



Juan De Anza Elementary School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Wiseburn Unified School District

13530 Aviation Blvd.
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District Governing Board

Roger Banuelos
Israel Mora
Neil Goldman
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

School Description

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

- During the era of California Standards we were very proud of our work to close the achievement gap here at Anza. The three year weighted average Academic Performance Index score was 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.
- We have continued to provide more help to students not yet performing at grade level. We serve many students with our reading intervention program and have increased its duration. We implemented a universal screening measure for reading at all grade levels, which helps teachers determine which students would most benefit from intervention. The math fact club has 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

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 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/>.
- 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/guardians and community members should contact the school at (310) 725-2100 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	105
Grade 1	97
Grade 2	90
Grade 3	101
Grade 4	110
Grade 5	112
Total Enrollment	615

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20
Asian	3.1
Filipino	1.1
Hispanic or Latino	57.1
Native Hawaiian or Pacific Islander	1.3
White	10.9
Two or More Races	6.5
Socioeconomically Disadvantaged	40.8
English Learners	14.3
Students with Disabilities	8.6
Foster Youth	0.2

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	13-14	14-15	15-16
With Full Credential	28	30	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wiseburn Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	128
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Juan De Anza Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2014-15 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
This School	100.0	0.0
Districtwide		
All Schools	96.9	3.1
High-Poverty Schools	96.5	3.5
Low-Poverty Schools	100.0	0.0

* 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 2015-16)

The fall of 2014 saw a new adoption in Math. The Wiseburn Unified School District selected McGraw-Hill's My Math textbooks for their Kinder - 5th grade students. This major adoption allowed us to continue our journey to align our instruction with the new California Standards. For 2014-15 the math focus will be in understanding the adoption materials and how to make the best use of them. For 2015-16 the math focus will be on strategies to help students find success in math using CGI (Cognitively Guided Instruction.) In 2016 Wiseburn will seek to pilot and adopt a new English Language Arts series.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw Hill "My Math" 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Science 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin History Social Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

During the summer of 2015 Anza received some major repairs:

- The fence that enclosed the Kindergarten yard was replaced entirely.
- The parking lot was dug up, regraded, and repaved.
- The entire blacktop portion of the playground was slurry coated and repainted. In addition the green grass field was replaced with artificial turf.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	57	60	44
Math	40	37	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	61	70	70	77	83	76	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.80	33.00	29.40

* 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.

2014-15 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	76
All Student at the School	70
Male	70
Female	70
Black or African American	73
Asian	--
Filipino	--
Hispanic or Latino	61
Native Hawaiian or Pacific	--
White	93
Two or More Races	--
Socioeconomically Disadvantaged	45
English Learners	--
Students with Disabilities	63
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	99	99.0	12	31	36	20
	4	111	110	99.1	20	29	24	27
	5	111	108	97.3	18	19	41	22
Male	3		43	43.0	19	35	35	12
	4		53	47.7	28	36	21	15
	5		47	42.3	26	19	38	17
Female	3		56	56.0	7	29	38	27
	4		57	51.4	12	23	26	39
	5		61	55.0	11	20	43	26
Black or African American	3		21	21.0	10	43	43	5
	4		22	19.8	14	32	27	27
	5		27	24.3	15	26	33	26

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		2	2.0	--	--	--	--
	4		2	1.8	--	--	--	--
	5		3	2.7	--	--	--	--
Filipino	4		3	2.7	--	--	--	--
	5		1	0.9	--	--	--	--
Hispanic or Latino	3		53	53.0	15	32	30	23
	4		66	59.5	24	33	20	23
	5		57	51.4	25	14	44	18
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	4		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
White	3		11	11.0	9	18	45	27
	4		9	8.1	--	--	--	--
	5		16	14.4	6	25	38	31
Two or More Races	3		11	11.0	0	18	45	36
	4		7	6.3	--	--	--	--
	5		3	2.7	--	--	--	--
Socioeconomically Disadvantaged	3		44	44.0	25	32	25	18
	4		52	46.8	31	38	17	13
	5		41	36.9	22	22	41	15
English Learners	3		15	15.0	20	27	40	13
	4		14	12.6	43	43	14	0
	5		7	6.3	--	--	--	--
Students with Disabilities	3		6	6.0	--	--	--	--
	4		12	10.8	42	25	8	25
	5		15	13.5	33	33	13	20
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	99	99.0	8	51	36	5
	4	111	111	100.0	10	43	34	13
	5	111	108	97.3	28	40	24	8
Male	3		43	43.0	12	47	37	5
	4		53	47.7	11	49	32	8
	5		47	42.3	26	43	17	15
Female	3		56	56.0	5	54	36	5
	4		58	52.3	9	38	36	17
	5		61	55.0	30	38	30	3
Black or African American	3		21	21.0	10	57	33	0
	4		23	20.7	9	48	30	13
	5		27	24.3	26	44	30	0
Asian	3		2	2.0	--	--	--	--
	4		2	1.8	--	--	--	--
	5		3	2.7	--	--	--	--
Filipino	4		3	2.7	--	--	--	--
	5		1	0.9	--	--	--	--
Hispanic or Latino	3		53	53.0	8	55	32	6
	4		66	59.5	11	45	38	6
	5		57	51.4	30	39	23	9
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	4		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
White	3		11	11.0	0	36	55	9
	4		9	8.1	--	--	--	--
	5		16	14.4	31	38	13	19
Two or More Races	3		11	11.0	9	36	45	9
	4		7	6.3	--	--	--	--
	5		3	2.7	--	--	--	--
Socioeconomically Disadvantaged	3		44	44.0	11	50	36	2
	4		52	46.8	15	56	23	6
	5		41	36.9	29	44	24	2
English Learners	3		15	15.0	13	47	33	7
	4		14	12.6	36	50	14	0
	5		7	6.3	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		6	6.0	--	--	--	--
	4		12	10.8	25	33	25	17
	5		15	13.5	60	13	27	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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

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 2014-15 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	2012-13	2013-14	2014-15
Suspensions Rate	1.12	0.88	0.63
Expulsions Rate	0.00	0.00	0.16
District	2012-13	2013-14	2014-15
Suspensions Rate			1.16
Expulsions Rate			0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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		20.0

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	23	21	1		1	3	5	4			
1	24	24	24				16	16	16			
2	26	27	23				24	24	24			
3	24	26	25	6			24	24	24			
4	30	29	28				28	28	28			
5	30	30	28				28	28	28			
Other	24						4					

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)	.6
Psychologist	.85
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (ES)	N/A	N/A
Average Principal Salary (MS)	N/A	N/A
Average Principal Salary (HS)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of District Budget		
Teacher Salaries	N/A	N/A
Administrative Salaries	N/A	N/A

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Types of services funded in 2014-15 were the overall education program to the students of Anza Elementary School. The school also provided supplemental instructional programs to students who displayed need.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Professional Development provided for Teachers

During the 2014–2015 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,038	931	5,107	79,537
District	♦	♦	4,983	71,824
State	♦	♦	N/A	N/A
Percent Difference: School Site/District			2.5	10.7
Percent Difference: School Site/ State			N/A	N/A

* Cells with ♦ do not require data.