



Juan De Anza Elementary School

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

Alberto Paredes, Principal
aparedes@wiseburn.org
<https://anza.wiseburn.org>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Wiseburn Unified School District

201 N. Douglas St.
El Segundo, CA 90245
(310) 725-2101
www.wiseburn.org

District Governing Board

JoAnne Kaneda
Roger Bañuelos
Neil Goldman
Nelson Martinez
Israel Mora

District Administration

Dr. Blake Silvers, Ed.D.
Superintendent

Dr. Aileen Harbeck, Ed.D.
**Assistant Superintendent,
Educational Services**

Cathy Waller
Director of Psychological Services

Ana Montes
Director of Human Resources

David Wilson
Chief Business Official

Vince Madsen
Director Facilities Planning

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, to problem solve, and to work together in a variety of collaborative structures, applying and connecting their learning with real-life situations.

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.

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. In addition to a strong, highly academic, and standards-based curriculum, we have various programs that meet the needs of students. Some of the programs include Project Lead the Way (PLTW) and Gifted and Talented Education (GATE). In addition to these programs we provide music, art, and drama classes that are available to students. We are proud to be recognized as an Honor Roll School by the Educational Results Partnership (ERP) in 2017, and in 2018. 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.

The Anza staff believes that all students can learn and use student data as both a performance indicator and as a guide to for instructional decision making. The staff utilizes a rigorous TK – 5 curriculum, instructional materials, and instructional practices that are aligned to the California State Standards. Teachers provide students with challenging lessons and multiple opportunities to think critically and demonstrate their learning in a variety of ways. 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 of strength and areas for improvement. We use a multi-tier system of support (MTSS) to help ensure student success. Multiple measures are used to identify students needing intervention. Anza uses data, accessed through multiple measures such as PowerSchool, Schoolzilla, Literably, Lexia, and Accelerated Reader for measuring student progress. This allows for development of appropriate instruction and school wide academic interventions and enrichment opportunities such as English Language Arts (ELA) and Math Interventions. The emergent California State Standards, Next Generation Science Standards (NGSS) are the new foundation for rigorous and non-repetitive curriculum and instruction. The impact of analyzing data is demonstrated by the growth in State testing outcomes between 2015 and 2018. Overall, students "meeting" or "exceeding" the standards, as measured by CAASPP, show an increase of 10% in both Mathematics and English Language Arts.

Alberto Paredes
Principal
Juan de Anza Elementary
Wiseburn Unified School District

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	106
Grade 1	94
Grade 2	90
Grade 3	98
Grade 4	92
Grade 5	94
Total Enrollment	574

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	18.8
American Indian or Alaska Native	0.3
Asian	4.0
Filipino	1.0
Hispanic or Latino	54.5
Native Hawaiian or Pacific Islander	1.4
White	12.9
Socioeconomically Disadvantaged	40.8
English Learners	13.6
Students with Disabilities	8.5
Foster Youth	0.3

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	16-17	17-18	18-19
With Full Credential	30	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wiseburn Unified School District	16-17	17-18	18-19
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	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

All textbooks used in the core curriculum at Juan de Anza Elementary School are aligned to the California Standards and Frameworks.

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%

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

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 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Surfacing
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	58.0	67.0	71.0	72.0	48.0	50.0
Math	47.0	50.0	52.0	53.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.8	25.3	20.0

* 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 2017-18 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	287	283	98.61	67.49
Male	142	140	98.59	62.86
Female	145	143	98.62	72.03
Black or African American	54	54	100.00	61.11
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	164	163	99.39	69.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	34	91.89	73.53
Two or More Races	15	15	100.00	73.33
Socioeconomically Disadvantaged	115	114	99.13	64.91
English Learners	51	51	100.00	68.63
Students with Disabilities	35	32	91.43	40.63
Foster Youth	--	--	--	--

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 2017-18 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	287	283	98.61	49.82
Male	142	140	98.59	55
Female	145	143	98.62	44.76
Black or African American	54	54	100	51.85
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	164	163	99.39	44.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	34	91.89	58.82
Two or More Races	15	15	100	53.33
Socioeconomically Disadvantaged	115	114	99.13	39.47
English Learners	51	51	100	39.22
Students with Disabilities	35	32	91.43	34.38
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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

The Anza community of teachers, parents, students, and staff are all committed to providing a positive and safe environment. Anza Eagles are scholars, outstanding citizens, accountable, and above all respectful (S.O.A.R.). SOAR was developed as part of our schoolwide positive behavior support system. SOAR encourages the positive character traits of honesty, respect, accountability, objectivity, kindness, and outstanding citizenship. SOAR slips are used to recognize students that have exemplified expectations. In addition, school wide challenges like the Kindness Challenge and Character Challenge are opportunities that allow students to demonstrate their compassionate side. 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. 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	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.0	1.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.1	1.1	0.9
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	22	21	5		1		5	4			
1	25	22	24				16	12	12			
2	25	25	23				24	12	24			
3	23	24	25				24	12	12			
4	26	30	31				28	15	15			
5	28	26	31				28	20	15			

* 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 2017–2018 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 Language Arts and Mathematics. 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. Teachers were provided an additional hour once per month, for Teacher Collaboration Time (TCT). TCT's were lead by the Future Ready Advisor Team (FRAT). Anza teachers are increasingly integrating technology to enhance instruction. Through a combination of professional development, coaching and collaboration, Anza analyzed student CAASPP data for students in grades 3-5 and collaboratively determined instructional needs of students. Based on the 2017 CAASPP results, FRAT chose Research and Inquiry as the area of focus. Prior to any TCT, FRAT met with the Talking Teaching Network to determine the unique needs of teachers at every site. FRAT guided teachers as they learned how to use multiple resources to enhance Language Arts instruction. Anza teachers have received professional development in Research and Inquiry. Research and Inquiry will continue to be an area of focus for the 2018-2019 school year.

Many teachers attended UCLA's Center X Math training. By the end of 2017-2018, 100% of Anza teachers received CGI math training. During summer of 2018, a total of 17 teachers attended a CGI Summer Lab. Training was provided by Nick Johnson, CGI consultant. In addition to the three day training, all teachers attended a follow-up lab day with Nick Johnson. Training took place one week before the school year began. Work will continue throughout the 2018-2019 school year.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,110	\$45,681
Mid-Range Teacher Salary	\$84,191	\$70,601
Highest Teacher Salary	\$101,385	\$89,337
Average Principal Salary (ES)	\$120,312	\$110,053
Average Principal Salary (MS)	\$133,740	\$115,224
Average Principal Salary (HS)	\$0	\$124,876
Superintendent Salary	\$234,512	\$182,466
Percent of District Budget		
Teacher Salaries	40.0	33.0
Administrative Salaries	5.0	6.0

* 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 2017-18 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,952	\$848	\$7,105	\$91,376
District	◆	◆	\$6,472	\$90,535
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			9.3	0.9
Percent Difference: School Site/ State			-0.3	24.6

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.