



# Juan De Anza Elementary School

12110 Hindry Ave. • Hawthorne, CA 90250 • (310) 725-2100 • Grades K-5

Sarah Nitsos, Principal  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Wiseburn Unified School District

13530 Aviation Blvd.  
Hawthorne, CA 90250  
(310) 643-3025

#### District Governing Board

Roger Banuelos

Israel Mora

Dennis Curtis

JoAnne Kaneda

Nelson Martinez

#### District Administration

Tom Johnstone, Ed.D.  
**Superintendent**

Chris Jones, Ed.D.  
**Deputy Superintendent**

David Wilson  
**Chief Business Official**

Ana Montes  
**Director of Human Resources and  
Maintenance & Operations**

Cathy Waller  
**Director of Psychological Services**

### Principal's Message

As principal of Juan de Anza Elementary School, I am extremely proud of the high quality education program offered to our students. Our staff is committed to providing a very challenging curriculum within a highly nurturing environment. Our school brings together students from many backgrounds and cultures. Our diversity is the foundation of our core belief that every child can learn and be successful at Anza School. Our state-of-the-art school building exemplifies our community's commitment to providing a safe and quality learning experience for all of our students. We are proud to be recognized as a high achieving school. Being a student at Juan de Anza means becoming part of a special community where teachers, staff, and parents are dedicated to improving student achievement and nurturing responsible citizens.

Sarah Nitsos, PRINCIPAL

### Major Achievements

- The three year weighted average Academic Performance Index score is 880, far surpassing the state goal of 800. Juan de Anza also succeeded in passing the 800 mark on the API for numerically significant subgroups, including gender, Hispanic, African American, White, Asian, and Pacific Islanders. This remarkable achievement reflects our central belief that all children can learn within our highly diverse student population.
- During the past year we continued to provide more help to students not yet performing at grade level. We served more students with our reading intervention program and increased its duration. We implemented a universal screening measure for reading at all grades levels, which helps teachers determine which students would most benefit from intervention. The math fact club also provided academic support for students. We have continued a quality program for our English Learners, providing additional instructional time before and after school. In addition, through the Growing Great program, students benefited from our Anza Garden and related nutrition lessons.

### Focus for Improvement

- Our goal is for all students to attain grade-level skills based on the California Common Core Standards. According to our Single Plan for Student Achievement, we expect to see continued growth in student performance on the State Testing in language arts, math, and science. To achieve this goal, teachers will use computers to analyze student results and make instructional decisions based on the analyses. Our staff training has focused on the use of software for this purpose (AR/STAR, Lexia, etc) and on promoting a true professional learning community within Anza School. Our Leadership Team has committed itself to developing grade-level goals for student achievement and consistently measuring their progress toward those goals. We work together to develop new ways to provide academic and social/emotional support for students who are struggling to perform at grade level. We are proud of the collaborative efforts we have made to ensure success with ushering in the California State Common Core Standards.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (310) 725-2100.

### 2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	115
Gr. 1	97
Gr. 2	106
Gr. 3	104
Gr. 4	116
Gr. 5	121
<b>Total</b>	<b>659</b>

### 2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	21.4
American Indian or Alaska Native	0.0
Asian	2.9
Filipino	1.5
Hispanic or Latino	56.9
Native Hawaiian/Pacific Islander	1.8
White	9.9
Two or More Races	5.2
Socioeconomically Disadvantaged	43.7
English Learners	15.5
Students with Disabilities	9.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Juan De Anza Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>	29	27	28
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Wisburn Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	121
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at this School

Juan De Anza Elementary School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	100.00	0.00
<b>High-Poverty Schools</b>	100.00	0.00
<b>Low-Poverty Schools</b>	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Houghton Mifflin 2003
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	McGraw Hill "My Math" 2014
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Pearson Science 2008
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Houghton Mifflin History Social Science 2007

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: January 2015**

<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]			
<b>Interior:</b> Interior Surfaces		[X]		Ceiling tiles
<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]			Rusty fence
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		[X]		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	74	61	71	66	66	69	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	72	73	76	71	73	73	54	56	55
Math	79	71	71	51	51	52	49	50	50
HSS				68	69	70	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	8	8
Similar Schools	9	7	7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

2013-14 Percent of Students Meeting Fitness Standards		
4 of 6	5 of 6	6 of 6

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	69
All Student at the School	71
Male	74
Female	68
Black or African American	65
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	72
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	56
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	-4	-10
Black or African American	-14	7	-6
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	-2	-12
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	3	20	0
English Learners	32	16	-1
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

We have many ways for parents to participate in life at Juan de Anza School, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with administrators, teachers, and classified staff to help make financial and educational decisions. Parents of English Learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone field trips. Our PTA provides invaluable support for our school through fund-raising and thousands of hours of volunteer work. The PTA also coordinates special family events such as restaurant nights and special parent information sessions. We encourage parents to come and get to know the Anza community through events such as the Pizza Picnic, Costume Parade, Winter Wonderland, and Spring Art Show. The Wiseburn Education Foundation provides funding for programs that enrich our arts and music opportunities. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in the fall and spring. Our PTA has been very successful in reaching out to new parents to help build our volunteer base.

### State Priority: School Climate

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

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

### School Safety Plan

A clean, safe environment for learning is provided at our school. Our custodial staff perform basic cleaning operations in each classroom every day, and there is a regular schedule of ongoing maintenance. Classroom space, library, office, and restroom facilities are more than adequate to support our instructional programs.

Teachers and instructional aides supervise the playgrounds. Our students are taught to resolve conflicts in a calm and non-physical manner. Fighting and/or physical altercations are extremely rare at Anza and result in serious and immediate consequences. Vandalism incidents continue to remain low. Students benefit from a clean, safe facility that reinforces the high value placed on education by the school community.

The safety of students is the top priority here at Anza. In order to ensure safety for all we have a district wide emergency protocol manual that is reviewed annually by all the teachers, staff members, and the school site council. It contains procedures for fire, earthquake, lockdown, and shelter in place. In addition to being reviewed, these scenarios are practiced as a school monthly to refine our actions and advocate for further safety. In the 2013-14 school year representatives from the local sheriff 's station reviewed and approved the plan. We work in collaboration with this and other emergency agencies to ensure our plans and procedures are up to date and effective. Each staff member is assigned to various committees that will ensure safety during an actual emergency (search and rescues, first aide, communication, etc.). Anza participates annually in the Great California Shakeout each October. This provides us the opportunity to stage a full-scale earthquake drill with all committees engaged.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.8	1.1	0.9
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.8	1.2	1.2
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		25.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.50
Social Worker	0
Nurse	.10
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

Average Class Size and Class Size Distribution												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	24.5	14	23	2	5		4	3	5	0		
Gr. 1	23.2	24	24	4			16	20	16	0		
Gr. 2	22.2	26	27	24			6	24	24	0		
Gr. 3	28.6	24	26	0	6		30	24	24	0		
Gr. 4	29.5	30	29	0			28	28	28	0		
Gr. 5	31	30	30	0			21	28	28	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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	42,639	40,329
Mid-Range Teacher Salary	62,436	69,435
Highest Teacher Salary	84,579	79,279
Average Principal Salary (ES)	98,048	
Average Principal Salary (MS)	101,624	
Average Principal Salary (HS)		
Superintendent Salary	191,009	
Percent of District Budget		
Teacher Salaries	46%	
Administrative Salaries	5%	

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	3,396,494	348,317	3,048,177	71,339
District	♦	♦	10,936,390	64,433
State	♦	♦		69435
Percent Difference: School Site/District			-72.1	10.7
Percent Difference: School Site/ State				2.7

**Types of Services Funded at Juan De Anza Elementary School**

Types of services funded in 2013-14 were the overall education program to the students of Anza Elementary School. The school also provided supplemental instructional programs to students who displayed need.

**Professional Development provided for Teachers at Juan De Anza Elementary School**

During the 2013–2014 school year, our teachers attended 3 days of staff development that tied into our overall professional development plan for the implementation of Common Core State Standards. Through our continued partnership with the Talking Teaching Network, the focus was on both English Language Arts and Mathematics through the work of grade level hubs and the Common Core Transition Committees. We also continued our focus on student results, allowing our teachers to create their own assessments and to use district common assessments, with analysis of student achievement based on California Content Standards. Each Wednesday, students are released by 2:05 p.m. for grade-level and site-level planning activities. When planning staff training, teachers and administrators look at student test scores and review the most pressing issues of the previous year to choose specific topics to focus on and refine instruction.