005	2006	2007	2008
<b>Advanced</b>				3	7	<b>Advanced</b>				0	8	<b>Advanced</b>			8	3	13
<b>Proficient</b>				27	23	<b>Proficient</b>				38	15	<b>Proficient</b>			27	44	28
<b>Basic</b>				41	42	<b>Basic</b>				31	38	<b>Basic</b>			50	37	45
<b>Below Basic</b>				17	13	<b>Below Basic</b>				15	15	<b>Below Basic</b>			10	10	10
<b>Far Below Basic</b>				11	15	<b>Far Below Basic</b>				15	23	<b>Far Below Basic</b>			5	5	3

\*No summaries when ten or fewer students tested.

Torrance Unified School District  
**Torrance High School**  
 STAR 2004-2008 Chemistry Science Standards Tests



Torrance Unified School District  
 Torrance High School  
 STAR 2004-2007 Physics, NCLB Science & Earth Science Standards Tests



<b>Torrance Unified School District</b>					
<b>Adequate Yearly Progress (AYP)</b>					
<b>Percent Proficient for Numerically Significant Subgroups</b>					
<b>TORRANCE HIGH SCHOOL</b>					
<b>2004 - 2008</b>					
<b>English Language Arts</b>					
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Schoolwide</b>	54.0	63.3	69.1	61.8	<b>65.2</b>
African American					
American Indian/Alaska Native					
Asian	69.7	74.0	81.8	74.8	<b>74.4</b>
Filipino					
Hispanic /Latino	39.0	47.3	50.0	43.2	<b>53.8</b>
Pacific Islander					
White	56.8	70.8	74.1	66.8	<b>69.1</b>
SocioEconomically Disadvantaged	31.7		52.8		<b>51.1</b>
English Learner					
Students w/Disabilities					
<b>Math</b>					
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Schoolwide</b>	57.4	57.6	61.6	62.4	<b>61.7</b>
African American					
American Indian/Alaska Native					
Asian	82.7	80.5	84.5	85.5	<b>87.3</b>
Filipino					
Hispanic /Latino	35.9	36.2	40.9	43.9	<b>43.8</b>
Pacific Islander					
White	59.3	61.7	63.5	61.3	<b>60.4</b>
SocioEconomically Disadvantaged	37.6		44.8		<b>43.6</b>
English Learner					
Students w/Disabilities					

\*Minimum of 100 students for a sub-group to count

Torrance High has met its Annual Yearly Progress for the past three years. There was significant growth in the English Language Arts. The scores for Mathematics is an area that both Torrance High and TUSD are continuing to work at ways to increase over the next six years to meet NCLB proficiency.

### **California English Language Development Test**

2006            177 tested  
 Advanced 53, Early Adv. 83, Intermediate 29, Early Int 10, Beginning 2

2007            195 tested  
 Advanced 20, Early Adv. 69, Intermediate 70, Early Int. 21, Beg 15

The CELDT test results indicate a trend that both TUSD and Torrance High are working to improve i.e. helping more ELL students move from LEP to FEP and out of the ELL

program entirely. Both district and school MELD teams are continuing to develop strategies to improve the CELDT scores and transition rates for ELL students.

<b>SAT</b>	<b>Number tested</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>
2006	259	492	532	501
2007	289	492	524	492
2008	280	508	551	508

SAT College Board results showed significant growth over the past year in all three tests areas. Torrance High continues to encourage their students to take the PSAT in both the Sophomore and junior year in preparation for the SAT. The Class of 2008 had three National Merit semifinalists, 1 Achievement Scholar finalist and 10 Commended students. The Class of 2009 has 6 National Merit Semifinalists and 7 Commended students. These results support the growth in College Board testing for THS students.

<b>Advanced Placement Exams 2008</b>							
	<b>Torrance HS</b>						
	<b># of Students at each Score</b>					<b># Tested</b>	<b>% Passed</b>
<b>Subject</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
<b>Total Exams</b>	<b>81</b>	<b>112</b>	<b>136</b>	<b>131</b>	<b>118</b>	<b>578</b>	<b>57</b>
Biology	13	5	5	2	4	29	79
Calculus AB	8	17	11	11	18	65	55
Calculus BC	11	5	11	1	6	34	79
Chemistry	6	6	7	9	6	34	56
Economics-Macro	2	13	6	8	6	35	60
English Literature & Composition	5	15	36	46	5	107	52
Environmental Science	10	10	7	4	2	33	82
Government/Politics-U.S.	6	7	10	5	7	35	66
Japanese Language & Culture	1	0	0	0	0	1	100
Music Theory	1	1	2	2	0	6	67
Physics B	0	1	1	3	23	28	7
Psychology	4	4	5	3	5	21	62
Spanish Language	3	3	3	3	8	20	45
Statistics	1	6	3	3	6	19	53
U.S.History	9	14	22	26	18	89	51
World History	1	5	7	5	4	22	59

Advanced Placement Exams 2007								
Subject	Torrance HS						# Tested	% Passed
	# of Students at each Score							
	5	4	3	2	1			
<b>Total Exams</b>	<b>56</b>	<b>109</b>	<b>161</b>	<b>155</b>	<b>122</b>	<b>603</b>	<b>54</b>	
Biology						3		
Calculus AB	11	11	19	12	22	75	55	
Calculus BC	5	8	5	5	3	26	69	
Chemistry	6	14	20	25	27	92	43	
Chinese Language/Culture								
Economics-Macro	1	7	5	7	11	31	42	
Economics-Micro								
English Language & Composition						5		
English Literature & Composition	5	21	48	48	8	130	57	
Environmental Science								
French Language								
German Language								
Government/Politics-Comp.								
Government/Politics-U.S.	2	7	8	12	2	31	55	
Music Theory						2		
Physics B	1	1	7	1	16	26	35	
Physics C: Electricity & Magnetism								
Physics C: Mechanics								
Psychology	8	9	9	8	8	42	62	
Spanish Language	3	7	5	3		18	83	
Statistics	2	1	3	5	9	20	30	
U.S.History	9	15	15	23	14	76	51	
World History	2	7	11	4	2	26	77	

Advanced Placement Test results for the past two years reflect the success of the Torrance Unified School District open access policy. Although there were fewer tests taken at Torrance High in the 2008 school year the pass rate went up 3%. Over the past three years there has been significant growth in AP enrollment and more students have been able to access this college level curriculum.

### **Courses for University of California and/or California State University Admission (School Year 2007-08)**

Students Enrolled in Courses Required for UC/CSU Admission 73.8 %

Graduates Who Completed All Courses Required for UC/CSU Admission 41.7 %

Torrance High is continuing to encourage all students to not only take A-G coursework but also work to pass these classes with a grade of “C” or better. Improving the A-G completion rate continues to be a major goal for Torrance High School faculty.

<b>Suspension Rates</b>	2005-06	2006-07	2007-08
	18 %	18.3%	8.3%

<b>Expulsion Rates</b>	.4%	.4%	.1%
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(Rates are based on the total incidents divided by the total enrollment. Average enrollment for the past three years has been approximately 2200 students) There has been a reduction in suspensions due to the continuing high expectations communicated to our community by faculty and staff as well as the positive support of parents and students. The climate at Torrance High continues to be positive and nurturing for all students as was reflected in the last WASC Visiting Committee Report.

<u>Grades</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
Jan.2006	3171 27.4%	3156 27.3%	2937 25.4%	1209 11.3%	879 7.6%
June 2006	4352 34.1%	3161 24.8%	2904 22.7%	1248 9.8%	1026 8%
Jan.2007	4646 35.4%	3452 26.3%	2819 21.3%	1265 9.6%	883 6.7%
June 2007	4635 29.6%	3298 26.1%	2646 21%	1230 9.7%	807 6.3%
Jan. 2008	4849 37.4%	3379 26%	2616 20%	1194 9.2%	887 6.8%
June 2008	4845 38.3%	3284 26%	2627 20.1%	1129 8.9%	777 6.8%

The semester grades at Torrance High reflect a consistent pattern of student achievement over the past three years. Over 75% of the students are doing “C” or better work. The faculty and staff are continuing to find ways to ensure consistent and fair assessment for all grade level and subject areas. Many departments are working towards completing benchmark assessments, rubrics and departmental exams. Through this collaboration teachers are continuing to find ways to add rigor and relevance to the curriculum.

**Average Daily Attendance:** Over the past three years Torrance High School has had an average daily attendance rate of 98.6%. In 2005-06 and 2006-07 this was the highest ADA rate of any school in the district. In 2007-08 Torrance High came in second by .053%. Torrance High earned a \$3,000 for this excellent attendance statistic.

B. *A description of any significant developments at the school since the last full visit that have had a major impact on the school or specific curricular programs.*

### **Personnel**

Since the last WASC visit, there have been significant personnel changes. The state budget crisis has affected staffing in this current year. The number of teachers has been reduced by eight, resulting from a staffing ratio of 32:1. Some classes are as large as 40 students. In addition, an Early Retirement Program resulted in the loss of seven veteran teachers who retired from Torrance High. There is now a new librarian, a new ELD Coordinator, and six new department chairpersons in the area of English, Fine Arts, Foreign Language, Special Education, PE/Health and Mathematics. There have been cuts in classified staff, including our Bilingual Assistant, ½ Attendance Clerk, one full time campus security officer and 1 & 2/3 custodial positions. There have been additional cuts at the district level both in the certificated and classified support systems.

### **Curriculum and Instruction**

Within the current financial restraints, the faculty and staff have continued to work to improve curriculum and instruction by discontinuing courses with low student enrollment and adding new courses to meet student needs and interests. Torrance High cut the NJROTC program and the SCROC Child Care class. The Career Technology Education department has added a website design course and is exploring ways to offer new courses for the 2009-2010 school year. The English department dropped Independent Reading in exchange for a Contemporary Literature course. Additionally, a Study Skills course was replaced in favor of an ELL Speech class. The Foreign Language has reduced class periods in French and Korean, but have added honors level courses in Spanish. The Physical Education/Health department has added a beginning and intermediate dance class. The Math Department has ended the two-year Algebra I program and the Science Department has replaced the two-year Integrated Science program with a traditional program, which includes Physical Science of the Earth and Biology. The Social Science department now offers AP World History to 10<sup>th</sup> graders with enrollment the first two years at 26 and 22 and is currently at 160. The Special Education department continues to align its instruction to the general education curriculum.

### **Technology and Funding**

Through the use of School Library Improvement Block Grant funds over 45% of the teachers' computers have been replaced and two computer labs for use by any class have been re-opened. Torrance High plans on replacing 18 computers during this school year. The school has purchased 10 lap top/LCD systems for check out and ELL funds have been able to provide laptops, LCD projectors, smartboard tablets, and printers for the art, health, science, social science, and English courses. An Exxon/Mobile Pegasus grant provided funds for the ELL program to purchase *Rosetta Stone* computer-based language learning software. By using the funds from the PE/Art Block grants and fundraisers and graduating class donations, Torrance High was able to upgrade its sound and light systems in both the Auditorium and the Little Theater. A district wide PE grant

enabled all the high schools to build a circuit training room fully equipped with fitness apparatus. A SPARK grant provided the PE classes with heart rate monitors and pedometers. A large endowment donation allowed Torrance High to replace its ceramic's kiln with a new state of the art kiln. The librarian has added a large screen TV, smartboard, and extra computer systems for student use.

The school district is continuing to upgrade its technology and has hired two new technology teachers. Information systems are more accessible for all staff and for parents and students as well. Torrance High is currently attempting a transition to the Teacher/Parent Connect system linked to our existing grading and attendance platform. Etusd, Itusd and Discovery unitedstreaming video are interactive online computer programs available for teacher and student use.

This past election day Torrance Unified School district passed two bonds (\$355 million) to help upgrade both school facilities as well as athletic and playground venues. Torrance High is planning on enjoying a new athletic field, track, and bleachers in the Fall of 2009.

### **School Day and Staff Development**

There has been a change in the school day at Torrance High School. The Daily Bulletin and Sustained Silent Reading have been moved to period 2 to ensure all students receive school information in a timely manner. Due to cuts in campus security staff, the snack and lunch periods were shortened creating an earlier release time for students. This also allows athletes to stay longer in their 5<sup>th</sup> period classes prior to away games.

Time banking continues to allow for staff development during the professional day. The state continues to fund five student-free days to allow for staff development. Torrance High continues to focus on the WASC Action Plan, emergency preparedness, technology training, ELL in-service, school climate, and data analysis. The district continues to provide staff development in identified areas of need, such as math K-12 articulation, health mandates, PE standards, science book adoptions, AP audit training, SIMS training and textbook adoption. District staff development is provided for all staff from custodial to administration.

### **Three Year Plans**

Torrance High has maintained the original WASC Action Plan for the past three years and has continued to work towards meeting the five major recommendations of the Visiting Committee. Progress on the action plan has been made though departmental work on curricula mapping and continuing to try and establish common assessments and rubrics. There has been school and district training for all academic areas to continue to improve instruction and student learning.

### **School wide action goals.**

Edu Soft continues to be an area of concern, as teachers have not found it as helpful as they would like. English and Math teachers get school wide results and the

math department is the most active in using the tools Edusoft provides. This will be either a goal we need to work towards or maybe go in a different direction with it.

The departments are continuing to develop benchmarks for their courses, establish rubrics where appropriate and work towards developing common assessments. Teacher post standards on the boards, include them in their lesson plans and reference them in the text. Teachers are continuing to work with students towards mastery of these standards.

Over the past three years Torrance High has been working towards a more productive use of technology as a teaching and learning tool. Computers are being replaced annually and laptops have been purchased for school use. Students are beginning to do more class projects using DVDs. There remains a need for more teacher and staff training in using technology in instruction and in parent communication.

Staff development has focused on writing the WASC three-year report and addressing the goals of the Action Plan as well as those of the major recommendations. In addition the staff continue to work on technology, school climate and emergency preparation.

Categorical funds were cut and/or frozen in 2008-09 taking away some of the funding for these school wide performance goals. Service continues to be provided where needed.

### **2006/2007/2008 School Plan**

**Performance Goal 1:** All students will reach high standards attaining proficiency or better in Reading/English Language Arts, Mathematics, Science and Social Science by 2013.

Academic departments continue to analyze test data, link the assessed needs to the California Content Standards, created benchmarks and provide assignments and assessment leading towards proficiency on the CST. Teachers will incorporate these objectives in their Individual Teacher Development Plans (ITDPs).

In 2006, 2007 and 2008 Math and Science teachers attended the National Curriculum Conference to improve instruction and support ongoing staff development. Torrance High will continue to provide staff develops for teachers to improve data analysis and implementation. This goal still needs more work and administrative support.

Thirty three percent of the classroom computers were upgraded in 2006 and 2007 and 10 laptop/LCD projectors were purchased to support instruction. This year 18 more computers will be upgraded. Teachers will continue to seek ways to better use Edu Soft and/or other data platforms in their instruction and monitoring of student growth.

**School Wide Academic Goals being met:**

Thinkers who solve problems efficiently and demonstrate reflective, creative, logical and analytical thinking  
Academically Motivated who master basic skills, meet state district and course standards.  
Technologically Motivated who use resources to further learning  
Articulate Communicators who read write listen and speak proficiently  
Skilled in core curricular areas

**Performance Goal 2:** All English Language Learners will become proficient in English and reach high academic standards at a minimum attaining proficiency in Reading/Language Arts and Mathematics.

Essential standards were selected for ELL students in the content area of reading, writing, math and speaking. The MELD team will continue to analyze the CELDT results and work towards moving student to fluency.

Books, computers and other supplies were purchased to support instruction through EIA/LEP funds to support teacher instruction and student learning. MELD teachers will continue to seek out grants to help purchase new support technology.

MELD team members attend workshops and conferences to improve service to all ELL students. The MELD team continues to meet once a month to plan for individual and group student needs.

**School Wide Academic Goals being met:**

Thinkers who solve problems efficiently  
Academically motivate who master basic skills and meet state, district and course standards.  
Responsible who set time management skills  
Technologically motivated who use resources to further learning  
Articulate Communicators who read, write, listen and speak proficiently  
Skilled in core curricula areas

**Performance Goal 3:** All students will be taught by highly qualified professionals.

Ninety eight percent of the Torrance HS teachers are currently Highly Qualified under NCLB requirements. New teachers continue to receive BTSA support and training.

Eight per cent of the teachers are in training to pass the CTEL exam. Ninety two percent are CLAD certified.

**Performance Goal 4:** All students will be educated in learning environments that are safe, drug free and conducive to learning.

District, School and class standards are mailed home, placed on the TUSD website and reviewed annually with students and parents at grade wide assemblies and at Back to School Night. Parent Nights are held to get information to students who are considered “At Risk” and the local hospital has provided an intervention counselor who meets with students on a weekly basis.

Torrance High holds annual emergency drills and is continuing to upgrade its emergency plan and supplies.

**School Wide Academic Goals being met:**

Thinkers who solve problems efficiently  
Responsible who display moral ethical and civil behavior and contribute to their community  
Respectful of themselves, their peers and their community  
Skilled in life skills

**Performance Goal 5:** All students will graduate from high school.

Counselors continue to monitor student progress on a quarterly basis as well as during summer and spring registration. Interventions continue to be offered to students needing extra help through tutoring, continuation school, independent study and/or adult education.

Counselors meet with all 10<sup>th</sup> grade students in the lower 50 percentile along with their parents to provide intervention and support to help these students be successful in school and pass the CAHSEE. (This was funded by Pupil Retention Funds, which will not be available this year.)

Parent nights are held for college information, financial planning, all grade levels registration as well as a night for at risk students and their parents. A college fair is held in TUSD annually.

**School wide Academic Goals met**

Thinkers who demonstrate reflective, critical, creative, logical and analytical thinking  
Academically Motivated who meet state, district and course standards, set academic goals and prepare for a post high school career.  
Responsible who set personal goals and employ time management skills  
Respectful of the faculty and school guidelines  
Skilled in core curricular areas and life skills

**Performance Goal 6:** (New 2008-09) Other district priorities

TUSD is planning for a Coordinated Performance Monitoring review in 2009-10. All schools are reviewing and collecting needed data.

TUSD along with the community worked and successfully passed two school improvement bonds this past November.

**School wide Academic Goals met:**

Responsible who contribute to their community

Respectful of themselves, their peers and their community.

*C. Implementation and Monitoring of the School wide Action Plan*

The leadership team consists of key faculty and staff members who help organize the implementation and monitoring of the action plan. This includes the Principal, Assistant Principal of Curriculum, Focus Group leaders and the department chairpersons. Working with the Leadership Team, all stakeholders are kept aware of the school-wide action plan and their role in implementing it. Information is disseminated to the staff in small group settings, department chairperson meetings, conference period meetings, and whole group meetings, as needed throughout the school year. As new personnel are hired at Torrance High School every effort is taken to make sure all Focus Groups are balanced to include stakeholders from each department and support staff.

Sections of the report were prepared by the departments and the Focus Groups, synthesized by the Leadership Team, and reviewed by all stakeholders. The Leadership Team prepared additional parts of the report, with input from the Principal, Assistant Principals, Department Chairs, and Focus Group leaders.

**II. REPORT OF SCHOOLWIDE ACTION PLAN PROGRESS**

Report on School wide Action Plan Progress

**Goal 1: To improve student literacy across all content areas resulting in increased standardized test scores and greater attainment of the School Wide Academic goals.**

Area of follow up:

Through continued staff development and looking at school wide, classroom, subgroup and individual student test data we are continuing to work to improve test scores and meet our academic goals of proficiency by the year 2014. Assessment continues to be a driving force in school improvement. Scores on SAT and AP tests have improved, as has the CAHSEE census pass rate. CST scores are improving in most areas, but there is a need to move many more students into the proficient and advanced ranges.

Teachers are continuing to link their instruction to the state content standards so the curriculum goals can be met. Over the past three years, using the state standards as a guideline, most departments have completed curricular maps for each subject and many departments have created benchmarks. It is important to improve not only student awareness of state standards, but also mastery of the standards. By linking standards to curriculum and instruction, we continue to seek improvement in all classroom-learning environments.

Torrance High School has taken steps to break staff development workshops down into smaller groups and with district support subject area teams are able to continue developing rubrics and curricular maps. Smaller meetings allow for more productive discussions and interaction. The small groups have allowed us to shift from the daily activity of the school to a renewed focus on instructional practices and student learning in the classroom. Small group training by the district, department collaboration, and individual training through conferences has helped us supplement the work we do and work toward the goal of improving student literacy across content areas.

Torrance High continues to analyze data to inform instruction. Translating this information into understandable components continues to be a challenge. While we have made use of general data from various sources, disaggregated data continues to be an area needing improved analysis. For some departments, data from resources such as Edusoft is useful in modifying instruction based on identified areas of improvement. Translating this data into understandable pieces still needs to be improved and will come about as we work with the new TUSD tech teachers as well as attempting to implement Teacher/Parent Connect to provide all stakeholders access to data they can use to improve student learning and classroom instruction.

Through the use of multiple funding sources we have continued to upgrade technology and put it to better use in classroom instruction and student learning. Teachers have begun using Etusd and unitedstreaming to enhance and supplement classroom instruction. Students have more access to technology in the library and school computer labs and are using them to produce authentic assessments and complete research. With the addition of LCD projectors, teachers are using more Power Point presentations. Textbooks and the publishers' supplemental materials are online for teacher and student use. The use of technology continues to provide comprehensible input and engages multiple learning modalities. Teachers continue to attend technology workshops to gain further skills.

**Goal 2: Student writing will improve across all content areas resulting in increase scores on standardized tests.**

Area of follow up;

Teachers are continuing to break down data on standardized tests to find areas of need in student writing which will enable us to develop lessons to improve these skills. Reports, research papers and the Senior Project support this growth in student writing improvement.

Student grade level rubrics have been developed for use by some departments. Many departments use student writing as a way to evaluate and assess content knowledge. Faculty will continue to focus on state content standards to drive curriculum and instruction in support of student writing skills.

Torrance High will continue to use collaborative staff development to explore ways to use SSR as a writing time on a bi-monthly basis and to develop rubrics for papers, labs etc. This is an area that will need more discussion and direction in future meetings.

Torrance High will continue to improve ways to have an ongoing analysis of data shared in a comprehensible way with all stakeholders, and utilize the information to enhance instruction. This is an area that continues to need a lot of work by faculty and staff.

Despite budget cuts Torrance High has and will continue to seek ways to upgrade and maintain technology throughout the school. Currently, two teacher-accessible computer labs and the library allow students to write, edit, and save work for all classes. Teachers are using e-mail for essay submission and many teachers allow students to use classroom computers for writing.

**Goal 3: Students will establish goals and use reasoning skills to fulfill those goals.**

Area of follow up

Torrance High will continue staff development in the use of Edu Soft and other district provided platforms and sharing this data with parents and students. We are attempting to move toward the use of the Teacher/Parent Connect platform, which will help students develop time management strategies through access to syllabus and teacher information. In this manner, parents, students, and teachers will be able to monitor and modify, as necessary, student four-year academic plans. Parent teacher conferences review individual data to note areas of strength and weakness for students. The annual Central Area Achievement Night, College Night, Financial Aid Night, At Risk Parent Night and the annual College Fair are some of the ways the administration and counseling staff provide information to all stakeholders about the student four year plan and student and school goals. Parent Nights by grade level enhance student matriculation.

The Torrance High faculty and staff continues to focus on state content standards to drive curriculum and instruction and make students and parents aware of how mastering these standards shows them a progression throughout school. Standards are presented to parents at Back to School Night, posted in the classrooms and integrated into many textbooks. Assessments continue to display student comprehension of the standards.

The School Wide Academic Goals were written in an attempt to enable teachers to create a more student-centered classroom. However, class size increases have slowed the progress. Torrance High School will seek ways through staff development and collaboration to analyze how students are accomplishing the academic goals in their content areas. Counseling information, Honors/AP Information Week and open enrollment allows students to choose a more rigorous course load when they feel ready to take on that challenge. This information will continue to be utilized in order to improve and differentiate instruction and strategies to enhance student reasoning.

Torrance High faculty and staff will continue an analysis of data to inform instruction and allow students to view their data through Parent Connect to better plan for college and career. An emphasis on the UC/CSU course requirements allows students, parents and faculty to better choose and maintain courses and scores to meet these goals. Torrance High will continue to work to improve its 41% A-G acquisition. A-G requirements are now posted in all classrooms.

Torrance High School faculty and staff will continue to seek ways to upgrade and maintain technology throughout the school and encourage student use of technology in all of their homework and classroom assignments. The faculty will continue to look for ways to incorporate technology not only in teaching but also in student directed output. The Future Planning Center has 15 new computers to allow student access to college and career information. The CDRO class continues to encourage students to explore careers and build résumés. A local volunteer works with seniors to create résumés for use in job applications. There are now two computer labs set up for classroom teacher and student use.

#### **Goal 4: Implementation and evaluation process for attainment of School Wide Academic goals.**

Area of follow up.

Torrance High faculty and staff will continue staff development in the use of Edu Soft to show student areas of critical need and improvement. Torrance High will also explore other new platforms within the district for use in synthesizing data that works more effectively for all departments. We recognize that Edusoft is better suited for data analysis for some departments, but not all. A movement away from Edusoft could be expected, when a stronger use of other sources is adopted.

The faculty will continue to focus on state content standards to drive curriculum and instruction to show students how mastery of standards will improve their academics and motivate them to move to higher levels of achievement. In most departments the School Wide Academic Goals are integrated into the courses. These goals compliment the state content standards and provide a way to connect the standards to students' life experiences.

Torrance High School will continue to seek ways to increase staff development and collaboration for all staff members as we use standards to align instruction to make students responsible thinkers and articulate communicators. During staff development sessions, the faculty will continue to discuss ways to effectively integrate the academic goals and the ability to evaluate student attainment of these goals.

Torrance High School faculty and staff will continue an ongoing analysis of data to inform instruction so students can set academic goals and prepare for post high school paths. Certificated staff will help students analyze their own successes and needs for improvement.

Torrance High will seek ways to upgrade and maintain technology throughout the school. This will serve as a link to making students technologically motivated as they use computer, flash drive, etc. to do classroom presentations and research. There is a need to continue to allow more access to the library and to provide support for teachers using the computer labs. The School Wide Academic Goals continue to be posted in the classroom and on the Torrance High website and are easily accessible to both parents and students.

## **Departments:**

### **Career Technical Education:**

As a department CTE teachers are creating transition plans from School to Career for our students. The department allows students to explore career pathways in Arts, Media and Entertainment, Building Trades and Construction, Finance and Business, and Fashion and Interior Design. Each course is taught to the state standards and prepares students to work with a variety of technological skills. In addition to ongoing classroom instruction, the CTE curriculum includes guest speakers, career field trips, and cooperative support from industry. Torrance High has the only auto shop in the district and provides links to local automotive industries such as Edelbrock, Toyota, and Honda. Other courses that are exclusive to Torrance High include Fashion, Keyboarding, Word Processing, and Desktop Publishing.

CTE teachers have developed shared course outlines and rubrics for CDRO classes. They continue to help upgrade and maintain technology on the campus and in computer labs. This year a new course in Web Design is being offered and the class is updating and expanding the Torrance High web site. This will improve positive communication with parents and others in our community.

Federal Perkins and Torrance Education Foundation grants have been invaluable financial resources that have allowed our program to upgrade technology and equipment. A Pegasus Grant was awarded to the Fashion classes and will be used to implement innovative design lessons.

### **CTE Goals:**

1. Edu Soft and Assessment
  - Department wants more training on assessment software especially EduSoft
2. Standards Based instruction and learning
  - Improved software adoption for courses
  - Grade level meetings – curriculum maps
  - Write for A-G approval of courses in CTE
3. Staff Development
  - Edu Soft in our computer labs
  - ETUSD
  - Smart Board Training
  - Curriculum Development – bring lessons that work and those that don't
  - Develop better connections with SCROC and Industry
4. Data Analysis and Application
  - Training on EduSoft and grade book
  - How to develop data gathering in CTE
5. Technology Upgrades
  - New computers and software purchases
  - Student courses to improve technological instruction

### **English:**

The Torrance High School English Department has made great strides in collaboration since the last WASC visit. The department has collaborated to create grade level curricular maps and linking the California State English Language Arts Standards to lesson plans. In addition, the department used the ELA Power Standards to develop two rubrics for writing assessment. These rubrics are aligned to the state standards for grades 9 and 10 and grades 11 and 12. Once the rubrics were created, the English Department began the process of establishing benchmark exams for each grade level to use as diagnostic tools. This process is ongoing as we are still currently developing the benchmarks and conversing about how we will best use the assessments. The current English 4 teachers have delineated the Senior Project and have rubrics and a curricular map in place for all English 4 students. Most English teachers have the English Language Arts Standards posted in their rooms daily and they communicate the standards covered in the daily lessons orally or by physically writing the standards on agendas or

assignment sheets. Some English teachers create unit calendars with the English Language Arts Standards linked to the assigned curriculum.

The English Department has actively sought ways to improve our teaching and student learning through collaboration and through participation in conferences. Various members of the English Department have attended conferences:

- The UCI Writing Project (14 members attended)
- What's New In Young Adult Literature for 2008
- How To Differentiate Instruction for Students With Special Needs
- Accelerating the Reading Skills of Your English Language Learners
- CSUDH Academic Literacy Institute (sponsored and produced in conjunction with LA County high schools)
- English Language Arts Consortium on 21<sup>st</sup> Century Learners

Various members of the English Department have also attended district-sponsored conferences focusing on curricular and technology training. Some of those conferences include training in:

- Teaching Expository Writing (Sponsored by CSUDH)
- ARIVE (Academic Rigor and Intellectual Vigor for Everyone)
- ETUSD Training
- Smart board Technology Training
- Excel/Spreadsheet Training
- SIMS and Parent Connect Training
- BTSA
- CELDT Training

Test results and student data are driving the department's lesson planning efforts. English Department members use EduSoft, Zangle/SIMS, Parent Connect, as well as STAR and CAHSEE results with regularity. One of the Critical Areas of Improvement from the last WASC visit focused on our use of available technology. Few people in the English Department use Edusoft to evaluate test scores and areas of strengths and weaknesses. However, Most of the English Department uses CAHSEE results, STAR results, data from Grade Pro and Zangle to evaluate test scores and areas of strengths and weaknesses. Teachers who have ELL students also use the yellow and green ELL Folders to assess student learning. Inside the yellow folders are ELL Benchmarks, the SOLOMS, and student writing samples that are used, as a way of assessing the current educational needs and to guide instruction of ELL students. In addition, the green folders, located in the ELD room contain information on the students' CELDT scores, ELA CST scores, SOLOM scores, and current GPA. The ELL Coordinator is also in the process of developing and distributing individual snapshots for ELL students, which makes the testing information handy and easily accessible to teachers. The English Department feels that most features in Edusoft are difficult to use and thus are ineffective for our program. However, most teachers in the English Department are open to receiving further technology training.

The English Department is also looking for ways to further integrate other types of technology into the curriculum to improve student learning. Acquisition of technology continues to be a concern, however, the ELL Department has been able to assist the

English Department by providing a total of 4 laptops, 4 LCD projectors, 4 Smart Board Tablets, and 4 printers to the ELL English teachers. Some members of the English Department have checked out computers and LCD projectors with Tom Snider, a technology teacher. This technology is available for any Torrance High School teacher. Some English teachers are also utilizing the two computer labs for word processing and Internet access to complete student projects. The librarian has also provided the English Department with codes to access the online database through a student's home computer which aides the students in research. Student engagement has also improved through the use of laptops, LCD projectors, Smart Board technology, and editing software from the TV/Video Production class. These applications have improved student learning and motivation, as well as their reading and writing skills.

In addition to collaboration amongst the English Department, some teachers have collaborated cross-curricularly to support student learning. With frequency, ELL teachers meet to plan and discuss differentiated instruction and techniques that are successful with our student population. There has been discussion about collaboration between English classes and foreign language classes in regards to National Poetry Month. In addition, there are cross-curricular activities in the MELD Department between English 4 and Government/Economics. The English Department has also collaborated with the Technology Department and we are receiving support in the form of instruction in MLA Format when a student is enrolled in keyboarding. In addition, a few students are also using technology from the TV/Video Production class to complete projects for their English classes.

The English Department has continued to implement the Summer Reading Program and revise the book selection by working with both the PTSA and the School Site Council. In addition, the ELL Department and the Special Education Department have collaborated to create a separate Summer Reading list that students enrolled in the special education and ELL programs can use to meet the summer reading requirements that are a part of the English programs. Torrance High is the only school in the district to have a list like this. Every Torrance High Student is expected to read a book from one of the two lists and assessment of the summer reading is completed in the fall. In addition, the summer reading assignment is followed up with an essay and a test to assess each student's comprehension of their chosen text. Each grade level has a supplemental assignment to complete prior to the first day of school that focuses on a different state standard. Students may use this supplemental assignment to help them complete the in-class writing assignment, which happens to be graded using the English Department grade level writing rubric.

The English Department continues to be charged with the largest responsibility of educating our ELL Population. We have a total of eight English classes that are designated as part of the MELD program and we have a total of four elective courses that cater exclusively to ELL students. Due to the intensive focus on English Language Acquisition, we are proud to boast that Torrance High had the highest percentage of English Language Learners who passed the CAHSEE in 2007-2008. In addition, our ELL Writing Workshop has produced a student literary magazine and a collection of campfire stories. Our ELL Speech class will also give presentations to parents at our ELMAC meetings as a demonstration of the learning and the standards our students achieve.

The ELL Department is not the only English Electives that Torrance High offers. Our Forensics Team, part of the Western Bay Forensics League, sent 19 students to the state finals and one of our current seniors, Natasha Huey, placed 2<sup>nd</sup> in the state in the area of Original Prose & Poetry with her piece entitled “It’s A Small World”. Over the course of the last two years, Torrance High has been the host of two debate tournaments with students competing in 12 different individual events. We also have a journalism class that puts out a thoughtful and insightful monthly newspaper, The Torrance High School News Torch. We also offer a creative writing class and one semester of Fiction Favorites and a new course, Contemporary Literature. Our English Electives meet the A-G University Requirements. In addition, our English 4 AP Syllabus was accepted by the College Board, which ensures complete course coverage of the AP Curriculum. All of our English 4 AP students take the AP exam.

The English Department also offers extra curricular activities in the form of Forensics, SLAM club, and the Writer’s Club. Last year we hosted our first annual SLAM competition and we were even able to attract the nationally acclaimed SLAM poet Shihan to judge our contest. Shihan also hosted a writer’s workshop that focused on the creation of SLAM poetry. This year, our SLAM competition will feature an even bigger SLAM poet, Taylor Mali, who will also host a writing workshop for our students. Each month, our SLAM club conducts a SLAM contest at lunch to promote poetry and their club. Just this past fall, our Writer’s Club hosted a successful contest asking students to submit original poetry and short stories. In addition, our Forensics team continues to beat our competition and bring home trophies in all areas of speech and debate.

### **English Goals:**

1. Edu Soft and assessment
  - Department wants more training on software programs especially EduSoft
  - Show what you can do with TUSD approved software programs
  - Want training to go back next day and use in classroom
  
2. Standards based instruction and learning
  - Deeper Reading – Gallagher
  - Grade level meetings – curriculum maps
  - Textbook adoption
  
3. Staff Development
  - EduSoft in our computer lab (A109)
  - ETUSD-how to use in English classrooms
  - Google Applications
  - Smart Board Training
  - Curriculum Development – bring lessons that work and share
  - Curriculum Mapping on grade level
  - Parent Connect-how can we best transition to it

- Better disaster training
- Project X – Cal Writing Project
- Visit adding textbooks to instruction

#### 4. Data Analysis and Application

- Training on Edu Soft and grade book
- Info with roll sheet
- How to develop data gathering in English

#### 5. Technology Upgrades

- Essay grading and assessment software
- New computers and support equipment

### **Fine Arts:**

Throughout the past three years, the Fine Arts department has applied for and been awarded grants and has received donations. These funds have assisted in the modernization of our facilities, with a focus on improving instruction. Through a bequest, Torrance High acquired a new kiln for the expansion of our ceramics program. A state grant targeting PE and Fine Arts allowed our department to upgrade the lighting and sound in the school auditorium, which is a great benefit to the Performing Arts section of our department, thereby enhancing the technical component of Performing Arts. The art department has merged with the Yearbook class to facilitate a congruent cross-curricular digital lab. The digital lab has enabled the development of the photography class to move from using strictly film to using digital technology. The digital lab also provides art students with the opportunity to explore contemporary art concepts.

Torrance High art students continue to excel in various art contests. During the 2007-2008 school year, two students received first and second place in the Congressional Art Contest. With the assistance of the new digital art lab, many of the teachers continue to develop professionally by attending conferences directly related to their subject matter. Many of the teachers also arrange field trips to extend student learning beyond the classroom. Many teachers invite guest speakers into the classroom to provide links to art schools and career options.

### **Fine Arts Department: Goals**

#### 1. Edu Soft and Assessment

- All art teachers will be competent in using EduSoft and use it as appropriate and needed.
- Other assessment and tools may include performance test, utilizing pre and post instruction, self reflection and teacher evaluation

2. Standards based instruction and learning
  - Continue to develop and expand upon designing lessons that meet the goals of the California Visual and Performing Arts Standards.
3. Staff Development
  - Continue to attend conferences to learn how to create more engaging art programs.
  - Continue to meet and collaborate on a district level with teachers in similar subject area.
4. Data analysis and application
  - As needed we will look at specific data in order to locate student needs and apply extra attention when necessary.
5. Technology upgrades
  - We will continue seeking grants to receive funding to build upon our already existing technology and media labs while increasing utilization in the context of the classroom

**Foreign Language:**

All members of the Foreign Language Department access Edu Soft to check on student scores for both the CST and the CAHSEE. This data is used to support student performance in the foreign language classroom. Standards for Foreign Language are posted in all the classrooms and curricular maps have been developed for all courses. This year, the Foreign Language Department added Spanish 2 & Spanish 3 Honors to their curricular offerings. The department meets often to discuss student progress focusing on ways to increase student success and acquisition of their second languages. The teachers also share ideas for student projects and activities, taking the time to check for alignment with state standards and students' diverse learning styles.

All assessment strategies focus on the four areas of communication skills: speaking, listening, writing, and reading. These skills are linked to the standards in each language curriculum. Currently, the Spanish teachers use standard assessments for each language level. The department as a whole, is creating benchmarks for each language level as well as end of term common assessments.

The department is using technology for projects and instruction. The teachers are promoting student's exploration of language outside of the classroom and are linking lessons to real world experiences. Extension and connection activities include letters to the community, researching cultural information on the Internet, participating in art, music, literature, dance and various cultural experiences. Student presentation and projects include creating I-movies, podcasting, Power Point Presentations, brochures using Microsoft Publisher and movies using Windows Movie Maker.

In addition, the Foreign Language Department is responsible for the implementation of our ELL 1 course. ELL 1 is composed of students who are brand new to the United States, or who are coded as level 1 or level 2 students. The goal of the class is to help students acquire Basic Interpersonal Communication Skills and acculturate to the learning environment at Torrance High School. Like other foreign language courses, there is an emphasis on the four areas of communication and increasing self-confidence in English language acquisition.

### **Foreign Language Department: Goals**

1. Edu Soft and assessment
  - All foreign language teachers will be competent in using Edu Soft and other TUSD platforms
  - Other assessment and tools may include performance test, utilizing pre and post instruction, self reflection and teacher evaluation
  
2. Standards based instruction and learning
  - Continue to develop and expand upon designing lessons that meet the goals of the Foreign Language curricular standards.
  - Continue to support all students in meeting the A-G requirements.
  
3. Staff Development
  - Continue to attend conferences to learn how to create more effective and improved foreign language programs.
  - Continue to meet and collaborate on a district level with teachers in similar subject areas.
  
4. Data analysis and application
  - As needed we will look at specific data in order to locate student needs and apply extra attention when necessary.
  
5. Technology upgrades
  - We will continue seeking grants to receive funding to build upon our already existing technology and media labs while increasing utilization in the context of the classroom

### **Health and PE:**

The PE/Health department has adopted the new course strands, which have been developed by the state of California. The teachers have attended county and district trainings to begin implementing these new strands over the past two years. A TUSD PE grant provided equipment for a new Fitness Room for every high school in the district.

With the help of the Boy Scouts (Eagle Project) this room is up and running at Torrance High. The state Fine Arts/PE grant allowed the department to purchase new equipment for the weight room, put in a dance floor and purchase supplies to help implement the SPARKS curriculum.

Since the last WASC visit the PE department has adopted an activity-based curriculum and is continuing to replace the multi-sport model of instruction. This curriculum was adopted to help the students pass the mandatory fitness test. The department assesses students weekly to be sure they are achieving the benchmarks established by the state. The Health teachers participate in annual district training and are now beginning to use the Discovery unitedstreaming.

The PE/Health department is working to help develop *and* improve school spirit by teaching leadership skills in all activities, collaborative learning and sportsmanship, life long leisure skills and peer support.

### **Physical Education/ Health Goals:**

1. Edu Soft and assessment
  - Use the physical fitness testing through Zangle to develop successful training and implementation of preparation and administering testing.
  - To develop a percentage of passing students – 100% participation and 90% passing
2. Standards based instruction and learning
  - Continue to incorporate standards based instruction in our daily physical education coursework.
  - Align our district standards according to new state standards.
3. Staff Development
  - Continue to attend district sponsored staff development PE and Health training.
  - Attend other professional development seminars when economically feasible
4. Data analysis and application
  - Continue to collect data analysis for physical education classes and develop coursework for fitness success.
  - Continue to develop daily assessment for health instruction.
5. Technology upgrades
  - To upgrade computers in all classes.
  - Continue using LCD technology in Physical Education and Health
  - More training with EduSoft and incorporate new technology in both Physical Education and Health.

### **Math:**

In the last 3 years the Mathematics Department has created a curriculum map broken into daily increments for Geometry; adopted a standards aligned Geometry textbook and is using Edusoft to create benchmark tests. All Geometry teachers give benchmark tests for most chapters, which are used to determine weak areas, by teacher and department, so teachers can review and spiral content as necessary. Course materials, including the text, are online for student use.

They are currently in the process of adopting standards aligned textbooks for Algebra 1, Algebra 2, Pre-Calculus, and a new Algebra2/Trigonometry course. Each course will have a curriculum map and benchmark tests will also be developed using Edusoft or other district determined software. Online course materials will be available for use. (texts, practice tests, etc.)

A new Algebra 2/Trigonometry course will be implemented to help low achieving Algebra 2 students review Algebra 2 standards and teach the trigonometry standards. After completing this course, students would then either take Pre-Calculus or Probability and Statistics.

Reading for content is done in all math classes. Geometry students read their textbook to find vocabulary. Students in all math content areas read to access information in investigations and/or application problems. Reading in Statistics courses is done prior to lecture and they take reading quizzes.

Students write in a variety of contexts including: most explain/justify on tests and assignments, many make conjectures from investigations, some do write-ups on modeling assignments, a few reflect on concepts and mistakes or do math journaling.

Graphing calculators are introduced in some Algebra 1 classes and then are used in all Algebra 2, Statistics, Pre-Calc, and Calculus classes. Some teachers use Geometers Sketchpad, research on Internet, and use online textbooks/resources.

AP teachers have submitted course syllabi showing content coverage. The College Board has accepted all syllabi.

The department is working toward making grades consistent across each content area. Curriculum maps ensure all students are taught the same concepts which are standard inclusive, but also adequately prepare students for the next level. All Pre-calculus teachers use the same chapter tests and finals. Most teachers use department finals at the end of the year. Next year, the department hopes to have staff development time to assess student achievement as a department on department finals. Content tests in Algebra 1 and Algebra 2 will be developed with the newly adopted books next year, which most teachers will use for chapter assessments. The different content teachers will meet to discuss grading criteria for each exam. Time has been spent in department meetings discussing how to spiral content and teach students to study for math exams.

The department offers tutoring for all subjects and especially for the CAHSEE test. The department sees a strong need to improve scores on CST in Algebra and Geometry. They also want to help all students pass Algebra 2 with C or better to meet the UC/CSU A-G requirements.

### **Mathematic Goals:**

1. Edu Soft and assessment
  - Develop benchmark tests to correlate with new book adoptions in Algebra 1 and Algebra 2
  - Refine use of benchmarks in Geometry
  
2. Standards based instruction and learning
  - Develop curriculum maps in Algebra 1 and Algebra 2
  - Standards based testing on chapter exams
  
3. Staff Development
  - Training to learn technology associated with new textbook adoptions
  - Time to develop chapter exams in courses as well as discuss grading so grades are consistent across the department
  
4. Data analysis and application
  - Look at CST, benchmark, teacher exams, department final exams to find areas of student weakness and begin teacher conversations on teaching methodologies
  
5. Technology upgrades
  - LCD projectors to complement new book adoptions
  - Operational data scanner for EduSoft (or equivalent software)
  - ELMO
  - Smart Board

**Science:**

In the past three years, the Science Department has replaced the 2-year Integrated Science curriculum with a Physical Science of the Earth (PSE) course to lead into Biology. Along with adoption of the PSE textbook, a leadership team created a curriculum map for the course, including Benchmark exams aligned to state standards and core labs to standardize and enrich the course.

Two years ago, the department adopted a new Biology textbook and created a curriculum map, benchmark exams, and core laboratories for Biology. Last year, new textbooks were adopted in Chemistry and Physics. Leadership teams in these two subjects have created curriculum maps, core labs, and benchmark exams aligned to the state standards. Benchmark exams for chemistry and Biology are given quarterly. Benchmark exams for PSE and Physics are unit based.

The Chemistry Leadership team aligned the new Chemistry textbook to the state standards. The other 3 textbooks adopted by the department in the past 3 years are California editions with State Standards aligned to the text. The new science textbooks include on-line editions for student use. These on-line editions include features to assist student understanding, including animated demonstrations and example problems as well as practice exams. The textbooks also include modifiable PowerPoint presentations for classroom use.

Science department meetings are held monthly for all science teachers to stay informed about school-wide issues. Subject based meetings are used to keep all classes on schedule and to allow teachers to share challenges and successes.

All AP Science teachers have created course syllabuses to ensure complete course coverage. The College Board approved the syllabuses.

Many science teachers have applied for and received grants to help with classroom equipment. In the past year, teachers won Pegasus grants from ExxonMobil to help with classroom equipment in AP Environmental Science, Marine Biology, and Physics. We have also received grants from the Torrance Education Foundation to buy digital microscopes and forensics curricular sets.

Science department teachers have arranged several field trips for selected classes. In the past year, Marine science classes visited the Cabrillo Marine Aquarium in San Pedro and the Ocean Institute in Dana Point. Anatomy classes visited the Body Worlds exhibit at the California Science Center. AP Environmental Science classes visited the Bolsa Chica wetlands.

Most science teachers use Internet resources such as United Streaming and You Tube to show on-line videos to classes to enhance instruction and provide additional demonstrations. Most science teachers use Internet connections to post assignments and grades on-line for students.

The science department has several LCD projectors and laptop computers to permit Internet and PowerPoint presentation in the classroom. Several Science classrooms are also equipped with Smart Board technology. Edusoft technology is used to monitor student performance on Year-end standardized tests. Test results show performance in various standards areas to permit modification of instruction to improve student achievement. Zangle technology permits teachers to quickly review past performance of current students to assess their readiness for current courses.

## **Science Goals:**

1. Edu Soft and assessment
  - All core science areas will use district created benchmark exams to stimulate discussion on curricular instruction
  
2. Standards based instruction and learning
  - Constant revision of Curriculum Maps to further align to the CST benchmarks
  
3. Staff Development
  - New teacher training
  - EduSoft training
  - Zangle Grade Book
  
4. Data analysis and application
  - Teachers will use EduSoft results and CST results to differentiate instruction
  
5. Technology upgrades
  - Training on Zangle Grade Book

## **Social Science:**

The social science department has made great strides towards improving instructional practices. Following the initial self-study report the department took a critical look at how we educate our student populations. As a result of this evaluation we adopted new textbooks, created curricular maps and added more technology *to* our classrooms.

During the 2006-07 school year the Social Science department adopted new textbooks for World and United States History as well as for Government and Economics and Advanced Placement Government and Economics. All textbooks were chosen specifically since they aligned with the California State Standards allowing teacher to demonstrate the relevance of these standards to students. Consumable workbooks accompanied the new textbooks thus offering better ways to reach the at-risk and under performing student populations. The new World History textbook features Document Based Questions. As a result, students are learning how to better analyze resources which in turn has aided them in their literacy and writing skills. With a renewed focus on standards based instruction, the Social Science teachers have posted these standards in their classrooms to increase student awareness of them. Several teachers had students design posters featuring the standards thus giving student a sense of ownership within their classroom setting.

The Social Science department also created curricular maps linked to the state standards. These maps have created a more cohesive dialogue among department members. The creation of these maps has help develop a unified pacing plan for teachers in the department. As a result the hope is CST scores will improve as now all teachers have accountability in ensuring that students are aptly prepared for these exams. These maps were constructed with the standards as the foundation yet they include strategies for aiding student learning at all levels. Utilizing curricular maps have enabled the department to create long term goals and lessons, which in turn reinforce student goal setting.

Technology has been a bit more difficult to integrate into our curriculum. Due to budgetary constraints, the use of technology has been somewhat limited. AP and MELD teachers have use of Laptops and LCD projectors. In addition, many teachers in the department have committed themselves to putting lectures on PowerPoint to meet the diverse needs of students. A secondary benefit of this transition is the self-reflection of our teaching methods. Edu Soft is beneficial in looking at student trends on standardized tests. On line testing is also being used in some classes.

The Social Science Department is continuing to review and modify curricular maps, use common assessments, implement more technology in the classroom and find ways to better use the Edu Soft data. All Advanced Placement courses have been approved through the CEEB course audit system.

### **Social Science Goals:**

1. Edu Soft and assessment
  - Research options other than Edu Soft for Social Science trends.
2. Standards Based instruction and learning
  - Update curricular maps as needed
  - Develop common assessments
3. Staff Development
  - Continue to work collaboratively to improve scores and pacing.
4. Data analysis and application
  - Look at data to find specific areas for improvement in student CST results (i.e. WWI, Depression, etc.)
5. Technology upgrades
  - Look into further training to stream – in live video, maps, pictures, and music into Power Point presentation.
  - Smart Classroom technology
  - Create department website
  - Move to SIMS for grade books

## **Special Education:**

Over the past three years the Special Education department has worked to align its curriculum with that mandated by the state framework and found in general education Torrance High classrooms. In addition, the department has developed curricular maps for their academic subjects. TUSD has provided workshops, textbooks and training to help with this alignment. Teachers have been involved in SEIS training to allowing them access to computerized IEPs and to link these IEPs to the state standards. The Special Education department has been trained in the Response to Intervention program and worked collaboratively to build a master schedule that supports student success and increased teacher involvement with the faculty and students in the general education program.

The Special Education department continues to support student success on the CAHSEE through the modification of CD reading prompts and the use of calculators. Teachers have been trained in the Saxon Math series and in Kaplan CAHSEE materials as well. Access to the new computer lab in A109 will help keep their students current in technology and support alternative styles of student learning. The TUSD Workability Program supports students enrolled in Special Education and allows for a transition to Vocational Rehabilitation and Job Training.

## **Special Education Goals:**

1. Edu Soft and assessment
  - Use of CAHSEE results to drive CAHSEE curriculum and preparation
  - Department wide training on all norm reference testing
2. Standards based instruction and learning
  - To use standards based technology to supplement core text
  - Use of community resources to further learning
3. Staff Development
  - Intradistrict collaboration under the Special Education umbrella
  - Training sessions for assessment tools
4. Data analysis and application
  - Use data analysis to interpret CAHSEE and CST results and use these findings to drive curriculum
5. Technology upgrades
  - Use of streaming video – make more classrooms technologically accessible.

## **Counseling:**

Counselors make presentations annually to faculty, parents and students (in classrooms and in small groups) about the services provided by the counseling staff. Included in the presentations is a review of the University of California and California State University A-G courses and Torrance High School graduation requirements.

A poster highlighting these requirements has been developed and is on order for each classroom and office in the school. It is the philosophy of the department that all stakeholders should be informed about these requirements. In addition to the A-G and graduation requirements, counselors make presentations to students and parents on college applications, financial aid, post high school planning, and scholarship/college admissions. Counselors are available for individual counseling services.

To help increase student literacy, the counselors meet with all sophomores, juniors and seniors and their parents who have taken, but who have not passed the CAHSEE exam. Academic records are reviewed and intervention strategies are planned to assist in passing the exam. Torrance High School has the best post tenth grade pass rate for the CAHSEE in the district.

The counselors address the development of post high school planning by meeting with all students annually prior to scheduling, first in small groups and then to insure that their class choices are both rigorous and relevant to their chosen path. A parent meeting is scheduled to review the choices for the following school year. Tenth grade students take the COPS inventory and counselors have expanded sophomore counseling to meet with individual "at risk" students and their parents both during and after school hours. The Pupil Retention Grant has been instrumental in funding this expansion. Torrance High School is often selected by interns from local universities as the location to do their fieldwork. The counseling staff is able to supplement the department's offerings to students by employing the talents and services of the interns.

In addition to collaboration with parents and staff, counselors have an excellent working relationship with outside agencies to address the needs of students and families. Referrals for counseling are made to Juvenile Diversion (student, parent and family counseling), Project Touch (parent support) and the Gathering Place (grief counseling). Thelma Mc Millen (drug and alcohol program through Torrance Memorial Hospital) provides a counselor on campus one afternoon a week and referrals are made to AADAP (Asian American Drug and Alcohol Program). Each fall, counseling department sponsors an "At Risk" parent night. Parents of students who receive fails, have attendance or behavior issues or who have poor grades in citizenship are invited to this meeting and speakers from all of the above services present information about their programs in addition to other outside agencies. Counselors also review the services that are offered on the Torrance High School campus.

Counselors use technology to research student data, contact parents, outside agencies/resources and faculty. Presentations include the use of PowerPoint. The Future Planning/Career Center has fifteen new computers allowing students to do research on colleges and career choices. Counselors use our "torrancehigh.com" website to assist parents with checking their student's progress and help them gain teacher access. The website also includes links to colleges, testing services, financial aid resources, NCAA Clearinghouse and career information. Currently, one of our counselors is working with the webpage designer to update the site and information.

Last spring the clerical staff and counselors worked together to highlight the post high school plans of the class of 2008. Each student was recognized with a pennant with the graduate's name and post graduation plans or intended college. The pennants were hung in the main hall in front of the principal's office, and it will become an annual display.

## **Counseling Goals:**

1. Edu Soft and assessment
  - Counselors will explore a variety of assessments including: CAHSEE, CST scores, SAT, PSAT, ACT and grades to help students and parents set and maintain post high school goals.
  - These assessments will be reviewed when selecting future classes and for advisement where schedule changes are requested.
2. Standards based instruction and learning
  - Counselors will provide support to teachers, administration, student and parents in helping students meet the TUSD graduation requirements which follow state curricular requirements in different curricular areas.
3. Staff Development
  - Counselors' will annually in-service teachers during staff development prior to the opening of school. Included with the presentation: What counselors do and suggestions for collaboration with teachers (how we can support them).
  - Counselors will review graduation and UC/CSU requirement on an annual basis.
4. Data analysis and application
  - Counselors will work to improve senior survey including evaluation of counseling services and seniors post high school plans.
  - COPS test
  - PSAT/Junior Parent Night
  - Grades/Test scores to help students with post secondary goals and training
5. Technology upgrades
  - Counselors received training on Prep HQ and plan to use it in a variety of applications. Counselors use new laptops and projectors to show Power Point in parent presentations. SEIS training was given in 2007. Counselors will attend UC/CSU, College Board, ACT and Education Fund workshops yearly.

## **Administration:**

During the past 3 years the Torrance High School administration has been participating in staff development directed at improving instruction in the classroom. The topics have been: Failure is Not an Option, Rigor and Relevance and the Characteristics of Extraordinary Teachers. These trainings have brought both grade level administrators together as well as bringing articulated K-12 area teams together to visit school sites and to debrief their classroom observations. Last year the focus was on the Math curriculum. These visitations are continuing this year as principals and assistant principals visit middle and high school classrooms to see the work of extraordinary teachers and how they best ensure student success.

In addition to this ongoing staff development, the Central Area Administrators present a parent information night each year highlighting the accomplishment of each school and presenting test data to keep all stakeholders informed. These nights include a power point presentation, an overview of the School Accountability Report Cards and a question and answer session.

The Torrance High administration is continuing to work towards improving communication with all stakeholders by increasing access to school data through Parent/Teacher Connect as well as using the THS website to provide updated information about school news and events.

### **Administrative Goals:**

1. Edu Soft and assessment
  - Administrators will work to find a better way to use Edu Soft data and share it with departments and individual teachers in all subject areas
  - Administrators will continue to provide standardized assessment data to all stakeholders in a more comprehensible manner.
2. Standards based instruction and learning
  - Administrators will monitor and assess teacher instruction as it relates to the state content standards.
  - Administrators will analyze student outcomes based on standards mastery and understanding.
3. Staff Development
  - Administrators will provide ongoing staff development based on the WASC and School Action Plan to address goals and critical areas of need.
  - Administrators will focus staff development on TUSD priorities and well as site needs.
4. Data analysis and application
  - Administrators will seek to find better ways to analyze data and make it accessible to all stakeholders.
  - Administrators will work with departments to develop plans on how to best use this data to improve instruction and student learning.
5. Technology Upgrades
  - Administrators will continue to seek to find ways to purchase technology hardware and software to support instruction and student learning.

## WASC and School Wide Action Plan 2008-09

Goal #1: To improve student literacy across all content areas resulting in increased standardized test scores and greater attainment of the School Wide Academic Goals.

All departments are continuing to work on student literacy in their subject areas. Test results on the CAHSEE, Advanced Placement Exams, PSAT and SAT show improvement in this area. There is still work to be done to improve the CST scores to the proficient and advanced levels in the areas of Math, English, Social Science and Science.

Critical Areas of Need:

- a. Edu Soft and assessment training will continue to be utilized as we work to break down data in more comprehensible and user-friendly ways. This is an area we need to continue to improve in especially as class size continues to grow. Torrance High will continue to look at all data delivery options to improve student literacy and learning.
- b. Standards based instruction and learning will continue to drive instruction at Torrance High and teachers will continue to work to develop curricular maps, rubrics and benchmark assessments.
- c. Staff development will continue to focus on the WASC recommendations, the School Wide Action Plans as well as direction given from TUSD and state mandates.
- d. Data analysis and application are still a challenge as the teachers and staff continue to try to break data down into comprehensible and useful information. Large data trends and results are being used, but as a faculty and staff we need to look at significant subgroups and individual students.
- e. Technology upgrades will continue both through new purchases and ongoing training. This is a high priority and links to critical areas of need "a" and "d".

Goal # 2: Student writing will improve across all content areas resulting in increased scores on standardized tests.

All departments are continuing to find ways to improve student-writing skills in all academic subject areas. Test scores reflect growth in this goal but much needs to be done to encourage writing skills in content areas where writing is not always a priority for assessment.

## Critical Areas of Need

- a. Edu Soft and assessment training will be used by departments as they continue to build curricular maps, benchmarks and assessments.
- b. Standards based instruction will be used to improve student writing, editing and re-writing in all content areas.
- c. Staff development will continue to focus on developing department rubrics for assessing writing as well as adding a writing component to SSR.
- d. Data analysis and application will be used by teachers, counselors and administration to help students and parents analyze written work and take steps to improve student-writing skills.
- e. Technology upgrades will allow more student access to computers and programs to support their writing and editing skills.

Goal #3: Students will establish goals and use reasoning skills to fulfill those goals.

All departments will continue to review the School Wide Academic Goals with their students, and help they measure how they are and will continue to meet these goals. Counselors will work with students on future planning, and parents will be apprised of how their students are doing in meeting both their academic and career goals.

Critical areas of need:

- a. Edu Soft and assessment tools will allow teachers, counselors, students and parents to analyze student progress toward the school, college and career goals. Parent and student online access to data through Parent Connect will help provide support for these goals.
- b. Standards based instruction and learning will help all students to better understand what they are learning, why they are learning it and how they can best use it to meet their goals. Through student understanding and mastery of standards they will be able to begin to internalize their learning and plan for their futures.
- c. Staff development will allow teachers time to analyze individually and in groups how their students will meet the School Wide Academic Goals in their subject areas as well as both departmentally and school wide.
- d. Data analysis and application will be used as it comes available from senior surveys and reports from UC/CSU and the community colleges to see if students are meeting their goals.
- e. Technology upgrades will allow for better communication with students, parents and alumni on how best to improve realistic goal setting for students at Torrance High.

#### Goal #4: Implement an evaluation process for the attainment of School Wide Academic Goals

Teachers and staff will continue to meet as departments, in Focus Groups and as a team to review School Wide Academic Goals and to see how these goals are being met in their classrooms on a daily basis. Teachers will annually review the SWAGs, and work in Focus Groups to adapt any changes needed.

#### Critical Areas of Need

- a. Edu Soft and Assessment will allow the faculty and staffs to see how all students, subgroups and grade levels are performing on standard based and classroom assessments. This analysis will be linked to the SWAGs to be sure that student work and growth is measurable by the SWAGs.
- b. Standards based instructions and learning ties into the School Wide Academic Goals and allows students, teacher and parents to see how classroom instruction and student learning are linked to the long-term goals of Torrance High School.
- c. Staff Development will continue to focus on the analysis of the School Wide Academic Goals to be sure these goals continue to be valid for all students and that they meet the goal of a successful graduate of Torrance High School.
- d. Data analysis and application will support the correlation between student learning, good instruction and the School Wide Academic Goals. Data analysis will support and justify student success in meeting these goals.
- e. Technology upgrades will allow faculty, staff, students and parents to analyze and give input regarding the success of students as they achieve the SWAGs.

## SCHOOLWIDE ACTION PLAN 2008-09

**Action Plan 1:** To improve student literacy across all content areas, resulting in increased standardized test scores and greater attainment of the School Wide Academic Goals.

**Rationale:** Improved student literacy would increase standardized test scores among all student populations and better prepare students for academic success both in high school and in a post-secondary career.

**Growth Target:** Increase by 5% annually the number of students who achieve the level of “Proficient” or higher on standardized scores. Based on TUSD Plan all students will be proficient in 2014.

**School Wide Academic Goals Addressed:**

1. Students are academically motivated who master basic skills.
2. Students meet state, district and course standards
3. Students prepare for a post high school career
4. Students are skilled in core curricular areas.
5. Students use available resources to further learning.

Action Steps	Person(s) Responsible	Resources	Assessment of Progress	Timeline	Report of Progress
EDU Soft, assessment training and data analysis will continue to be utilized to improve student literacy. SWAG # 1,4	Administration, counselors, teachers, students and staff.	Edu Soft printouts, district and state reports, TUSD technology training in ETUSD.	CST, CAHSEE test results, student observations, improved grades, and stakeholder feedback.	Fall 2008 and ongoing	Improved CST and CAHSEE scores as well as improved student grades.
Departments will continue to develop curricular maps, rubrics and benchmark assessments to enable students to continue to master state standards. SWAG #1,2,3,4	Teachers, department chairs and administration.	State frameworks and standards' guides. TUSD course outlines.	Departments will provide copies of curricular maps, rubrics and benchmark assessments.	Fall 2008 and ongoing	Improved scores in all content areas, standardized tests and grades.
Teachers will continue to meet during staff development to work on curricular maps and continue to develop standards based rubrics and common benchmarks. SWAG # 1,2,4	Department chairpersons, teachers and administration.	Student free days and time banking for afternoon staff development.	Departments will share copies of curricular maps, rubrics and assessments to enhance cross-curricular learning and support.	Fall 2008 and ongoing	Improved scores on standardized tests, improved grades and department feedback on student academic progress.

Teachers and administration will continue to disaggregate data in order to make it more comprehensible and effective in improving student literacy.  SWAG # 1,2,3,4	Administration and teachers.	State, district and site generated reports. Edu Soft reports.	Copies of data reports and plans to interpret report for department, teacher and school use.	Fall 2008 and ongoing	Feedback from teachers and other stakeholders indicating an understanding of and practical application of data.  Improved student scores on standardized tests.
Administration will continue to find ways to upgrade technology and train teachers and students on it use.  SWAG #1, 3,5	Administration and TUSD technology support staff.	School Library Improvement Block Grant, Ed Foundation and ExxonMobil Grants, private donations	Purchase and receipt of new equipment, observation of equipment use by teachers and students.	Fall of 2008 and ongoing	Feedback from teachers, students and parents on improved skills in technology. Student projects using technology.

**Action Plan 2:** Student writing will improve across all content areas, resulting in increased scores on standardized tests.

**Rationale:** Recent data indicates that all student populations need to improve writing skills in order to be more successful in their high school course work and to develop a post-secondary plan.

**Growth Target:** Increase by 5% annually the achievement of students on standardized tests. Based on the TUSD Plan all students will be proficient in 2014.

**School Wide Academic Goals Addressed:**

1. Students are thinkers who demonstrate reflective, critical creative, logical and analytical thinking.
2. Students are academically motivated who prepare for a post high school career.
3. Students are articulate communicators who read, write, listen and speak proficiently.
4. Students who are skilled in core curricular areas.
5. Students are technologically motivated who use available resources to further learning.

Action Steps	Person(s) Responsible	Resources	Assessment of Progress	Timeline	Report of Progress
Teachers will continue to use Edu Soft data and other assessments to evaluate student writing. SWAG # 1,2,4	Teachers and administration	Edu Soft programs and printouts Department rubrics and benchmark assessments.	Teachers will share copies of benchmarks and rubrics for cross-curricular awareness and collaboration.	Fall 2008 and ongoing	Test scores on CST, CAHSEE, EAP and grades will show improvement.
Teachers will continue to use standards based instruction to improve student writing, editing and re-writing in all content areas. SWAG # 1,3,4	Teachers, department chairpersons and administration.	State standards and departmental rubrics.	Copies of student rough drafts, edited work and evaluation of final papers.  Senior projects judging.	Fall 2008 and ongoing	Test scores on CST, CAHSEE, PSAT, SAT, EAP and grades will show improvement.
Teachers will continue to develop departmental rubrics and continue to work on adding a writing component to SSR. SWAG # 1,2,3	Teachers, leadership team and administration.	Current departmental rubrics and relevant topics for student quick write in SSR.	Copies of new and improved rubrics as they are developed.  Short quick writes to be used in SSR.	Fall 2008 and ongoing.	Test scores on CST, CAHSEE, PSAT, SAT, EAP and grades will show improvement. Student journals on school issues and concerns.
Administration and teachers will continue to break down data to analysis student strengths and weaknesses in the writing process. SWAG # 1,3,4	Administration and teachers.	State, district and site reports providing data about student writing skills.	Copies of data reports for all teachers to use with students to improve writing in the classroom.	Fall 2008 and ongoing.	Test scores on CST, CAHSEE, PSAT, SAT, EAP and grades will show improvement.
Administration will continue to find ways to upgrade technology and software to support instruction in writing and student writing skills. SWAG #2,3,4,5	Administration, teachers and students	SLIBG, Ed Foundation, ExxonMobil grants, private donations.	Observation of teacher and student use of hardware and software to improve the writing process.	Fall 2008 and ongoing	Test scores on CST, CAHSEE, PSAT, SAT, EAP and grades will show improvement.

**Action Plan 3:** Students’ reasoning ability will improve, resulting in stronger decision-making and future-planning skills.

**Rationale:** Test scores and recent trends in student needs indicate that students need to develop better reasoning skills.

**Growth Target:** As a result of improved student reasoning, scores on standardized tests will improve by 5% annually. Based on the TUSD plan all students will be proficient in 2014.

**School Wide Academic Goals Addressed:**

1. Students are thinkers who demonstrate reflective, critical, creative, logical and analytical thinking.
2. Students are academically motivated to prepare for a post high school career.
3. Students are responsible who set personal goals
4. Student are articulate communicators who work collaboratively
5. Students are respectful of themselves their peers and their community.
6. Students are skilled in life skills.

Action Steps	Person(s) Responsible	Resources	Assessment of Progress	Timeline	Report of Progress
Teachers and counselors will continue to use assessment data to help students plan for success in high school and after high school. SWAG # 2,3,6	Teachers, counselors administration	Standardized test results, grades, college and career guides, Future Planning Center.	Number of students enrolled in A-G courses.  Number of students being successful in classes at THS.	Fall 2008, and ongoing	Increase in percentage of students meeting the UC/CSU A-G requirements. Graduation rates.Senior survey of post secondary plans.
Teachers will continue to use standards based instruction to allow students to better understand what they are learning and how it applies to their lives. SWAG # 1,5,6	Teachers, administration	State standards, TUSD, site course outlines and course syllabi.	Student awareness of course content and how they can use this knowledge.	Fall 2008 and ongoing	CST, CAHSEE and EAP test scores as well as student grades will show improvement.

Staff development time will continue to be used so staff can analyze how students are meeting SWAG in individual classes as well as by departments. SWAG (All)	Department chairs, teachers and administration.	Student free days and time banked staff development days.	Discussion, observation, analysis and written assessment of how SWAG Goals are being met by teacher and departments.	Fall 2008 and ongoing	SWAG attainment will be correlated with improved test scores and evaluation of school climate.
Counselors and administration will continue to use data from UC/CSU and community colleges to see if students are attaining their goals. SWAG # 2,3	Counselors and administration	Reports from UC/CSU and community college.	Data from reports will be shared with teachers, parents and students to analyze strength and areas of need in the academic program.	Fall 2008 and ongoing	Increase acceptance, enrollment and completion rates at UC/CSU and the community colleges.
Administrating will continue to work to upgrade technology to improve communication with students, parents and stakeholders on how best to improve realistic goal setting for all students. SWAG # 1,2,3,5	Administration and counselors	Increased use of Easy Grade Pro and/or Parent/Teacher connect Data systems	Grades, attendance, test scores and transcripts will be available for student and parent review on line.	Fall of 2008 and ongoing	Increase use of online communication between teachers and parents as measure by improved student learning and improved grades.

**Action Plan 4:** Implement an evaluation process for attainment of the School Wide Academic Goals.

**Rationale:** Previous WASC reports, as well as faculty observations, indicate that ESLR attainment was virtually impossible due to lack of clarity and measurability.

**Growth Target:** One hundred percent of students will comprehend the SWAG as it relates to their education and to their life.

**School Wide Academic Goals Addressed:** All

Action Steps	Person(s) Responsible	Resources	Assessment of Progress	Timeline	Report of Progress
Using Edu Soft and other assessment tools the administration, teachers and staff will continue to integrate the SWAG goals with established school data.  SWAG (all)	Administration, teachers and staff	Edu Soft, state, district and site reports.  SWAG charts.	All stakeholders will periodically measure standardized data as it compares to the SWAG.	Fall 2008 and ongoing	Test scores, grade improvement, and student acceptance to college and graduation rates.
Teachers will continue to use state standards to demonstrate how instruction and student learning are linked to the SWAG.  SWAG (all)	Teachers	State content standards, course outlines and SWAG charts	Department meetings, lesson plans, testing data.  Positive feedback from community, student and parents.	Fall 2008 and ongoing	Test scores, grade improvement, improved attendance and decrease in suspensions.
Teachers, administration and staff will continue to use staff development time to review SWAG to ensure these goals are valid criteria for a successful graduate.	Administration, teachers, counselors	Student free and time banked staff development days.	Editing and revision if applicable of SWAG.	Fall 2008 and ongoing	Graduation rates, improved attendance and decrease in suspensions and referrals.
Teachers, administration and staff will continue to use data analysis and informal surveys to support and justify student progress on the SWAG  SWAG (all)	Administration, teachers, staff.	State, district and site data.	Teacher input and parent and student surveys.  Anecdotal and observation of student progress.	Fall 2008 and ongoing	Survey results, awards and commendations from community, attendance and tardy rates, reports from Dean.

<p>Administration will continue to upgrade technology to allow for improved parent and community input on the accomplishment of the SWAG.</p> <p>SWAG (all)</p>	<p>Administration</p>	<p>SLIUBG. Ed Foundation, ExxonMobil Grants and private donations.</p> <p>Parent/Teacher Connect</p>	<p>Parents and students will be provide improved access to school site information on Parent/Teacher connect.</p> <p>Torrance High will upgrade and add to its Web Site to continue to try and keep all stakeholders informed of school activities.</p>	<p>Fall 2008 and ongoing</p>	<p>Feedback from parents, student, community and teachers.</p> <p>Improved grades, attendance and school and events and decrease in referrals and suspensions.</p>
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Attachments: School Accountability Report Card  
School Profile