

# Anderson (Linford L.) Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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 staff strives to provide a safe and nurturing environment in which students 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.

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](mailto:danielle.sharp@dixonusd.org)



## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<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 - Most Recent Year	
<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>	Danielle Sharp, Principal
<b>E-mail Address</b>	<a href="mailto:danielle.sharp@dixonusd.org">danielle.sharp@dixonusd.org</a>
<b>Web Site</b>	<a href="http://www.schools.dixonusd.org/and/">www.schools.dixonusd.org/and/</a>
<b>County-District-School (CDS) Code</b>	48705326051049

*Last updated: 1/4/2016*

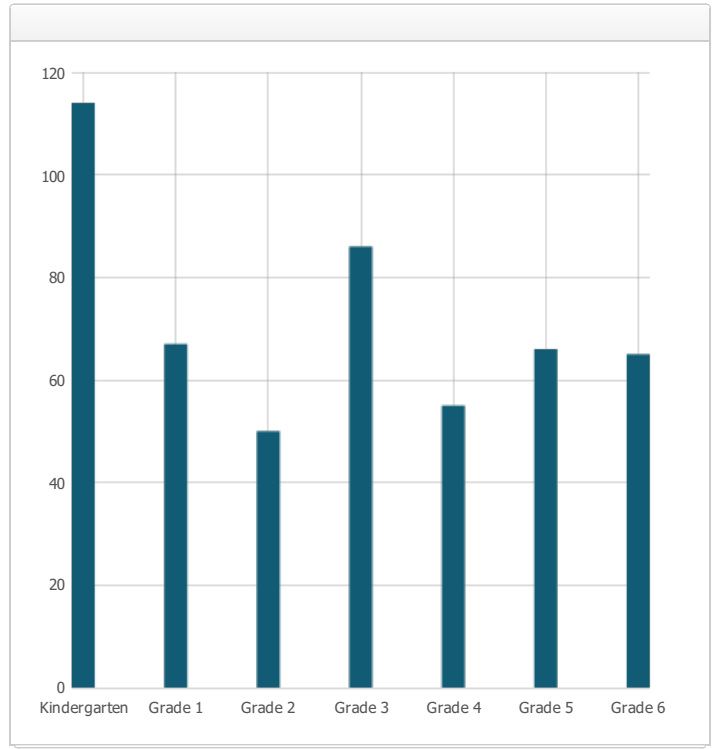
### School Description and Mission Statement - Most Recent Year

<p><b>Mission Statement</b></p> <p>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.</p>
--

*Last updated: 1/6/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

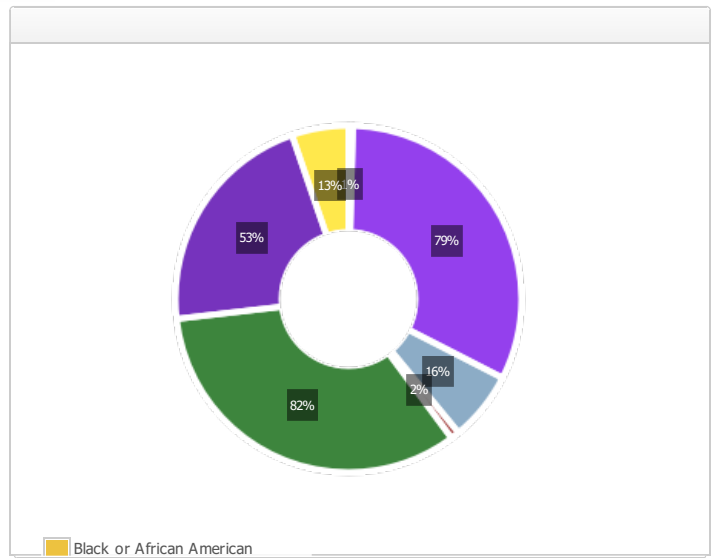
Grade Level	Number of Students
Kindergarten	114
Grade 1	67
Grade 2	50
Grade 3	86
Grade 4	55
Grade 5	66
Grade 6	65
<b>Total Enrollment</b>	<b>503</b>



Last updated: 1/6/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.0 %
Asian	0.2 %
Filipino	0.2 %
Hispanic or Latino	79.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	16.1 %
Two or More Races	2.6 %
Socioeconomically Disadvantaged	82.3 %
English Learners	53.5 %
Students with Disabilities	13.9 %
Foster Youth	0.4 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/6/2016

## A. Conditions of Learning

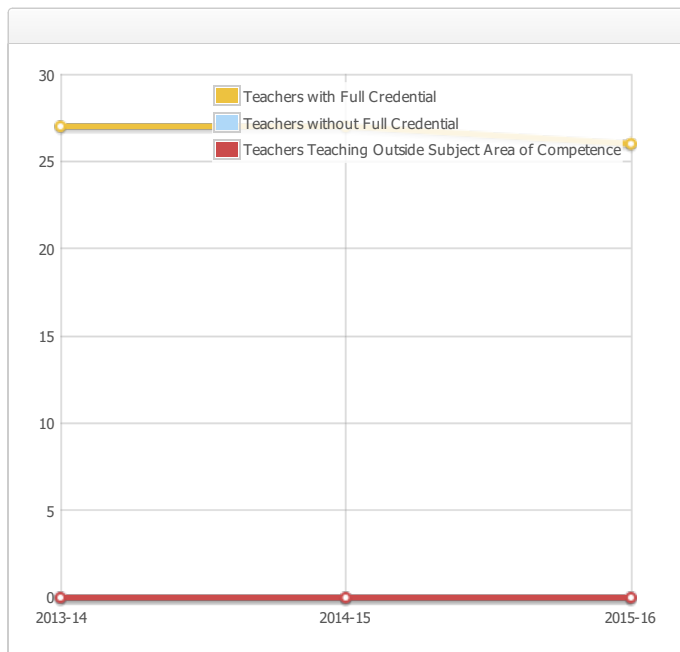
### State Priority: Basic

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

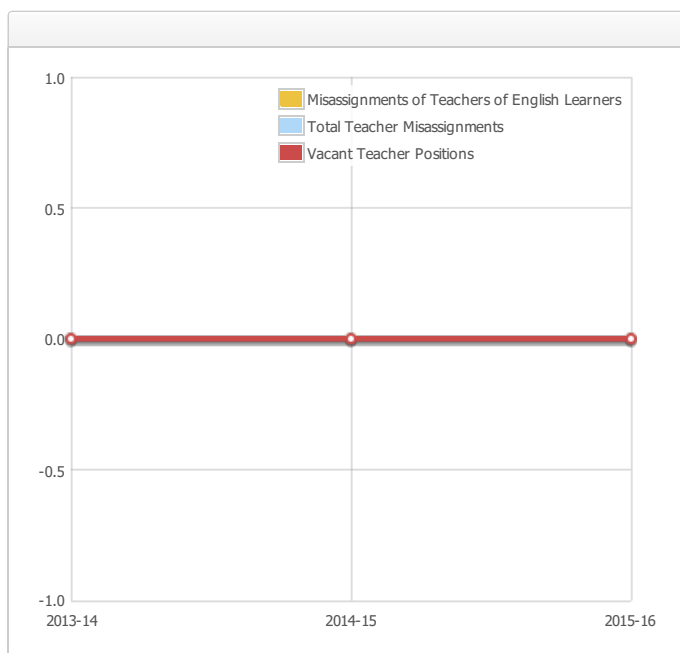
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	27	26	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/21/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/4/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	79.0%	21.0%

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected:

<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	MacMillan/McGraw Hill	Yes	0.0 %
Mathematics	GO Math-Houghton Mifflin Hartcourt	Yes	0.0 %
Science	Holt	Yes	0.0 %
History-Social Science	Harcourt	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		0.0 %

*Last updated: 1/11/2016*

### School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/7/2016*

### School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: July 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	School district is currently on contract with a firm that is performing a facilities master plan. This will drive the decision/feasibility to repair/modernize/repalce.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate - Most Recent Year

Year and month in which data were collected: July 2015

Overall Rating	Fair
----------------	------

*Last updated: 1/4/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	24.0%	32.0%	44.0%
Mathematics (grades 3-8 and 11)	27.0%	30.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/4/2016*



**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	87	98.9%	49.0%	26.0%	15.0%	9.0%
Male	88	45	51.1%	60.0%	18.0%	16.0%	7.0%
Female	88	42	47.7%	38.0%	36.0%	14.0%	12.0%
Black or African American	88	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	88	2	2.3%	--	--	--	--
Filipino	88	1	1.1%	--	--	--	--
Hispanic or Latino	88	72	81.8%	56.0%	19.0%	17.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	88	11	12.5%	18.0%	73.0%	0.0%	9.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	88	75	85.2%	51.0%	24.0%	16.0%	9.0%
English Learners	88	57	64.8%	58.0%	19.0%	16.0%	7.0%
Students with Disabilities	88	7	8.0%	--	--	--	--
Students Receiving Migrant Education Services	88	7	8.0%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/4/2016

## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	56	55	98.2%	62.0%	24.0%	15.0%	0.0%
Male	56	37	66.1%	70.0%	14.0%	16.0%	0.0%
Female	56	18	32.1%	44.0%	44.0%	11.0%	0.0%
Black or African American	56	1	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	56	45	80.4%	64.0%	24.0%	11.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	56	7	12.5%	--	--	--	--
Two or More Races	56	1	1.8%	--	--	--	--
Socioeconomically Disadvantaged	56	47	83.9%	64.0%	26.0%	11.0%	0.0%
English Learners	56	28	50.0%	75.0%	21.0%	4.0%	0.0%
Students with Disabilities	56	11	19.6%	91.0%	0.0%	9.0%	0.0%
Students Receiving Migrant Education Services	56	3	5.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/4/2016

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	66	65	98.5%	65.0%	17.0%	14.0%	5.0%
Male	66	35	53.0%	69.0%	14.0%	14.0%	3.0%
Female	66	30	45.5%	60.0%	20.0%	13.0%	7.0%
Black or African American	66	1	1.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	66	46	69.7%	70.0%	15.0%	13.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	66	15	22.7%	40.0%	27.0%	20.0%	13.0%
Two or More Races	66	3	4.5%	--	--	--	--
Socioeconomically Disadvantaged	66	50	75.8%	68.0%	18.0%	12.0%	2.0%
English Learners	66	26	39.4%	88.0%	8.0%	4.0%	0.0%
Students with Disabilities	66	11	16.7%	91.0%	9.0%	0.0%	0.0%
Students Receiving Migrant Education Services	66	3	4.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/4/2016

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	65	64	98.5%	30.0%	34.0%	30.0%	6.0%
Male	65	27	41.5%	26.0%	44.0%	22.0%	7.0%
Female	65	37	56.9%	32.0%	27.0%	35.0%	5.0%
Black or African American	65	1	1.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	65	1	1.5%	--	--	--	--
Hispanic or Latino	65	51	78.5%	27.0%	37.0%	29.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	65	10	15.4%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	65	52	80.0%	33.0%	35.0%	27.0%	6.0%
English Learners	65	19	29.2%	53.0%	47.0%	0.0%	0.0%
Students with Disabilities	65	7	10.8%	--	--	--	--
Students Receiving Migrant Education Services	65	7	10.8%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/4/2016*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	87	98.9%	49.0%	25.0%	24.0%	1.0%
Male	88	44	50.0%	55.0%	23.0%	23.0%	0.0%
Female	88	43	48.9%	44.0%	28.0%	26.0%	2.0%
Black or African American	88	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	88	2	2.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	88	73	83.0%	52.0%	22.0%	25.0%	1.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	88	11	12.5%	36.0%	55.0%	9.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	88	76	86.4%	51.0%	22.0%	25.0%	1.0%
English Learners	88	57	64.8%	56.0%	18.0%	25.0%	2.0%
Students with Disabilities	88	7	8.0%	--	--	--	--
Students Receiving Migrant Education Services	88	7	8.0%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/4/2016

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	56	55	98.2%	36.0%	33.0%	22.0%	9.0%
Male	56	37	66.1%	46.0%	24.0%	16.0%	14.0%
Female	56	18	32.1%	17.0%	50.0%	33.0%	0.0%
Black or African American	56	1	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	56	45	80.4%	38.0%	33.0%	20.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	56	7	12.5%	--	--	--	--
Two or More Races	56	1	1.8%	--	--	--	--
Socioeconomically Disadvantaged	56	47	83.9%	40.0%	30.0%	23.0%	6.0%
English Learners	56	28	50.0%	46.0%	32.0%	18.0%	4.0%
Students with Disabilities	56	11	19.6%	82.0%	9.0%	0.0%	9.0%
Students Receiving Migrant Education Services	56	3	5.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/4/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	66	65	98.5%	54.0%	23.0%	15.0%	8.0%
Male	66	35	53.0%	46.0%	31.0%	20.0%	3.0%
Female	66	30	45.5%	63.0%	13.0%	10.0%	13.0%
Black or African American	66	1	1.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	66	46	69.7%	57.0%	26.0%	13.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	66	15	22.7%	33.0%	20.0%	27.0%	20.0%
Two or More Races	66	3	4.5%	--	--	--	--
Socioeconomically Disadvantaged	66	50	75.8%	58.0%	22.0%	14.0%	6.0%
English Learners	66	26	39.4%	69.0%	23.0%	8.0%	0.0%
Students with Disabilities	66	11	16.7%	82.0%	9.0%	9.0%	0.0%
Students Receiving Migrant Education Services	66	3	4.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/4/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	65	64	98.5%	38.0%	34.0%	17.0%	11.0%
Male	65	27	41.5%	30.0%	48.0%	15.0%	7.0%
Female	65	37	56.9%	43.0%	24.0%	19.0%	14.0%
Black or African American	65	1	1.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	65	1	1.5%	--	--	--	--
Hispanic or Latino	65	51	78.5%	33.0%	35.0%	20.0%	12.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	65	10	15.4%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	65	52	80.0%	40.0%	29.0%	19.0%	12.0%
English Learners	65	19	29.2%	53.0%	32.0%	16.0%	0.0%
Students with Disabilities	65	7	10.8%	--	--	--	--
Students Receiving Migrant Education Services	65	7	10.8%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/4/2016*



**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	33.0%	30.0%	12.0%	48.0%	51.0%	42.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42.0%
All Students at the School	12.0%
Male	14.0%
Female	10.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	6.0%
Native Hawaiian or Pacific Islander	--
White	33.0%
Two or More Races	--
Socioeconomically Disadvantaged	8.0%
English Learners	0.0%
Students with Disabilities	0.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	26.2%	12.3%

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: 1/4/2016*

## 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 - Most Recent Year

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: 1/6/2016*

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

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

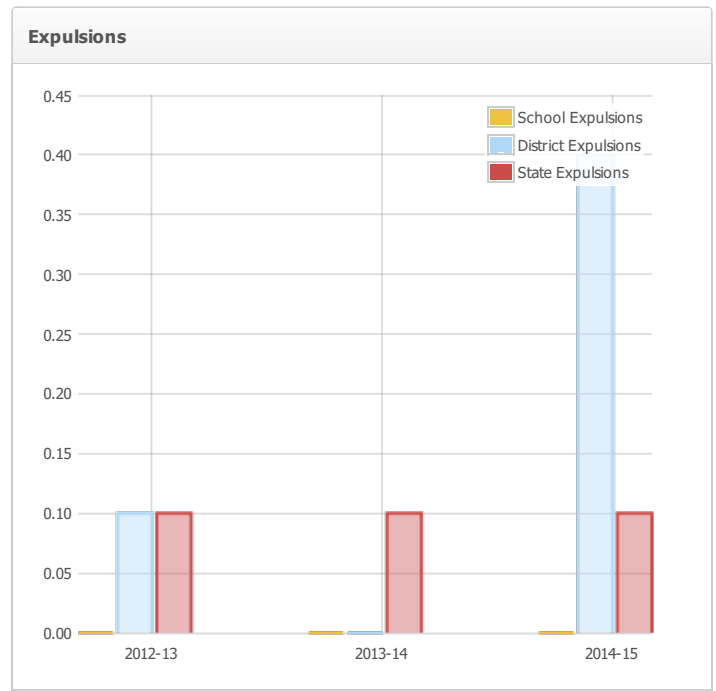
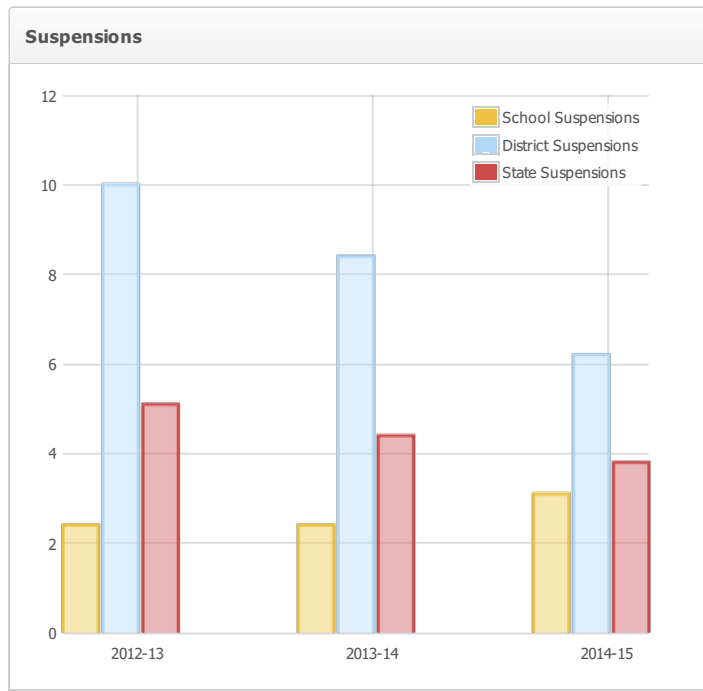
# State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.4	2.4	3.1	10.0	8.4	6.2	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.4	0.1	0.1	0.1



Last updated: 1/7/2016

## School Safety Plan - Most Recent Year

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: 1/6/2016

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/4/2016

### Federal Intervention Program (School Year 2015-16)

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	60.0%

Note: Cells with NA values do not require data.

Last updated: 1/4/2016

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

Grade Level	2012-13			2013-14			2014-15		
	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+
K	30.0	3		25.0	4		23.0	5	
1	27.0	3		25.0	2		22.0	3	
2	27.0	2		23.0	3		25.0	2	
3	29.0	2		23.0	3		22.0	4	
4	26.0	3		28.0	2		28.0	2	
5	29.0	2		28.0	3		33.0		2
6	32.0	3		30.0	2		33.0	1	1
Other									

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

Last updated: 1/4/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
-------	-----------------------------------	---

Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		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: 1/21/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4839.0	\$389.0	\$4450.0	\$65953.0
District	N/A	N/A	\$5346.0	\$61447.0
Percent Difference – School Site and District	N/A	N/A	-16.8%	7.3%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	-5.1%	4.6%

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

*Last updated: 1/21/2016*

### Types of Services Funded (Fiscal Year 2014-15)

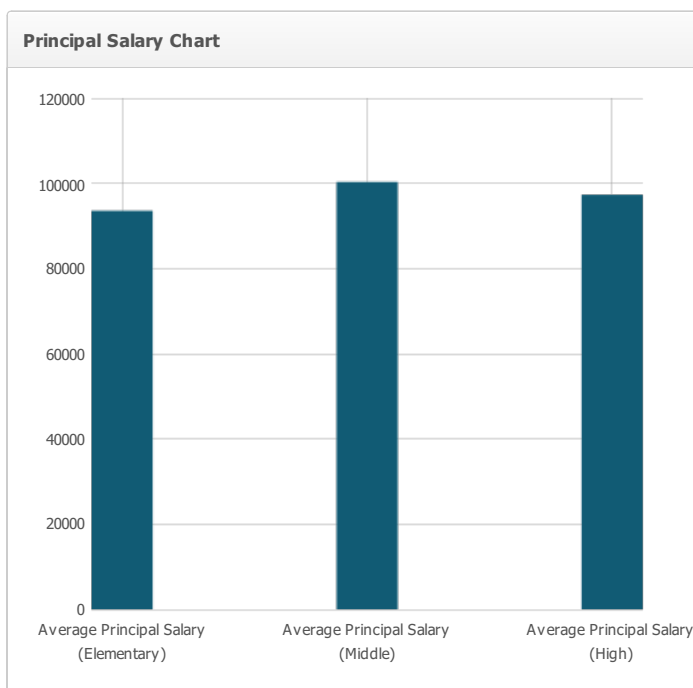
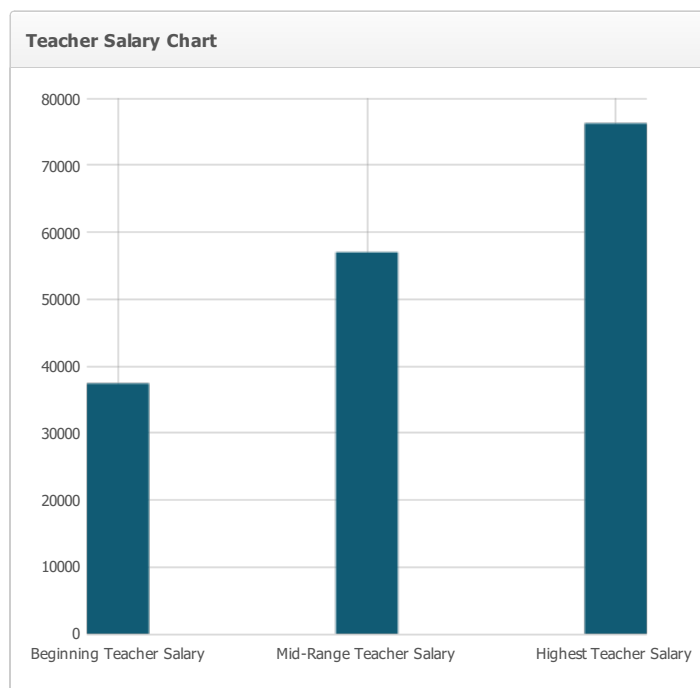
To assist and provide additional support for teachers and students, Anderson School provides 3 Response to Intervention/ English Language Development teachers. These teachers work with small groups within the regular classroom to support students based on identified needs. Additionally, Dixon Unified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

*Last updated: 1/6/2016*

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,407	\$40,379
Mid-Range Teacher Salary	\$56,983	\$62,323
Highest Teacher Salary	\$76,236	\$81,127
Average Principal Salary (Elementary)	\$93,563	\$99,192
Average Principal Salary (Middle)	\$100,325	\$91,287
Average Principal Salary (High)	\$97,331	\$112,088
Superintendent Salary	\$169,125	\$159,821
Percent of Budget for Teacher Salaries	40.0%	36.0%
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: 1/21/2016*

### Professional Development – Most Recent Three Years

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.

