



# Juan De Anza Elementary School

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Wiseburn Unified School District

201 N. Douglas St.  
El Segundo, CA 90245  
(310) 725-2101  
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#### District Governing Board

JoAnne Kaneda  
Roger Bañuelos  
Neil Goldman  
Nelson Martinez  
Israel Mora

#### District Administration

Tom Johnstone, Ed.D.  
**Superintendent**  
Chris Jones, Ed.D.  
**Deputy Superintendent**  
David Wilson  
**Chief Business Official**  
Ana Montes  
**Director of Human Resources**  
Cathy Waller  
**Director of Psychological Services**  
Vince Madsen  
**Director Facilities Planning**  
Aileen Harbeck, Ed. D.  
**Director of Curriculum, Instruction  
& Technology**

### 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.

There are a variety of reasons why Juan de Anza School is unique and successful. Our staff is committed to providing a very challenging curriculum within a highly nurturing environment. We are all committed to preparing our students to take their place within an ever-changing global society by providing them with a content-engaging curriculum which stresses thinking and developing meaning. Knowing that our students need requisite skills to take their place in the information age, we have designed a curriculum that encourages our students to think creatively, to strengthen their communication skills, problem solving, and to work together in a variety of collaborative structures, applying and connecting their learning with real-life situations. We use student data as both a performance indicator and as a guide to for instructional decision making. At staff meetings and grade level meetings, teachers review local and state assessments to determine the effectiveness of our instructional program and to identify areas for improvement.

At Anza we believe in the whole child. In addition to strong high academic standards-based curriculum, we have various programs that meet the needs of our students. We use a multi tier system of support (MTSS) to help ensure student success. Some of the programs include Project Lead the Way (PLTW), Gifted and Talented Education(GATE). In addition to these programs we provide music, art, and drama classes that are available to many students.

Anza is filled with positive energy! Teachers and students work hard both in and out of the classrooms to ensure future success. We believe our students should be creative thinkers who are able to use available resources and technology to solve any problems which they encounter. Teachers are guiding our students as they use their iPads and/or Chromebooks to enhance their learning. Additionally, many teachers are "Teaching Between the Desk." This is a teaching strategy that teachers use to help students think critically and problem solve.

Our Anza Eagles continue to SOAR! A student may receive a SOAR Recognition for being a:  
Scholar  
Outstanding Citizen  
Accountable  
Respectful

Alberto Paredes, 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 are a Project Lead The Way school. Our students are given multiple opportunities to work together to solve problems. Students learn from each other as they use multiple aspects of science and engineering.
- 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 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 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 <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	110
Grade 1	88
Grade 2	99
Grade 3	97
Grade 4	91
Grade 5	103
<b>Total Enrollment</b>	<b>588</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
<b>Black or African American</b>	18.2
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	3.2
<b>Filipino</b>	0.9
<b>Hispanic or Latino</b>	57
<b>Native Hawaiian or Pacific Islander</b>	1.4
<b>White</b>	12.2
<b>Two or More Races</b>	7.1
<b>Socioeconomically Disadvantaged</b>	42.9
<b>English Learners</b>	14.1
<b>Students with Disabilities</b>	8.8
<b>Foster Youth</b>	0

## 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			
Juan De Anza Elementary School	15-16	16-17	17-18
With Full Credential	30	30	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wiseburn Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	126
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	15-16	16-17	17-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All textbooks used in the core curriculum at Juan de Anza Elementary School are aligned to the California Standards and Frameworks. The new K-5 ELA textbook adoption is scheduled for 2017.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill "Wonders" 2017 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

### 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 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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		
<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 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	66	58	71	71	48	48
Math	46	47	45	52	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	114	112	98.3	73.2
Male	54	52	96.3	69.2
Female	60	60	100.0	76.7
Black or African American	22	21	95.5	61.9
Hispanic or Latino	69	69	100.0	75.4
Socioeconomically Disadvantaged	51	51	100.0	56.9
Students with Disabilities	15	15	100.0	66.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	70	73	76	64	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.8	27.7	13.9

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	287	99.65	58.19
Male	135	135	100	54.07
Female	153	152	99.35	61.84
Black or African American	56	56	100	44.64
Asian	--	--	--	--
Hispanic or Latino	164	164	100	58.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	31	96.88	70.97
Two or More Races	21	21	100	76.19
Socioeconomically Disadvantaged	129	129	100	52.71
English Learners	52	52	100	44.23
Students with Disabilities	30	30	100	53.33

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	287	99.65	46.69
Male	135	135	100	51.11
Female	153	152	99.35	42.76
Black or African American	56	56	100	37.5
Asian	--	--	--	--
Hispanic or Latino	164	164	100	42.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	31	96.88	61.29
Two or More Races	21	21	100	66.67
Socioeconomically Disadvantaged	129	129	100	35.66
English Learners	52	52	100	30.77
Students with Disabilities	30	30	100	40

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: School Climate (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 using strategies that promote positive behavior. 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 and we continue to share updates. 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	2014-15	2015-16	2016-17
Suspensions Rate	0.6	0.2	0.0
Expulsions Rate	0.2	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.2	1.1	1.1
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

#### 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	20	22	1	5		4		5			
1	24	25	22				16	16	12			
2	23	25	25				24	24	12			
3	25	23	24				24	24	12			
4	28	26	30				28	28	15			
5	28	28	26				28	28	20			

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

#### Professional Development provided for Teachers

During the 2015–2016 school year, our teachers attended 3 days of staff development that tied into our overall professional development plan for the implementation of cognitively guided instruction. Through our continued partnership with the Talking Teaching Network, the focus was on both English Language Arts and Mathematics. 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,604	\$44,144
Mid-Range Teacher Salary	\$83,357	\$69,119
Highest Teacher Salary	\$100,381	\$86,005
Average Principal Salary (ES)	\$122,035	\$106,785
Average Principal Salary (MS)	\$130,936	\$111,569
Average Principal Salary (HS)		\$121,395
Superintendent Salary	\$232,190	\$178,104
Percent of District Budget		
Teacher Salaries	39%	34%
Administrative Salaries	6%	6%

\* 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/).

### Types of Services Funded

Types of services funded in 2016-17 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 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,431	\$733	\$6,699	\$90,374
District	♦	♦	\$6,090	\$84,749
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			9.5	6.4
Percent Difference: School Site/ State			1.9	25.9

\* Cells with ♦ do not require data.