

# School Accountability Report Card

## Reported Using Data from the 2017–18 School Year

California Department of Education

### *For South Bay High School*

**Address:** 4025 W. 226<sup>th</sup> Street Torrance, CA 90505

**Phone:** 310-373-4556

**Principal:** Timothy M. Chandler

**Grade Span:** 6-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

**Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.**

## About This School

### District Contact Information (School Year 2018–19)

District Name	Torrance Unified School District
Phone Number	310-972-6500
Superintendent	Dr. George Mannon
E-mail Address	<a href="mailto:Mannon.george@tusd.org">Mannon.george@tusd.org</a>
Web Site	<a href="http://www.tusd.org">www.tusd.org</a>

### School Contact Information (School Year 2018–19)

School Name	South Bay High School
Street	4025 W. 226 <sup>th</sup> Street
City, State, Zip	Torrance, CA 90505
Phone Number	310-373-4556
Principal	Timothy M. Chandler
E-mail Address	<a href="mailto:tchandler@starsinc.com">tchandler@starsinc.com</a>
Web Site	<a href="http://www.starsinc.com/SV_school.php">www.starsinc.com/SV_school.php</a>
County-District-School (CDS) Code	19 65060 7094105

### School Description and Mission Statement (School Year 2018–19)

*South Bay High School WASC accredited since 2007 and through 2020, creates a culturally competent and sensitive environment for students with severe psychiatric challenges which impede their ability to meet the educational challenges of middle and high school, so that students can develop skills and strengths academically and socially. Staff support, an engaging academic curriculum, use of data and standardized measures of achievement, provide South Bay students with the building blocks to achieve positive change, personal resiliency and lasting wellbeing to successfully rejoin their communities.*

*South Bay High School is located within Star View Adolescent Center, a locked Level 14 residential facility, and along with South Bay High School, offers a multidisciplinary program combining psychiatric crisis intervention, high quality residential care, educational services, mental health treatment, and rehabilitation. Unique in California, our integrated program eliminates the need to admit children in acute psychiatric crisis to a hospital potentially leading to lost residential placement. Highly individualized, innovative, and flexible, our approach gives adolescents the opportunity to succeed. Staff actively encourages family and foster families' participation in treatment. We also provide a range of services to help students as they transition to community living.*

### Student Enrollment by Grade Level (School Year 2017–18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	0
<b>Grade 5</b>	0
<b>Grade 6</b>	1
<b>Grade 7</b>	3
<b>Grade 8</b>	3
<b>Ungraded Elementary</b>	
<b>Grade 9</b>	15
<b>Grade 10</b>	23
<b>Grade 11</b>	27
<b>Grade 12</b>	12
<b>Ungraded Secondary</b>	
<b>Total Enrollment</b>	84

**Student Enrollment by Student Group (School Year 2017–18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	36%
<b>American Indian or Alaska Native</b>	1%
<b>Asian</b>	1%
<b>Filipino</b>	0%
<b>Hispanic or Latino</b>	35%
<b>Native Hawaiian or Pacific Islander</b>	0%
<b>White</b>	27%
<b>Two or More Races</b>	17%
<b>Socioeconomically Disadvantaged</b>	100%
<b>English Learners</b>	1%
<b>Students with Disabilities</b>	100%
<b>Foster Youth</b>	100%

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

<b>Teachers</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2018–19</b>
<b>With Full Credential</b>	3	4	4	DPL
<b>Without Full Credential</b>	2	2	3	DPL
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	DPL

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	0	1

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)**

*Year and month in which the data were collected:* 1/2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson/2015	Yes	0
Mathematics	Glencoe/2014	Yes	0
Science	Pearson/2014	Yes	0
History-Social Science	Pearson/2016	Yes	0
Foreign Language	Person 2014	Yes	0
Health	Prentice Hall/2016	Yes	0
Visual and Performing Arts	McGraw/Hill 2006	No	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

**School Facility Conditions and Planned Improvements**

<i>The school has an on-site maintenance department and housekeeping services. The school is cleaned daily and routine inspections occur</i>
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**School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 1/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			

**Overall Facility Rate**

**Year and month of the most recent FIT report:** 1/2019

**Overall Rating**

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Mathematics (grades 3-8 and 11)</b>	DPC	DPC	DPC	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education (CTE) Programs (School Year 2017–18)**

*Students are prepared to enter the workforce through curriculum in basic skills and consumer math, the facility’s Independent Living Program (ILP) and vocational class offerings which allow students the opportunity to develop skills necessary for the workforce. In addition, select students may participate in on-site work experience opportunities with support provided from the mental health treatment services program.*

**Career Technical Education (CTE) Participation (School Year 2017–18)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2017–18)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	DPC	DPC	DPC
9	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018–19)

*Parental and family involvement is important and welcomed, including IEP meetings held within 30 days of enrollment and annually thereafter, as well as open houses and programs facilitated by mental health and educational staff. School staff is available for parent conferences which are scheduled through the school secretary at 310-373-4556 ext. 132. In addition, Star View Adolescent Center employs a full time parent partner to ensure that parental access and input regarding a child's educational experience can occur.*

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	0	0	DPC	DPC	DPC	DPC
Graduation Rate	33%	45%	DPC	DPC	DPC	DPC

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	0	DPC	DPC
Graduation Rate	16%	DPC	DPC

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements – Graduating Class of 2017  
(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	4	DPC	DPC
Black or African American	0	DPC	DPC
American Indian or Alaska Native	0	DPC	DPC
Asian	0	DPC	DPC
Filipino	0	DPC	DPC
Hispanic or Latino	1	DPC	DPC
Native Hawaiian or Pacific Islander	0	DPC	DPC
White	3	DPC	DPC
Two or More Races	0	DPC	DPC
Socioeconomically Disadvantaged	4	DPC	DPC
English Learners	0	DPC	DPC
Students with Disabilities	4	DPC	DPC
Foster Youth	4	DPC	DPC

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Suspensions and Expulsions**

<b>Rate</b>	<b>School 2015– 16</b>	<b>School 2016– 17</b>	<b>School 2017– 18</b>	<b>District 2015– 16</b>	<b>District 2016– 17</b>	<b>District 2017– 18</b>	<b>State 2015– 16</b>	<b>State 2016– 17</b>	<b>State 2017– 18</b>
<b>Suspensions</b>	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
<b>Expulsions</b>	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

**School Safety Plan (School Year 2018–19)**

*South Bay High School students are supervised 100% of the day, and school staff monitor students during all school activities. A school safety plan covers the actions school personnel should take in emergency situations. All classrooms and school offices are connected by an overhead intercom.*

*South Bay High School utilizes an efficient fire and disaster protections program that requires long-range planning. A program has been developed to protect the students, staff and visitors from emergency situations. The conduct and action of trained personnel during the first few minutes of an emergency may not only save lives and property, but will also ensure the security of our livelihood. In instituting this program, administration and supervisors will be responsible to ensure that all employees are completely informed and trained and that each employee knows his/her duties or responsibilities in the event of a fire, disaster, or other emergency. Fire Drills occur monthly and an earthquake preparedness drill occurs annually.*

*Key elements of the school safety plan:*

- 1. A safe and orderly environment conducive for learning.*
- 2. Disaster procedures*
- 3. Sexual Harassment policy*
- 4. Child Abuse reporting procedures*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\*“Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	DPC	DPC	DPC	DPC
<b>1</b>	DPC	DPC	DPC	DPC
<b>2</b>	DPC	DPC	DPC	DPC
<b>3</b>	DPC	DPC	DPC	DPC
<b>4</b>	DPC	DPC	DPC	DPC
<b>5</b>	DPC	DPC	DPC	DPC
<b>6</b>	DPC	DPC	DPC	DPC
<b>Other**</b>	DPC	DPC	DPC	DPC

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\*“Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	12	5	DPC	DPC
<b>Mathematics</b>	12	5	DPC	DPC
<b>Science</b>	12	5	DPC	DPC
<b>Social Science</b>	12	5	DPC	DPC

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	12	5	DPC	DPC
<b>Mathematics</b>	12	5	DPC	DPC
<b>Science</b>	12	5	DPC	DPC
<b>Social Science</b>	12	5	DPC	DPC

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	12	5	0	0
<b>Mathematics</b>	12	5	0	0
<b>Science</b>	12	5	0	0
<b>Social Science</b>	12	5	0	0

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

**Academic Counselors and Other Support Staff (School Year 2017–18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	1	60
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	1	60
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	.2FTE	10
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	6	12

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	Please contact Natalie Spiteri at nspiteri@starsinc.com	Please contact Natalie Spiteri at nspiteri@starsinc.com	Please contact Natalie Spiteri at nspiteri@starsinc.com	Please contact Natalie Spiteri at nspiteri@starsinc.com
<b>District</b>	N/A	N/A	DPL	DPC
<b>Percent Difference – School Site and District</b>	N/A	N/A	DPL	DPL
<b>State</b>	N/A	N/A	DPC	DPC
<b>Percent Difference – School Site and State</b>	N/A	N/A	DPL	DPL

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

**Types of Services Funded (Fiscal Year 2017-18)**

*South Bay High School services are funded locally through Torrance USD Special Education funding for all students in foster care, and externally through home LEAs for directly placed students. South Bay High School provides all services per students' IEPs, including specialized academic instruction, psychological testing, counseling, and speech and language services*

**Teacher and Administrative Salaries (Fiscal Year 2016–17)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	DPC	DPC
<b>Mid-Range Teacher Salary</b>	DPC	DPC
<b>Highest Teacher Salary</b>	DPC	DPC
<b>Average Principal Salary (Elementary)</b>	DPC	DPC
<b>Average Principal Salary (Middle)</b>	DPC	DPC
<b>Average Principal Salary (High)</b>	DPC	DPC
<b>Superintendent Salary</b>	DPC	DPC
<b>Percent of Budget for Teacher Salaries</b>	DPC	DPC
<b>Percent of Budget for Administrative Salaries</b>	DPC	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2017–18)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	DPC	N/A
<b>English</b>	DPC	N/A
<b>Fine and Performing Arts</b>	DPC	N/A
<b>Foreign Language</b>	DPC	N/A
<b>Mathematics</b>	DPC	N/A
<b>Science</b>	DPC	N/A
<b>Social Science</b>	DPC	N/A
<b>All Courses</b>	DPC	N/A

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

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

**Professional Development**

*The primary focus for professional development training is on behavioral support for students with severe emotional disturbance to facilitate academic learning. In addition, staff is encouraged to attend workshops and conferences that support strategies for active academic engagement for students with learning challenges. All students enrolled in South Bay High School have IEPs and Behavioral Intervention Plans, and staff develop target methodologies to support student learning in the most restrictive environment in the State of California, while ensuring continual safety of the student population.*