

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.

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/>.

2025-26 School Contact Information

School Name	Anderson Elementary School
Street	8902 Hewitt Place
City, State, Zip	Garden Grove, CA 92844
Phone Number	(714) 894-7201
Principal	Kim Breckenridge
Email Address	kbreckenridge@wSDK8.us
School Website	anderson.wSDK8.us
Grade Span	K-6
County-District-School (CDS) Code	30667466030795

2025-26 District Contact Information

District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Dr. Gunn Marie Hansen
Email Address	Cherylsosa@wSDK8.us
District Website	wSDK8.us

2025-26 School Description and Mission Statement

Principal's Message

H. B. Anderson Elementary School opened in 1961 and since then has continued to provide students in grades preschool through six with a rich curriculum. The school is located in Garden Grove, and is surrounded by a picturesque city backdrop. Anderson Elementary School operates on a traditional schedule with approximately 475 students. Anderson specializes in Vietnamese Dual Language Immersion and Civic Engagement.

Anderson Elementary School staff is committed to the district vision of "Leading the way as the premier Pre K-8th grade school district in Orange County, CA by providing exceptional and innovative experiences where all learners thrive." Our mission is "It

2025-26 School Description and Mission Statement

is our collective responsibility to educate and empower all students to pursue excellence through a distinctive, rigorous, and engaging academic experience." We also believe in our school's vision is "Leading the pathway to a bright future." Our school's mission is that "The Anderson community is a partnership of families, students and staff dedicated to empowering students to strive for excellence as they develop into confident, resilient, lifelong learners in a global society."

Anderson Elementary School was honored by the California Department of Education for our Pivotal Practices and by the Educational Results Partnership as an Honor Roll School for work towards closing the achievement gap. Anderson was also named a California Distinguished School and Title I Achieving School in 2008 due to the dedication of the talented staff and focus on instruction. Additionally, the self-esteem of each student is one of the most important aspects of our philosophy. We are a GOLD award winning school for our implementation of Positive Behavior Interventions and Supports (PBIS). We are implementing School-Wide Positive Behavior Interventions and Support (SWPBIS), a framework for intervention practices focused on establishing a positive learning and teaching environment, and individual behavior supports needed to achieve success for all students. Core values are taught and trained with student and staff expectations for respect, organization, attentiveness, responsibility and safety. We emphasize that students need to be active learners, take responsibility for this success and their actions, and learn to cope with life's challenges. Students are assisted in becoming lifelong learners through a solid education program in which they explore a variety of subjects, develop their talents and abilities, and build a positive attitude toward other people, themselves, and problem solving.

The parents of Anderson Elementary School are involved and interested in the operation of the school. We have an active Parent-Teacher Association (PTA). They meet on a monthly basis to assist and support the various school activities. Our School Site Council and English Learner Advisory Council members oversee the planning and implementation of the Single Plan for Student Achievement.

Anderson Elementary School supports the parents and community by providing free parent education classes. Monthly meetings help the parents support their children in the area of Reading, Language Arts, Math, Writing and Science. Staff members work closely with the parents regarding academic achievement, attendance, behavior, special problems and concerns. The parents receive support from the staff members, and they are also referred to various outside agencies. Parent volunteers help in the classrooms and on various school projects. Each trimester family education nights help parents support their children in the areas of Language Arts, Math, Science and Physical Education/Nutrition.

We desire to keep the lines of communication open and welcome any suggestions, comments, or questions the community may have. It is our opinion that a well-informed public is vital in continuing to advance in an ever-evolving world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	42
Grade 2	57
Grade 3	58
Grade 4	69
Grade 5	62
Grade 6	68
Total Enrollment	445

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.2
Asian	40.9
Black or African American	0.2
Filipino	0.7
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.1
White	3.8
English Learners	55.1
Foster Youth	1.1
Homeless	6.1
Socioeconomically Disadvantaged	81.3
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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.5	88.68	378.1	89.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.4	3.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.2	11953.1	4.28
Unknown/Incomplete/NA	3	11.32	30.1	7.11	15831.9	5.67
Total Teaching Positions	26.5	100	423.4	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.5	85.45	378.6	87.29	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.64	4.1	0.95	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.6	3.38	11746.9	4.23
Unknown/Incomplete/NA	3	10.91	36.3	8.38	14303.8	5.15
Total Teaching Positions	27.5	100	433.7	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	80	357.2	88.87	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	8	3.8	0.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.8	2.94	12112.8	4.34
Unknown/Incomplete/NA	3	12	29	7.23	13705.8	4.91
Total Teaching Positions	25	100	401.9	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	2

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	8.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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

Westminster School District held a hearing on October 16, 2025 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 16, 2025.

Year and month in which the data were collected

October 16, 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	McGraw-Hill World of Wonders / 2017 McGraw-Hill World of Wonders with integrated ELD (Program 2) / 2017 McGraw-Hill StudySync / 2017 McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011	0
Mathematics	McGraw-Hill (My Math) / 2016 Big Ideas Learning (Big Ideas Math) / 2016	0
Science	McGraw-Hill Inspire Science / 2020 Pearson Elevate Science / 2020	0
History-Social Science	Savvas myWorld/2023 Cengage National Geographic 2023	0
Foreign Language	N/A	
Health	N/A	

Visual and Performing Arts	McMillan McGraw-Hill (Spotlight on Music California) / 2009 Pearson/Scott Foresman (Art) / 2009	0
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Anderson Elementary School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district in August 07, 2025.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair

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 that emergency repairs are given the highest priority.

Deferred Maintenance Budget

Annually, the district assesses deferred maintenance needs and creates a budget for each school site. Based on availability of funds, the district focuses on safety needs first and prioritizes other facilities repairs accordingly. Typically deferred maintenance repairs include roofing, plumbing, heating, air conditioning, electrical systems, paving and flooring.

Year and month of the most recent FIT report

8/7/2025

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		: R1 & R2: 2-3 Ceiling tiles stained and need replacement R3, R4, R5, R6 & R7: New flooring needed in selected portables, worn seems and stains.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Multi-Purpose Room: MPR drinking fountain outdated, needs replacement
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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
English Language Arts/Literacy (grades 3-8 and 11)	30	27	53	54	47	48
Mathematics (grades 3-8 and 11)	26	27	45	45	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
All Students	270	261	96.67	3.33	26.82
Female	132	129	97.73	2.27	31.01
Male	138	132	95.65	4.35	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	119	116	97.48	2.52	46.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	127	96.21	3.79	9.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	149	143	95.97	4.03	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	165	98.21	1.79	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	47	94.00	6.00	6.38

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	267	98.89	1.11	26.59
Female	132	132	100.00	0.00	29.55
Male	138	135	97.83	2.17	23.70
American Indian or Alaska Native	--	--	--	--	--
Asian	119	119	100.00	0.00	45.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	130	98.48	1.52	10.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	149	149	100.00	0.00	10.07
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	168	100.00	0.00	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	47	94.00	6.00	2.13

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25	15.87	35.46	36.89	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	66	63	95.45	4.55	15.87
Female	37	37	100.00	0.00	8.11
Male	29	26	89.66	10.34	26.92
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	36.36
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	37	35	94.59	5.41	2.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	6.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	98.41%	100%	100%	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.

2025-26 Opportunities for Parental Involvement

At Anderson Elementary School, we see parents as partners with school staff to educate and enrich students. Parents and community members are encouraged to join the teachers, principal, and staff in the many activities, programs, and organizations that support its students. Parent/Student/Teacher goal setting conferences, Open House, and Back to School nights are designed to welcome parents, solicit input, and answer questions. Parent academies are held to help parents support their children in the areas of reading, writing, math, science, health, and the development of social skills. Family nights encourage a strong home and school connection. Students receive tutoring from the project Safety Health Understanding and Education (SHUE). Additionally, the school has an active Parent Teacher Association (PTA) that participates in parent education opportunities. For the 2025-2026 school year, the School Smarts program saw the highest parent participation rate in the district. School Site Council is a parent leadership board that governs the school plan, budget, and safety plan. Parents serve a two year term. The English Learner Advisory Council provides input on programs and activities for students who are English Learners. Parents are encouraged to make an appointment with their child's teacher or the principal at any time.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	485	82	16.9
Female	234	232	35	15.1
Male	254	253	47	18.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	195	195	5	2.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	252	250	66	26.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	19	7	36.8
English Learners	267	265	39	14.7
Foster Youth	--	--	--	--
Homeless	57	57	23	40.4
Socioeconomically Disadvantaged	428	425	78	18.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	101	32	31.7

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

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
0.38	0.98	1.02	3.83	2.23	2.05	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	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	1.02	0.00
Female	0.43	0.00
Male	1.57	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.51	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.59	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	1.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.94	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

Anderson Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1961 and provides up-to-date facilities and adequate space for students and staff. Anderson Elementary School is comprised of a kindergarten area, two preschool classes, library media center, large multipurpose room, and 29 classrooms. Every classroom is equipped with a redcat system, which includes a microphone and speakers. The school also enjoys a spacious playground with swings, a slide, play bars, and grassy fields for running, sports, and games. The playgrounds have been recently upgraded to be inclusive for all students.

Anderson Elementary School's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. The school safety plan is approved by the Westminster School District Board of Education each year. The Board of Education approved the School Site Safety Plan on November 20th 2025. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students are supervised throughout the day by classified employees and teachers.

The school is in compliance with all laws, rules, and regulations pertaining to school safety, hazardous materials, and state earthquake standards. At all times, the Westminster School District continues to follow CDC guidelines and abide by all health and safety measures and policies put forth by the State of California and Orange County.

Additionally, earthquake preparedness drills, fire drills, and shelter in place drills are held regularly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises and emergency supplies are available.

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	18	2	2	0
1	21	1	1	0
2	22	0	3	0
3	27	0	2	0
4	28	0	2	0
5	28	0	2	0
6	30	0	2	0
Other	14	5	1	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	17	2	0	0
1	26	0	2	0
2	29	0	1	0
3	28	0	2	0
4	17	1	1	0
5	30	0	2	0
6	21	1	2	0
Other	15	4	2	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	11	3	1	
1	14	3		
2	14	2	2	
3	15	2	2	
4	17	2	2	
5	16	2	2	
6	23	1	2	

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	1175

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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	

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
School Site	23,087.29	13528.36	9,588.93	109,104.00
District	N/A	N/A	\$10,604.71	\$117,105
Percent Difference - School Site and District	N/A	N/A	-10.1	-7.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-15.0	7.0

Fiscal Year 2024-25 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,741	\$61,597
Mid-Range Teacher Salary	\$98,849	\$98,902
Highest Teacher Salary	\$136,442	\$126,340
Average Principal Salary (Elementary)	\$139,908	\$158,383
Average Principal Salary (Middle)	\$139,908	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$348,400	\$288,332
Percent of Budget for Teacher Salaries	34.44%	31.29%
Percent of Budget for Administrative Salaries	4.35%	5.38%

Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas as outlined in the strategic plan, such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" session tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training, reading and writing conferences, technology conferences and GATE conferences.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	