Torrance Unified School District
Walteria Elementary School

Grades TK through 5
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2018-19 School Accountability Report Card
Published February 2020

Principal's Message

Welcome to Walteria Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Walteria Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Walteria Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

School Vision

Walteria is dedicated to providing a safe and healthy learning environment in which academic, social, and emotional development is a priority for all students. Our goal is that all students leave our school ready to become positive, contributing members of our community.

School Description

Walteria Elementary School is located in the southern region of Torrance and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 679 students were enrolled, including 12.1% in special education, 21.9% qualifying for English Language Learner support, and 17.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	1.80%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	0.10%	Kindergarten	136
Asian	38.90%	Grade 1	106
Filipino	5.00%	Grade 2	111
Hisp. or Latino	19.60%	Grade 3	106
Native Hawaiian or Pacific Islander	0.10%	Grade 4	113
White	24.60%	Grade 5	107
Two or More Races	9.60%	Ungraded	0
Students with Disabilities	12.10%		
Socioeconomically Disadvantaged	17.10%		
English Learners	21.90%		
Foster Youth	0.10%		
Homeless	0.00%		
		Total Enrollment	679

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2019-20
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Dr. Mario Liberati
Senior Director, Human Resources

Contents

Student Achievement

Physical Fitness

In the spring of each year, Walteria 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 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	19.8	14.2	50.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 California Department of Education'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)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	73.0	76.0	68.0	67.0	50.0	50.0
Mathematics (grades 3-8 and 11)	76.0	78.0	61.0	62.0	38.0	39.0

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

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	323	317	98.14	1.86	76.03
Male	169	164	97.04	2.96	69.51
Female	154	153	99.35	0.65	83.01
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	125	123	98.40	1.60	83.74
Filipino	15	15	100.00	0.00	53.33
Hisp. or Latino	67	65	97.01	2.99	67.69
Native Hawaiian or Pacific Islander					
White	74	72	97.30	2.70	70.83
Two or More Races	33	33	100.00	0.00	78.79
English Learners	94	91	96.81	3.19	69.23
Socioeconomically Disadvantaged	58	56	96.55	3.45	66.07
Students with Disabilities	49	46	93.88	6.12	50.00
Students Receiving Migrant Ed. Services					
Foster Youth					
Homeless					

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	323	319	98.76	1.24	77.74
Male	169	166	98.22	1.78	77.11
Female	154	153	99.35	0.65	78.43
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	125	125	100.00	0.00	84.80
Filipino	15	15	100.00	0.00	73.33
Hisp. or Latino	67	65	97.01	2.99	70.77
Native Hawaiian or Pacific Islander					
White	74	72	97.30	2.70	63.89
Two or More Races	33	33	100.00	0.00	90.91
English Learners	94	93	98.94	1.06	76.34
Socioeconomically Disadvantaged	58	56	96.55	3.45	71.43
Students with Disabilities	49	46	93.88	6.12	52.17
Students Receiving Migrant Ed. Services					
Foster Youth					
Homeless					

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

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

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 & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, 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 school website, weekly eblast, and Swift Kiz. Contact the PTA President Jill Reed at (310) 533-4487 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Fundraising Activities
Library Helper
Room Parent

Committees
English Learner Multicultural Advisory Committee (ELMAC)
Parent Teacher Association
School Site Council
Walteria Academe Alliance

School Activities
Academic Pentathlon
Back to School Night
GATE Enrichment
Math Competition
Portfolio Day
Spelling Bee
STEM Night
Student Performances
TUSD Track Meet

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. Walteria Elementary School's original facilities were built in 1950; 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:

2018-19 Campus Improvements:
• Replacement of kindergarten play structure
• Installation of a new basketball court
• Creation of a partial height wall in the Administration Building

• Installation of a new door in portable room 26
• Installation of four TVs

2019-20 Campus Improvements in Progress:
• Installation of fencing around Y Building
• Installation of TVs in classrooms where needed
• Addition of trees on campus

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 Walteria 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	1950
Acreage	9.5
Square Footage	47587
	Quantity
Permanent Classrooms	29
Portable Classrooms	4
Restrooms (sets)	0
Cafeteria	1
Library	1
Counselor's Office	1
Learning Center	1

Deferred Maintenance
Walteria Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2018-19 school year, Walteria Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection
The district's maintenance department inspects Walteria Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Walteria 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 Wednesday, February 12, 2020. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Wednesday, February 12, 2020			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

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

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

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 on duty are strategically assigned to designated entrance areas and the playground. During recess, teachers on duty supervise 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 on duty monitor student behavior to ensure a safe and orderly departure.

Walteria Elementary School is a closed campus. During school hours, all visitors must be buzzed in at the front school entry gate where office staff can monitor who is at the gate. They must also show their state issued identification at the school's office to be scanned through the Raptor system and wear the printed identification sticker while on school grounds.

School Site Safety Plan
The Comprehensive School Site Safety Plan was developed for Walteria 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 October 2019.

Classroom Environment

Discipline & Climate for Learning
Walteria Elementary School's discipline policies are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, 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			
	16-17	17-18	18-19
	School		
% Students Suspended	0.9	0.7	0.3
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	1.8	2.4	2.2
% Students Expelled	0.1	0.1	0.1
	State		
% Students Suspended	3.6	3.5	3.5
% 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.

Average Class Size and Class Size Distribution				
	2016-17			
	Avg. Class	Number of Classes		
Grade	Size	1-20	21-32	33+
K	26.0		5	
1	27.0		4	
2	29.0		4	
3	27.0		3	
4	27.0		5	
5	22.0	1	4	
	2017-18			
	Avg. Class	Number of Classes		
Grade	Size	1-20	21-32	33+
K	25.0		5	
1	27.0		4	
2	25.0		4	
3	29.0		4	
4	27.0		3	
5	27.0		5	
	2018-19			
	Avg. Class	Number of Classes		
Grade	Size	1-20	21-32	33+
K	23.0	1	5	
1	21.0	1	4	
2	28.0		4	
3	27.0		4	
4	21.0		4	
5	27.0		4	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Walteria Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Walteria Elementary School held staff development training devoted to:

• Student Achievement
• Technology Training
• Guided Reaching (1-2)
• Daily 5/Cafe Training (1-2)
• Lesson Studies (2)
• Literacy Training (3)
• Next Generation Science Standards (4-5)
• Professional Learning Communities (PLCs)
• Positive Behavioral Interventions & Supports (PBIS)
• Response to Intervention (RtI)

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. Walteria 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 2017-18, 2018-19 and 2019-20 school years, Walteria 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
• CCSS Math Lesson Study
• English Language Arts - D3/A3 Training (CCSS Instructional Processes)
• Fountas & Pinnell - Guided Reading
• Cognitively Guided Instruction
• Comprehensive Sexual Health Education
• Daily 5/Cafe Training (Group Reading Strategies)
• English Language Arts (ELA) Wonders Textbook Training
• ELA & Social Studies Model CCSS Unit Design
• English Language Development (ELD) Standards & Benchmark Training
• ELA/ELD Framework Training
• Designated and Integrated ELD Strategies
• Solution Tree

Walteria Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. 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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
5	5	5

Instructional Materials

All textbooks used in the core curriculum at Walteria Elementary School are aligned to the California Content Standards and Frameworks. 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 eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Monday, October 07, 2019, 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 the 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 2019-20 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, *California Wonders*	0 %
Health		
1996	Harcourt Brace, *Healthy You*	0 %
2000	Health Wave, Inc., *Health Promotion Wave*	0 %
History-Social Science		
2019	Pearson Education, *History-Social Science*	0 %
Mathematics		
2014	Pearson, *California Mathematics*	0 %
2014	Pearson, *EnVision Math*	0 %
Science		
2008	Macmillan/McGraw-Hill, *California Science*	0 %

Professional Staff

Counseling & Support Staff
Walteria 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 Walteria 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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	0	0
Adaptive PE Specialist	1	*
Counselor	1	0.8
Health Services Technician	1	0.3
Nurse	1	*
Occupational Therapist	1	*
Psychologist	1	0.4
Speech Pathologist	1	1.0

* 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 2018-19 school year, Walteria 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				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	26	27	29	1001
Teachers With Full Credentials	26	27	29	1001
Teachers Without Full Credentials	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	0
Misassignments of Teachers of 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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$48,234	$48,612
Mid-Range Teacher Salary	$82,519	$74,676
Highest Teacher Salary	$95,902	$99,791
Superintendent Salary	$280,737	$275,796
Average Principal Salaries:		
Elementary School	$119,290	$125,830
Middle School	$119,378	$131,167
High School	$138,281	$144,822
Percentage of Budget:		
Teacher Salaries	38%	34%
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 2017-18 school year, Torrance Unified School District spent an average of $10,305 of total general funds to educate each student (based on 2017-18 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 2017-18 school year, the district received categorical, special education, and support programs funds for:

• California Clean Energy Jobs Act
• California Health Science Capacity Building Project
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program
• Department of Rehabilitation
• Education Protection Account
• Lottery: Instructional Materials
• Medi-Cal Billing Option
• Other State: Locally Defined
• Special Education
• State Lottery
• Title I
• Title II
• Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$4,980	N/A	N/A	N/A	N/A
Restricted	$270	N/A	N/A	N/A	N/A
Unrestricted	$4,710	$4,989	94.40	$7,507	62.74
Average Teacher Salary	$81,605	$79,863	102.18	$82,403	99.03

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 Walteria 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 Walteria Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Walteria Elementary School is Katy Geissert Civic Center Library, a branch of Torrance Public Library.

Address: 3301 Torrance Blvd., Torrance
Phone Number: (310) 618-5950
WebSite: http://www.ci.torrance.ca.us/Library/5465.htm
Number of Computers Available: 56

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 November 2019.