

William Anderson Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	William Anderson Elementary School
Street	4130 West 154th Street
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 676-0197
Principal	Adam Jaquette
Email Address	adam_jaquette@lawndalesd.net
School Website	https://anderson.lawndalesd.net/
County-District-School (CDS) Code	19-64691-6014831

2021-22 District Contact Information

District Name	Lawndale Elementary School District
Phone Number	(310) 973-1300
Superintendent	Dr. Betsy Hamilton
Email Address	betsy_hamilton@lawndalesd.net
District Website Address	www.lawndale.k12.ca.us

2021-22 School Overview

School Description:

William Anderson Elementary School is one of eight schools of the Lawndale Elementary School District. Anderson Elementary services 583 students in grades TK through 5th.

Vision Statement:

Anderson Elementary School is committed to success for all in a safe, nurturing environment. Students are empowered to become life long learners and responsible, caring citizens. Our students will develop a love for reading and learning. We are also determined to educate students, staff and parents on healthy lifestyles.

We Believe in...

Collaborating to build consistency and relationships to increase student achievement

Valuing diversity and listening to all members of our school community

Empowering students through enrichment opportunities to build on their unique gifts and through intervention opportunities to move them forward

Communicating effectively among staff, students and our community

Nurturing parent engagement

Creating a welcoming, safe, and dynamic environment

Holding high expectations for every member of the Anderson Family

Promoting a comprehensive integration of technology to support students, staff and parents

Mission Statement

Anderson Elementary is a learning community that supports innovation and is committed to continuous improvement, working as a team to prepare students to become productive, knowledgeable, and responsible citizens. We promote positive relationships, high academic achievement, and a passion for life-long learning to ensure present and future success.

2021-22 School Overview

Our students have an opportunity to participate in a variety of programs that focus on reading, math, and the arts. We are dedicated to refining and building on our programs so that children can reach their fullest potential. Working together and successfully aligning our goals with the needs of our students, we are able to support and continue the following:

- After school Intervention Program for at-risk students
- Tutoring for targeted students in Language Arts and Math
- Trimester recognition of outstanding student achievement and citizenship
- P.S Arts for all students
- Family Nights

* Nutrition and Healthy Habits Education

In addition to our academic goals, we are striving to teach our students to be problem solvers, good citizens and caring children. We ask the community to join us in accepting this challenge by being part of the Anderson Elementary School learning environment. We continue to welcome the support of the parents and community as we work together to make a great school even better.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	90
Grade 2	99
Grade 3	124
Grade 4	99
Grade 5	94
Grade 6	1
Grade 7	2
Total Enrollment	634

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	5.5
Black or African American	8.4
Filipino	0.9
Hispanic or Latino	75.1
Native Hawaiian or Pacific Islander	1.4
Two or More Races	1.4
White	3
English Learners	29.3
Foster Youth	0.6
Homeless	1.1
Socioeconomically Disadvantaged	90.2
Students with Disabilities	14

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.0	100.0	224.8	94.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	9.5	4.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	0.0	0.0	3.6	1.5	18854.3	6.9
Total Teaching Positions	28.0	100.0	239.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lawndale Elementary School District reviews and updates its textbooks and instructional materials according to California Department of Education Regulations. All Williams Legislation reports have found student access to textbooks to meet all requirements. A Social Studies series was adopted for the 2007-08 school year, Science textbooks and materials were adopted in 2008-09 and Language Arts textbooks and materials were adopted for the 2017-18 school year. Everyday Math from McGraw Hill was adopted for the 2015-16 school year from the most recent list of Common Core Standards materials by the California Department of Education.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0
Mathematics	Everyday Math McGraw Hill	Yes	0
Science	Scott Foresman	Yes	0
History-Social Science	Scott Foresman	Yes	0
Foreign Language	N/A		NA
Health	N/A		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Anderson has 32 permanent classrooms, 11 relocatables, a multipurpose room, a library, a staff lounge, and an administration building. The classrooms have state of the art technology features, including interactive projectors, which enhance every student's educational experience.

The campus was built in 1949 originally, and additions were made in 1951 and 1959. Modernization began with the renovation of Anderson's permanent buildings in 2002, and included the front of the school and drop-off area, which was completed the end of 2004. A total of \$3,986,866 was spent on modernization, including the following improvements:

Measure L funded facility Improvements 2017-2018

- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings
- Painted exterior of all buildings, fences, and external metal surfaces
- Replaced existing asphalt play area with new asphalt and striping

Measure CL funded facility Improvements 2013-2018

- Interactive Projectors in all classrooms
- Wireless Access throughout entire campus
- High speed fiber backbone and new switch gear provide fast reliable internet access

Prop 39 HVAC 2018-19

- Replaced all HVAC heat pumps with new units

School Facility Conditions and Planned Improvements

Classrooms are adequate for student needs, and the playground includes an entire park. Staff is provided two parking areas, and visitors still have adequate space to park and go in to the office. In addition, there are four bathrooms for adult use only and 100% of adult and student toilets are working. The playground at Anderson includes the blacktop and the park. The park is maintained by the City of Lawndale.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance Department responds to our needs in a timely manner. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The custodial staff cleans restrooms and classrooms daily as inspected by the site administration on a weekly basis.

Year and month of the most recent FIT report

20-21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			MPR: Floor needs cleaning and waxing-
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 12: Water fountain stays on- needs adjusting
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	NT	NT	NT	NT
Female	165	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	11	NT	NT	NT	NT
Black or African American	29	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	243	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	99	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	291	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	NT	NT	NT	NT
Female	165	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	11	NT	NT	NT	NT
Black or African American	29	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	243	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	99	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	291	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	321	308	95.95%	4.05%	40.58%
Female	166	157	94.58%	5.42%	41.40%
Male	155	151	97.42%	2.58%	39.74%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	11	10	90.91%	9.09%	60.00%

Black or African American	30	26	86.67%	13.33%	46.15%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	245	237	96.73%	3.27%	37.13%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	33.33%
Two or More Races	8	8	100.00%	0.00%	37.50%
White	7	7	100.00%	0.00%	71.43%
English Learners	99	95	95.96%	4.04%	15.15%
Foster Youth	2	2	100.00%	0.00%	0.00%
Homeless	7	7	100.00%	0.00%	28.57%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	294	282	95.92%	4.08%	39.01%
Students Receiving Migrant Education Services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	66	53	80.30%	19.70%	20.75%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	321	305	95.02%	4.98%	44.59%
Female	166	156	93.98%	6.02%	37.18%
Male	155	149	96.13%	3.87%	52.35%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	11	10	90.91%	9.09%	70.00%
Black or African American	30	26	86.67%	13.33%	23.08%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	245	235	95.92%	4.08%	45.11%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	33.33%
Two or More Races	8	8	100.00%	0.00%	50.00%
White	7	6	85.71%	14.29%	71.43%
English Learners	99	93	93.94%	6.06%	26.88%
Foster Youth	2	2	100.00%	0.00%	50.00%
Homeless	7	7	100.00%	0.00%	0.00%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	294	279	94.90%	5.10%	43.37%
Students Receiving Migrant Education Services	0	0	0.00%	0.00%	0.00%

Students with Disabilities	66	53	80.30%	19.70%	32.08%
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	NT	NT	NT	NT
Female	47	NT	NT	NT	NT
Male	43	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	65	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The staff of William Anderson School believes that the education of its students is a responsibility shared with parents. Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school.

- Each year in September parents shall be invited to attend an annual Title 1 meeting on the rights of parents to be actively involved in supporting their children's academic achievement. We will offer an AM and PM meeting to accommodate parent schedules.
- Written notice of the meeting and information on Parent Involvement and our School-Parent Compact will be reviewed and updated at that meeting each year. Once policy and compact are approved and revised, they will be posted on our school website and copies will be sent home to all families.
- Communication in both English and Spanish will be conducted via the Blackboard system along with dual language flyers sent home with students to inform parents of ongoing opportunities to be involved in activities at school.
- All parents are encouraged to function as active members of our PTA, ELAC committee, and our School Site Council which all meet on a monthly basis.
- William Anderson has an on-staff parent/community liaison to increase parent communication and participation and provide support to families in need.
- Parents will be kept informed regarding the progress of students in the core academic program, along with student support programs, classroom activities and school events.
- We will use the results of an annually administered Parent Needs Assessment Survey to plan for informational meetings and workshops to address topics requested and needed by parents.
- A school committee addressing Parent Engagement Topics will meet monthly to develop topics, venues, and activities to encourage and support parent involvement at our school both during and before and after school.
- We will train and support parents in leadership roles to effectively serve on the PTA, School Site Council, and ELAC committee.
- William Anderson School, to the extent practical, shall provide parents with limited English proficiency opportunities to fully participate in school sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent possible) that parents understand.

2021-22 Opportunities for Parental Involvement

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	646	639	37	5.8
Female	326	321	13	4.0
Male	320	318	24	7.5
American Indian or Alaska Native	1	1	0	0.0
Asian	37	37	1	2.7
Black or African American	55	55	4	7.3
Filipino	6	6	0	0.0
Hispanic or Latino	484	477	24	5.0
Native Hawaiian or Pacific Islander	9	9	4	44.4
Two or More Races	9	9	0	0.0
White	19	19	2	10.5
English Learners	230	229	14	6.1
Foster Youth	4	4	0	0.0
Homeless	13	13	2	15.4
Socioeconomically Disadvantaged	579	576	33	5.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	107	7	6.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.82	0.00	1.40	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.15	0.93	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

To keep students safe on school grounds before, during, and after the school day, we have instituted several safety programs. We have varied the entry and exit routes that are known and practiced daily. We have two gates where students may enter school and four gates where students exit school. Additionally, we post an adult there to ensure that students are safe. At the end of the day, teachers walk all students out to the front or back gates. All personnel wear badges and students know and report any adult on campus who is not wearing a badge. To get on the campus during the day, adults must check in at the office and are given a visitor sticker to wear, so the students know that this person has entered the school with permission.

Student safety has been further enhanced by the introduction of a school wide behavior expectations as well as behavior assemblies to teach appropriate behavior.

A Comprehensive School Safety Plan was adopted in February 2007. We have reviewed it every year since with the School Site Council and Anderson Staff to make sure that it is still viable. The Safety Plan was last discussed with all staff on October 2, 2021. The key components of the plan include three different drills and the chain of command in the case of an emergency. In addition, the plan details what chemical and poisons are prohibited at school. Also lists the various safe practices for students inside and out of classroom. Universal bell schedules were implemented in 2004 so that emergency bell signals are the same at all schools. Each classroom has a safety backpack which stays with the teacher during emergencies. Emergency drills for fire, lock down/lock out, earthquake, and other emergencies are held on a regular basis.

Due to COVID-19 closure, LESD has created the "Safe, Clean, and Ready" plan to address new safety and health needs.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	24		5	
2	24		4	
3	25		4	
4	32		3	1
5	23	1	4	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	24		4	
2	23		5	
3	23		4	
4	24	1	3	
5	31		4	
6				
Other	5	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	22	1	3	
2	24		4	
3	24		5	
4	32		2	
5	16	3	3	
6				
Other	8	4		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0
Other	3.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9523.76	2557.01	6966.74	90734.11
District	N/A	N/A	6966.74	\$96,020
Percent Difference - School Site and District	N/A	N/A	0.0	-5.7
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-19.2	9.6

2020-21 Types of Services Funded

Categorical funds provided the following programs and supplemental services: Before and after-school intervention and enrichment programs, Professional Development, mentoring programs for African-American students, newcomer language interventions, technology training. Categorical funds are used to provide student and family support through our Bilingual Instructional Assistants, and targeted student population technology support.

General funds are used to purchase materials and supplies, cover rental and lease agreements, and provide various school-wide assemblies. We also purchase books for our classrooms and Library, periodicals, and technology. In addition, general funds provide for noon supervision, and our school-community liaison.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,949	\$51,450
Mid-Range Teacher Salary	\$92,939	\$80,263
Highest Teacher Salary	\$109,080	\$101,012
Average Principal Salary (Elementary)	\$143,873	\$128,082
Average Principal Salary (Middle)	\$148,718	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$229,950	\$197,968
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The LESD Education Services team in collaboration with the Language Arts Specialists, Math TOSAs, English Language Instructional Resource Teachers and Principals have designed a comprehensive system for monthly professional development. All district professional development occurs on Thursdays after school following an early release day. Topics are selected based on expressed teacher need and identified student deficiencies. All professional development in the LESD focuses on meaningful collaboration, developing teacher capacity and the implementation of research based practices to support student achievement.

Professional development focuses on the instructional shifts needed to meet the rigorous demands of the Common Core State Standards and the need to support development of academic discourse for all students, with an emphasis on English language learners. All TK-5th grade teachers receive professional development support in the areas of social-emotional learning, Math warm-ups, and integrated ELD. Collaboration time is spent on data analysis and planning in the areas of English Language Arts, Math, and ELD. Teachers receive professional development in structured cycles that afford them the opportunity to learn about a new concept, plan for implementation with their colleagues, practice their learning with students, and then come back with their colleagues to discuss the strengths and weaknesses of their instructional implementation of the new skill.

Feedback about the effectiveness of the professional development is regularly collected to assess the effectiveness of the program and make changes as needed. Additionally, site staff members and Educational Services team members regularly visit classrooms to determine the level of implementation of the professional development focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

Lawndale Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Lawndale Elementary School District
Phone Number	(310) 973-1300
Superintendent	Dr. Betsy Hamilton
Email Address	betsy_hamilton@lawndalesd.net
District Website Address	www.lawndale.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3398	18	0.53	99.47	5.56
Female	1652	3	0.18	99.82	--
Male	1746	15	0.86	99.14	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	147	0	0.00	100.00	--
Black or African American	368	3	0.82	99.18	--
Filipino	21	0	0.00	100.00	--
Hispanic or Latino	2595	12	0.46	99.54	0.00
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	113	2	1.77	98.23	--
White	127	1	0.79	99.21	--
English Learners	798	4	0.50	99.50	--
Foster Youth	14	0	0.00	100.00	--
Homeless	64	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3034	15	0.49	99.51	6.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	430	18	4.19	95.81	5.56

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3398	18	0.53	99.47	5.56
Female	1652	3	0.18	99.82	--
Male	1746	15	0.86	99.14	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	147	0	0.00	100.00	--
Black or African American	368	3	0.82	99.18	--
Filipino	21	0	0.00	100.00	--
Hispanic or Latino	2595	11	0.42	99.58	9.09
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	113	2	1.77	98.23	--
White	127	2	1.57		--
English Learners	798	4	0.50	99.50	--
Foster Youth	14	0	0.00	100.00	--
Homeless	64	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3034	15	0.49	99.51	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	430	18	4.19	95.81	5.56

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3405	3207	94.19%	5.81%	39.2%
Female	1651	1520	92.07%	7.93%	44.21%
Male	1754	1623	92.53%	7.47%	36.04%
American Indian or Alaska Native	0	0	0	0	0
Asian	148	144	97.3%	2.7%	59.72%
Black or African American	370	343	92.7%	7.3%	32.7%
Filipino	21	20	95.24%	4.76%	75%
Hispanic or Latino	2598	2448	94.23%	5.77%	36.89%
Native Hawaiian or Pacific Islander	27	26	96.3%		30.77%
Two or More Races	68	60	88.24%	11.76%	55.88%
White	128	122	95.31%	4.69%	52.46%
English Learners	796	744	93.47%	6.53%	16.80%
Foster Youth	18	17	94.44%	5.56%	16.67%
Homeless	58	51	87.93%	12.07%	29.41%
Military	15	14	93.33%	6.67%	78.57%
Socioeconomically Disadvantaged	3041	2862	94.11%	5.89%	35.51%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	465	359	77.2%	22.8%	13.09%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3405	3179	93.36%	6.64%	49.48%
Female	1651	1564	94.73	5.27%	48.79%
Male	1754	1615	92.08%	7.92%	50.15%
American Indian or Alaska Native	0	0	0	0	0
Asian	148	141	95.27%	4.73%	77.3%
Black or African American	370	340	91.89%	8.11%	35%
Filipino	21	21	100%	0	80.95%
Hispanic or Latino	2598	2420	93.15%	6.85%	48.26%
Native Hawaiian or Pacific Islander	27	25	92.59%	7.41%	60%
Two or More Races	68	62	91.18%	8.82%	74.19%
White	128	118	92.19%	7.81%	66.1%
English Learners	796	731	91.83%	8.17%	27.63%
Foster Youth	18	17	94.44%	5.56%	23.53%
Homeless	58	51	87.93%	12.07%	33.33%
Military	15	14	93.33%	6.67%	50.0%
Socioeconomically Disadvantaged	3041	2838	93.32%	6.68%	48.1%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	465	356	76.56%	23.44%	17.98%

*At or above the grade-level standard in the context of the local assessment administered.