

Torrance Unified School District Arlington Elementary School

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

Principal's Message

Arlington Elementary School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts.

Mission Statement

The Arlington Elementary School community expects high levels of learning for each student while providing a safe positive school environment.

Every student's academic, behavioral, and social emotional success is important and valued.

School Description

Arlington Elementary School is located in the northeastern region of Torrance and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 582 students were enrolled, including 9.5% in special education, 23.5% qualifying for English Language Learner support, and 40.2% 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.	2.90%	Kindergarten	115
Amer. Indian or Alaska Native	0.00%	Grade 1	78
Asian	33.30%	Grade 2	90
Filipino	4.80%	Grade 3	100
Hisp. or Latino	39.20%	Grade 4	99
Native Hawaiian or Pacific Islander	0.30%	Grade 5	100
White	8.40%	Ungraded	0
Two or More Races	11.00%		
Students with Disabilities	9.50%		
Socioeconomically Disadvantaged	40.20%		
English Learners	23.50%		
Foster Youth	0.30%		
Homeless	1.40%		
Total Enrollment			582

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Student Achievement

Physical Fitness

In the spring of each year, Arlington 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	9.9	24.8	50.5

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)	71.0	71.0	68.0	67.0	50.0	50.0
Mathematics (grades 3-8 and 11)	74.0	77.0	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	297	295	99.33	0.67	71.19
Male	143	142	99.30	0.70	65.49
Female	154	153	99.35	0.65	76.47
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian	107	106	99.07	0.93	84.91
Filipino	--	--	--	--	--
Hisp. or Latino	118	117	99.15	0.85	53.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	72.00
Two or More Races	38	38	100.00	0.00	84.21
English Learners	88	86	97.73	2.27	48.84
Socioeconomically Disadvantaged	119	117	98.32	1.68	53.85
Students with Disabilities	36	36	100.00	0.00	30.56
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	297	297	100.00	0.00	76.77
Male	143	143	100.00	0.00	74.83
Female	154	154	100.00	0.00	78.57
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian	107	107	100.00	0.00	86.92
Filipino	--	--	--	--	--
Hisp. or Latino	118	118	100.00	0.00	63.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	80.00
Two or More Races	38	38	100.00	0.00	89.47
English Learners	88	88	100.00	0.00	55.68
Socioeconomically Disadvantaged	119	119	100.00	0.00	63.87
Students with Disabilities	36	36	100.00	0.00	38.89
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 school marquee, the school website, email blast, PTA flyers, weekly newsletters, monthly PTA newsletters, and social media. Contact the PTA President at (310) 533-4510 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Enrichment Activities
Fundraising Activities
Library Helper
Schoolwide Art & Health Docents

Committees

District Communication Committee (DCC)
District English Language Multicultural Advisory Committee (DELMAC)
English Language Multicultural Advisory Committee (ELMAC)
Parent Teacher Association
School Site Council
Title I Parent Representative

School Activities

Academic Decathlon
After School GATE Enrichment Class
Art Gallery
Back to School Night
Bike Rodeo
Blue Ribbon Week
Family Math Nights
Holiday Market Place
Jog-A-Thon Fundraiser
Musical and Performing Art Shows
Open House
Parent Teacher Conferences
Red Ribbon Week
Science Fair
Student Performances

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. Arlington Elementary School's original facilities were built in 1955; 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:

- Repairs to arcade beams due to dry rot and termite damage
- Installation of TV in 16 rooms
- Installation of new lighting under canopy
- Addition of two portable classrooms

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 Arlington Elementary School. The day custodian is responsible for:

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

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

Campus Description	
Year Built	1955
Acreage	9.1
Square Footage	43618
Quantity	
Permanent Classrooms	23
Portable Classrooms	10
Restrooms (sets)	5
Playground(s)	2
Library	1
Behavioral Intervention Services Room(s)	1
Book Room(s)	1
Computer Lab(s)	1
Custodial Storage Area	1
Learning Center Classroom(s)	2
Literacy Room(s)	1
Multipurpose Room/Cafeteria(s)	1
Outdoor Meal Area(s)	1
PE Equipment Storage Room(s)	1
Reading & ELD Intervention Classroom(s)	1
Science Lab	1
Speech Therapy Room(s)	2
Staff Work Room(s)	1

Deferred Maintenance

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

Facilities Inspection

The district's maintenance department inspects Arlington Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Arlington 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)	Wing D - Restroom floors damaged from urine, water and usage; work order has been submitted for repair/replacement
	Wing F - Student restroom floors damaged from use and urine; work order has been submitted for repair/replacement
	Office/Admin - Restroom floors damaged from urine, water and usage; work order has been submitted for repair/replacement (Planned replacement for April 2020)
	Cafe/Kitchen - Kitchen restroom is dated and stained from hard water, dirt and rust
(H)	Wing A - Concrete outside classroom 2 is crumbling; a work order was submitted for repair

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers and the student supervision assistants are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. Student

supervision assistants and the custodian monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, assigned staff members monitor student behavior to ensure a safe and orderly departure.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Arlington 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

Arlington 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 the school administrator 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	0.2	1.0
% 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	29.0		3	
1	28.0		3	
2	27.0		4	
3	25.0		4	
4	28.0		4	
5	26.0		4	
Grade	2017-18			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	25.0		4	
1	26.0		3	
2	27.0		4	
3	27.0		4	
4	26.0		4	
5	26.0		4	
Grade	2018-19			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	25.0	1	4	
1	27.0		2	
2	26.0		4	
3	27.0		3	
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 Arlington Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Arlington Elementary School held staff development training devoted to:

- History/Social Science Training
- 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. Arlington 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, Arlington 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

Arlington 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 Arlington 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
English Language Arts		
2016	McGraw Hill, <i>California Wonders</i>	0 %
Health		
1996	Harcourt Brace, <i>Healthy You</i>	0 %
2000	Health Wave, Inc., <i>Health Promotion Wave</i>	0 %
History-Social Science		
2019	Pearson Education, <i>History-Social Science</i>	0 %
Mathematics		
2014	Pearson, <i>California Mathematics</i>	0 %
2014	Pearson, <i>EnVision Math</i>	0 %
Science		
2008	Macmillan/McGraw-Hill, <i>California Science</i>	0 %

Professional Staff

Counseling & Support Staff

Arlington 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 Arlington 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
ASSIST Personnel (Behavior Intervention Educationa	1	1.0
ASSIST Personnel (Behavior Intervention Specialist	1	0.4
Counselor	1	1.0
Licensed Vocational Nurse (LVN)	1	1.0
Nurse	1	0.2
Occupational Therapist	1	0.4
Psychologist	1	0.4
Reading Intervention Teacher	1	0.5
Speech Pathologist	1	0.8

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, Arlington 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	26	25	27	1001
Teachers With Full Credentials	26	25	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
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**	\$5,322	N/A	N/A	N/A	N/A
Restricted	\$273	N/A	N/A	N/A	N/A
Unrestricted	\$5,049	\$4,989	101.19	\$7,507	67.26
Average Teacher Salary	\$88,816	\$79,863	111.21	\$82,403	107.78

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

Address: 3604 Artesia Blvd., Torrance

Phone Number: (310) 323-7200

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

Number of Computers Available: 3

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.