

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For South Bay High School

Address: 4025 West 226th Street Torrance, CA 90505
Principal: Timothy M. Chandler

Phone: (310) 373-4556
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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard

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

Internet 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 refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Torrance Unified School District
Phone Number	(310) 972-6500
Superintendent	Dr. George Mannon
Email Address	Mannon.george@tusd.org
Website	www.tusd.org

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	South Bay High School
Street	4025 West 226 th Street
City, State, Zip	Torrance, CA 90505
Phone Number	(310) 373-4556
Principal	Timothy M. Chandler
Email Address	tchandler@starsinc.com
Website	www.starsinc.com/SV_school.php
County-District-School (CDS) Code	19 65060 7094 105

Table 3: School Description and Mission Statement (School Year 2021–2022)

Narrative provided by the LEA
<p><i>South Bay High School, WASC accredited since 2007 and through 2022, 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.</i></p> <p><i>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.</i></p>

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	1
Grade 8	10
Grade 9	12
Grade 10	17
Grade 11	12
Grade 12	33
Total Enrollment	85

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	68%
Male	32%
Non-Binary	0
American Indian or Alaska Native	2%
Asian	4%
Black or African American	27%
Filipino	0
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	0
Two or More Races	2%
White	35%
English Learners	6%
Foster Youth	92%
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	92%
Students with Disabilities	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

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	[DPC]
Misassignments	[DPC]
Vacant Positions	[DPC]
Total Teachers Without Credentials and Misassignments	[DPC]

Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: 1/5/2022

Subject	Textbooks and Other 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/201	Yes	0
History-Social Science	McGraw-Hill/2019	Yes	0
Foreign Language	Pearson/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	[DPL]

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

Table 11: School Facility Conditions and Planned Improvements

The school has an on-site maintenance department and housekeeping services. The school is cleaned daily and routine inspections occur.
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Table 12: 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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 1/28/2022

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

Overall Facility Rate

Year and month of the most recent FIT report: 1/28/2022

Table 13: 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;

- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** 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.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: The 2020–2021 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2020–2021 school year.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: The 2020–2021 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2020–2021 school year.

Table 17: Local Assessment Test Results in ELA by Student Group

Assessment Name(s): [DPL]

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): [DPL]

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Table 19: CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
Science (grades 5, 8 and high school)	N/A	[DPC]	N/A	[DPC]	N/A	[DPC]

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Table 20: CAASPP Test Results in Science by Student Group

Grades Five, Eight, and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

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 Department of Rehabilitation and the mental health treatment services program.

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

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

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019–2020 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

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

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

Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	0	0	0
Expulsions	0	0	0

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	[DPC]	[DPC]
Female	[DPC]	[DPC]
Male	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]
Asian	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]
Filipino	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]
White	[DPC]	[DPC]
English Learners	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]
Homeless	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]

Table 32: School Safety Plan (School Year 2021–2022)

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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)**

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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)**

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.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	4	0	0
Mathematics	12	4	0	0
Science	12	4	0	0
Social Science	12	4	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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	4	0	0
Mathematics	12	4	0	0
Science	12	4	0	0
Social Science	12	4	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.

**Table 38: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–2021)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	4	0	0
Mathematics	12	4	0	0
Science	12	4	0	0
Social Science	12	4	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.

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	1-60

*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.

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	6

*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.

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	[DPL]	[DPL]	[DPL]	[DPL]
District	N/A	N/A	[DPL]	[DPC]
Percent Difference – School Site and District	N/A	N/A	[DPL]	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

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

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

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

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses: N/A

Subject	Number of AP Courses Offered*
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered*	N/A

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

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	[DPL]

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

Table 1: LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name(s): [DPL]

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): [DPL]

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.