

Anderson Elementary

2012 – 2013 School Accountability Report

Brad Clagg,
Principal

School Address:
415 East C Street
Dixon, CA
95620

707-693-6360

Dixon Unified
School District

Brian Dolan,
Superintendent

District Address:
180 South First Street
Dixon, CA
95620

707-693-6300

www.dixonusd.org

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 experience for all. We believe that all children can and will learn.

School Enrollment by Ethnic Group 2012 - 2013

	<u>Percentages</u>
African American	1 %
American Indian	0 %
Asian	.5 %
Filipino	.5 %
Hispanic or Latino	79 %
Pacific Islander	.5 %
White	17 %
Two or More	1 %
None Reported	.5 %

School Profile

Anderson Elementary School is located in Dixon, California, a small town of 18,000 in northern Solano County. The school is currently serving approximately 519 children in transitional 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.

58% of our students are English Learners with Spanish being the first language of all but a few families. Students are educated in English only and Structured English Immersion, 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 Leadership Team (DSLTT), School Site Council (SSC), English Learner 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.

Parental Involvement

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 Learner 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 schoolwide 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.

School Safety

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. Our school holds monthly fire drills and yearly lock down and earthquake duck and cover drills. Emergency and first aid supplies are located in each classroom.

School Facilities

Anderson School was modernized in the year 2000 to meet all state requirements on a school facility. The Dixon Unified School District along with North Bay Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. Above and beyond the daily cleaning standards done by the custodial staff, the district schedules a thorough deep cleaning of classrooms on a regular basis. All classrooms have internet access, wireless network and phones.

Date of last inspection: February 2013

Items Inspected	Facilities Status			Remedial Actions
	Good	Fair	Poor	
Systems (Gas,Leaks,Mech/HVAC,Sewer)	X			
Interior Surfaces	X			
Cleanliness (Overall Cleanliness, Pest Control)	X			
Electrical	X			
Bathrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
External Windows,Grounds,Gates,Fences	X			

Suspensions & Expulsions

Total number of at-home suspensions divided by total number of students accounted in CBEDS for 2012-13

	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspension Rate	7.5	3.2	.05	14.0	9.6	10.0
Expulsion Rate	0	0	0	.5	.5	1.0

Average Class Size and Class Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each category

Subject	2012 - 2013			
	Avg. Class Size	1-20	21-32	33+
Kindergarten	30		3	
Grade 1	28		3	
Grade 2	27.5		2	
Grade 3	29.2		2.5	
Grade 4	25.2		2.5	
Grade 5	28.5		2	
Grade 6	32		3	

Student Enrollment by Grade

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

2012-2013			
Kindergarten	91	Grade 8	--
Grade 1	84	Ungraded Elementary	--
Grade 2	55	Grade 9	--
Grade 3	73	Grade 10	--
Grade 4	63	Grade 11	--
Grade 5	57	Grade 12	--
Grade 6	96	Ungraded Secondary	--
Grade 7	--	Total Enrollment	519

Physical Fitness

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. <http://dq.cde.ca.gov/dataquest/PhysFitness/PFTDN/MeetingHFZ2011.aspx?r=0&t=1&y=2012-13&c=48705326051023&n=0000>

District Wide Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4	17.7	24.2
7	n/a	n/a	n/a
9	n/a	n/a	n/a

Curriculum & Instructional Materials

All English Language Arts classes have current state adopted textbooks and materials (Macmillan/McGraw, 2011). In Mathematics all classes have current state approved textbooks and materials (Houghton Mifflin/McDougal Littel). Science classes have current state adopted textbooks and materials (Harcourt/Holt). History-Social Science classes have current (9/06) state adopted textbooks and materials (Harcourt). Quality of all materials is reviewed annually and replacements are ordered. All classes have sufficient materials and reviewed annually to reach compliance with the Williams Act.

Subject Area	Textbook Title/Publisher	Year of Adoption	% Lacking
English Language Arts	Macmillan/McGraw	2011-12	0
Mathematics	Houghton Mifflin/McDougal	2003-04	0
History/Social Science	Harcourt	2006-07	0
Science	Holt	2007-08	0
Other	N/A	N/A	N/A
Most recent SBE or LEA Approved Instructional Materials			Yes

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.

	School			District
	2011	2012	2013	2013
Fully Credentialed	27	23	24	168
Without Full Credentials	0	0	0	0
Teaching Outside Subject	0	0	0	0

Teacher Assignment

Indicators	School		
	2011	2012	2013
Vacant Teacher Positions	0	0	0
Misassignments of English Teachers	0	0	0
Total Teacher Misassignments	0	0	0

Federal Intervention Program

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

Indicators	School	District
	2011	2012
Program Improvement Status	Yes	Yes
First Year of Program Improvement	2003-04	2008-09
Number is Schools in Program Improvement	Year 5	Year 3+

Core Academic Class Taught by No Child Left Behind Compliant Teachers (2012-13 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	Taught by NCLB Teachers	Taught by Non-NCLB Teachers
This School	100 %	0 %
All Schools in District	100%	0%
High Poverty Schools in District	100%	0%
Low-Poverty Schools in District	--	--

Professional Development

Indicator	Professional Development Days		
	2011	2012	2013
Number of school days dedicated to staff development	--	1	1

API Index Ranks - Three Year Comparison

The Academic Performance Index is an annual measure of the academic performance and progress of individual schools in California. The statewide target is 800.

API Results	2010	2011	2013
Statewide	1	2	1
Similar Schools	1	2	2

Counselors, and Support Staff -2013

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	Average Students Per Counselor
Academic Counselor		
Counselor (social behavior)	1	519
Librarian		--
Library Staff	.33	--
Psychologist	.5	--
Social Worker		--
Nurse	.5	--
Speech	1	--
Language/Hearing Resource Specialist	2	--
Other		--

API by Student Group- Growth Comparison

<http://www.cde.ca.gov/ta/ac/ap/>

Group	School	2012-13Growth API	
		District	State
All Students	710	748	756
Black or African American	--	696	667
American Indian/Alaskan	--	--	721
Asian	--	835	876
Filipino	--	813	834
Hispanic or Latino	705	700	709
Pacific Islander	--	--	736
White (Not Hispanic)	731	813	819
Two or More Races	--	784	--
Socioeconomically Disadvantaged	695	703	710
English Learners	697	647	662
Students with Disabilities	512	521	530

API Growth by Student Group

Group	2010-11	Actual Change	
		2011-12	2012-13
All Students	23	-24	1
Black or African American	--	--	--
American Indian/Alaskan	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	38	-27	1
Pacific Islander	--	--	--
White (Not Hispanic)	-11	-7	-7
Two or More Races	--	--	--
Socioeconomically Disadvantaged	25	-18	5
English Learners	37	-31	10
Students with Disabilities	--	--	--

Adequate Yearly Progress

The NCLB requires that all schools and districts meet the following AYP criteria:

- Participation Rate on the state's standards-based assessments in English-Language Arts 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 regarding AYP can be found at www.cde.ca.gov/ta/ac/ay/

AYP Criteria	School	District
Overall		
Participation Rate – ELA	100%	100%
Participation – Math	100%	99%
Percent Proficient – ELA	37.2%	47.6%
Percent Proficient – Math	51.1%	54.9%
API	5%	-11
Graduation Rate	--	80.5%

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>.

California Standards Test									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English Language Arts	39%	38%	36.9%	50.0%	50.4%	47.6%	54.4%	57.2%	56.6%
Mathematics	48%	43%	51.7%	44.3%	45.3%	54.9%	50.4%	51.5%	59.5%
Science	22%	23%	33.3%	49.7%	49.7%	49.1%	57.0%	59.5%	57.0%
History-Social Science	N/A	N/A	N/A	41.6%	41.6%	42.7%	47.7%	48.8%	49.3%

*Scores are not shown when the number of students tested is 10 or less.

Standardized Testing and Reporting by Student Group -2013

Percentage of Students Scoring at Proficient or Advanced Level	English Language-Arts	Mathematics
	All Students in District	47.6 %
All Students at School	37.2%	51.1%
Black or African American	--	--
American Indian or Alaskan Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	36.5%	48.6%
Pacific Islander	--	--
White (Not Hispanic)	40.7%	59.3%
Two or More Races	--	--

School Expenditures:

Per Pupil and School Site Teacher Salaries – 2013

	Expenditures Per Pupil	Per Pupil (supplemental)	Per Pupil (basic)	Average Teacher Salary
School	\$4156.00	\$253.00	\$3903.00	
District			\$7218.00	\$62,008.00
State			\$8323.00	\$68,531.00

Teacher and Support Staff:

Expenditures per Pupil and Site Teacher Salaries -2013

T ool's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site, district and state levels. <http://www.cde.ca.gov/fg/fr/sa/cefavg salaries.asp>

Range	District	State Average for Districts in the Same Category
Beginning	\$36,495	\$38,578
Mid-Range	\$55,593	\$59,799
Highest	\$74,377	\$78,044
Average Elementary Principal	\$92,465	\$95,442
Average Middle Principal	\$99,328	\$98,080
Average High Principal	\$105,376	\$106,787
Superintendent Salary	\$181,627	\$150,595
Percent of Budget for Teacher Salaries	41.56%	37.14%
Percent of Budget for Administrative Salaries	7.69%	5.93%

Data Access

DataQuest:

DataQuest is an search engine 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, county and the state. DataQuest allows parents and community members to access accountability reports such as; API, AYP, test data, enrollment, graduates, 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.