

Anderson (Linford L.) Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Danielle Sharp, Principal

Principal, Anderson (Linford L.) Elementary

About Our School

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

Over 50% 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 and improving English language proficiency for all students.

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

Contact

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

Phone: 707-693-6360
E-mail: danielle.sharp@dixonusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Dixon Unified
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
E-mail Address	bdolan@dixonusd.org
Web Site	http://www.dixonusd.org

School Contact Information (School Year 2016-17)	
School Name	Anderson (Linford L.) Elementary
Street	415 East C St.
City, State, Zip	Dixon, Ca, 95620-2798
Phone Number	707-693-6360
Principal	Danielle Sharp, Principal
E-mail Address	danielle.sharp@dixonusd.org
Web Site	www.schools.dixonusd.org/and/
County-District-School (CDS) Code	48705326051049

Last updated: 1/11/2017

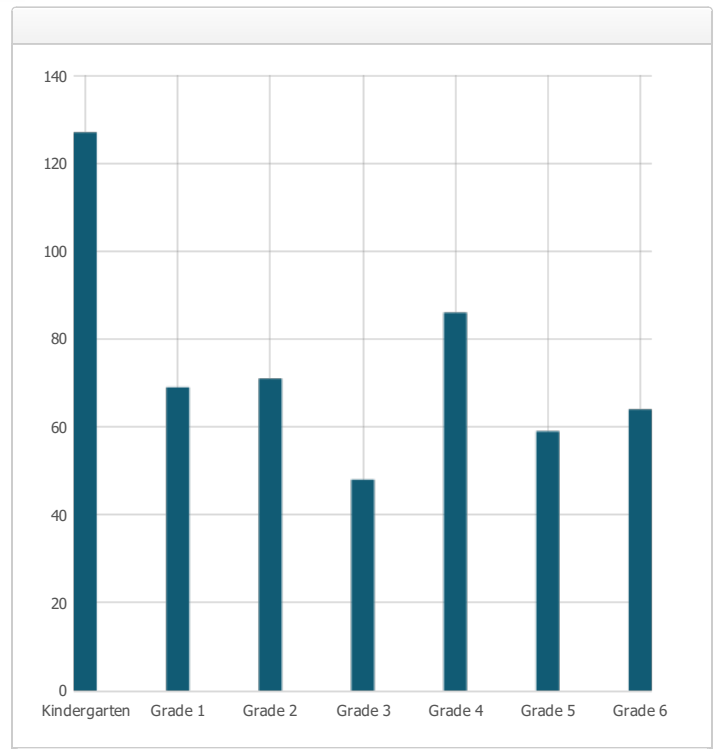
School Description and Mission Statement (School Year 2016-17)

<p>Mission Statement</p> <p>Anderson is a nurturing and academically rigorous community where students reach individual learning success and take pride in their education.</p>
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Last updated: 1/11/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	127
Grade 1	69
Grade 2	71
Grade 3	48
Grade 4	86
Grade 5	59
Grade 6	64
Total Enrollment	524



Last updated: 1/11/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	0.0 %
Asian	0.6 %
Filipino	0.4 %
Hispanic or Latino	77.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	15.8 %
Two or More Races	2.9 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.8 %
English Learners	50.0 %
Students with Disabilities	15.8 %
Foster Youth	0.4 %

Last updated: 1/11/2017

A. Conditions of Learning

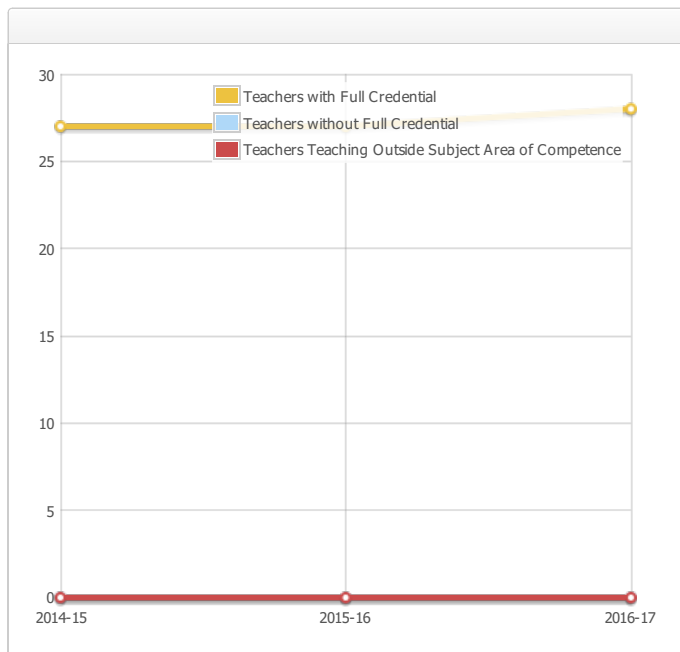
State Priority: Basic

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

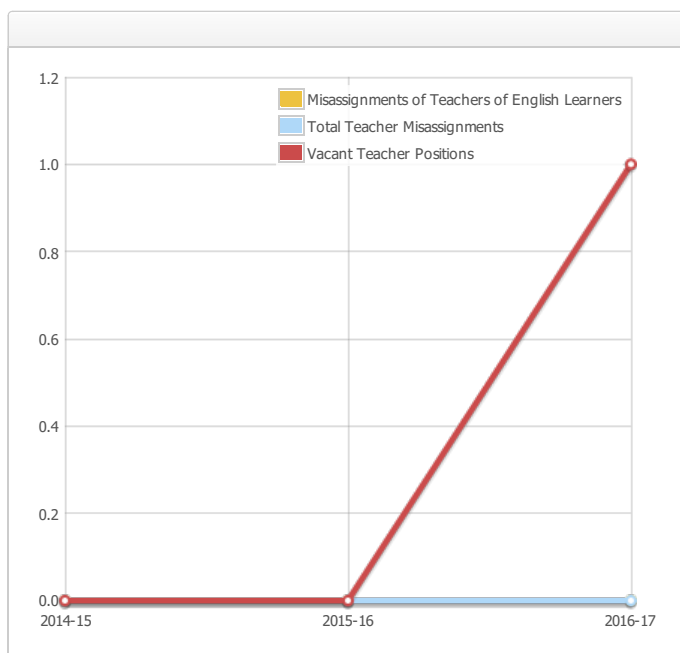
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	27	28	171
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/30/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	93.0%	8.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	94.0%	6.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/23/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California National Geographic Reach for Reading (Kindergarten - 1st grade) Benchmark Advance (2nd - 5th grade) McMillan McGraw-Hill Education - Treasures (6th grade)	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Kindergarten - 5th grade) Houghton Mifflin Harcourt - Big Ideas Math Course 1 (6th grade)	Yes	0.0 %
Science	Harcourt - California Science (Kindergarten - 5th grade) Pearson Prentice Hall - Focus on California Earth Science (6th grade)	Yes	0.0 %
History-Social Science	Pearson Scott Foresman - History Social Science For California (Kindergarten - 5th grade) Holt - California Social Studies World History Ancient Civilizations (6th grade)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Hal Leonard Corporation - Essential Elements for Band (5th - 6th grade)		0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/31/2017

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: 1/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Fair
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Last updated: 1/17/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	24.0%	31.0%	33.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	27.0%	26.0%	30.0%	32.0%	34.0%	36.0%

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: 1/23/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	49	100.0%	20.4%
Male	23	23	100.0%	13.0%
Female	26	26	100.0%	26.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	18.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.0%	17.8%
English Learners	28	28	100.0%	10.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	87	96.7%	37.9%
Male	44	42	95.5%	33.3%
Female	46	45	97.8%	42.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	71	98.6%	33.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.3%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.7%	36.0%
English Learners	43	42	97.7%	9.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	59	98.3%	23.7%
Male	40	40	100.0%	15.0%
Female	20	19	95.0%	42.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.0%	23.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	30.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.2%	18.5%
English Learners	23	23	100.0%	8.7%
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	64	100.0%	35.9%
Male	33	33	100.0%	39.4%
Female	31	31	100.0%	32.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.0%	31.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	58.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.0%	28.6%
English Learners	19	19	100.0%	5.3%
Students with Disabilities	11	11	100.0%	9.1%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	49	100.0%	29.2%
Male	23	23	100.0%	22.7%
Female	26	26	100.0%	34.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.0%	27.3%
English Learners	28	28	100.0%	25.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	87	96.7%	32.2%
Male	44	42	95.5%	31.0%
Female	46	45	97.8%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	71	98.6%	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.3%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.7%	32.0%
English Learners	43	42	97.7%	4.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	59	98.3%	18.6%
Male	40	40	100.0%	17.5%
Female	20	19	95.0%	21.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.0%	19.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.2%	14.8%
English Learners	23	23	100.0%	4.4%
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	64	100.0%	21.9%
Male	33	33	100.0%	18.2%
Female	31	31	100.0%	25.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.0%	14.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.0%	16.3%
English Learners	19	19	100.0%	10.5%
Students with Disabilities	11	11	100.0%	9.1%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	30.0%	12.0%	17.0%	51.0%	42.0%	43.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/23/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	60	58	96.7%	17.2%
Male	40	40	100.0%	20.0%
Female	20	18	90.0%	11.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	46	46	100.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	11	9	81.8%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	53	96.4%	11.3%
English Learners	23	23	100.0%	4.4%
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/23/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.2%	22.4%	27.6%

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: 1/23/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parental involvement in education plays an important role in a school's culture. Anderson School has a history of involved and active parents, and intends to maintain that tradition. Research indicates that the more involved a parent is in their child's education, the better the student does in school. Our parents participate in a variety of ways including School Site Council and English Learner Advisory Committee. The 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 such as the LCAP committee. Our parents help organize many additional activities including family nights, a talent show, fundraisers, school beautification days and guest speakers. The school and staff offer parent nights throughout the year with a focus on academics, family involvement and how a parent can best support their child's education. Additionally, English classes are provided on site for Spanish speaking parents. Anderson staff believe that by working together and addressing student needs, we will continue to provide the students of Anderson a quality education.

State Priority: Pupil Engagement

Last updated: 1/11/2017

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

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

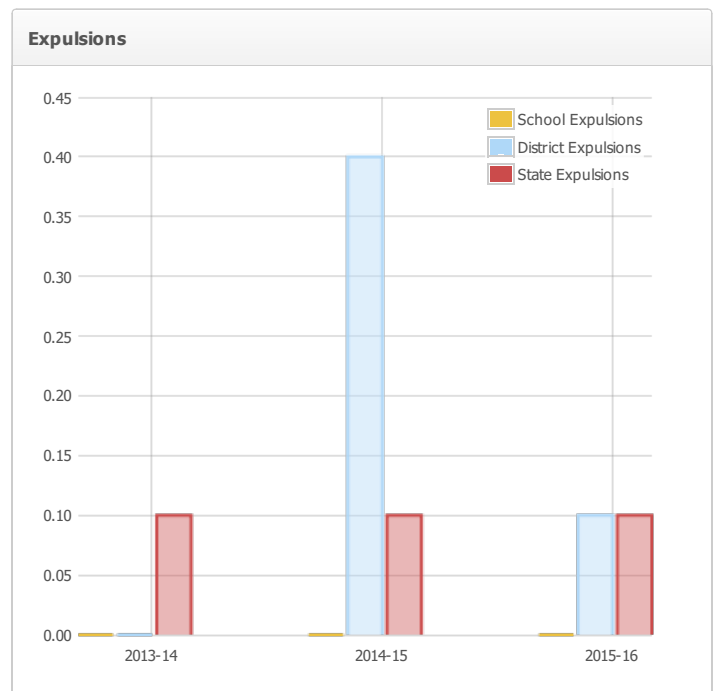
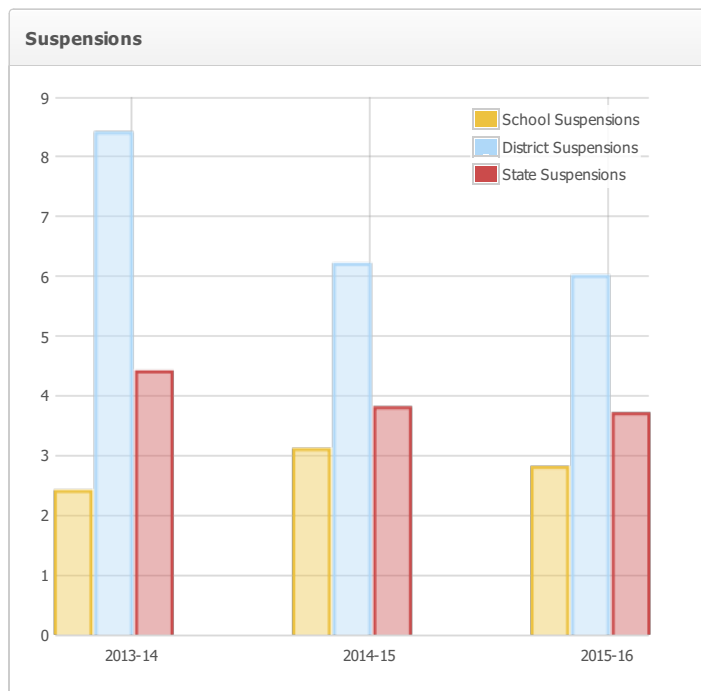
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	3.1	2.8	8.4	6.2	6.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.4	0.1	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

Creating a positive and safe environment is one of our school's top priorities. Our school maintains a disaster preparedness and crisis intervention plan which lays out steps that are to be taken to ensure student and staff safety during a disaster or crisis. The school conducts safety drills on a regular basis. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our school facilities are also in compliance with the Williams Act; county walkthroughs are conducted each year. Students are supervised throughout the day by teachers and noon duty supervisors. All visitors to the school must sign in first at the school office and receive a visitor's badge. Our staff and students review weekly school our school-wide rules and norms to assure a safe and orderly campus In addition, we promote and acknowledge safe, respectful, and responsible students with several incentive programs at Anderson School.

Last updated: 1/11/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/11/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	0	4	0	23.0	0	5	0				
1	25.0	0	2	0	22.0	0	3	0				
2	23.0	0	3	0	25.0	0	2	0				
3	23.0	0	3	0	22.0	0	4	0				
4	28.0	0	2	0	28.0	0	2	0				
5	28.0	0	3	0	33.0	0	0	2				
6	30.0	0	2	0	33.0	0	1	1				
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/11/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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	0.4	N/A
Social Worker	0.5	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		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: 1/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5257.0	\$134.0	\$5122.0	\$68789.0
District	N/A	N/A	\$6664.0	\$65325.0
Percent Difference – School Site and District	--	--	-23.1%	5.3%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	-9.8%	2.1%

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

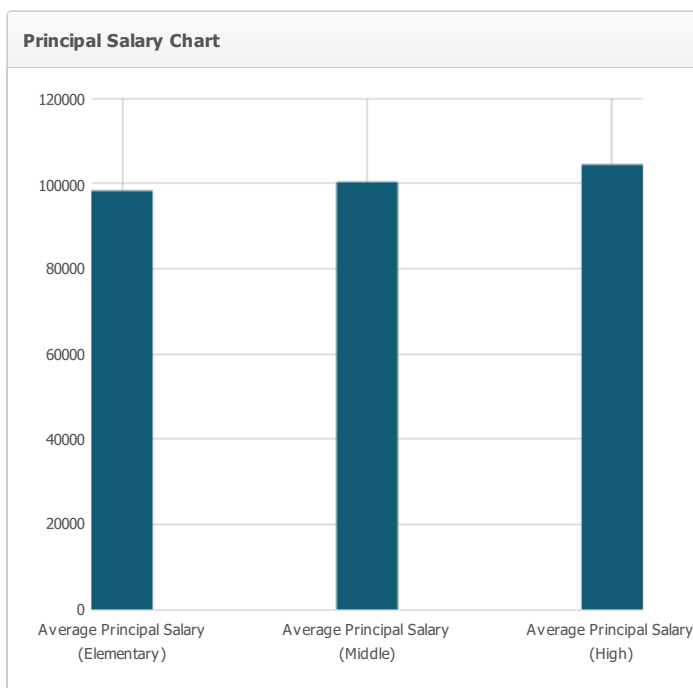
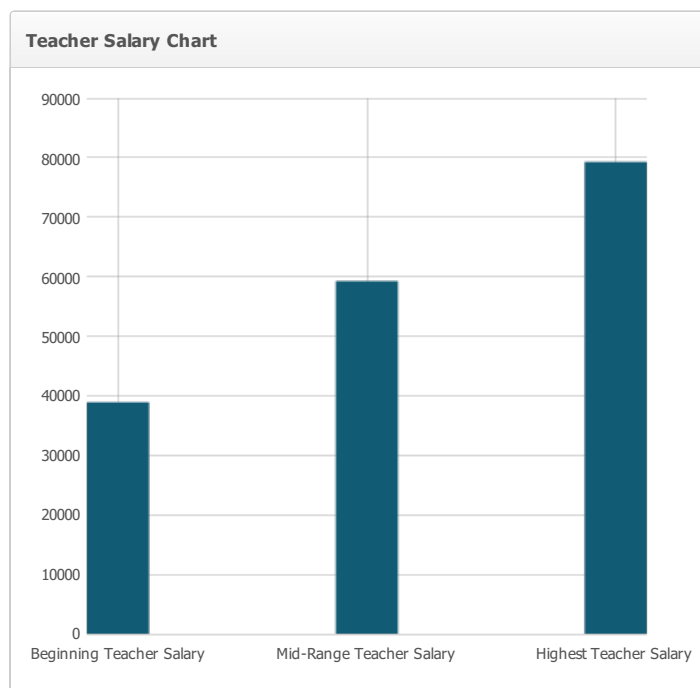
To assist and provide additional support for teachers and students, Anderson School provides 3 Response to Intervention/ English Language Development teachers. These teachers work with small groups within the regular classroom to support students based on identified needs. Additionally, Dixon Unified provides instructional coach support for each school, which allows teachers to collaborate with colleagues to improve instruction.

Last updated: 1/11/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,903	\$42,063
Mid-Range Teacher Salary	\$59,262	\$64,823
Highest Teacher Salary	\$79,285	\$84,821
Average Principal Salary (Elementary)	\$98,259	\$101,849
Average Principal Salary (Middle)	\$100,325	\$107,678
Average Principal Salary (High)	\$104,397	\$115,589
Superintendent Salary	\$175,890	\$169,152
Percent of Budget for Teacher Salaries	41.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/11/2017

Professional Development

The Anderson staff is provided with ample staff development which includes site and district led sessions. Teachers are afforded biweekly collaboration time to discuss student achievement and curriculum development. Release days are scheduled throughout the year for additional training. The focus of this year's professional development is English Language Development, Common Core Math, and Common Core Language Arts, English Language Development, Nurtured Heart Approach, and Positive Behavioral Intervention and Support. Teachers are also given additional opportunities to attend Common Core aligned professional development that is self selected.

Last updated: 1/11/2017