

# William Anderson Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2025-26 School Contact Information

<b>School Name</b>	William Anderson Elementary School
<b>Street</b>	4130 West 154th Street
<b>City, State, Zip</b>	Lawndale, CA 90260
<b>Phone Number</b>	(310) 676-0197
<b>Principal</b>	Kevin Corrinet
<b>Email Address</b>	kevin_corrinet@lawndalesd.net
<b>School Website</b>	<a href="https://anderson.lawndalesd.net">https://anderson.lawndalesd.net</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	19-64691-6014831

## 2025-26 District Contact Information

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

## 2025-26 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 588 students in grades TK through 5th.

### Vision Statement:

Anderson Elementary School is committed to success for all in a safe, nurturing environment. Students are empowered to become lifelong learners and responsible, caring citizens. Our students will develop a love for reading and learning. We are

## 2025-26 School Description and Mission Statement

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.

Anderson has a Guiding Coalition Team, consisting of the site administrators, teachers, and one grade level representative, and a that has a purpose statement of "The purpose of the Anderson Elementary Guiding Coalition (GC) is to promote a positive school culture in order to support and unite staff in ensuring high levels of learning for ALL students."

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 and tutoring program for at-risk students
- Targeted Tier 3 interventions for students in Language Arts, Math, and ELD through our Literacy Center, Math Academy, and Language Lab
- Monthly Dolphin Recognition Assemblies, Trimester recognition and awards ceremonies, and iReady celebration assemblies to recognize outstanding student academic achievement, improvement, and citizenship/PBIS, and attendance
- P.S Arts (art, music, and drama) curriculum and bi-monthly library visits for all students
- Multiple PTA-Sponsored Family Nights
- Support from a full time social worker and community schools grant coordinator

\* 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 welcome and engage with our school's families and greater school community to join us in accepting this challenge as an integral part of the Anderson Elementary School learning environment.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	81
Grade 2	93
Grade 3	104
Grade 4	105
Grade 5	92
<b>Total Enrollment</b>	<b>572</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.5
Asian	7.2
Black or African American	6.5
Filipino	1.6
Hispanic or Latino	79
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.4
White	1.7
English Learners	35.7
Foster Youth	0.3
Homeless	3.3
Socioeconomically Disadvantaged	90
Students with Disabilities	17.3

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28	96.56	234.7	94.27	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	3.44	3	1.2	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	4.1	1.67	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1	0.4	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	6	2.45	15831.9	5.67
<b>Total Teaching Positions</b>	29	100	249	100	279044.8	100

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.6	93.02	228	93.35	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	3.49	3.5	1.43	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.6	3.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	3.49	5	2.08	14303.8	5.15
<b>Total Teaching Positions</b>	28.6	100	244.2	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.6	93.02	228.5	92.27	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1	3.49	4	1.61	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.7	3.12	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	3.49	7.4	2.99	13705.8	4.91
<b>Total Teaching Positions</b>	28.6	100	247.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Lawndale Elementary School District regularly reviews and updates its textbooks and instructional materials in accordance with California Department of Education regulations. The District ensures that all students have access to standards-aligned, high-quality instructional materials in all core subject areas. Williams Legislation reports consistently confirm that student access to textbooks and instructional materials meets all state requirements.

To support effective instruction and alignment to current standards, the District has adopted updated curriculum resources across multiple content areas. Benchmark Advance 2.0 was adopted in 2023 for English Language Arts, Illustrative Mathematics was adopted in 2024, and Amplify Science was adopted in 2025. These adoptions provide teachers with research-based resources, embedded assessments, and instructional supports designed to meet the diverse academic needs of students. Ongoing professional development accompanies each adoption to support effective implementation and ensure high-quality instruction across classrooms.

Year and month in which the data were collected

January 2025

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	Benchmark Advanced 2022	0
Mathematics	Illustrative Math 2024	0
Science	Amplify 2025	0
History-Social Science	Scott Foresman	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

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 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

December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Replaced broken or damaged ceiling tiles as needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b>	X			

## School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### 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 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	52	49	49	51	47	48
<b>Mathematics</b> (grades 3-8 and 11)	45	39	35	37	35	37

## 2024-25 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
<b>All Students</b>	302	297	98.34	1.66	49.16
<b>Female</b>	150	148	98.67	1.33	51.35
<b>Male</b>	152	149	98.03	1.97	46.98
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	19	100.00	0.00	89.47
<b>Black or African American</b>	19	18	94.74	5.26	44.44
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	245	241	98.37	1.63	45.23
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	74	70	94.59	5.41	11.43
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	273	268	98.17	1.83	45.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	50	98.04	1.96	30.00

## 2024-25 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	302	300	99.34	0.66	39.00
<b>Female</b>	150	149	99.33	0.67	34.23
<b>Male</b>	152	151	99.34	0.66	43.71
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	19	100.00	0.00	78.95
<b>Black or African American</b>	19	18	94.74	5.26	44.44
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	245	244	99.59	0.41	33.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	74	73	98.65	1.35	16.44
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	273	271	99.27	0.73	35.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	50	98.04	1.96	18.00

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	35.29	29.35	30.17	32.46	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	92	100.00	0.00	29.35
Female	53	53	100.00	0.00	26.42
Male	39	39	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	26.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	20	20	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	83	100.00	0.00	27.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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%	98.9%	97.8%	100%

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.

### 2025-26 Opportunities for Parental Involvement

The staff of William Anderson School believes that the education and while child development of its students is a shared responsibility with both our parents/guardians and our students themselves. Parents/guardians 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/Guardian Involvement and opportunities to be a parent/guardian volunteer are reviewed and updated annually. Once policy and compact are approved and revised, they will be posted on our school website, shared with families via ParentSquare, and with hard copies being 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.
- This year, through our Community Schools Grant and Grant Coordinator, families have engaged in our first ever needs assessment survey (provided via telephone, hard copy, and/or digital form), and have an opportunity to serve on our site's Community Schools Advisory Committee
- 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 and community schools grant coordinator to increase parent communication, parent participation, and to provide support and resources 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, community schools grant coordinator, 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 as leaders in our school community
- William Anderson School, to the extent practical, shall provide parents with limited English proficiency opportunities to fully participate in school sponsored activities by using interpretation at all meetings and workshops and by sending written notices and reports in a language (to the extent possible) that parents understand.
- Parents/guardians 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, provide recommendations for our School Plan for Student Achievement (SPSA), share concerns, and to connect with each other as a social network of support.
- Families are invited to attend on-site awards ceremonies when their child is being recognized (monthly Dolphin Recognition assemblies, Trimester Award Ceremonies, Attendance Awards Ceremonies, iReady Growth and Achievement Recognition Ceremonies) as well as student performances and key events (PS Arts Informances, Costume Parade, Snowflake Serenade, Turkey Trot/Jog-A-Thon, Journeys Special Day Class Family Celebrations
- Anderson now has over 100 parent volunteers registered to help out in a variety of on-site duties and activities; these families are recognized at the end of the year with a Volunteer Appreciation Ceremony and Breakfast

## 2025-26 Opportunities for Parental Involvement

- In its first year, our Community Schools team is providing more events and opportunities for families to connect and celebrate on our campus, to include the Million Male Figure March; Lawndale's Grateful Gathering event, Culture Night, Data and Donuts, and a joint Coffee with the Principal + Coffee with Community Schools sessions.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	601	593	105	17.7
Female	285	283	51	18.0
Male	316	310	54	17.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	41	1	2.4
Black or African American	43	39	11	28.2
Filipino	--	--	--	--
Hispanic or Latino	474	471	86	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	5	35.7
White	--	--	--	--
English Learners	219	216	37	17.1
Foster Youth	--	--	--	--
Homeless	18	18	6	33.3
Socioeconomically Disadvantaged	544	536	98	18.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	115	115	30	26.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.18	0.16	0.17	1.99	1.22	0.88	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.06	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0.00
Female	0.00	0.00
Male	0.32	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	2.33	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	0.18	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.

## 2025-26 School Safety Plan

To keep students safe on school grounds before, during, and after the school day, we have instituted several safety programs and increased the number of Student Supervision Assistants (SSAs) on campus to better support student safety before school, during school, and after school. Our bell schedules for arrival, dismissal, morning recesses, lunch recesses, and lunch; in addition to having a single entry point at arrival with having two, separate exit points for dismissal, allow for maximal safety and number of students present/colocated at any given time. All LESD personnel wear badges, all visitors to school must scan a government issued ID card through the RAPTOR system, and all students and staff adhere to the 'see something, say something' mantra to ensure safety for all. Anderson has recently increased the amount of security cameras on site, while Site administration also have access to InformaCast emergency alert system, which connects to the school's PA system for both drills and real-world emergencies.

Student safety has been further enhanced by the introduction of a school wide behavior expectations / P.B.I.S. (The Dolphin Way), as well as behavior assemblies to teach and reinforce 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 monthly basis, in accordance with California Educational Code. This year's district and site safety plan will be presented and reviewed at the January 30th, 2026, School Site Council meeting, before going to our school board for board approval in February 2026.

## 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.

## 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	0	4	0
1	21	1	3	0
2	21	1	4	0
3	21	3	1	0
4	34	0	0	2
5	30	0	4	0
6	0	0	0	0
Other	6	6	0	0

## 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	0	3	0
1	18	1	4	0
2	23	0	4	0
3	20	4	1	0
4	28	0	3	0
5	18	2	4	0
6	0	0	0	0
Other	9	3	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		3	
1	26		3	
2	23		4	
3	25		4	
4	33		1	1
5	19	2	3	
Other	10	4		

## 2024-25 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

## 2024-25 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	13727.97	4546.28	9181.69	115341.13
<b>District</b>	N/A	N/A	9181.69	\$113,157
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	1.9
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-19.3	14.2

## Fiscal Year 2024-25 Types of Services Funded

Categorical funds (Title 1) provided the following programs and supplemental services: Before and after-school intervention and enrichment; Professional Development, mentoring programs for African-American students, newcomer language interventions and clubs, software for targeted interventions, salary and benefits for three Instructional Assistants to support Math and Literacy interventions; additional hours for teachers and instructional time/substitute release days for collaboration; culturally-relevant and leveled library books, conference attendances and expenses, and purchases for instructional and non-instructional resources 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/guardian 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 funding for our team of supervision staff and our school-community liaison.

Community Schools Funds are used to pay for the salary and benefits of our community schools grant site coordinator and our

## Fiscal Year 2024-25 Types of Services Funded

district grant coordinator; having a full time RBT, having additional hours for our community liaison, and for maintaining our partnership with Trajectory of Hope / African American Family Affinity Spaces; in addition to providing funds for community events and for eliminating barriers that are impacting our families from accessing equitable needs.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$69,865	\$61,516
<b>Mid-Range Teacher Salary</b>	\$104,746	\$95,479
<b>Highest Teacher Salary</b>	\$129,280	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$179,042	\$152,668
<b>Average Principal Salary (Middle)</b>	\$185,073	\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$265,740	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	26.58%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	5%	5.74%

## 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	13	13