

# Anderson (Linford L.) Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.



### Rayito Farris, Principal

Principal, Anderson (Linford L.) Elementary

#### About Our School

Anderson Elementary is the first elementary school established in the Dixon Unified School District and has served many generations in the community. Staff, students and parents take pride in their school and are eager to share their own personal experiences from attending Anderson. The community is an integral part of the school and proud supporters of staff and student.

Students at Anderson receive rigorous academic instruction from highly qualified teachers with high expectations. Students are introduced to technology and taught 21st century skills that will carry them into the future. In grades Kindergarten and first grade students utilize iPads to enhance their learning, in grade second through fifth; each student has access to their own netbook.

#### Principal's Comment

Rayito Farris, Principal

#### Contact

Anderson (Linford L.) Elementary  
415 East C St.  
Dixon, CA 95620-2798

Phone: 707-693-6360  
E-mail: [rayito.farris@dixonusd.org](mailto:rayito.farris@dixonusd.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Dixon Unified
<b>Phone Number</b>	(707) 693-6300
<b>Superintendent</b>	Brian Dolan
<b>E-mail Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>
<b>Web Site</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Anderson (Linford L.) Elementary
<b>Street</b>	415 East C St.
<b>City, State, Zip</b>	Dixon, Ca, 95620-2798
<b>Phone Number</b>	707-693-6360
<b>Principal</b>	Rayito Farris, Principal
<b>E-mail Address</b>	<a href="mailto:rayito.farris@dixonusd.org">rayito.farris@dixonusd.org</a>
<b>Web Site</b>	<a href="http://anderson.dixonusd.org/">http://anderson.dixonusd.org/</a>
<b>County-District-School (CDS) Code</b>	48705326051049

*Last updated: 1/30/2019*

### School Description and Mission Statement (School Year 2018—19)

Anderson Elementary is located in Dixon, California, a small town of 18,000 in northern Solano County. The school serves approximately 500 children and transitional kindergarten through sixth grade. Anderson's mission is to provide a nurturing and academically rigorous community where students reach individual learning success and take pride in their education.

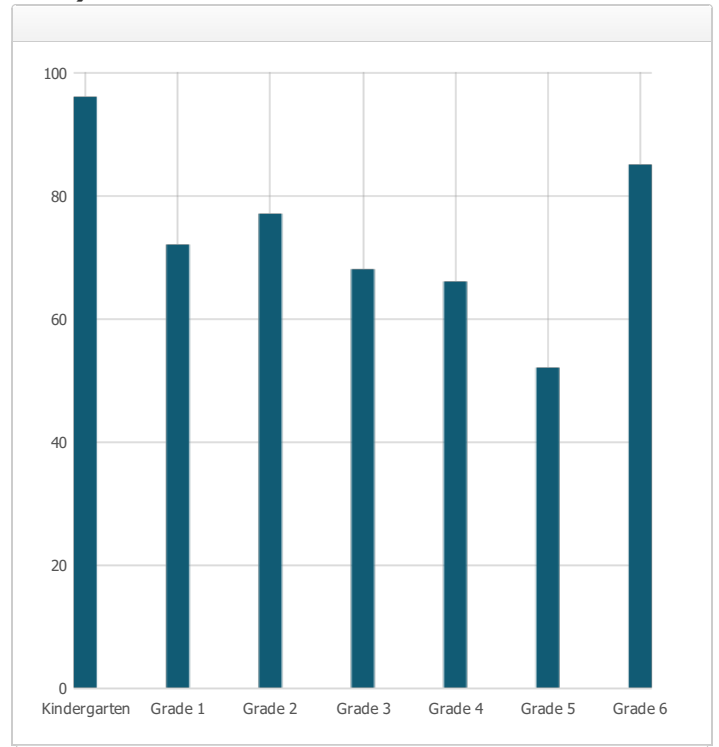
Approximately 50% of our students are English Learners, with Spanish being their primary language of all but a few families. Students are educated in English only, but supported through English Language Development (ELD). The school provides ELD for forty-five minutes, four times a week.

School goals are supported by the Local Control Accountability Plan (LCAP) with the help of School Site Council (SSC), English Learner Advisory Committee (ELAC), and staff. The staff receives ongoing professional development in academic areas, in addition to school climate and safety.

*Last updated: 1/30/2019*

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	72
Grade 2	77
Grade 3	68
Grade 4	66
Grade 5	52
Grade 6	85
<b>Total Enrollment</b>	<b>516</b>



Last updated: 1/25/2019

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

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	2.7 %
Asian	1.5 %
Filipino	1.6 %
Hispanic or Latino	78.4 %
Native Hawaiian or Pacific Islander	1.6 %
White	11.1 %
Two or More Races	3.1 %
Other	-3.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.1 %
English Learners	47.7 %
Students with Disabilities	13.3 %
Foster Youth	0.2 %

## A. Conditions of Learning

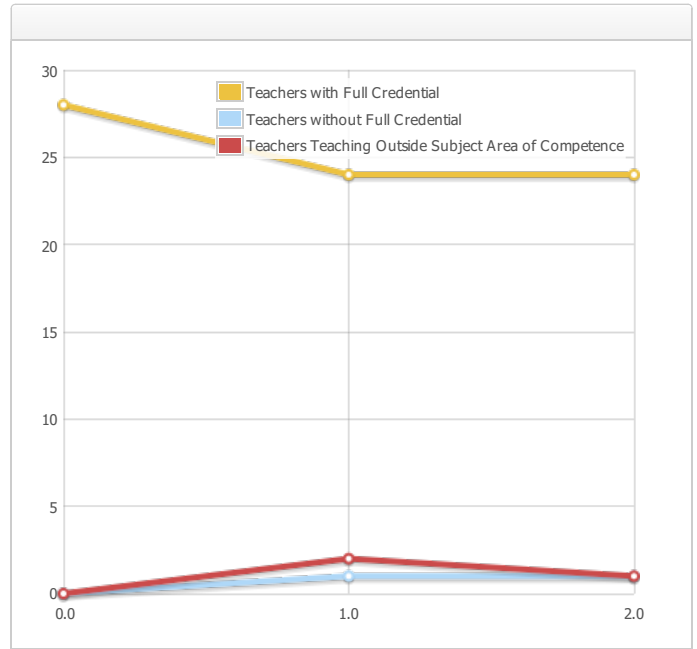
### State Priority: Basic

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

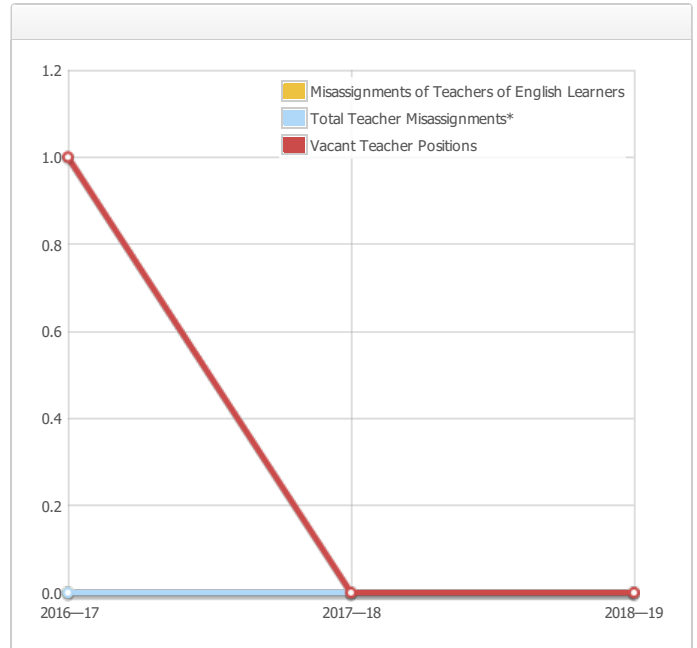
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	28	24	24	150
Without Full Credential	0	1	1	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	1	5



Last updated: 1/29/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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.

Last updated: 1/29/2019

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

Year and month in which the data were collected: August 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	California National Geographic Reach for Reading (Kindergarten-1st grade) Benchmark Advance (2nd - 5th grade)	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Kindergarten-5th grade)	Yes	0.0 %
Science	Harcourt - California Science (Kindergarten - 5th grade)	Yes	0.0 %
History-Social Science	Pearson Scott Foresman - History Social Science For California (Kindergarten - 5th grade)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2019

## School Facility Conditions and Planned Improvements

Anderson (Linford L.) Elementary school meets or exceeds 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.

*Last updated: 1/30/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Fair
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*Last updated: 1/30/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	41.0%	40.0%	42.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	27.0%	31.0%	34.0%	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.

*Last updated: 1/30/2019*

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	268	98.53%	40.60%
Male	134	133	99.25%	36.64%
Female	138	135	97.83%	44.44%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	218	215	98.62%	39.25%
Native Hawaiian or Pacific Islander	--	--	--	
White	29	29	100.00%	51.72%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	236	232	98.31%	35.22%
English Learners	188	184	97.87%	35.33%
Students with Disabilities	32	32	100.00%	18.75%
Students Receiving Migrant Education Services	33	33	100.00%	39.39%
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.

Last updated: 1/30/2019



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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	270	99.26%	27.04%
Male	134	134	100.00%	30.60%
Female	138	136	98.55%	23.53%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	218	216	99.08%	25.46%
Native Hawaiian or Pacific Islander	--	--	--	
White	29	29	100.00%	37.93%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	236	234	99.15%	23.50%
English Learners	188	186	98.94%	23.12%
Students with Disabilities	32	32	100.00%	9.38%
Students Receiving Migrant Education Services	33	33	100.00%	27.27%
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.

Last updated: 1/30/2019

# 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 area of physical education

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

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	22.0%	24.0%	12.0%

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.

*Last updated: 1/30/2019*

## 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)

Anderson Elementary parents have multiple opportunities to participate in their child's education. Parents are encouraged to have a voice through participation in the Parent-Teacher Organization (PTO), English Learner Advisory Committee (ELAC), School Site Council (SSC) and Local Control Accountability Plan (LCAP). Parents can also volunteer in their child's classrooms, as well as, volunteer for school activities

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

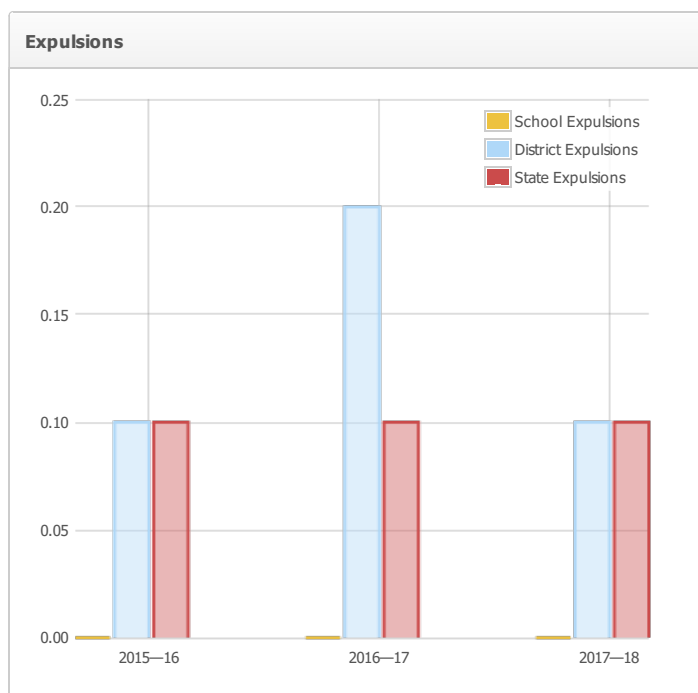
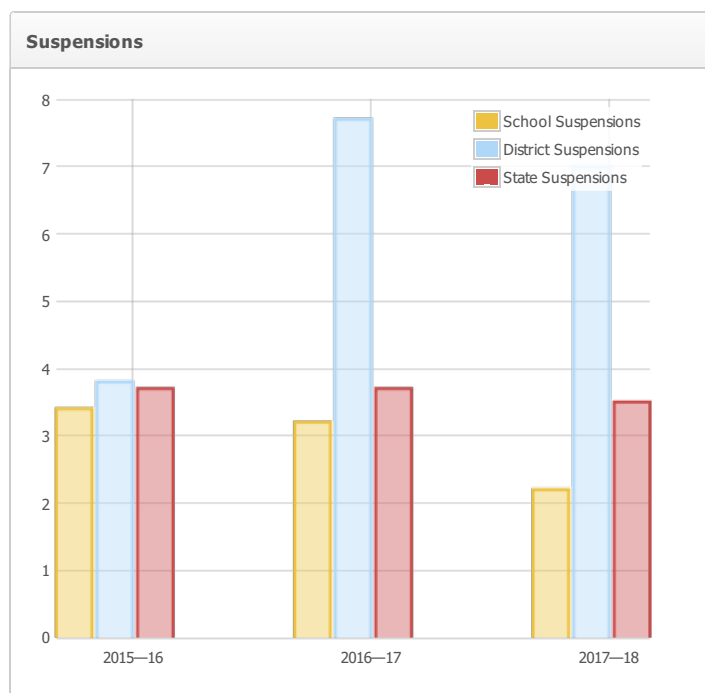
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.4%	3.2%	2.2%	3.8%	7.7%	7.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/30/2019

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

Maintaining the safety and security of students and staff at Anderson Elementary School is a priority in our daily operations and long term planning period. When family members, volunteers, or representatives from outside agencies visit the campus, they first report to the office where they sign in and acquire a visitor badge. This protocol is encouraged with signage and reinforced by staff members. Students are supervised during all parts of their day. Certificated staff provides instruction and oversight during class time while classified staff supervises students during recess and lunch periods. The Comprehensive School Safety Plan (CSSP) is in compliance with SB187. Yearly, the committee meets to review the materials. In addition, to an Incident Command Structure, this document outlines responses to fires, floods, earthquakes, toxic spills, and campus intrusions. Specific instructions for staff and student response are outlined in the plan. Staff and students practice drills periodically throughout the year to reinforce the procedures outlined in our safety plan. Should such a situation arise, staff will remain on duty to ensure the welfare of all Anderson students until it is feasible and appropriate for parents and guardians to pick them up. The School maintains necessary first-aid supplies in designated locations and these are inventoried and replaced each year.

Reviewed fall 2018

Last updated: 1/30/2019

## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		5	
1	23.0		3	
2	24.0		3	
3	24.0		2	
4	29.0		3	
5	30.0		2	
6	32.0		2	
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		5	
1	22.0		3	
2	23.0		3	
3	23.0		3	
4	25.0		2	
5	28.0		3	
6	31.0		2	
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		5	
1	24.0		3	
2	25.0		3	
3	22.0		3	
4	34.0			2
5	25.0		2	
6	28.0		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.

Last updated: 1/30/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.6	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.

*Last updated: 2/1/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$5911.0	\$326.0	\$5585.0	\$68872.0
District	N/A	N/A	\$8191.0	\$67304.0
Percent Difference – School Site and District	N/A	N/A	-31.8%	-3.4%
State	N/A	N/A	\$7125.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-21.6%	-3.5%

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

*Last updated: 2/1/2019*

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

Anderson Elementary School Site Council approved expenditures on the following services:

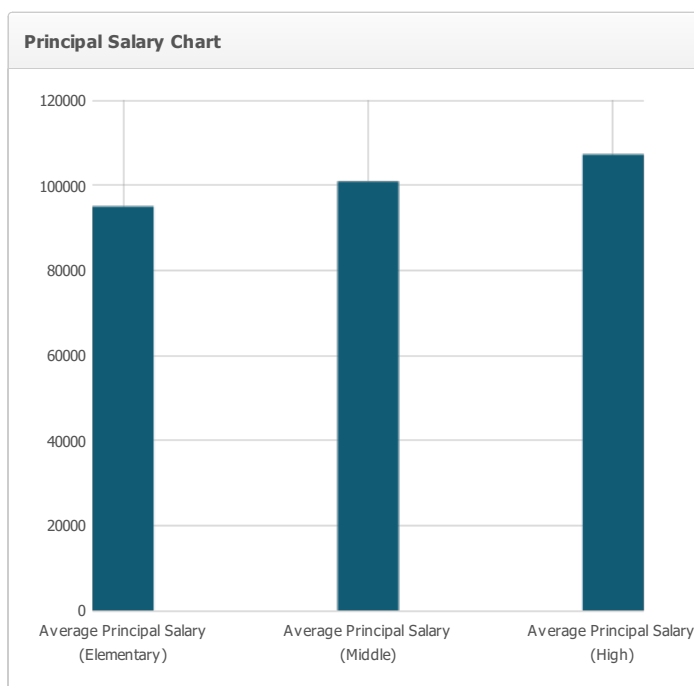
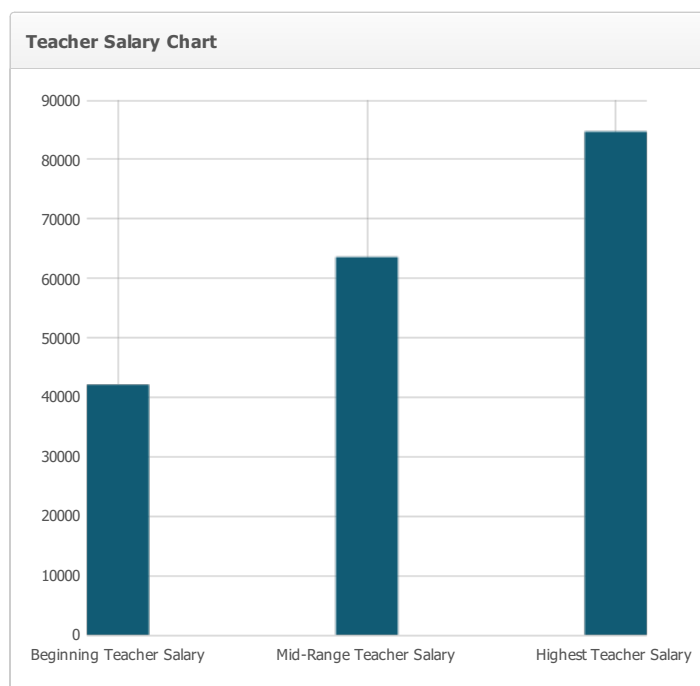
- Response to Intervention Teacher
- Positive Behavior Intervention Strategies Professional Development, Incentives and materials.
- Technology
- Classroom Magazines

Last updated: 1/25/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,131	\$45,681
Mid-Range Teacher Salary	\$63,595	\$70,601
Highest Teacher Salary	\$84,708	\$89,337
Average Principal Salary (Elementary)	\$95,011	\$110,053
Average Principal Salary (Middle)	\$100,890	\$115,224
Average Principal Salary (High)	\$107,240	\$124,876
Superintendent Salary	\$183,432	\$182,466
Percent of Budget for Teacher Salaries	37.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/25/2019

## Professional Development

Professional development for the 2016-2017 school year included aligning curriculum with Common Core State Standards. Professional development conducted



during Common Planning Time (CPT), augmented by the support of a district provided instructional math and English Language Development coach. These coaches worked closely with classroom teachers to model and facilitate the use of research-based teaching strategies, research and provide resources on innovative practices and analyze and reflect student achievement data.

Professional development provided during the 2017-2018 school year included: Professional Learning Communities (PLC) (two days offered over the summer and two days during winter break), UC Davis Math and Writing Projects, Positive Behavior Intervention Strategies (PBIS), and EL Achieve, in which training days are provided throughout the year. Teachers are also provided CPT, that occurs each week for a hour and forty-five minutes. During this time, teachers collaborate in grade level teams, site, or district groups to reflect upon student progress and planned for continued student learning. The areas of focus for collaboration at the elementary level include, engagement strategies, differentiation through small group instruction, and implementation of ELD strategies. These areas were identified through the collaborative LCAP process in 2016 with a common purpose of aligning curriculum and instruction with the Common Core Standards.

Professional development provided during the 2018-2019 school year includes the development of math curriculum pacing guide, and instructional math strategies aligned to Common Core Standards provided by UC Davis Math Project. Staff has also received training on the implementation of strategies in teaching writing provided by the Area 3 Writing Project. Staff has also received training on the implementation of The Leader In Me based off of Stephen Covey's 7 Habits of Highly Effective People in order to encourage a positive school climate for both students and staff. Staff is receiving professional development on how to utilize interactive projectors in the classroom in order to make lessons more engaging for students.

*Last updated: 1/25/2019*