

# Torrance Unified School District Anza Elementary School

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

### 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 Description

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 2018-19 school year, 646 students were enrolled, including 12.1% in special education, 17.3% qualifying for English Language Learner support, and 11.5% 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.	1.70%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	0.00%	Kindergarten	123
Asian	35.40%	Grade 1	99
Filipino	1.40%	Grade 2	100
Hisp. or Latino	18.10%	Grade 3	108
Native Hawaiian or Pacific Islander	0.20%	Grade 4	108
White	30.20%	Grade 5	108
Two or More Races	12.80%	Ungraded	0
Students with Disabilities	12.10%		
Socioeconomically Disadvantaged	11.50%		
English Learners	17.30%		
Foster Youth	0.20%		
Homeless	0.00%		
Total Enrollment			646

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### Website Address

www.tusd.org

### 2019-20 Board of Education

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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 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	14.8	20.4	52.8

*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/](http://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)	82.0	79.0	68.0	67.0	50.0	50.0
Mathematics (grades 3-8 and 11)	80.0	83.0	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	324	316	97.53	2.47	78.73
Male	180	176	97.78	2.22	78.86
Female	144	140	97.22	2.78	78.57
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian	117	114	97.44	2.56	83.33
Filipino	--	--	--	--	--
Hisp. or Latino	57	56	98.25	1.75	71.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	97	94	96.91	3.09	81.72
Two or More Races	43	42	97.67	2.33	73.81
English Learners	66	63	95.45	4.55	73.02
Socioeconomically Disadvantaged	50	47	94.00	6.00	65.96
Students with Disabilities	58	52	89.66	10.34	63.46
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	324	316	97.53	2.47	82.91
Male	180	176	97.78	2.22	86.93
Female	144	140	97.22	2.78	77.86
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian	117	114	97.44	2.56	90.35
Filipino	--	--	--	--	--
Hisp. or Latino	57	55	96.49	3.51	70.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	97	95	97.94	2.06	84.21
Two or More Races	43	42	97.67	2.33	85.71
English Learners	66	64	96.97	3.03	82.81
Socioeconomically Disadvantaged	50	48	96.00	4.00	66.67
Students with Disabilities	58	52	89.66	10.34	71.15
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.*

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 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](http://www.anzaelementary.org) for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone  
Classroom Helper  
EEA Events  
Library Helper  
PTA Events

### Committees

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

### 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:

- Replacement of the arcade beam due to dry rot and termite damage
- Installation of a new electronic marquee

- Installation of TV's in nine classrooms
- Installation of new lighting under the canopy
- Installation of a new drainage system 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 Anza Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds 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	35
Portable Classrooms	2
Restrooms (sets)	5
Cafeteria(s)	1
Computer Lab(s)	1
Music & Art Room(s)	1
Outdoor Meal Area(s)	1
Science Lab	1
Staff Lounge	1
Teacher Work Room(s)	1

### Deferred Maintenance

Anza 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, Anza Elementary School did not receive deferred maintenance funds for campus repairs and/or improvements.

### 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 Wednesday, February 05, 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 05, 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	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(E)	Rooms 7-10 - Room 8 sink has a chip on the edge
	Rooms 15-19 - Drinking fountain needs to be replaced in 17B

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

#### Rating Description

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

### 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 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 monitor student behavior to ensure a safe and orderly departure.

Anza 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 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 2019.

## Classroom Environment

### Discipline & Climate for Learning

Anza 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	0.5	0.3	0.2
% 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				
Grade	Avg. Class Size	Number of Classes		
		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	
2017-18				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	27.0		4	
1	26.0		4	
2	25.0		4	
3	28.0		4	
4	26.0		4	
5	29.0		4	
2018-19				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	27.0		5	
1	27.0		3	
2	27.0		4	
3	27.0		4	
4	27.0		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 Anza Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Anza Elementary School held staff development training devoted to:

- Math Instruction
- Next Generation Science Standards (NGSS)

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 at 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, 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
- 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

Anza 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 Anza 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 six-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
<b>English Language Arts</b>		
2016	McGraw Hill, <i>California Wonders</i>	0 %
<b>Health</b>		
1996	Harcourt Brace, <i>Healthy You</i>	0 %
2000	Health Wave, Inc., <i>Health Promotion Wave</i>	0 %
<b>History-Social Science</b>		
2019	Pearson Education, <i>History-Social Science</i>	0 %
<b>Mathematics</b>		
2014	Pearson, <i>California Mathematics</i>	0 %
2014	Pearson, <i>EnVision Math</i>	0 %
<b>Science</b>		
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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	0	0
Speech Pathologists	2	1.6
Adaptive PE	1	*
ASSIST Personnel (Behavior Intervention Specialist	1	1.0
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 2018-19 school year, Anza Elementary School had 28 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	28	28	27	1001
Teachers With Full Credentials	28	28	27	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
<b>Average Principal Salaries:</b>		
Elementary School	\$119,290	\$125,830
Middle School	\$119,378	\$131,167
High School	\$138,281	\$144,822
<b>Percentage of Budget:</b>		
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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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				
	% Diff. School & Dist.			% Diff. School & State	
	School	District	State		
Total**	\$5,164	N/A	N/A	N/A	N/A
Restricted	\$293	N/A	N/A	N/A	N/A
Unrestricted	\$4,872	\$4,989	97.64	\$7,507	64.90
Average Teacher Salary	\$82,535	\$79,863	103.35	\$82,403	100.16

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 November 2019.