

# Torrance Unified School District Fern Elementary School

Grades TK through 5  
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## 2018-19 School Accountability Report Card

*Published February 2020*

### Principal's Message

Welcome to Fern Elementary School, home of the "Falcons" and a State of California Gold Ribbon School! Here at Fern we work diligently to provide all of our students a world class, cutting edge 21st century education! We are a diverse community of learners who work with all students to develop a strong foundation of core skills while developing their abilities to think critically and independently while becoming exemplary citizens at school, home, and in our community.

Fern Elementary was opened in 1929 and is listed as a historical site by the Torrance Historical Society. We are a TK-5th grade school with 27 classrooms and teachers, a full-time counselor and an LVN in our Health Office. Fern Elementary school has been modernized with LCD projectors and/or large screen televisions in every classroom as well as wifi, and SmartBoards. The school program is supported by dedicated PE specialists who provide appropriate lessons that meet state PE requirements. Fern teachers are provided with Professional Learning Community time weekly to work together, develop lesson plans, problem solve and use assessment data to guide their instructional decision making.

Education at Fern Elementary is further enhanced through our dedication to teaching students about the arts. All students are provided with art instruction through a partnership with the PTA and the City of Torrance through the "Adventures in Art" program. Further, all fourth and fifth grade students participate in a district sponsored music and band program as well.

Fern Elementary has established the SOAR acronym for students as a reminder to make positive choices across the course of their day at school, in the community and at home. Fern students S.O.A.R. by:

S- being "Scholars"  
O- being "On Time"  
A- being "Accountable"  
R- being "Responsible & Respectful"

Working together, with our staff, parents and community Fern Elementary School is committed to ensuring that all student achieve their full academic potential by participating in rigorous and relevant classroom instruction.

Have a great year and remember to "SOAR Falcons!"

### Mission Statement

The purpose of Fern Elementary is to provide a positive, caring learning community dedicated to challenging all students to become creative, scholarly citizens through academic, social and behavioral excellence.

### School Vision

Fern Elementary is a safe, positive, challenging environment that partners with parents and the community to ensure learning for all students.

We believe in:

- High expectations for all students-academically and behaviorally.
- Differentiated instruction for all learners.
- Preparing students with the skills necessary to become lifelong learners.
- Fostering a desire to become citizens of our local, national, or global society.
- Providing opportunities for social responsibility; to understand the perspective of others and appreciate the unique differences in our community.
- A shared responsibility for learning-home, school and community, and
- The value of our family diversity.

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### Website Address

[www.tusd.org](http://www.tusd.org)

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## School Description

Fern Elementary School is located in the eastern 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, 585 students were enrolled, including 11.3% in special education, 21.2% qualifying for English Language Learner support, and 39.7% qualifying for free or reduced price lunch.

| Student Enrollment by Student Group / Grade Level<br>2018-19 |                       |                           |               |
|--|-----------------------|---------------------------|---------------|
| Student Group  | % of Total Enrollment | Grade Level               | # of Students |
| Black or African-Amer.                                       | 3.20%                 | Transitional Kindergarten | 0             |
| Amer. Indian or Alaska Native                                | 0.20%                 | Kindergarten              | 105           |
| Asian  | 16.60%                | Grade 1                   | 81            |
| Filipino   | 7.00%                 | Grade 2                   | 112           |
| Hisp. or Latino  | 40.50%                | Grade 3                   | 96            |
| Native Hawaiian or Pacific Islander                          | 0.00%                 | Grade 4                   | 80            |
| White  | 24.80%                | Grade 5                   | 111           |
| Two or More Races  | 7.50%                 | Ungraded                  | 0             |
| Students with Disabilities                                   | 11.30%                |                           |               |
| Socioeconomically Disadvantaged                              | 39.70%                |                           |               |
| English Learners   | 21.20%                |                           |               |
| Foster Youth   | 0.30%                 |                           |               |
| Homeless   | 0.30%                 |                           |               |
| Total Enrollment   |                       |                           | 585           |

## Student Achievement

### Physical Fitness

In the spring of each year, Fern 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<br>Percentage of Students Meeting California Fitness Standards<br>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                                     | 26.9                          | 47.2                         |

*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<br>(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<br>(grades 3-8 and 11)     | 66.0  | 61.0  | 68.0     | 67.0  | 50.0  | 50.0  |
| Mathematics<br>(grades 3-8 and 11)                        | 56.0  | 60.0  | 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  | 282              | 275      | 97.52    | 2.48         | 61.45                                  |
| Male  | 129              | 125      | 96.90    | 3.10         | 52.80                                  |
| Female  | 153              | 150      | 98.04    | 1.96         | 68.67                                  |
| Black or African-Amer.                                | 13               | 13       | 100.00   | 0.00         | 38.46                                  |
| Amer. Indian or Alaska Native                         |                  |          |          |              |  |
| Asian   | 49               | 45       | 91.84    | 8.16         | 66.67                                  |
| Filipino  | 12               | 12       | 100.00   | 0.00         | 83.33                                  |
| Hisp. or Latino                                       | 111              | 110      | 99.10    | 0.90         | 50.00                                  |
| Native Hawaiian or Pacific Islander                   |                  |          |          |              |  |
| White   | 70               | 69       | 98.57    | 1.43         | 65.22                                  |
| Two or More Races                                     | 26               | 25       | 96.15    | 3.85         | 96.00                                  |
| English Learners                                      | 77               | 72       | 93.51    | 6.49         | 50.00                                  |
| Socioeconomically Disadvantaged                       | 122              | 120      | 98.36    | 1.64         | 42.50                                  |
| Students with Disabilities                            | 41               | 40       | 97.56    | 2.44         | 22.50                                  |
| 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  | 282              | 278      | 98.58    | 1.42         | 60.07                                  |
| Male  | 129              | 126      | 97.67    | 2.33         | 57.94                                  |
| Female  | 153              | 152      | 99.35    | 0.65         | 61.84                                  |
| Black or African-Amer.  | 13               | 13       | 100.00   | 0.00         | 46.15                                  |
| Amer. Indian or Alaska Native                                 |                  |          |          |              |  |
| Asian   | 49               | 47       | 95.92    | 4.08         | 74.47                                  |
| Filipino  | 12               | 12       | 100.00   | 0.00         | 75.00                                  |
| Hisp. or Latino   | 111              | 111      | 100.00   | 0.00         | 41.44                                  |
| Native Hawaiian or Pacific Islander                           |                  |          |          |              |  |
| White   | 70               | 69       | 98.57    | 1.43         | 71.01                                  |
| Two or More Races   | 26               | 25       | 96.15    | 3.85         | 84.00                                  |
| English Learners  | 77               | 75       | 97.40    | 2.60         | 50.67                                  |
| Socioeconomically Disadvantaged                               | 122              | 121      | 99.18    | 0.82         | 42.98                                  |
| Students with Disabilities                                    | 41               | 40       | 97.56    | 2.44         | 32.50                                  |
| 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 flyers, the school marquee, the school website, and e-blast. Contact the PTA President at [ferntptapres@gmail.com](mailto:ferntptapres@gmail.com) for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone Field Trips  
Classroom Helper  
iCreate Lab  
Library  
PTA Events

### Committees

English Learner Multicultural Advisory Committee (ELMAC)  
Parent Teacher Association  
School Site Council  
Title I Advisory Committee

### School Activities

Back to School Night  
Book Fair  
Fall Festival  
Family Learning Nights (Math, Science, Literacy)  
Family Restaurant Nights  
Father and Daughter Dance  
Halloween Parade  
Monthly SOAR Award Ceremony  
Mother and Son Dance  
Movie Night  
Open House - Portfolio Day  
Parent Education Nights  
STEAM Fair

### 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. Fern Elementary School's original facilities were built in 1932; 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 front security gate with buzzer and camera system
- Addition of a double-wide portable to house the science lab

#### 2019-20 Campus Improvements in Progress:

- Upgrades to the security camera hardware and software
- Addition of the Raptor system

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 Fern 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                       | 1932  |
| Acreage                          | 4.4   |
| Square Footage                   | 41131 |
| Quantity                         |       |
| Permanent Classrooms             | 22    |
| Portable Classrooms              | 0     |
| Restrooms (sets)                 | 4     |
| Library                          | 1     |
| Administration Building(s)       | 1     |
| Intervention Classroom(s)        | 1     |
| Learning Center Classroom(s)     | 2     |
| Multipurpose Room/Cafeteria(s)   | 1     |
| Occupational Therapist Office(s) | 1     |
| Science Lab(s)                   | 1     |
| Staff Lounge                     | 1     |

### Deferred Maintenance

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

### Facilities Inspection

The district's maintenance department inspects Fern Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Fern 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, February 13, 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<br>Most Recent Inspection: Thursday, February 13, 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)                                       | Admin Bldg, First Floor - Drinking fountain in room 4 has no flow<br><br>Rear Bldg, First Floor - Boys' restroom faucet one handle is missing |

| 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 significant 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, the counselor, and noon supervisors are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. The principal and noon supervisors 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.

Fern 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 Fern 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 December 2019.

## Classroom Environment

### Discipline & Climate for Learning

Fern 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     | 0.3      | 0.6   | 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 |                 |                   |       |     |
|--|-----------------|-------------------|-------|-----|
| Grade  | 2016-17         |                   |       |     |
|  | Avg. Class Size | Number of Classes |       |     |
|  |                 | 1-20              | 21-32 | 33+ |
| K  | 26.0            |                   | 5     |     |
| 1  | 24.0            |                   | 4     |     |
| 2  | 25.0            |                   | 3     |     |
| 3  | 27.0            |                   | 4     |     |
| 4  | 24.0            |                   | 3     |     |
| 5  | 26.0            |                   | 4     |     |
| Grade  | 2017-18         |                   |       |     |
|  | Avg. Class Size | Number of Classes |       |     |
|  |                 | 1-20              | 21-32 | 33+ |
| K  | 26.0            |                   | 4     |     |
| 1  | 26.0            |                   | 4     |     |
| 2  | 26.0            |                   | 4     |     |
| 3  | 26.0            |                   | 3     |     |
| 4  | 26.0            |                   | 4     |     |
| 5  | 25.0            |                   | 4     |     |
| Grade  | 2018-19         |                   |       |     |
|  | Avg. Class Size | Number of Classes |       |     |
|  |                 | 1-20              | 21-32 | 33+ |
| K  | 26.0            |                   | 4     |     |
| 1  | 27.0            |                   | 3     |     |
| 2  | 25.0            |                   | 4     |     |
| 3  | 27.0            |                   | 4     |     |
| 4  | 27.0            |                   | 3     |     |
| 5  | 22.0            | 1                 | 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 Fern Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Fern Elementary School held staff development training devoted to:

- Cognitively Guided Instruction (CGI) Strategies
- Guided Reading
- Writing Workshop
- Response to Intervention (RtI) Strategies
- Professional Learning Communities (PLC's)
- Positive Behavioral Interventions and Supports (PBIS)
- English Language Development (ELD) Strategies
- Next Generation Science Standards (NGSS)
- Web-Based Learning (Achieve 3000, ST Math & Brain Pop)
- Art (City of Torrance - Adventures in Art)

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. Fern Elementary School supports ongoing professional growth throughout the year at weekly site PLC meetings on early release Wednesdays and on PE Fridays. 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, Fern 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

Fern 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 Fern 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

Fern 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 Fern 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<br>(Nonteaching Professional Staff)<br>2018-19 |              |     |
|--|--------------|-----|
|  | No. of Staff | FTE |
| Academic Counselor   | 0            | 0   |
| Adaptive PE Specialist   | 1            | *   |
| Counselor  | 1            | 1.0 |
| Licensed Vocational Nurse (LVN)  | 1            | 1.0 |
| Nurse  | 1            | *   |
| Occupational Therapist   | 1            | *   |
| Occupational Therapist Aide  | 1            | 0.6 |
| Psychologist   | 1            | 0.4 |
| Speech Pathologist   | 1            | 0.8 |

\* 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, Fern Elementary School had 25 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  | 25     | 26    | 25    | 1001     |
| Teachers With Full Credentials  | 25     | 25    | 25    | 1001     |
| Teachers Without Full Credentials   | 0      | 1     | 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<br>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<br>2017-18 |                           |          |                              |          |                              |
|--|---------------------------|----------|------------------------------|----------|------------------------------|
|  | Dollars Spent per Student |          |                              |          |                              |
|  | School                    | District | % Diff.<br>School &<br>Dist. | State    | % Diff.<br>School &<br>State |
| Total**  | \$4,850                   | N/A      | N/A                          | N/A      | N/A                          |
| Restricted   | \$363                     | N/A      | N/A                          | N/A      | N/A                          |
| Unrestricted   | \$4,487                   | \$4,989  | 89.93                        | \$7,507  | 59.78                        |
| Average Teacher Salary   | \$74,302                  | \$79,863 | 93.04                        | \$82,403 | 90.17                        |

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 Fern 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 Fern Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Fern 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.