

# School Accountability Report

Reported for the 2011-12 School Year

Published During 2012-13

## Anderson Elementary

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012-13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.



### I. About This School

#### Contact Information (2012-13 School Year)

<b>School Name</b>	Anderson Elementary	<b>District Name</b>	Dixon Unified
<b>Street</b>	415 East C Street	<b>Phone Number</b>	707-678-5583
<b>City, Street, Zip</b>	Dixon, Ca 95620-3209	<b>Website</b>	<a href="http://www.dixonusd.org">www.dixonusd.org</a>
<b>Phone Number</b>	707-678-5508	<b>Interim Superintendent</b>	Brian Dolan
<b>Principal</b>	Susan Girimonte	<b>Email Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>
<b>Email Address</b>	<a href="mailto:sgirimonte@dixonusd.org">sgirimonte@dixonusd.org</a>	<b>CDS Code</b>	48705326051049

#### Principals Message: (2011-12 School Year)

Anderson Elementary School is located in Dixon, a small town of 18,000 in northern Solano County. The school is currently serving approximately 500 children in kindergarten through sixth grade. The Anderson staff strives to provide a safe and nurturing environment in which students can grow academically, socially and emotionally. Anderson’s entire school community contributes to setting high academic standards and creating a successful learning environment for every child. Anderson School takes pride in meeting the needs of a diverse student population with a belief that the educational experiences we provide each child will instill a sense of community, a love of learning, and a positive attitude toward the future. 43% of our students are English learners with Spanish being the first

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language of all but a few families. Students are educated in English only and Structured English Immersion classes, with an emphasis on English Language Development (ELD) and English language proficiency for all students.

School improvement goals continue to be implemented with the help of our District-Site Liaison Team (DSLTL), School Site Council (SSC), English Language Advisory Committee (ELAC) and staff. The teaching and support staff receive professional development on the delivery of core curriculum and research based strategies for student success. These strategies are implemented across the curricula and are monitored and refined through the support of district coaches and the principal.

Our school has developed a network of resources to support the academic and behavioral needs of our students. Additional support services offered to assist our Anderson community are: the After School Education and Safety Program (ASES), Intervention Support Classes, Supplemental Education Services (SES), Special Education Resource Program, Speech and Language Program, County Mental Health Services, Project Support Clinician, Migrant Mini-corps student assistants, Maine Prairie High School Student assistants, UC Davis student teachers, and the Dixon Library Fifth Grade Book Club.

Our Mission Statement:

Anderson School provides a safe and nurturing environment in which all children grow academically and socially. It is the collective responsibility of parents, students, and staff to set high standards and create a successful learning experiences for all. We believe that all children can and will learn.

## Parental Involvement (2011-12) School Year)

<b>Contact Person:</b>	Sarah Hoffman	<b>Contact Person Phone #:</b>	707-693-0277
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Parent involvement and education is an important part of this school's culture. Our parents participate in a variety of ways including School Site Council and English Language Advisory Committee. These two groups play an integral part in developing and implementing our Single Plan for Student Achievement (SPSA). They also provide input into leveraging the resources of the school and district to help implement school wide goals and reform. Parents also serve as classroom volunteers, Parent-Teacher Organization (PTO) members, and advisors on district committees. Our parents help organize many additional school activities such as family nights, the talent show, fundraisers, school beautification days, and guest speakers. By working together and addressing student needs, we continue to provide the students of Anderson a quality education.

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

This table displays by subject area the average class size and the number of classrooms that fall into each category (a range of local students per classroom).

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Subject	2009-2010				2010-2011				2011-2012			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>Kindergarten</b>	33.3	0	3	0	30.5	0	2	0	31	0	3	0
<b>Grade 1</b>	29.6	0	3	0	31.6	0	2.5	0	27	0	2	0
<b>Grade 2</b>	31.6	0	2.5	0	28	0	2.5	0	30	0	2.5	0
<b>Grade 3</b>	31.1	0	3.5	0	28	0	2	0	27	0	2.5	0
<b>Grade 4</b>	30.8	0	2.5	0	31.5	0	2	0	27	0	2	0
<b>Grade 5</b>	30.8	0	2.5	0	28	0	2.5	0	31.6	0	3	0
<b>Grade 6</b>	29.6	0	3	0	29.2	0	2.5	0	30.5	0	3	0

## **Student Enrollment by Grade Level (2011-12 School Year)**

This table displays the number of students enrolled in each grade level at the school

Grade Level	Number of Students	Grade Level	Number of Students
<b>Kindergarten</b>	93	<b>Grade 8</b>	0
<b>Grade 1</b>	54	<b>Ungraded Elementary</b>	0
<b>Grade 2</b>	75	<b>Grade 9</b>	0
<b>Grade 3</b>	67	<b>Grade 10</b>	0
<b>Grade 4</b>	54	<b>Grade 11</b>	0
<b>Grade 5</b>	95	<b>Grade 12</b>	0
<b>Grade 6</b>	61	<b>Ungraded Secondary</b>	0
<b>Grade 7</b>	0	<b>Total Enrollment</b>	<b>499</b>

## **Student Enrollment by Group (2011-12 School Year)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

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Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2%	White (not Hispanic)	20%
American Indian or Alaska Native	0%	Two or More Races	2%
Asian	0%	Socioeconomically Disadvantaged	76%
Filipino	0%	English Learners	43%
Hispanic or Latino	75%	Students with Disabilities	11%
Native Hawaiian or Pacific Islander	0%		

## II. School Safety and Facilities

### School Safety Plan (2011-12)

This section provides information about the school's comprehensive safety plan.

<b>Date School Safety Plan last reviewed:</b>	January 2013
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Anderson has a comprehensive School Safety Plan that was developed by the principal, school site council, and the Safety Committee Team. This plan includes: the physical environment, safety strategies, school safety compliance, and procedures to ensure a safe and orderly environment. This plan is reviewed yearly at staff meetings and was recently updated. Our school holds monthly fire drills and yearly lock down and earthquake duck and cover drills.

### Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total of incidents divided by the total enrollment) at the school and the district levels for the most recent three-year period. *Total number of at-home suspensions divided by total number of students accounted in CBEDS for 11-12.*

	School			District		
	2009-10	2010-11	2011-12	2009-2010	2010-2011	2011-12
<b>Suspension Rate</b>	.9	7.5	3.2	.6	14.0	9.2
<b>Expulsion Rate</b>	0	0	0	.5	.5	.5

### School Facility Conditions

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This section provides information about the condition of the school's grounds, buildings, restrooms and a description of any planned or recently completed facility improvements.

## **Planned Improvements (2012-13 School Year)**

There are no planned improvements for the 2011-12 school year.

## **School Facility Good Repairs Status (2012-13 School Year)**

The table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	Action Taken or Planned
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation and air conditioning), Sewer	x			
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings)	x			
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms and common areas)	x			
<b>Electrical:</b> Electrical Systems (interior and exterior)	x			
<b>Bathroom/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior/exterior)		x		
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior/exterior)		x		
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	x			
<b><u>Overall Summary:</u></b>	x			
<b><u>Date of Inspection:</u></b>	7/27/2012			
<b><u>Completion Date of Inspection Form:</u></b>	7/27/2012			

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## III. Curriculum and Instructional Materials

### Quality, Currency and Availability of Textbooks and Instructional Materials (2012-13 School Year)

Our district has adopted new a Reading Language Arts and English Language Development Program this year. These textbooks are the most recent adoption by the California State Board of Education and are aligned with current standards. We are using the 2003 SBE approved adoption of Mathematics. Teachers insure that students are learning established grade level standards by carefully monitoring mastery of essential standards through assessment and reteaching strategies. All students have access to textbooks in every classroom for school and home use as needed.

Subject Area	Textbook Title/Publisher	Year of Adoption
English-Language Arts	Macmillan/McGraw Hill	2011
Mathematics	Houghton Mifflin	2003
History-Social Science	Scott Foresman	2007
Science	Harcourt	2008
Other: English Language Development	Macmillan/McGraw Hill	2011
		Yes / No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials		Yes

### Availability of Textbooks and Instructional Materials

Core Curriculum Area	Percent of Pupils who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

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Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (9-12)	N/A

Textbook Information Collection Date:	September 2010-William's Act Compliance Visit
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### **Textbook Insufficiency (if applicable)**

All students have the required textbooks for all core subjects.

### **Standardized Testing and Reporting Results for All Students – Three Year Comparison**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's include English-language Arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CST's with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations or modifications of the CMA with accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program

Results to the public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>English-Language Arts</b>	34.0%	39%	38%	47%	49%	56%	52%	56%	57%
<b>Mathematics</b>	46%	48%	43%	42%	44%	45%	48%	50%	51%
<b>Science</b>	25%	22%	23%	53%	50%	53%	54%	57%	60%
<b>Social Science</b>	N/A	N/A	N/A	41%	42%	46%	44%	48%	49%

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## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the District</b>	51.9%	55.1%	59.5%	48.8%
<b>All Students at the School</b>	38%	44%	23%	N/A
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	37%	44%	21 %	N/A
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White (Not Hispanic)</b>	49%	46%	46 %	--
<b>Two or More Races</b>	--	--	--	--
<b>Male</b>	37%	42%	24%	--
<b>Female</b>	39%	44%	23%	--
<b>Economically Disadvantaged</b>	34%	41%	19%	--
<b>English Learners</b>	33%	41%	0%	--
<b>Students with Disabilities</b>	17%	28%	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--

## California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>.

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*



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Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	42.4%	28.3%	10.9%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

*Overall Meeting Healthy Fitness Zone Summary of Results*

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API is a 1 to 10 ranking. A statewide rank of 1 means the school has an API score in the lowest 10 percent of all schools in the state; while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means the school's academic performance is better than at least 90 of the 100 similar school.

API Rank	2009	2010	2011
Statewide	4	1	2
Similar Schools	5	1	2

### Academic Performance Index Growth by Student Group – Three Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-40	23	-24
Black or African American	-	--	--
American Indian or Alaska Native	-	--	--
Asian	-	--	--

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Filipino	-	--	--
Hispanic or Latino	-42	38	-27
Native Hawaiian or Pacific Islander	-	--	--
White (Not Hispanic)	-45	-11	-7
Two or More Races	-	--	--
Socioeconomically Disadvantaged	-48	25	-18
English Learners	-46	37	-31
Students with Disabilities	-	--	--

## Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

Group	2011 Growth API		
	School	District	State
All Students at the School	-24	7	10
Black or African American	--	--	10
American Indian or Alaska Native	--	--	5
Asian	--	--	8
Filipino	--	--	8
Hispanic or Latino	-27	8	14
Native Hawaiian or Pacific Islander	--	--	11
White (Not Hispanic)	-7	13	7
Two or More Races	--	--	28
Socioeconomically Disadvantaged	-18	6	15
English Learners	-31	1	15
Students with Disabilities	--	10	14



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## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (2011-12 School Year)

AYP Criteria	School	District
<b>Overall</b>	100%	100%
<b>Participation Rate – English Language Arts</b>	100%	100%
<b>Participation Rate -- Mathematics</b>	100%	100%
<b>Percent Proficient – English Language Arts</b>	38.2%	51.9%
<b>Percent Proficient – Mathematics</b>	44%	55.1%
<b>API</b>	709	754
<b>Graduation Rate</b>	--	78.10

## Federal Intervention Program (2011-12 School Year)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Yes	yes
<b>First Year of Program Improvement</b>	2003-2004	2008-2009
<b>Year in Program Improvement</b>	Year 5	Year 3+
<b>Number of Schools Currently in Program Improvement</b>	--	3

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## V. Teachers and Support Staff

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE Web site on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Parents may request information regarding the professional qualifications of their child's teacher(s) and teacher(s)' aide(s). Detailed information regarding teacher credentials can be found at: <http://www.ctc.ca.gov/>

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	22	24	23	171
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Vacant Teacher Positions and Teacher Misassignments

Indicators	School		
	2010-11	2011-12	2012-13
<b>Vacant Teacher Positions</b>	0	0	0
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Core Academic Class Taught by No Child Left Behind Compliant Teachers (2011-12 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Complaint Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	99.5	.5

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<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	--	--

## Professional Development

In the 2011-2012 school year teachers participated in weekly staff development and collaboration through staff meetings, school or district common planning time, and county office of education coursework. The focus of staff development for the year was the implementation of the newly adopted reading language arts program (*Treasures*), alignment of assessments with identified targeted standards, and re-teaching or providing additional instruction and support for the students who did not learn the identified standards. Much of the staff development revolved around assessments, data analysis and intervention strategies. In addition the staff worked on learning objectives and student engagement strategies. Our staff continued to refine and fully implement the school wide student behavior system using the Best Program. For the 2012-2013 school year the professional development focus continues to be student engagement strategies, learning objectives, and implementation of the Common Core State Standards.

## Professional Development Days

Indicator	Professional Development Days		
	2009-2010	2010-2011	2011-12
<b>Number of school days dedicated to staff development</b>	--	--	1

## Counselors, and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	--	NA
<b>Counselor (Social/Behavior or Career Development)</b>	1.0	--
<b>Librarian</b>	--	--
<b>Library Services Staff</b>	.33	--
<b>Psychologist</b>	--	--
<b>Social Worker</b>	--	--
<b>Nurse</b>	--	--
<b>Speech/Language/Hearing Specialist</b>	1.0	--
<b>Resource Specialist (non-teaching)</b>	2.0	--

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<b>Other</b>	--	--
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## VI. Teachers and Support Staff

### **Expenditures Per Pupil and School Site Teacher Salaries (2010-11 Fiscal Year)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School</b>	\$4188.00	\$303.00	\$3885.00	
<b>District</b>			\$6,850.00	\$62,008.00
<b>State</b>			\$8,323.00	\$67,871.00

### **Teacher and Administrative Salaries (2010-2011 Fiscal Year)**

Range	District	State Average for Districts in the Same Category
<b>Beginning Teacher Salary</b>	\$36,495	\$38,725
<b>Mid-Range Teacher Salary</b>	\$55,593	\$59,717
<b>Highest Teacher Salary</b>	\$74,377	\$77,957
<b>Average Principal Salary (Elementary)</b>	\$86,806	\$95,363
<b>Average Principal Salary (Middle)</b>	\$97,878	\$98,545
<b>Average Principal Salary (High)</b>	\$101,018	\$107,031
<b>Superintendent Salary</b>	\$168,566	\$149,398
<b>Percent of Budget for Teacher Salaries</b>	40.75%	37.20%
<b>Percent of Budget for Administrative Salaries</b>	5.24%	5.85%

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## VII. Data Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Process [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing and data pertaining to 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.

