

# Anderson Heights Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Anderson Heights Elementary School
<b>Street</b>	1530 Spruce St.
<b>City, State, Zip</b>	Anderson, CA 96007
<b>Phone Number</b>	530.378.7050
<b>Principal</b>	Ramona Fletcher
<b>E-mail Address</b>	ramona.fletcher@cuesd.com
<b>Web Site</b>	<a href="https://ah.cuesd.com">https://ah.cuesd.com</a>
<b>CDS Code</b>	45699146050132

<b>District Contact Information</b>	
<b>District Name</b>	Cascade Union Elementary School District
<b>Phone Number</b>	530.378.7000
<b>Superintendent</b>	Jason Provence
<b>E-mail Address</b>	jason.provence@cuesd.com
<b>Web Site</b>	www.cuesd.com

## **School Description and Mission Statement (School Year 2018-19)**

### **PRINCIPAL'S MESSAGE**

Anderson Heights Elementary School sits on a park-like setting within a little neighborhood off historic Route 99. At Anderson Heights, we understand that the needs of our diverse student population extend beyond academics. Our staff, our families, and our community are committed to meeting the academic, physical, and emotional needs of each student in a safe, cooperative environment. Together, we maintain a culture of excellence and service for every student. Anderson Heights empowers all students to achieve academically and emotionally. As a team, we implement interventions and action plans for student achievement.

In addition to our standards-based curriculum, Anderson Heights is proud to offer contoured daily academic interventions for all learners. Every student is given a comprehensive series of assessments to determine any academic needs that warrant specialized support. Small group instruction based on individual strengths and areas needing improvement is provided through our Tier I and Tier II program.

Our school also provides these specialized services to students as needed:

- Resource
- Counseling
- Learning centers
- Speech and Language
- Gifted and Talented Education
- Foster Grandparent program

Technology is utilized school-wide at all grade levels. Software programs are implemented in order to reinforce student interests and enhance student performance in the subjects and content areas. Our library contains over 10,000 books and a computer lab within a friendly environment. Our library books coordinate with the Accelerated Reader program that is loaded onto all student computers school wide.

### **MISSION**

Inspire – Believe – Achieve

### **VISION**

Inspire – The entire staff support, include, and serve all students from across our community, creating a culture of excellence, challenging them to be successful, continuous learners who are academically, socially, and emotionally prepared for the future.

Believe-Using student-centered curriculum and engaging instruction, enhanced with cutting-edge technology, we provide positive and safe classrooms that focus on the whole child.

Achieve – With students, families, and the community as equal partners, we are dedicated to preparing confident, healthy, respectful, and responsible students who can succeed and be productive tomorrow, next year, in high school, and in their post-graduation college and/or work careers.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 3	109
Grade 4	105
Grade 5	60
<b>Total Enrollment</b>	<b>274</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	8.0
Asian	6.6
Filipino	0.7
Hispanic or Latino	21.5
Native Hawaiian or Pacific Islander	0.4
White	57.7
Socioeconomically Disadvantaged	88.7
English Learners	12.0
Students with Disabilities	14.6
Foster Youth	1.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	12	11	11	55
Without Full Credential	1	1	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: January 9, 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted in 2016  McGraw-Hill Wonders (K-5)	Yes	0
Mathematics	Adopted in 2015 McGraw-Hill Everyday Math (K-5)	Yes	0
Science	Adopted in 2008  Macmillan/McGraw-Hill California Science (K-5)  This is an adoption year.	Yes	0
History-Social Science	Adopted in 2018  Scott Foresman, History/Social Science for California (K-5)	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Anderson Heights Elementary School was built in 1954. The District is committed to continually maintaining and improving our school facilities. All of our sites have undergone modernization. Maintaining a quality environment for teaching and learning is a top priority for our district, and our five-year facilities plan is continually updated with this goal in mind.

Anderson Heights Elementary School is comprised of regular classrooms, classrooms fitted for the needs of our special education students, a learning center and a library, a computer lab and a multipurpose room, a Science Technology Engineering Arts and Music (STEAM) lab, and an on-site State preschool.

Students cannot learn well when they are worried, anxious, or afraid, so all of our district schools provide a safe, clean learning environment. School buildings and grounds are well-supervised and each campus has a strict registration policy for all visitors. In addition, all sites have procedures in place to handle emergencies such as fires, earthquakes, or intruders on campus. Procedures are practiced regularly so that students become comfortable with them and are prepared for emergencies.

**School Facility Good Repair Status (Most Recent Year)**

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	29.0	42.0	32.0	33.0	48.0	50.0
Mathematics (grades 3-8 and 11)	26.0	33.0	26.0	26.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	275	269	97.82	42.38
Male	149	144	96.64	37.50
Female	126	125	99.21	48.00
Black or African American	--	--	--	--
American Indian or Alaska Native	24	23	95.83	30.43
Asian	19	19	100.00	52.63
Filipino	--	--	--	--
Hispanic or Latino	64	61	95.31	34.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	146	99.32	49.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	236	231	97.88	40.69
English Learners	44	41	93.18	43.90
Students with Disabilities	39	38	97.44	21.05
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	274	271	98.91	33.33
Male	148	146	98.65	33.79
Female	126	125	99.21	32.8
Black or African American	--	--	--	--
American Indian or Alaska Native	24	23	95.83	43.48
Asian	19	19	100	36.84
Filipino	--	--	--	--
Hispanic or Latino	63	62	98.41	27.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	147	100	36.3
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	235	232	98.72	32.47
English Learners	44	43	97.73	27.91
Students with Disabilities	39	39	100	7.89
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.7	17.9	

Note: Percentages are not calculated 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is an important component of our school. We offer an array of programs intended to generate and encourage parental involvement. Parents are welcome to participate in activities such as the School Site Council, Booster Club, Carnival Committee, Family Reading Nights, field trips, classroom volunteering, assemblies, and many other special events throughout the school year. Parents may contribute through volunteering, serving on committees, supervising clubs, and helping with fundraising. Please contact the school office to find out more about these opportunities.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.8	9.5	6.4	5.4	8.1	7.4	3.7	3.7	3.5
Expulsions	0.0	0.3	0.0	0.1	0.3	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Each school within the Cascade Union Elementary School District has a Comprehensive School Safety Plan that is developed in consultation with the Anderson Police Department, the Shasta County Sheriff's Department, school site council, and School and District administration, and is reviewed on an annual basis. The plan includes procedures for many potential hazards including disaster response, intruder or weapons on campus, accident response, general emergencies, and school evacuation procedures as well as reporting procedures when child abuse is suspected. Staff meets regularly to discuss safety issues and takes proactive steps to prevent school-related safety issues. The Comprehensive School Safety Plan is available for public inspection at all schools throughout the District.



## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	22		4		23		5		21	2	3	
4	26		5		27		4		21	1	4	
5					24	1	4		23	1	2	
Other	23		1									

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

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

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.75	N/A
Social Worker	0	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,476	\$1,272	\$4,204	\$73,134
District	N/A	N/A	\$8,147	\$65,306
Percent Difference: School Site and District	N/A	N/A	-63.8	11.3
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-51.6	-3.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

The following is a list of Federal and State funded programs that are provided to students:

- Title I
- Title II (Teacher & Principal Training & Recruiting)
- Title V (Innovative Programs) Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Alliance for Teacher Excellence (ATE)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- Special Education
- School Library Grant

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$42,636	\$48,064
<b>Mid-Range Teacher Salary</b>	\$58,447	\$75,417
<b>Highest Teacher Salary</b>	\$80,512	\$94,006
<b>Average Principal Salary (Elementary)</b>	\$100,898	\$119,037
<b>Average Principal Salary (Middle)</b>	\$97,513	\$123,140
<b>Average Principal Salary (High)</b>	\$0	\$135,974
<b>Superintendent Salary</b>	\$130,000	\$183,692
<b>Percent of Budget for Teacher Salaries</b>	31.0	36.0
<b>Percent of Budget for Administrative Salaries</b>	6.0	6.0

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

**Professional Development (Most Recent Three Years)**

The Cascade Union Elementary School District annually schedules time for professional development sessions for our teachers. Additional site-based staff development opportunities occur at school sites after school, during evenings, and over summer vacation. Various training opportunities have included topics such as Common Core Standards-Based instruction; iReady for reading and math; reading and literacy instruction; math, science, and social studies curriculum support; assessment information; technology integration; student asset development; nutrition and physical education; brain-based learning; and a framework for understanding and working with at-risk students. Release days are also provided during the school year for teachers to collaborate on the writing benchmarks. The central goal is to provide teachers with opportunities to collaborate with colleagues to focus on research-based techniques in order to improve their practice as educators. New district teachers have opportunities to take part in Alliance for Teacher Excellence (ATE), a program which pairs novice teachers with their veteran counterparts who come alongside them work diligently to expand their proficiencies with lesson design, time management, curriculum best practices, common core standards, and appropriate assessment procedures.