

William Anderson Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

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 <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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 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	Kevin Corrinet
Email Address	kevin_corrinet@lawndalesd.net
School Website	https://anderson.lawndalesd.net/
Grade Span	K-5
County-District-School (CDS) Code	19-64691-6014831

2024-25 District Contact Information

District Name	Lawndale Elementary School District
Phone Number	(310) 973-1300
Superintendent	Ms. Virginia Castro
Email Address	virginia_castro@lawndalesd.net
District Website	www.lawndalesd.net

2024-25 School Description and Mission Statement

School Description:
 William Anderson Elementary School is one of eight schools of the Lawndale Elementary School District. Anderson Elementary services 577 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

2024-25 School Description and Mission Statement

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.

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/targeted Tier 2 and Tier 3 interventions for students in Language Arts and Math
- Trimester recognition and awards ceremonies of outstanding student academic achievement, improvement, and citizenship/PBIS
- P.S Arts (art, music, and drama) curriculum and bi-monthly library visits for all students
- Multiple PTA-Sponsored Family Nights

* Nutrition, Healthy Habits, and digital citizenship 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	92
Grade 2	96
Grade 3	106
Grade 4	85
Grade 5	106
Total Enrollment	595

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.5
Asian	8.7
Black or African American	7.9
Filipino	1.7
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.5
White	2.9
English Learners	37.3
Foster Youth	0.7
Homeless	1.8
Socioeconomically Disadvantaged	91.4
Students with Disabilities	15.3

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.

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)	28.00	100.00	224.80	94.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.42	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.50	3.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	3.60	1.54	18854.30	6.86
Total Teaching Positions	28.00	100.00	239.00	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.

2021-22 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)	28.00	96.56	234.70	94.27	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.44	3.00	1.20	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.10	1.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.40	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	6.00	2.45	15831.90	5.67
Total Teaching Positions	29.00	100.00	249.00	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.

2022-23 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)	26.60	93.02	228.00	93.35	231142.40	83.24
Intern Credential Holders Properly Assigned	1.00	3.49	3.50	1.43	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.60	3.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.49	5.00	2.08	14303.80	5.15
Total Teaching Positions	28.60	100.00	244.20	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	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

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

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	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>.

2024-25 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 Benchmark Advanced 2.0 Language Arts textbooks and materials were adopted for the 2017-18 school year. Illustrative Math curriculum was adopted for the 2024-25 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

January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced 2.0	Yes	0
Mathematics	Illustrative Math	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	N/A

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

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

School Facility Conditions and Planned Improvements

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

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.

- Replaced defective hand dryers. July 2024
- Replaced faulty fire alarm panels. December 2024
- Added lights and cameras to front parking lot. November 2024
- Installation of new perimeter fencing and gates. 2024
-

Year and month of the most recent FIT report

October 2024

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			Replaced broken or damaged ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof repairs in 2 story building.
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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).

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.

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.

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

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 CAAs divided by the total number of students who participated in both assessments.

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)	45	52	48	49	46	47
Mathematics (grades 3-8 and 11)	38	45	33	35	34	35

2023-24 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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	288	95.36	4.64	52.08
Female	157	149	94.90	5.10	55.70
Male	145	139	95.86	4.14	48.20
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	58.62
Black or African American	19	18	94.74	5.26	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	238	225	94.54	5.46	48.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	96	83	86.46	13.54	28.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	256	95.88	4.12	49.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	47	97.92	2.08	19.15

2023-24 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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	300	99.34	0.66	44.82
Female	157	155	98.73	1.27	40.91
Male	145	145	100.00	0.00	48.97
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	68.97
Black or African American	19	18	94.74	5.26	61.11
Filipino	--	--	--	--	--
Hispanic or Latino	238	237	99.58	0.42	40.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	96	96	100.00	0.00	22.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	267	266	99.63	0.37	41.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	47	97.92	2.08	12.77

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.

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.

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

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.

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)	23.33	35.29	27.88	30.17	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	104	100.00	0.00	35.58
Female	50	50	100.00	0.00	38.00
Male	54	54	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	56.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	27.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	95	100.00	0.00	35.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	12.50

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 5	100%	100%	10%	100%	100%

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.

2024-25 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 / School Showcase at Back to School Night, which includes information for ways parents can be actively involved in supporting their children's academic achievement and school experience.
- Written notice of the meeting and information on Parent Involvement and our School-Parent Compact will be reviewed and updated annually. 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 will be translated into the home language of all families through our communication platform, ParentSquare, to inform parents/guardians of ongoing opportunities to be involved in activities at school.
- All parents/guardians are encouraged to function as active members of our PTA, ELAC committee, and our School Site Council which all meet multiple times throughout the school year.
- 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, and have two opportunities to attend parent-teacher conferences
- 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.
- Through the partnership between and monthly collaboration/meetings between the site leadership team, community liaison, and PTA, parent engagement topics and opportunities and activities will be planned and communicated 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, and provide opportunities for parent leaders to attend conferences to build their capacity

2024-25 Opportunities for Parental Involvement

- 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.
- Parents and community members are invited to attend school site council meetings, which are hosted 6-7 times per school year and in hybrid format (via in-person and also zoom) and to monthly 'Coffee with the Principal' events (on-site only) to provide input for school purchases with Title 1 funds and for updates to the School Plan for Student Achievement (SPSA).

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	645	637	119	18.7
Female	316	315	54	17.1
Male	329	322	65	20.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	53	7	13.2
Black or African American	51	51	12	23.5
Filipino	--	--	--	--
Hispanic or Latino	490	482	86	17.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	3	20.0
White	17	17	4	23.5
English Learners	259	256	46	18.0
Foster Youth	--	--	--	--
Homeless	20	19	2	10.5
Socioeconomically Disadvantaged	581	576	108	18.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	107	107	34	31.8

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: 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 data.

Suspensions								
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
0.79	2.18	0.16	1.39	1.99	1.22	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0.02	0.06	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.00	0.00
Male	0.30	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.96	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	0.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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.

2024-25 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 one gate where students may enter school and one gate for students to 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 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 during the 2024-2025 school year. 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.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	16	5	1	
1	20	1	4	
2	19	4		
3	18	1	4	
4	23	1	4	
5	24	1	3	
Other	5	7		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25		4	
1	21	1	3	
2	21	1	4	
3	21	3	1	
4	34			2
5	30		4	
Other	6	6		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	26		3	
1	18	1	4	
2	23		4	
3	20	4	1	
4	28		3	
5	18	2	4	
Other	9	3		

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	12133.24	2831.53	9301.71	99872.76
District	N/A	N/A	9301.71	\$108,163
Percent Difference - School Site and District	N/A	N/A	0.0	-8.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-14.6	5.9

Fiscal Year 2023-24 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 and clubs, software for targeted interventions, salary and benefits for three Instructional Assistants, additional hours for teachers and instructional hours for collaboration, culturally-relevant and leveled library books, conference attendances and expenses, and to purchase instructional and non-instructional resources specifically used to close the achievement gap with our most struggling students/subgroups. Categorical funds are also used to support family engagement events and training/conference opportunities for parent committee leaders.

General funds are used to purchase materials and supplies, cover rental and lease agreements, and provide various school-wide assemblies, PBIS initiatives, and attendance initiatives. 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$66,538	\$57,839
Mid-Range Teacher Salary	\$99,758	\$90,040
Highest Teacher Salary	\$123,124	\$118,647
Average Principal Salary (Elementary)	\$162,397	\$144,639
Average Principal Salary (Middle)	\$167,866	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$258,000	\$229,986
Percent of Budget for Teacher Salaries	27.88	30.79
Percent of Budget for Administrative Salaries	5.45	5.71

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, purposeful questioning and academic discourse to deepen student understanding and critical thinking. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13