

## 2018 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**


Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


### **School Contact Information (School Year 2018-19)**

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Juan De Anza Elementary School
Street	12110 Hindry Ave.
City, State, Zip	Hawthorne, CA 90250
Phone Number	(310) 725-2100
Principal	Alberto Paredes
E-mail Address	aparedes@wiseburn.k12.ca.us
School Website	www.anzaeagles.org
CDS Code	19651696023808
School Logo	 <p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Wiseburn Unified School District
Street	201 N. Douglas St.
City, State, Zip	El Segundo, CA 90245
Phone Number	(310) 725-2101
Superintendent	Tom Johnstone, Ed.D.
Web Site	www.wiseburn.k12.ca.us
E-mail Address	
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	JoAnne Kaneda
Member 2	Roger Bañuelos
Member 3	Neil Goldman
Member 4	Nelson Martinez
Member 5	Israel Mora
Member 6	
Member 7	
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Tom Johnstone, Ed.D.
<b>Administrator 1</b>	Chris Jones, Ed.D. Deputy Superintendent
<b>Administrator 2</b>	David Wilson Chief Business Official
<b>Administrator 3</b>	Ana Montes Director of Human Resources
<b>Administrator 4</b>	Cathy Waller Director of Psychological Services
<b>Administrator 5</b>	Vince Madsen Director Facilities Planning
<b>Administrator 6</b>	Aileen Harbeck, Ed. D. Director of Curriculum, Instruction & Technology
<b>Administrator 7</b>	
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

## School Description and Mission Statement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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### 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.

#### [Opportunities for Parental Involvement \(School Year 2018-19\)](#)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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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.

### School Safety Plan (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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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.

### School Facility Conditions and Planned Improvements (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

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**Year and month of the most recent FIT report:** January 2018

This section should be kept to 1-2 paragraphs.

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 (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			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		

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

### Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	30	29		
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0		
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	



### Academic Counselors and Other Support Staff (School Year 2017-18)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	1	♦
<b>Library Media Teacher (Librarian)</b>	0	♦
<b>Library Media Services Staff (paraprofessional)</b>	.75	♦
<b>Psychologist</b>	.85	♦
<b>Social Worker</b>	0	♦
<b>Nurse</b>	.10	♦
<b>Speech/Language/Hearing Specialist</b>	1	♦
<b>Resource Specialist (non-teaching)</b>	0	♦
<b>Other</b>	0	♦

♦ means data is not required. The fields are intentionally not provided.

**Textbooks and Instructional Materials (School Year 2018-19)**

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2018

This section should be kept to 1-2 paragraphs.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill "Wonders" 2017	Yes	0%
Mathematics	McGraw Hill "My Math" 2014	Yes	0%
Science	Pearson Science 2008	Yes	0%
History-Social Science	Houghton Mifflin History Social Science 2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

The fields that are highlighted yellow are populated for you with data provided by CDE.

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$7,431	\$733	\$6,699	\$90,374
District	♦	♦	\$6,090	\$84,823
Percent Difference: School Site and District	♦	♦	9.5	6.4
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site and State	♦	♦	1.9	25.9

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2017-18)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

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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.

### Professional Development (2016-17, 2017-18 and 2018-19)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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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.

### **School Completion and Postsecondary Preparation**

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

**Career Technical Education Participation (School Year 2017-18)**

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of pupils participating in CTE</b>	
<b>% of pupils completing a CTE program and earning a high school diploma</b> The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	