

Anderson (Alex) Elementary
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

| | | | |
|-----------------|---|------------------------------|--------------------------------------|
| Address: | 5800 Calpine Dr. San Jose, CA , 95123- 3705 | Principal: | Kellee Humphrey Butler, Principal |
| Phone: | (408) 225-6556 | Grade Span: | TK-6 |

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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Kellee Humphrey Butler, Principal

Principal, Anderson (Alex) Elementary

About Our School

It's my pleasure to lead the Anderson staff this year as we build a strong foundation of school culture to support academics and positive student behavior. I join Alex Anderson Elementary as I enter my twentieth year with Oak Grove School District. My previous experiences within the district include being a primary teacher, instructional coach, intermediate school English Language Development teacher, and assistant principal. I have had many opportunities to collaborate with educators across the district as we implemented new curricula and pedagogies. My leadership experience began as a grade-level representative on the leadership team, followed by coaching opportunities with literacy, SEAL, and ELD. I'm excited to bring what I have learned from these experiences to enhance the instructional focus at Anderson.

The Bulldogs will continue to receive emphasized instruction in English Language Arts and Math Talks while building academic vocabulary to increase comprehension and skill sets. Support for multi-language learners will remain in place, with a continued focus on staff development through professional learning communities. Much work has been done in the past few years to analyze student needs post-distance learning. This work will continue with additional focus areas or strategies to increase the number of students passing district and state-level assessments.

As we enter the new school year, it is a time to reflect and grow as a community. It serves as an opportunity to create a learning environment that is desirable by all stakeholders. Community support is important to achieve this goal. It truly takes a village to raise a child and an informed village, is what it takes to raise a well-educated student. I look forward to my journey as I walk or run along this roadmap that Anderson has designed.

Contact

Anderson (Alex) Elementary
5800 Calpine Dr.

San Jose, CA 95123-3705

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

Email: khumphrey@ogsd.net

Contact Information (School Year 2024–25)

| District Contact Information (School Year 2024–25) | |
|---|---|
| District Name | Oak Grove Elementary |
| Phone Number | (408) 227-8300 |
| Superintendent | Chaidez, Ivan |
| Email Address | ichaidez@ogsd.net |
| Website | www.ogsd.net |
| School Contact Information (School Year 2024–25) | |
| School Name | Anderson (Alex) Elementary |
| Street | 5800 Calpine Dr. |
| City, State, Zip | San Jose, CA , 95123-3705 |
| Phone Number | (408) 225-6556 |
| Principal | Kellee Humphrey Butler, Principal |
| Email Address | khumphrey@ogsd.net |
| Website | https://anderson.ogsd.net |
| Grade Span | TK-6 |
| County-District-School (CDS) Code | 43696256048086 |

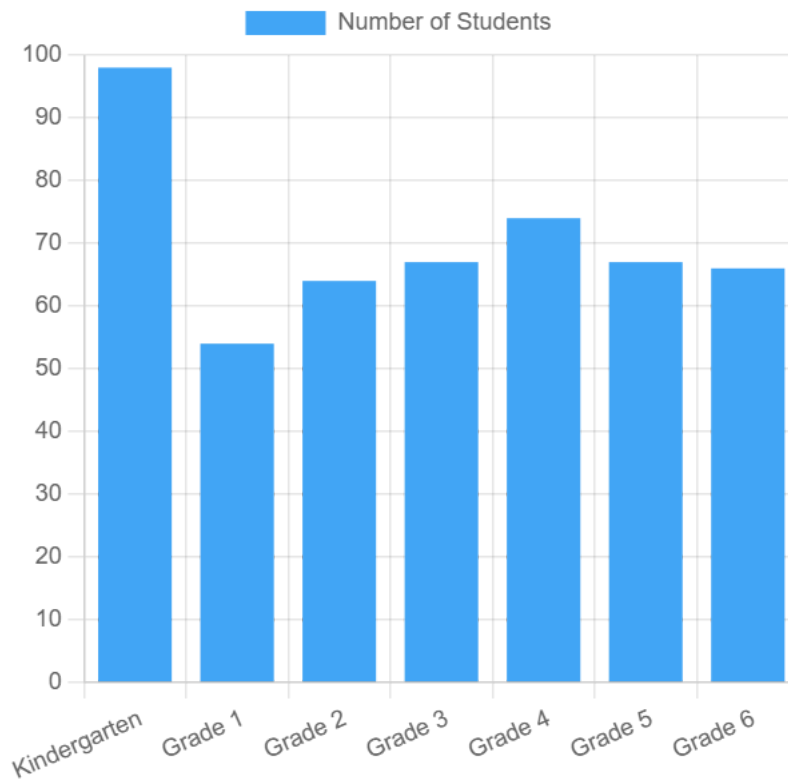
School Description and Mission Statement (School Year 2024–25)

Anderson (Alex) Elementary School is one of 18 schools in the Oak Grove School District in South San Jose, serving approximately 500 TK through Sixth Grade students. The school is rich in diversity: 17 languages are spoken by students, 4 special education classrooms and one RSP classroom 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.

Student Enrollment by Grade Level (School Year 2023–24)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 98 |
| Grade 1 | 54 |
| Grade 2 | 64 |
| Grade 3 | 67 |
| Grade 4 | 74 |
| Grade 5 | 67 |
| Grade 6 | 66 |
| Total Enrollment | 490 |



Student Enrollment by Student Group (School Year 2023–24)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 45.70% |
| Male | 54.30% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.40% |
| Asian | 20.60% |
| Black or African American | 3.70% |
| Filipino | 5.10% |
| Hispanic or Latino | 57.80% |
| Native Hawaiian or Pacific Islander | 0.40% |
| Two or More Races | 3.50% |
| White | 8.60% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 38.60% |
| Foster Youth | 0.20% |
| Homeless | 3.30% |
| Migrant | 0.40% |
| Socioeconomically Disadvantaged | 55.30% |
| Students with Disabilities | 18.00% |

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)

| 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) | 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% |
| Total Teaching Positions | 24.60 | 100.00% | 420.90 | 100.00% | 274759.10 | 100.00% |

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.

Teacher Preparation and Placement (School Year 2021–22)

| 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) | 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% |
| Total Teaching Positions | 22.10 | 100.00% | 412.30 | 100.00% | 279044.80 | 100.00% |

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.

Teacher Preparation and Placement (School Year 2022–23)

| 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) | 16.50 | 76.74% | 358.80 | 91.45% | 231142.40 | 83.24% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 2.70 | 0.70% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 4.65% | 13.90 | 3.55% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.00 | 4.65% | 1.30 | 0.34% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 3.00 | 13.95% | 15.50 | 3.96% | 14303.80 | 5.15% |
| Total Teaching Positions | 21.50 | 100.00% | 392.30 | 100.00% | 277698.00 | 100.00% |

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.

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

| Authorization/Assignment | 2020– 21 Number | 2021– 22 Number | 2022– 23 Number |
|---|-----------------------|-----------------------|-----------------------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 1 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 | 1 |

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

| Indicator | 2020– 21 Number | 2021– 22 Number | 2022– 23 Number |
|--|-----------------------|-----------------------|-----------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.50 | 0.00 | 1 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.50 | 0.00 | 1 |

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent | 2022– 23 Percent |
|--|------------------------|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00% | 0% | 4.7% |
| 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% | 0% |

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

All adopted materials use the Common Core standards and apply to all public schools in the state—the textbooks we use, and the tests we give are based on these content standards. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbook selection involves a committee of teachers reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee recommends approval to the Board of Education.

Year and month in which the data were collected: August 2024

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|----------------------------|--|--|
| Reading/Language Arts | K-2 Core Knowledge Language Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015 | 0 |
| Mathematics | EnVision, Savvas (K-8) Adopted 2024 | 0 |
| Science | TK- 8: Twig Science Adopted 2023 | 0 |
| History-Social Science | K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019 | 0 |
| Foreign Language | N/A | 0 |
| Health | N/A | 0 |
| Visual and Performing Arts | N/A | 0 |

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|------------------------------------|---|---|
| Science Lab Eqpmt (Grades 9-12) | N/A | 0 |

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

School Facility Conditions and Planned Improvements

Anderson Elementary has a large central building with the administration, cafeteria, library, and several classroom wings. The campus includes a large number of portables, field, multiple playgrounds, and blacktop.

At the time of inspection, the campus found to be in overall Good condition. Work orders were submitted to address the stained ceiling tiles, relamps needed, and repair a damaged conduit.

School Facility Good Repair Status

At the time of inspection, the campus found to be in overall Good condition. Work orders were submitted to address the stained ceiling tiles, relamps needed, and repair a damaged conduit.

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 2025

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | At the time of the inspection overall condition was good. Small work orders need to be done for some lights, and ceiling tiles. |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Fair | A work order was placed for pest found on campus. |
| Electrical: Electrical | Poor | A work order was placed to repair lighting, electrical runway, broken outlets, and ballasts. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2022– 23 | School 2023– 24 | District 2022– 23 | District 2023– 24 | State 2022– 23 | State 2023– 24 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 35% | 25% | 48% | 46% | 46% | 47% |
| Mathematics (grades 3-8 and 11) | 33% | 22% | 41% | 41% | 34% | 35% |

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 267 | 258 | 96.63% | 3.37% | 25.19% |
| Female | 121 | 115 | 95.04% | 4.96% | 26.96% |
| Male | 146 | 143 | 97.95% | 2.05% | 23.78% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 57 | 54 | 94.74% | 5.26% | 38.89% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 14 | 14 | 100.00% | 0.00% | 28.57% |
| Hispanic or Latino | 158 | 154 | 97.47% | 2.53% | 20.13% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 18 | 17 | 94.44% | 5.56% | 23.53% |
| English Learners | 103 | 95 | 92.23% | 7.77% | 11.58% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 160 | 156 | 97.50% | 2.50% | 20.51% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 51 | 51 | 100.00% | 0.00% | 5.88% |

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 267 | 264 | 98.88% | 1.12% | 21.59% |
| Female | 121 | 118 | 97.52% | 2.48% | 18.64% |
| Male | 146 | 146 | 100.00% | 0.00% | 23.97% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 57 | 57 | 100.00% | 0.00% | 38.60% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 14 | 14 | 100.00% | 0.00% | 21.43% |
| Hispanic or Latino | 158 | 157 | 99.37% | 0.63% | 14.65% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 18 | 17 | 94.44% | 5.56% | 35.29% |
| English Learners | 103 | 101 | 98.06% | 1.94% | 10.89% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 160 | 158 | 98.75% | 1.25% | 16.46% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 51 | 51 | 100.00% | 0.00% | 9.80% |

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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

| Subject | School 2022– 23 | School 2023– 24 | District 2022– 23 | District 2023– 24 | State 2022– 23 | State 2023– 24 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | 12.70% | 22.73% | 35.97% | 36.40% | 30.29% | 30.73% |

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 68 | 66 | 97.06% | 2.94% | 22.73% |
| Female | 24 | 22 | 91.67% | 8.33% | 36.36% |
| Male | 44 | 44 | 100.00% | 0.00% | 15.91% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 11 | 11 | 100.00% | 0.00% | 27.27% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 43 | 42 | 97.67% | 2.33% | 21.43% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 26 | 26 | 100.00% | 0.00% | 7.69% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 41 | 40 | 97.56% | 2.44% | 17.50% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 11 | 11 | 100.00% | 0.00% | 9.09% |

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.

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 2023–24)

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:

$$\frac{\text{(The number of students who participated in the FITNESSGRAM Component)}}{\text{– divided by –}} \text{(The total number of students enrolled at time of testing)}$$

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|-------------------------------|---|--|--|--------------------------|
| 5 | 100% | 57% | 57% | 57% | 52% |

Note: The administration of the PFT requires only participation results 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.

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 2024–25)

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

Chronic Absenteeism by Student Group (School Year 2023–24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 528 | 512 | 130 | 25.4% |
| Female | 246 | 236 | 53 | 22.5% |
| Male | 282 | 276 | 77 | 27.9% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 104 | 103 | 11 | 10.7% |
| Black or African American | 20 | 19 | 9 | 47.4% |
| Filipino | 27 | 27 | 4 | 14.8% |
| Hispanic or Latino | 311 | 298 | 90 | 30.2% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 17 | 17 | 2 | 11.8% |
| White | 44 | 43 | 13 | 30.2% |
| English Learners | 203 | 199 | 41 | 20.6% |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 16 | 16 | 5 | 31.3% |
| Socioeconomically Disadvantaged | 302 | 292 | 89 | 30.5% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 109 | 105 | 32 | 30.5% |

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.

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

| Rate | School 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 1.34% | 1.17% | 2.27% | 2.08% | 3.01% | 2.78% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.07% | 0.08% | 0.07% |

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 2.27% | 0% |
| Female | 1.22% | 0% |
| Male | 3.19% | 0% |
| Non-Binary | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% |
| Asian | 1.92% | 0% |
| Black or African American | 10% | 0% |
| Filipino | 0% | 0% |
| Hispanic or Latino | 2.57% | 0% |
| Native Hawaiian or Pacific Islander | 0% | 0% |
| Two or More Races | 0% | 0% |
| White | 0% | 0% |
| English Learners | 0.99% | 0% |
| Foster Youth | 0% | 0% |
| Homeless | 6.25% | 0% |
| Socioeconomically Disadvantaged | 1.99% | 0% |
| Students Receiving Migrant Education Services | 0% | 0% |
| Students with Disabilities | 1.83% | 0% |

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.

School Safety Plan (School Year 2024–25)

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

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 2021–22)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| 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)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 25.00 | | 2 | |
| 1 | 24.00 | | 1 | |
| 2 | 24.00 | | 1 | |
| 3 | 25.00 | | 2 | |
| 4 | 31.00 | | 2 | |
| 5 | 32.00 | | 1 | |
| 6 | 31.00 | | 2 | |
| Other** | 21.00 | 4 | 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 2023–24)

| 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 | |
| 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$17893.00 | \$7767.00 | \$10126.00 | \$97591.00 |
| District | N/A | N/A | \$10298.00 | \$96065.00 |
| Percent Difference – School Site and District | N/A | N/A | -1.13% | 1.05% |
| State | N/A | N/A | \$10770.62 | \$96325.00 |
| Percent Difference – School Site and State | N/A | N/A | -4.16% | 0.87% |

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

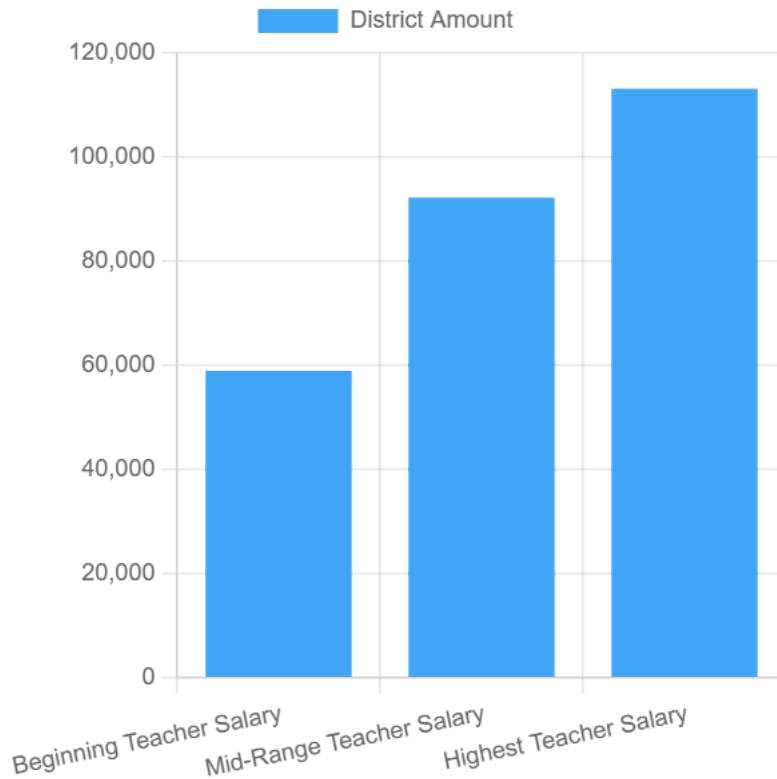
Types of Services Funded (Fiscal Year 2023–24)

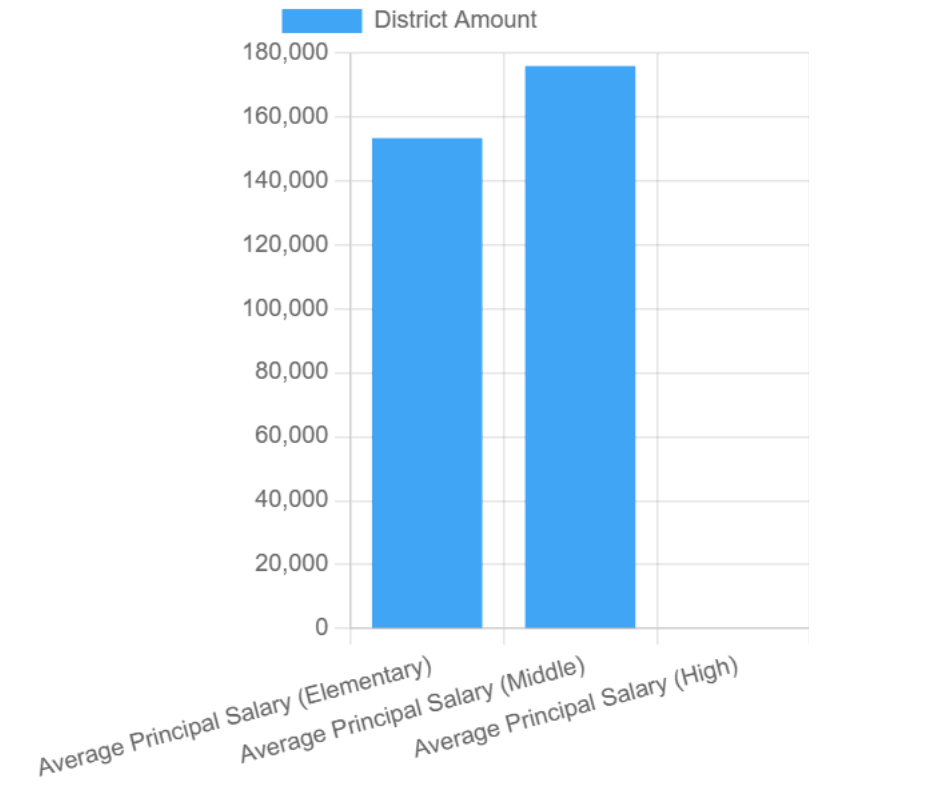
Before and After School Care (BASE) and Think Together Extended Day Programs
 Community Liaison to support families with support and community resources
 Mental Health Services
 Visual and Performing Arts Program including music, theater, and dance

Teacher and Administrative Salaries (Fiscal Year 2022–23)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$58930.00 | \$58552.87 |
| Mid-Range Teacher Salary | \$92230.00 | \$93923.91 |
| Highest Teacher Salary | \$113153.00 | \$119489.34 |
| Average Principal Salary (Elementary) | \$153409.00 | \$149898.11 |
| Average Principal Salary (Middle) | \$175956.00 | \$157110.85 |
| Average Principal Salary (High) | \$0.00 | \$151698.00 |
| Superintendent Salary | \$317729.00 | \$270431.60 |
| Percent of Budget for Teacher Salaries | 0.31% | 31.93% |
| Percent of Budget for Administrative Salaries | 0.05% | 5.62% |

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





Professional Development

| Measure | 2022–23 | 2023–24 | 2024–25 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |