

Susan B. Anthony Elementary 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	Susan B. Anthony Elementary School
Street	575 Abbot Ave.
City, State, Zip	Daly City, CA 94014
Phone Number	650.997.7880
Principal	Charlie Rohrbach
Email Address	crohrbach@jeffersonesd.org
County-District-School (CDS) Code	41689166115364

Entity	Contact Information
District Name	Jefferson Elementary
Phone Number	(650) 991-1000
Superintendent	Bernardo Vidales
Email Address	bvidales@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/

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

Susan B. Anthony is a K-5 elementary school located in Daly City. We serve neighborhood students from Daly City and the Town of Colma. Our school was built in 1998 and has won numerous architectural awards. Susan B. Anthony teachers and staff are committed to meeting the needs of the whole child as stated in our school vision. We embrace the idea that each child is on a journey and see our school as a "Bridge to Excellence". The elementary journey begins with high expectations for academic and social standards. Along the way, all children experience a supportive environment that nurtures the whole child. The structure and support of our school's bridge empowers children to reach their highest potential as productive citizens and lifelong learners.

The SARC is available on the district website at www.jsd.k12.ca.us and can be made available in hard copy upon request.

Please contact the school at 650-997-7880 for information about the SARC.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	94
Grade 1	71
Grade 2	89
Grade 3	95
Grade 4	82
Grade 5	94
Total Enrollment	525

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	7.6
Filipino	23.6
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	0.6
White	4
Two or More Races	3
Socioeconomically Disadvantaged	61.1
English Learners	62.9
Students with Disabilities	8.4
Homeless	1

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	27	23	23	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	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	0	0

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: October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Scott Foresman Reading Street (K-5) and Language Central (K-5 ELD) ©2010, Pearson-Prentice Hall California Literature and Language (6th grade) and Reality Central (6th grade ELD)– State Approved, Board Adopted in 2010	Yes	0%
Mathematics	State Approved Bridges (TK-5th grade) published by The Math Learning Center (Board Adopted April 2018)	Yes	0%
Science	MacMillan/McGraw Hill: California Science (K-6)- State Approved, Board Adopted in 2007	Yes	0%
History-Social Science	Scott Foresman: History/Social Studies for California (K-5) and TCI History Alive (6th grade) - State Approved, Board Adopted in 2006	Yes	0%
Health	Puberty Talk (5th grade) published by Health Connected (Board Adopted March 2017)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Susan B. Anthony is a new facility, officially opened in 1998. High standards of cleanliness by the school's custodians, plus district wide support, help to maintain the high quality of our school building. Susan B. Anthony recently won a prestigious award for architectural design which we proudly display in the school office. All members of our school community have great pride in our school facility.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in August 2018. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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: June 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		
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)	38	43	49	48	50	50
Mathematics (grades 3-8 and 11)	31	33	36	37	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	276	265	96.01	3.99	43.40
Male	134	129	96.27	3.73	38.76
Female	142	136	95.77	4.23	47.79
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	26	26	100.00	0.00	50.00
Filipino	62	58	93.55	6.45	50.00
Hispanic or Latino	159	153	96.23	3.77	39.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	11	91.67	8.33	27.27

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	175	165	94.29	5.71	36.97
English Learners	181	171	94.48	5.52	39.77
Students with Disabilities	27	26	96.30	3.70	19.23
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	275	273	99.27	0.73	33.33
Male	133	132	99.25	0.75	30.30
Female	142	141	99.30	0.70	36.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	26	26	100.00	0.00	42.31
Filipino	62	62	100.00	0.00	30.65
Hispanic or Latino	158	157	99.37	0.63	30.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	11	91.67	8.33	45.45
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	174	173	99.43	0.57	27.17
English Learners	180	179	99.44	0.56	27.37
Students with Disabilities	27	26	96.30	3.70	11.54
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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	20.0	16.8	50.5

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)

Susan B. Anthony invites parent participation at our school. We have an active PTA that works hard to provide the best possible environment for our students. Parents sponsor our annual Winter Store, hold fund raising activities, provide for enrichment field trips and assemblies. The PTA also sponsors a special day for teachers and staff to thank them for supporting our students. Susan B. Anthony newsletters and other information are always translated into Spanish. We have a Parent Library with informative books in both English and Spanish. Thanks to our active PTA, Susan B. Anthony is a wonderful place for students, teachers and parents.

For more information about how to become involved, please contact the school at 650-997-7880.

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	0.5	0.4	2.9	2.1	1.9	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety is a high priority at Susan B. Anthony. Susan B. Anthony follows the San Mateo County Office of Education safety protocol (Immediate Action Emergency Response for Schools). We have monthly drills in: Shelter in Place, Drop, Cover, and Hold On, Secure Campus, Lockdown / Barricade, and Evacuation. The Daly City Fire Department conducts school assemblies every October to educate students about fire safety. A safety plan is updated and reviewed annually and a copy is located in every classroom as well as the front office.

Disaster Preparation: There is a district wide Disaster Preparedness Facilitator who oversees the Disaster Preparedness Plan for our district. There is an ongoing program of chemical substance supervision that is consistent with state law and directed by the Director of Maintenance. The district maintains disaster supplies and equipment at our school. The supplies include food and water for 3 days for all students and staff, blankets, flashlights, communication devices and other important supplies.

Susan B. Anthony School is committed to maintaining a safe environment for student, staff and volunteers. We believe that good discipline is essential to providing a positive learning environment for students. Students and parents are informed about discipline policies at the beginning of the school year through notices, assemblies and Back-to-School Night. All students receive a Code of Conduct booklet that outlines the discipline policy and procedures that apply district wide. We have also adopted a set of rules for student behavior that applies specifically to our school. The district maintains a "zero tolerance" policy regarding violent actions at school. Also, state law requires mandatory expulsion for many serious offenses. Susan B. Anthony has a conflict resolution program in place and students are trained annually. Students are taught to express their feelings and to use words instead of physical action to solve conflicts. Susan B. Anthony School also provides a safe environment by having sufficient supervision at recess and lunch. Teachers, physical education aides and the principal supervise students on the playground. Students are also carefully monitored at all times during the day and must have permission from the teacher to leave the classroom. All visitors are required to register at the office before being allowed on campus.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		25		3		23		4	
1	23		4		24		4		24		3	
2	21	1	3		23		4		22		4	
3	23		4		21	1	3		24		4	
4	32		3		32		3		27		3	
5	32		3		32		3		31		3	
Other**												

*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.

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

Title	Ratio
Academic Counselors*	1050.0

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	1.0

*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.

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	\$10976	\$2507	\$8469	\$85064
District	N/A	N/A	\$8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	-2.4	9.3
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	12.0	2.9

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)

Susan B. Anthony has GLO afterschool from 3:00 - 6:00 pm. We also offer tutoring for small groups of targeted students during and afterschool. Funding for GLO is a State Grant, the tutoring services are funded through our LCFF funding.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	5%

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			5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Jefferson Elementary School District coordinates staff development opportunities for classified and certificated staff. Under the guidance of our district's content area Program Directors, Susan B. Anthony currently has one coach, for English Language Arts, and Math, working with our teachers. In -service opportunities for all content areas are organized and presented by our program coordinators and coaches. Susan B. Anthony Teachers work with Silicon Valley Math Initiative (SVMi) to continue teacher development in Math. Teachers continue to receive curriculum development in the area of Language Arts and Math from the school district.