

Anderson Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Anderson Middle School
Street	1646 West Ferry Street
City, State, Zip	Anderson, CA 96007
Phone Number	(530) 378-7060
Principal	Eleanor Hysell
Email Address	Eleanor.Hysell@cuesd.com
Website	https://ams.cuesd.com/
County-District-School (CDS) Code	45-69914-6050124

Entity	Contact Information
District Name	Cascade Union Elementary School District
Phone Number	(530) 378-7000
Superintendent	Jason Provence
Email Address	Jason.Provence@cuesd.com
Website	www.cuesd.com

School Description and Mission Statement (School Year 2019-20)

PRINCIPAL'S MESSAGE

Anderson Middle School is the final stop for Cascade Union Elementary School District Students and we work hard to prepare our students for success at their next level of education. We have a phenomenal instrumental music program. We have a growing choir program and a growing robotics program. We also offer technology, art, have started a robotics program this year. We are especially proud of our partnership with the City of Anderson. We have a community service elective and leadership class that support community events throughout the school year and summer.

Anderson Middle School was built in 1949 and its most recent addition is the new state of the art gymnasium which was added in 2014. The library, media center, science lab and STEM lab were all updated in 2018.

Our full time staff consists of a principal and a team of certificated teachers, resource specialists, and special day class instructors. We are supported by paraprofessional, secretarial, library, custodial, and kitchen staff members, as well as specialists in behavior intervention, technology, health and special education.

Anderson Middle School's ethnically diverse enrollment includes American Indian, Asian, Pacific Islander, Filipino, Black, Multi-ethnic, Hispanic/Latino, and white students.

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 2018-19)

Grade Level	Number of Students
Grade 5	45
Grade 6	113
Grade 7	108
Grade 8	131
Total Enrollment	397

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	8.1
Asian	5
Filipino	0.5
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.5
White	53.9
Two or More Races	3.3
Socioeconomically Disadvantaged	81.6
English Learners	9.1
Students with Disabilities	16.4
Foster Youth	1.3
Homeless	6

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	13.5	19	21	50
Without Full Credential	4.5	1	2	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1

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 2019-20)

Year and month in which data were collected: December, 2019

2019 is an adoption year for science. Our teachers are piloting multiple programs for science and will adopt in 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage New York, 20, Gr. 6-8 Macmillan/McGraw-Hill, California Treasures, 2010, Gr. 5	Yes	0
Mathematics	CPM, Gr. 6-8, 2017 Everyday Math, Gr. 5	Yes	0
Science	Glencoe/McGraw-Hill, Glencoe Science Focus on Series, Gr. 6-8, 2007 Macmillan/McGraw-Hill, McGraw-Hill California Science, 2008, Gr. 5	Yes	0
History-Social Science	McGraw-Hill, Gr. 6-8, 2018 News Weekly, 2018, Gr. 5, 2018	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Anderson Middle School was built in 1949. 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 Middle School is comprised of regular classrooms, classrooms fitted for the needs of our special education students, a media center and a library, a computer lab, a multipurpose room, a science lab and a STEM lab.

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

Year and month of the most recent FIT report: 12/06/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	25	33	32	50	50
Mathematics (grades 3-8 and 11)	21	20	26	25	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	401	393	98.00	2.00	24.94
Male	202	199	98.51	1.49	19.60
Female	199	194	97.49	2.51	30.41
Black or African American	--	--	--	--	--
American Indian or Alaska Native	31	30	96.77	3.23	16.67
Asian	19	18	94.74	5.26	27.78
Filipino	--	--	--	--	--
Hispanic or Latino	101	100	99.01	0.99	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	221	217	98.19	1.81	29.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	12.50
Socioeconomically Disadvantaged	335	328	97.91	2.09	23.48
English Learners	64	63	98.44	1.56	22.22
Students with Disabilities	60	59	98.33	1.67	3.39
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	26.92

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	402	394	98.01	1.99	20.05
Male	203	200	98.52	1.48	22.50
Female	199	194	97.49	2.51	17.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native	31	30	96.77	3.23	16.67
Asian	19	18	94.74	5.26	22.22
Filipino	--	--	--	--	--
Hispanic or Latino	101	100	99.01	0.99	14.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	222	218	98.20	1.80	23.85
Two or More Races	16	16	100.00	0.00	12.50
Socioeconomically Disadvantaged	336	329	97.92	2.08	20.67
English Learners	64	63	98.44	1.56	12.70
Students with Disabilities	60	59	98.33	1.67	1.69
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	34.62

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.8	26.7	15.6
7	19.6	22.3	17.0

Note: 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.

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 2019-20)

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, Band Boosters, Parent Cafe's, ELAC/DELAC, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.4	10.9	7.1	8.1	7.4	4.8	3.6	3.5	3.5
Expulsions	0.8	0.0	0.2	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. The document 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	3	6		25	4	9		19	8	10	
Mathematics					25	2	6		23	6	13	
Science	27	2	6		26	1	6	1	25	2	7	
Social Science	23	4	5		22	3	6	1	22	4	7	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.75
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	.1

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,105	\$1,410	\$5,695	\$60,948
District	N/A	N/A	\$9,815	\$64,431.00
Percent Difference - School Site and District	N/A	N/A	-53.1	2.3
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	1.5	-12.9

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 2018-19)

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

Title I
 Title II Part A
 Title III ELSP
 Title IV Part A
 Project SHARE
 Special Education
 LCFF Base Grant Funds
 LCFF Supplemental and Concentration Grant Funds
 Gifted and Talented Education (GATE) (LCFF Funds)
 Alliance for Teacher Excellence (ATE) (LCFF Funds)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,489	\$45,252
Mid-Range Teacher Salary	\$59,616	\$65,210
Highest Teacher Salary	\$82,122	\$84,472
Average Principal Salary (Elementary)	\$101,439	\$107,614
Average Principal Salary (Middle)	\$104,437	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$133,900	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	2

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 before school, after school, during evenings, and over summer vacation. Various training opportunities have included topics such as WestEd Writing Framework, iReady for reading and math; reading and literacy instruction; CPM Math, developing a growth mindset, 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.