

**Anderson (Alex) Elementary**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

**Address:** 5800 Calpine Dr.  
San Jose, CA , 95123-  
3705

**Principal:** Sarah Kates-March,  
Principal

**Phone:** (408) 225-6556

**Grade** K-6  
**Span:**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

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# About This School

## Sarah Kates-March, Principal

📍 Principal, Anderson (Alex) Elementary

### About Our School

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### Contact

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Anderson (Alex) Elementary  
5800 Calpine Dr.  
San Jose, CA 95123-3705

Phone: [\(408\) 225-6556](tel:4082256556)

Email: [smarch@ogsd.net](mailto:smarch@ogsd.net)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Oak Grove Elementary
<b>Phone Number</b>	(408) 227-8300
<b>Superintendent</b>	Manzo, Jose
<b>Email Address</b>	<a href="mailto:jmanzo@ogsd.net">jmanzo@ogsd.net</a>
<b>Website</b>	<a href="http://www.ogsd.net">www.ogsd.net</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Anderson (Alex) Elementary
<b>Street</b>	5800 Calpine Dr.
<b>City, State, Zip</b>	San Jose, CA , 95123-3705
<b>Phone Number</b>	(408) 225-6556
<b>Principal</b>	Sarah Kates-March, Principal
<b>Email Address</b>	<a href="mailto:smarch@ogsd.net">smarch@ogsd.net</a>
<b>Website</b>	<a href="https://anderson.ogsd.net">https://anderson.ogsd.net</a>
<b>County-District-School (CDS) Code</b>	43696256048086

*Last updated: 1/26/24*

## School Description and Mission Statement (School Year 2023–24)

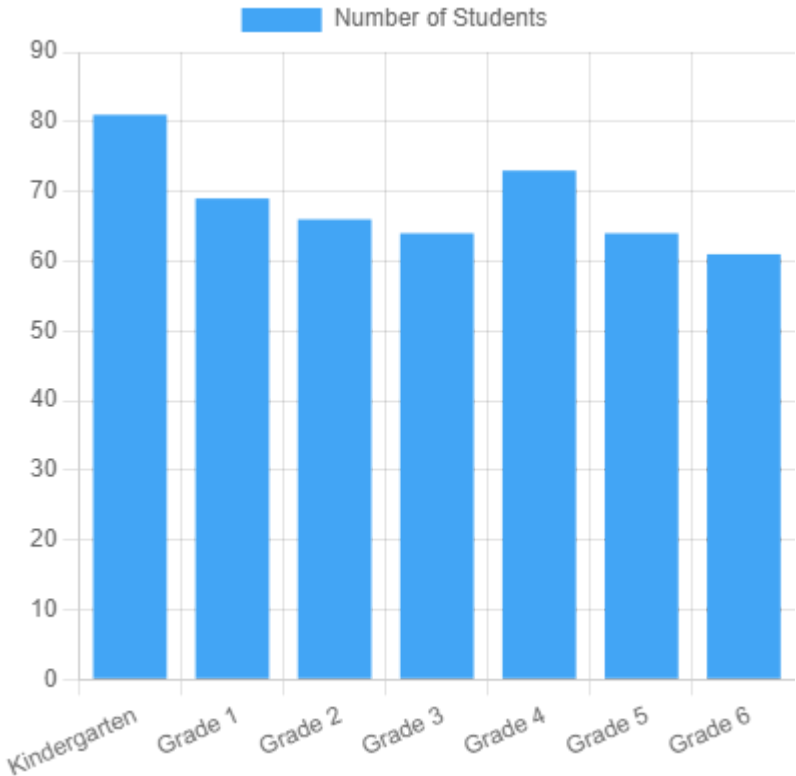
Anderson (Alex) Elementary School is one of 18 schools in the Oak Grove School District in South San Jose, serving approximately 450 TK through Sixth Grade students. The school is rich in diversity: 17 languages are spoken by students, 4 special education classrooms and two RSP classrooms meet the needs of our students with disabilities ranging from specific learning disabilities to Autism. Anderson School is committed to working collaboratively with students, staff, and parents to provide a safe, positive, equitable, and supportive learning environment where students receive a balanced education to address the whole child. We value the diversity of our students and believe that all children are to be valued for their unique gifts and experiences. Emphasis is placed on meeting the Common Core Standards and creating career and college ready students who are prepared with 21st Century skills. All students are held to high expectations of academic and behavioral performance. We believe that all children can learn with the proper support and guidance. We use Professional Learning Communities to regularly analyze student performance data to determine next steps in ensuring

the academic and Social Emotional needs of our students are met. We have created a school-wide Instructional Focus to determine a clear path of instruction and accountability for all stakeholders involved in the success of our students. We are committed to best practices and strategies that address student needs, continuous improvement and provide guidance to help students become self-directed, life-long learners, critical thinkers and responsible citizens.

*Last updated: 1/26/24*

**Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Kindergarten	81
Grade 1	69
Grade 2	66
Grade 3	64
Grade 4	73
Grade 5	64
Grade 6	61
Total Enrollment	478



*Last updated: 1/26/24*

**Student Enrollment by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	47.50%
Male	52.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	19.20%
Black or African American	2.90%
Filipino	5.90%
Hispanic or Latino	58.60%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	3.10%
White	9.40%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	34.70%
Foster Youth	0.20%
Homeless	0.20%
Migrant	0.20%
Socioeconomically Disadvantaged	49.60%
Students with Disabilities	16.10%

## **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

## Teacher Preparation and Placement (School Year 2020–21)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	79.69%	385.40	91.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.30	1.98%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.60	0.39%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.03%	3.10	0.74%	12115.80	4.41%
Unknown/Incomplete/NA	4.50	18.28%	22.40	5.32%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>24.60</b>	<b>100.00%</b>	<b>420.90</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/30/24*



## Teacher Preparation and Placement (School Year 2021–22)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	86.44%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	3.00	13.56%	17.60	4.28%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>22.10</b>	<b>100.00%</b>	<b>412.30</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/30/24*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

*Last updated: 11/2/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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)	3.50%	0%

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

*Last updated: 11/2/23*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)**

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA)	Yes	0
	3-6: Expeditionary Learning		
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a	Yes	0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	new adoption in the 2024-2025 school year.		
Science	TK-8: Twig Science	Yes	0
History-Social Science	K-5 Studies Weekly 6-8 Discovery	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

*Last updated: 1/30/24*

### **School Facility Conditions and Planned Improvements**

Anderson Elementary has a large central building with the administration, cafeteria, library, and several classroom wings. The campus has several classroom portable buildings.

The overall campus was ranked as being Fair with Good ratings for Safety, Structural, Exterior, and Systems (gas, mechanical, HVAC, and sewer). We found fair conditions on the interior regarding some damaged surfaces and custodial cleanliness improvement needs. The only Poor category came from a large number of light bulbs that need to be replaced.

## **School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Some minor deficiencies found in library regarding existing interior surfaces. The District looks to modernize the campus in the near future.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	No signs of pests or vermin and overall Good conditions were found however there were some noted custodial cleaning needed for restrooms and stains.
<b>Electrical:</b> Electrical		During the time of inspection, the District found numerous lights out. The District will plan to complete relamps site wide at nearest break.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	There were some noted custodial cleaning needs for restrooms and stains in the hallways. Work orders have been placed to address this concern and unclog a toilet.
<b>Safety:</b> Fire Safety, Hazardous Materials		
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating

Fair

*Last updated: 1/31/24*



## 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completed state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	30%	35%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	28%	33%	41%	41%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and 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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/26/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed  
state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	266	260	97.74%	2.26%	34.62%
Female	120	118	98.33%	1.67%	33.90%
Male	146	142	97.26%	2.74%	35.21%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	51	51	100.00%	0.00%	50.98%
Black or African American	--	--	--	--	--
Filipino	15	15	100.00%	0.00%	60.00%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Hispanic or Latino	159	154	96.86%	3.14%	23.38%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	27	96.43%	3.57%	51.85%
English Learners	91	86	94.51%	5.49%	15.12%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	151	149	98.68%	1.32%	29.53%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	51	96.23%	3.77%	3.92%

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

*Last updated: 1/26/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	266	263	98.87%	1.13%	32.70%
Female	120	119	99.17%	0.83%	31.09%
Male	146	144	98.63%	1.37%	34.03%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	51	51	100.00%	0.00%	50.98%
Black or African American	--	--	--	--	--
Filipino	15	15	100.00%	0.00%	46.67%
Hispanic or Latino	159	157	98.74%	1.26%	21.02%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	27	96.43%	3.57%	59.26%
English Learners	91	89	97.80%	2.20%	19.10%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	151	149	98.68%	1.32%	26.17%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	51	96.23%	3.77%	9.80%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

*Last updated: 1/26/24*

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	12.50%	12.70%	36.27%	35.97%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

*Last updated: 1/26/24*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	64	63	98.44%	1.56%	12.70%
Female	29	29	100.00%	0.00%	6.90%
Male	35	34	97.14%	2.86%	17.65%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	13	100.00%	0.00%	23.08%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50%	2.50%	2.56%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	40	39	97.50%	2.50%	5.13%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/26/24*



## 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

### California Physical Fitness Test Results (School Year 2022–23)

#### Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)

– divided by –

(The total number of students enrolled at time of testing)

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	94%	87%	87%	89%	89%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 2/1/24*

## 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

## **Opportunities for Parental Involvement (School Year 2023–24)**

We encourage and welcome parents to join our community. Parents are welcome to join several of our Parent Groups: Home and School Club ELAC (English Language Advisory Committee Koffee Klatch (Families of Color, Biracial, and African decent) HABLA (Spanish Speaking and Latinx communities) We also have several community engagement activities throughout the school year, which parents help organize and/or participate.

- Movie Night Craft Nights
- Open House Activities
- Multi-Cultural Night
- Festivals
- Gallery Walks in the classrooms

Parents may also volunteer in classrooms and attend field trips, attend parent conferences, and meet with the principal upon request at any time. We have an open door policy and encourage parent engagement and support in any way that works for them.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	513	503	148	29.4%
Female	236	234	69	29.5%
Male	277	269	79	29.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	2	100.0%
Asian	97	96	12	12.5%
Black or African American	16	16	4	25.0%
Filipino	28	28	8	28.6%
Hispanic or Latino	302	295	106	35.9%
Native Hawaiian or Pacific Islander	2	2	2	100.0%
Two or More Races	18	16	2	12.5%
White	48	48	12	25.0%
English Learners	191	188	44	23.4%
Foster Youth	1	1	0	0.0%
Homeless	7	7	3	42.9%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	275	273	90	33.0%
Students Receiving Migrant Education Services	2	2	0	0.0%
Students with Disabilities	95	93	23	24.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/26/24*

## 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	1.34%	1.17%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/26/24*

### Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.17%	0.00%
Female	0.00%	0.00%
Male	2.17%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.09%	0.00%
Black or African American	6.25%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.66%	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	2.09%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.73%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.16%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/26/24*

## School Safety Plan (School Year 2023–24)

Use this link to access Anderson School's complete School Safety Plan: <https://www.ogsd.net/our-schools/school-safety-plans?>

*Last updated: 1/26/24*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	2	
1	36.00		1	1
2	22.00		3	
3	22.00		1	
4	31.00		1	
5	29.00		1	
6	32.00		2	
Other**	19.00	5	5	

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	18.00	1	3	
1	22.00		2	
2	22.00		2	
3	23.00		2	
4	31.00		1	
5	29.00		1	
6	32.00		1	
Other**	20.00	3	5	

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	20.00	1	3	0
1	36.00	0	1	1
2	25.00	0	2	0
3	24.00	0	2	0
4	34.00	0	0	1
5	33.00	0	0	0
6	34.00	0	0	1
Other**	21.00	3	2	1

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



\*\* "Other" category is for multi-grade level classes.

**Student Support Services Staff (School Year 2022–23)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	
Other	0.00

\* 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.

*Last updated: 1/26/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15035.00	\$6177.00	\$8858.00	\$89540.00
District	N/A	N/A	\$9434.00	\$91454.00
Percent Difference – School Site and District	N/A	N/A	-4.24%	-1.42%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference –	N/A	N/A	9.88%	-0.03%

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site and State				

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

*Last updated: 1/19/24*

### Types of Services Funded (Fiscal Year 2022–23)

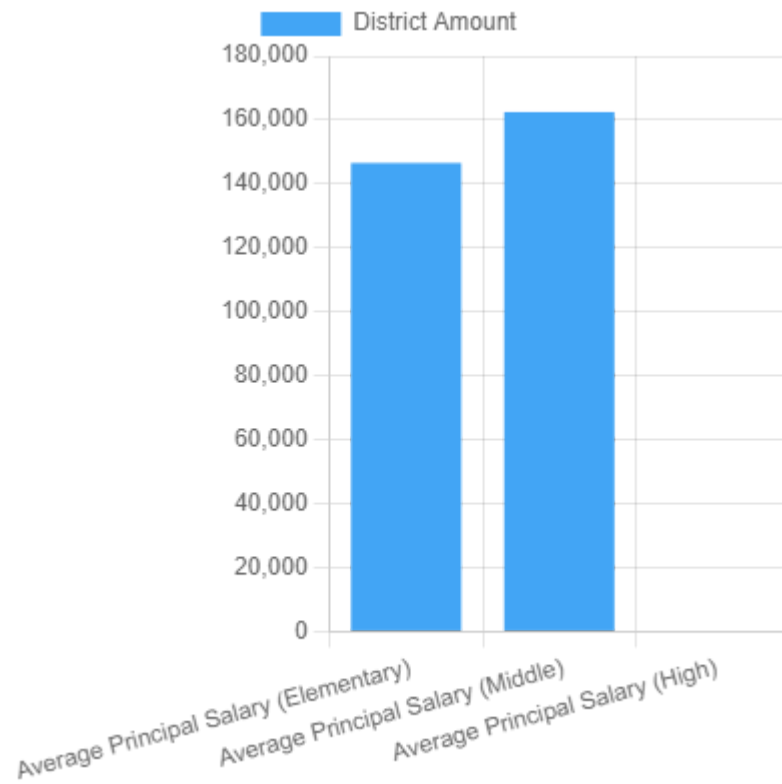
Before and After School Care (BASE) and Think Together Extended Day Programs  
Community Liaison to support families with support and community resources  
Mental Health Services  
Social Worker Interns for Students Emotional and Social Support  
Starting Arts Program including music, theater, and dance

*Last updated: 1/26/24*

### Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56663.00	\$54215.36
Mid-Range Teacher Salary	\$88683.00	\$86843.27
Highest Teacher Salary	\$108801.00	\$111440.49
Average Principal Salary (Elementary)	\$146557.00	\$140851.44
Average Principal Salary (Middle)	\$162486.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$317729.00	\$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/26/24

### Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

