Juan De Anza Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact 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
Email Address	aparedes@wiseburn.org
School Website	https://anza.wiseburn.org/
County-District-School (CDS) Code	19651696023808

2021-22 District Contact Information

District Name	Wiseburn Unified School District
Phone Number	(310) 725-2101
Superintendent	Blake Silvers, Ed.D.
Email Address	wtsubaki@wiseburn.org
District Website Address	www.wiseburn.org

2021-22 School Overview

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 California Distinguished 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. 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 classes that are available to students. We are very proud to be recognized as a 2020 California Distinguished School. We are also very proud to be recognized both as an Honor Roll School by the Educational Results Partnership (ERP) and a Platinum PBIS 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.

2021-22 School Overview

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 and enrichment. Anza uses data, accessed through multiple measures such as PowerSchool, STAR Math, STAR Reading, and student work 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 impact of analyzing data is demonstrated by the growth in State testing outcomes. Students "meeting" or "exceeding" the standards, as measured by CAASPP, show an increase in both Math and English Language Arts.

Alberto Paredes
Principal
Juan de Anza Elementary
Wiseburn Unified School District

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	97
Grade 2	96
Grade 3	95
Grade 4	95
Grade 5	92
Total Enrollment	583

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
Asian	7
Black or African American	18.4
Filipino	1.7
Hispanic or Latino	50.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	6.7
White	15.3
English Learners	9.8
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	36.5
Students with Disabilities	11

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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)			

School Facility Conditions and Planned Improvements

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. An electronic work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three full time evening custodians are assigned to Anza Elementary School. The day custodian is responsible for:
- Campus trash cleanup
- Office cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:
- Classroom cleaning
- Lunch area cleanup
- Campus trash cleanup
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report	November 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain knob missing; floor drain
Safety: Fire Safety, Hazardous Materials	X			Trouble listed on main panel
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	NT	NT	NT	NT
Female	138	NT	NT	NT	NT
Male	146	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	14	NT	NT	NT	NT
Black or African American	60	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	144	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	29	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	NT	NT	NT	NT
Female	138	NT	NT	NT	NT
Male	146	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	14	NT	NT	NT	NT
Black or African American	60	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	144	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	29	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance Star Assessment Student Groups	Renaissance Star Assessment Total Enrollment	Renaissance Star Assessment Number Tested	Renaissance Star Assessment Percent Tested	Renaissance Star Assessment Percent Not Tested	Renaissance Star Assessment Percent At or Above Grade Level
All Students	272	271	99.63%	0.37%	67%
Female	132	132	100.00%	0.00%	65%
Male	140	139	99.29%	0.71%	66%
American Indian or Alaska Native	--	--	--	--	--

Asian	13	13	100.00%	0.00%	85%
Black or African American	68	68	100.00%	0.00%	53%
Filipino	--	--	--	--	--
Hispanic or Latino	140	139	99.29%	0.71%	61%
Native Hawaiian or Pacific Islander	--	3	100.00%	0.00%	67%
Two or More Races	--	2	100.00%	0.00%	0%
White	40	40	100.00%	0.00%	78%
English Learners	28	28	100.00%	0.00%	29%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	111	110	99.10%	0.90%	60%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	40	100.00%	0.00%	43%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance Star Assessment Student Groups	Renaissance Star Assessment Total Enrollment	Renaissance Star Assessment Number Tested	Renaissance Star Assessment Percent Tested	Renaissance Star Assessment Percent Not Tested	Renaissance Star Assessment Percent At or Above Grade Level
All Students	272	269	98.90%	1.10%	43%
Female	132	131	99.24%	0.76%	42%
Male	140	138	98.57%	1.43%	54%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00%	0.00%	69%
Black or African American	68	68	100.00%	0.00%	43%
Filipino	--	--	--	--	--
Hispanic or Latino	140	137	97.86%	2.14%	39%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	40	100.00%	0.00%	78%
English Learners	28	28	100.00%	0.00%	32%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	111	110	99.10%	0.90%	45%
Students Receiving Migrant Education Services	--	--	--	--	--

| Students with Disabilities | 40 | 40 | 100.00% | 0.00% | 38% |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	50	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	20	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	51	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We have multiple 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 families. During a traditional year, parent volunteers 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.

Also during a traditional year, parents are invited to join us for our STEAM Nights. These are opportunities to learn about current math strategies, engineering practices, and art projects that we are utilizing at school. These events not only help strengthen our partnership, but they help build awareness and understanding that leads to informed decision making.

To keep parents informed we sens out two weekly e-mails, one from the Anza PTA, and the other from the Anza principal. Additionally, information is posted on the website and on multiple social media platforms.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	602	591	5	0.8
Female	294	287	1	0.3
Male	308	304	4	1.3
American Indian or Alaska Native	0	0	0	0.0
Asian	42	41	0	0.0
Black or African American	111	110	1	0.9
Filipino	10	10	0	0.0
Hispanic or Latino	295	294	1	0.3
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	46	42	1	2.4
White	94	90	2	2.2
English Learners	79	79	1	1.3
Foster Youth	1	1	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	220	220	1	0.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	81	1	1.2

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.67	0.17	1.30	0.04	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.17	0.77	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0.00
Female	0.00	0.00
Male	0.32	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.90	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Anza community of teachers, parents, students, and staff are all committed to providing a positive and safe environment. 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. We are proud to be recognized as an Honor Roll School by the Educational Results Partnership (ERP) in 2017, 2018, and in 2019. We are also very proud to be recognized both as a 2020 California Distinguished School, and a Platinum Positive Behavior Intervention Support (PBIS) School. Our award winning positive behavior support system SOAR was developed to encourage the positive character traits of honesty, respect, accountability, objectivity, kindness, and outstanding citizenship. Anza Eagles are scholars, outstanding citizens, accountable, and above all respectful (S.O.A.R.). 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. 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 safety of teachers and students is one of the top priorities 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. 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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	23		12	
2	23		24	
3	23		12	
4	32		10	5
5	31		15	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	24		12	
2	24		24	
3	24		12	
4	31		15	
5	32		10	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	24		12	
2	24		12	
3	24		12	
4	32		15	
5	31		15	
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.9
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	4.9

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,254	$1,050	$7,204	$94,242
District	N/A	N/A	$6,971	$88,878
Percent Difference - School Site and District	N/A	N/A	3.3	5.9
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-15.8	20.1

2020-21 Types of Services Funded

Types of services funded in 2020-21 were the overall education program to the students of Anza Elementary School. The school also provided supplemental instructional programs to students who displayed need. Anza used Title 1 funds to specifically prioritize and fund student support for students the areas of Language Arts and math. Other funding sources were used to provide more coaching and collaboration time for teachers, primarily with a focus on Cognitive Guided Instruction (CGI math) and balanced literacy (Writers Workshop).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,910	$48,119
Mid-Range Teacher Salary	$87,158	$74,665
Highest Teacher Salary	$104,953	$98,160
Average Principal Salary (Elementary)	$123,417	$118,542
Average Principal Salary (Middle)	$120,808	$125,068
Average Principal Salary (High)	$0	$133,516
Superintendent Salary	$246,959	$194,199
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

There are three areas of focus for the 2021 – 2022 school year, Balanced Literacy, Math Cognitive Guided Instruction, and Social Emotional Learning. Teachers have received and continue to attend professional development in all three areas.

Through our continued partnership with the Talking Teaching Network and newfound partnership with Momentum in Teaching, teachers are provided effective tools and strategies that support student learning in writing. Momentum in Teaching will continue to facilitate a series of workshops for teachers related to Writers Workshop. In addition, 1:1 and small group coaching is provided to promote understanding and develop practices to bring Writers Workshop to our classrooms. Teachers attending these workshops developed procedures and protocols that helped guide collaborative meetings with a focus on student learning. Additionally, once a week, teachers are released for grade collaboration. During this time, grade level teams can work with a Teacher on Special Assignment that is there to facilitate and support the implementation of Writers workshop.

When determining professional development needs, teachers and administrators look at student achievement data and review the most pressing issues of the previous and current year to choose specific topics to focus on and refine instruction. Through a combination of professional development, coaching, and collaboration, Anza analyzed student CAASPP data for students in grades 3-5, STAR math data for grades 2-5, and collaboratively determined the instructional needs of students. Anza teachers receive ongoing professional development and support. Teachers participate in lab days, coaching days, and receive 1:1 support facilitated by Danielle Moore, a math expert, focused on cognitively guided instructional practices in support of all students.

Additionally, a teacher on special assignment supports the implementation of the NGSS/science standards and hands-on learning practices to the classroom. Also, teachers received professional development with understanding the C3 Social Studies Standards, and ongoing professional development in understanding and bringing social emotional learning to the classroom.

The Anza teacher leadership team attended multiple workshops facilitated by Solution Tree. These workshops focused primarily on how to best facilitate effective teacher collaboration. Teachers attending these workshops developed procedures and protocols that helped guide collaborative meetings that focus on student learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	8	8

Wiseburn Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Wiseburn Unified School District
Phone Number	(310) 725-2101
Superintendent	Blake Silvers, Ed.D.
Email Address	wtsubaki@wiseburn.org
District Website Address	www.wiseburn.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1706	NT	NT	NT	NT
Female	841	NT	NT	NT	NT
Male	865	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	65	NT	NT	NT	NT
Black or African American	257	NT	NT	NT	NT
Filipino	22	NT	NT	NT	NT
Hispanic or Latino	977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	152	NT	NT	NT	NT
White	221	NT	NT	NT	NT
English Learners	144	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	623	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	190	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1706	NT	NT	NT	NT
Female	841	NT	NT	NT	NT
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Asian	65	NT	NT	NT	NT
Black or African American	257	NT	NT	NT	NT
Filipino	22	NT	NT	NT	NT
Hispanic or Latino	977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	152	NT	NT	NT	NT
White	221	NT	NT		NT
English Learners	144	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	623	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	190	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.