

Torrance Unified School District Anza Elementary School

Grades TK through 5
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2016-17 School Accountability Report Card *Published January 2018*

Principal's Message

Anza Elementary School continues to be an outstanding school with a rich history of success and student accomplishments. We have tremendous teachers, staff and community support. I encourage all to be involved in school activities and programs. Our school is strong because of the community and its dedication.

The priority of Anza Elementary and Torrance Unified is always students and education. Our class sizes this year in kindergarten through fifth grade have a ratio of 27 to 1. Anza is additionally hosting the Transitional Kindergarten program this year for our youngest student in the district. Our enrollment continues to be strong with at least four classes in each grade level. Our faculty and staff continue to do an incredible job of learning and implementing the Common Core Curriculum. We will continue to be involved in professional development and trainings this year and improving our technology skills.

Mission Statement

At Anza Elementary, it is our mission to educate the whole child and to provide a balanced instructional program that is driven by student needs and abilities. The staff is committed to creating an optimal environment that addresses the academic, emotional, social and physical needs of each child. We will strive to empower our students to develop positive characteristics that will encourage them to become lifelong learners and contributing members of society. Education is a partnership of all; parents, students, staff and community. Everyone's participation and ideas are important and valued. High expectations are supported by a positive and organized learning environment. School is a place where people problem solve together and learning is a joyful experience.

School Profile

Anza Elementary School is located in the western region of Torrance and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2016-17 school year, 633 students were enrolled, including 12.2% in special education, 17.2% qualifying for English Language Learner support, and 9% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	2.40%	Transitional Kindergarten	0
Amer. Indian or Alaskan Native	0.20%	Kindergarten	104
Asian	35.70%	Grade 1	98
Filipino	0.90%	Grade 2	107
Hisp. or Latino	15.60%	Grade 3	108
Pacific Islander	0.30%	Grade 4	114
Caucasian	31.60%	Grade 5	102
Multi-Racial	12.80%	Ungraded	0
Students with Disabilities	12.20%		
Socioeconomically Disadvantaged	9.00%		
English Learners	17.20%		
Foster Youth	0.20%		
Total Enrollment			633

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2017-18
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Student Achievement

Physical Fitness

In the spring of each year, Anza Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	15.8	29.7	48.5

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Anza Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program Status 2017-18		
	AES	TUSD
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 3
No. of Schools Currently in Program Improvement		9
% of Schools Currently in Program Improvement		81.8%

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the CDE's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Anza Elementary School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	79	77	66	65	48	48
Mathematics (grades 3-8 and 11)	72	80	58	59	36	37

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	322	315	97.83	76.68
Male	181	176	97.24	74.14
Female	141	139	98.58	79.86
African-Amer.	--	--	--	--
Asian	113	110	97.35	94.50
Filipino	--	--	--	--
Hisp. or Latino	52	51	98.08	58.82
Pacific Islander	--	--	--	--
Caucasian	99	97	97.98	67.01
Multi-Racial	46	45	97.83	77.27
English Learners	67	65	97.01	76.56
Socioeconomically Disadvantaged	33	32	96.97	65.63
Students with Disabilities	50	46	92.00	58.70

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	322	315	97.83	79.68
Male	181	176	97.24	83.52
Female	141	139	98.58	74.82
African-Amer.	--	--	--	--
Asian	113	110	97.35	97.27
Filipino	--	--	--	--
Hisp. or Latino	52	51	98.08	60.78
Pacific Islander	--	--	--	--
Caucasian	99	97	97.98	74.23
Multi-Racial	46	45	97.83	73.33
English Learners	67	65	97.01	86.15
Socioeconomically Disadvantaged	33	32	96.97	59.38
Students with Disabilities	50	46	92.00	54.35

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Anza Elementary School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	88	85	74	74	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the weekly online communicator, the school marquee, and the school website. Contact the PTA President via the school office at (310) 533-4559 or www.anzaelementary.org for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Library Helper

Committees

- English Learner Multicultural Advisory Committee (ELMAC)
- Parent Teacher Association
- School Site Council
- Eagle Education Alliance

School Activities

- Adopt-A-School Partner Activities
- Adventures in Art
- Athletic Events
- Family Activity Day
- Local Heroes Day
- Open House
- Science Fair Night

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Anza Elementary School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of a security camera system

2017-18 Planned Improvements:

- Installation of security fencing

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Anza Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General maintenance
- Restroom cleaning
- Trash removal
- Event setup/cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

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

Campus Description	
Year Built	1956
Acreage	10.9
Square Footage	41216
Quantity	
Permanent Classrooms	34
Portable Classrooms	1
Restrooms (sets)	5
Cafeteria(s)	1
Computer Lab(s)	1
Music & Art Room(s)	1
Outdoor Meal Area(s)	1
Staff Lounge	1
Teacher Work Room(s)	1

Facilities Inspection

The district's maintenance department inspects Anza Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Anza Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, December 07, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, December 07, 2017			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness		✓	
D. Electrical		✓	
E. Restrooms / Fountains		✓	
F. Safety	✓		
G. Structural	✓		
H. External		✓	

Repair Needed and Action Taken or Planned	
Section Number	Comment
(D)	Office/Admin Building - Deficiency noted
(E)	Rooms 1-6 and 34, 7-10 and 11-14 - Rain water from down spouts does not drain properly, creating flooding
(H)	Cafeteria - Deficiency noted

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students

arrive on campus each morning, teachers are strategically assigned to designated entrance areas and the playground. During recess, teachers monitor playground activity. Noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Anza Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Anza Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2017.

Classroom Environment

Discipline & Climate for Learning

Anza Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	14-15	15-16	16-17
AES			
% Students Suspended	0.3	0.3	0.5
% Students Expelled	0.0	0.0	0.0
TUSD			
% Students Suspended	1.9	2.1	1.8
% Students Expelled	0.1	0.1	0.1
California			
% Students Suspended	33.0	32.5	30.7
% Students Expelled	0.1	0.1	0.1

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.0		4	
1	27.0		4	
2	28.0		4	
3	27.0		4	
4	21.0	1	3	
5	27.0		5	
2015-16				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.0		4	
1	25.0		4	
2	27.0		4	
3	28.0		4	
4	26.0		4	
5	26.0		4	
2016-17				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.0		4	
1	25.0		4	
2	27.0		4	
3	27.0		4	
4	25.0		4	
5	26.0		4	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Anza Elementary School revolve around the California State Standards. During the 2016-17 school year, Anza Elementary School held staff development training devoted to:

- Positive Behavioral Interventions and Supports (PBIS) Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as state assessment results and districtwide teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Anza Elementary School supports ongoing professional growth throughout the year during weekly site PLC meetings on early release Wednesdays. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Anza Elementary School's teachers had the opportunity to attend the following events hosted by the Torrance Unified School District:

- Next Generation Science Standards (NGSS)
- Gifted and Talented Education (GATE)
- English New Core Novel Unit Planning
- Common Core State Standards Math Lesson Study
- English Language Arts – D3/A3 Training (CCSS Instructional Processes)
- Fountas & Pinnell – Guided Reading Training
- Cognitively Guided Instruction
- Daily 5/Café Training (Group Reading Strategies)
- English Language Arts (ELA) Textbook Training
- ELA & Social Studies Model CCSS Unit Design
- ELA/English Language Development (ELD) Framework Training
- ELD Standards & Benchmark Training
- Core & Supplemental Novel Workshops
- Yearlong ELA Curriculum Map Training
- TUSD Writing Study (Intensive CCSS-aligned Writing Instruction Training)
- Solution Tree
- First and Second-year Induction Teachers

Anza Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
3	5	5

Instructional Materials

All textbooks used in the core curriculum at Anza Elementary School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Monday, October 23, 2017, the Torrance Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted a resolution which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned

to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 school year, Torrance Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2016	McGraw Hill, <i>California Wonders</i>	0 %
Health		
1996	Harcourt Brace, <i>Healthy You</i>	0 %
2000	Health Wave, Inc., <i>Health Promotion Wave</i>	0 %
History-Social Science		
2007	Houghton Mifflin Harcourt, <i>California Reflections</i>	0 %
Mathematics		
2014	Pearson, <i>enVision Math CA Common Core</i>	0 %
Science		
2008	Macmillan/McGraw-Hill, <i>California Science</i>	0 %

Professional Staff

Counseling & Support Staff

Anza Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Anza Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE
Academic Counselor	0	0
Speech Pathologist(s)	2	1.6
Adaptive PE	1	*
Counselor	1	0.6
Health Services Technician	1	0.4
Nurse	1	1.0
Occupational Therapist	1	*
Physical Therapist	1	*
Psychologist	1	0.2

* as needed

Note: 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.

Teacher Assignment

During the 2016-17 school year, Anza Elementary School had 27 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	AES			TUSD
	15-16	16-17	17-18	17-18
Total Teachers	28	27	28	996
Teachers with full credentials	28	27	28	990
Teachers without full credentials	0	0	0	6
Teachers teaching outside subject area of competence (with full credential)	0	0	0	42
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	TUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$45,919
Mid-Range Teacher Salary	\$78,560	\$73,555
Highest Teacher Salary	\$91,300	\$95,850
Superintendent Salary	\$260,609	\$264,457
Average Principal Salaries:		
Elementary School	\$115,576	\$120,448
Percentage of Budget:		
Teacher Salaries	42%	35%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2015-16 school year, Torrance Unified School District spent an average of \$9,562 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Torrance Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Vocational Programs

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	AES	TUSD	% Diff. School & Dist	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
Total**	\$5,171	N/A	N/A	N/A	N/A
Restricted	\$181	N/A	N/A	N/A	N/A
Unrestricted	\$4,990	\$4,948	100.84	\$6,574	75.90
Average Teacher Salary	\$85,516	\$75,542	113.20	\$79,228	107.94

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Anza Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Anza Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Anza Elementary School is Henderson Branch Library, a branch of Torrance Public Library.

Address: 4805 Emerald St., Torrance

Phone Number: (310) 371-2075

WebSite: <http://www.ci.torrance.ca.us/Library/5465.htm>

Number of Computers Available: 2

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Torrance Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2017.