

# Anderson (Linford L.) Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

### Brad Clagg, 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 and 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 English language proficiency for all students.

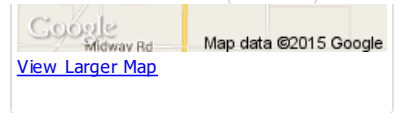
School improvement goals continue to be implemented with the help of our District-Site Leadership Team (DSLTL), School Site Council (SSC), English Learner Advisory Committee (ELAC) and staff. The teaching support staff receive professional development on the delivery of core curriculum and research based 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

415 East C St.  
Dixon, CA 95620-2798

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





## About This School

### Contact Information - Most Recent Year

School	
<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>	Brad Clagg, Principal
<b>E-mail Address</b>	<a href="mailto:brad.clagg@dixonusd.org">brad.clagg@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

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

*Last updated: 1/26/2015*

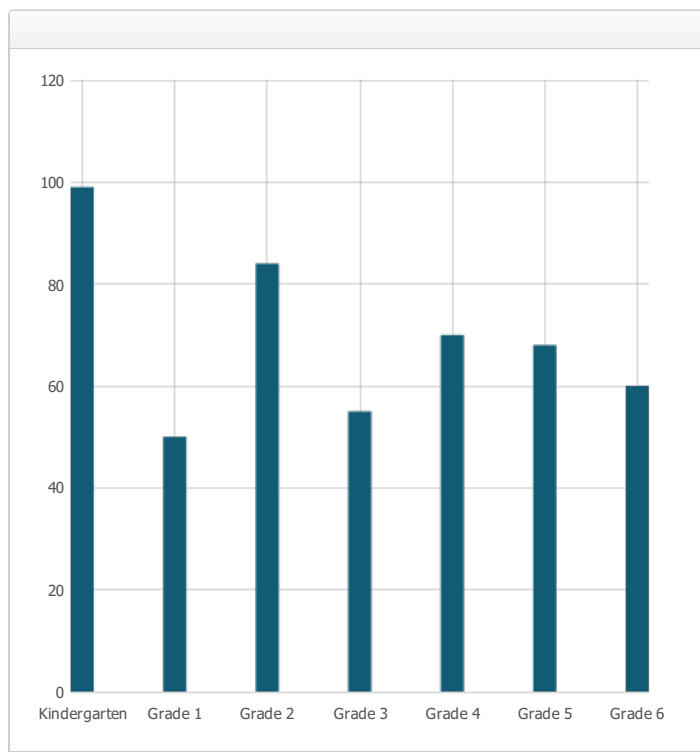
### School Description and Mission Statement (Most Recent Year)

<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>
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*Last updated: 2/2/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

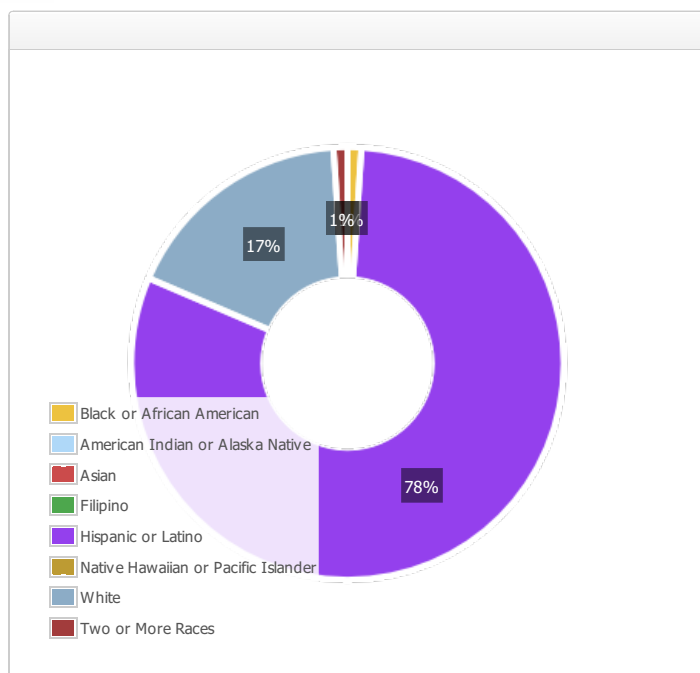
Grade Level	Number of Students
Kindergarten	99
Grade 1	50
Grade 2	84
Grade 3	55
Grade 4	70
Grade 5	68
Grade 6	60
<b>Total Enrollment</b>	<b>486</b>



Last updated: 1/26/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.2
Hispanic or Latino	78.2
Native Hawaiian or Pacific Islander	0.2
White	17.7
Two or More Races	1.4
Socioeconomically Disadvantaged	80.7
English Learners	51.4
Students with Disabilities	14.0



Last updated: 1/26/2015

## A. Conditions of Learning

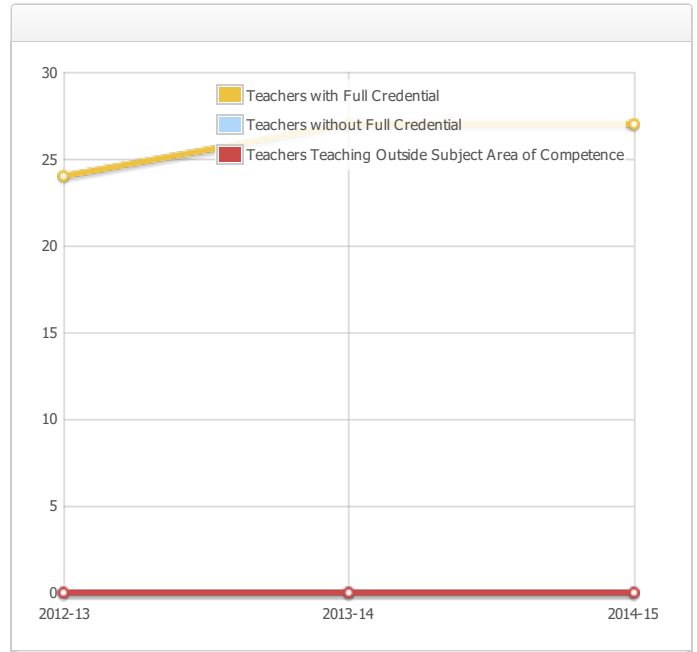
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

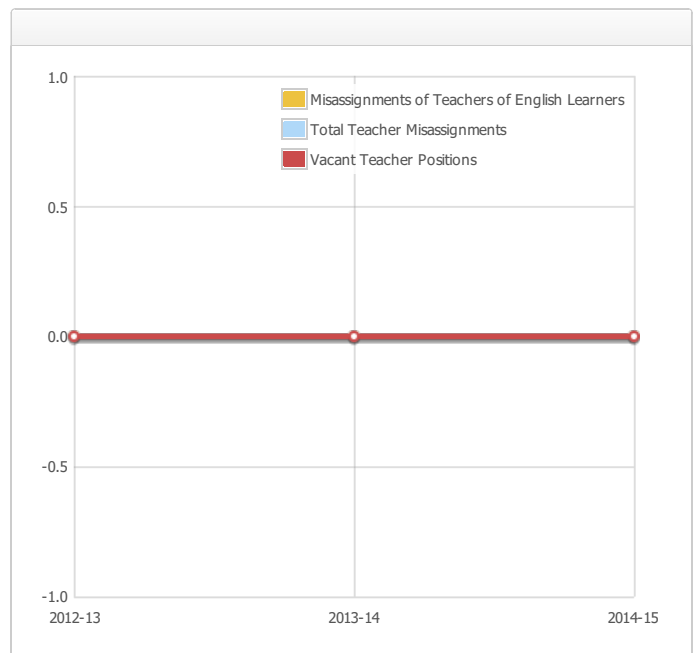
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	24	27	27	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/26/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/26/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

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
All Schools in District	95	5
High-Poverty Schools in District	97	4
Low-Poverty Schools in District	93	7

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: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw Hill (adopted 2011-2012)	Yes	0.0
Mathematics	Houghton Mifflin/McDougal (adopted 2003-2004)	Yes	0.0
Science	Holt ( adopted 2007-2008)	Yes	0.0
History-Social Science	Harcourt (adopted 2006-2007)	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(9-12)	N/A		0.0

Last updated: 1/26/2015

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	

Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

**Overall Facility Rate - Most Recent Year**

Overall Rating	Good
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*Last updated: 1/26/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	23	33	31	53	49	51	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/26/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	31
Male	31
Female	31
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	
White	23
Two or More Races	
Socioeconomically Disadvantaged	30
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	27

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.



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: 1/26/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39%	38%	37%	49%	49%	47%	54%	56%	55%
Mathematics	48%	43%	52%	44%	45%	43%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	42%	46%	43%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/26/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	2	1	1
Similar Schools	2	2	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/26/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	23	-24	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	38	-27	1
Native Hawaiian or Pacific Islander			
White	-11	-7	-7
Two or More Races			
Socioeconomically Disadvantaged	25	-18	2
English Learners	37	-31	10
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/26/2015

# State Priority: Other Pupil Outcomes

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

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

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.9%	40.3%	31.3%

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: 1/26/2015*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parent involvement and education is an important part of this school's culture. Our parents participate in a variety of ways including School Site Council and English Learner Advisory Committee. 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 schoolwide goals and reform. Parents also serve as classroom volunteers, Parent-Teacher Organization (PTO) members and advisors on district committees. Our parents help organize many additional activities including family nights, talent show, fundraisers, school beautification days and guest speakers. The school and staff offer parent nights throughout the year with a focus on academics and how a parent can best support their child's education. English classes are provided on site for Spanish speaking parents. By working together and addressing student needs, we continue to provide the students of Anderson a quality education.

### State Priority: Pupil Engagement

*Last updated: 1/26/2015*

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

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

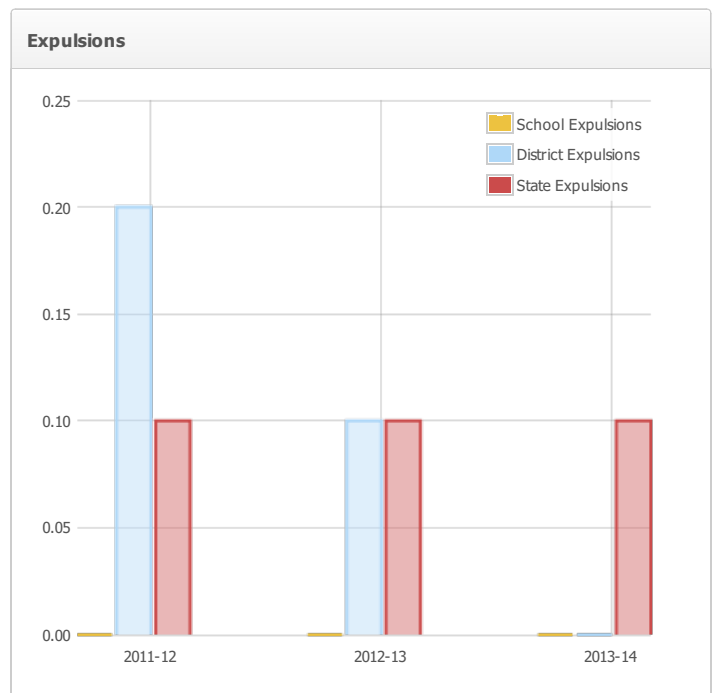
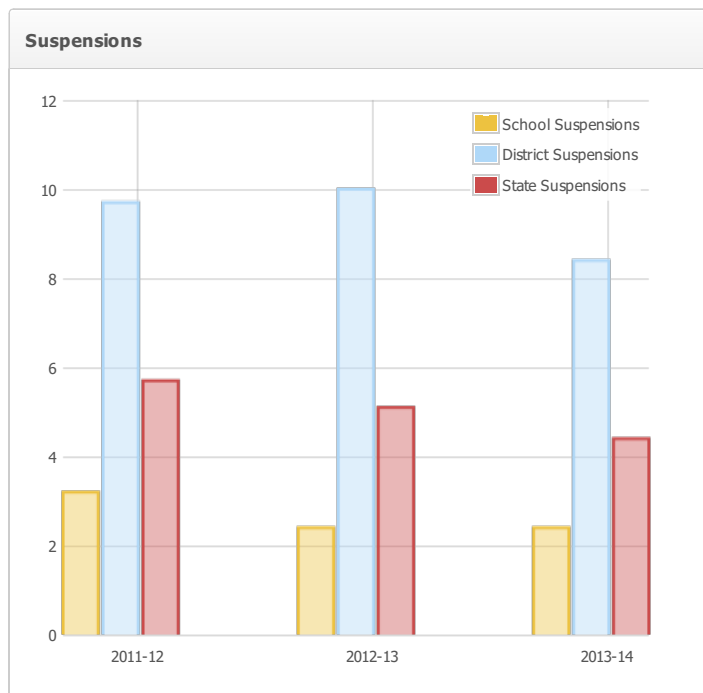
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.20	2.40	2.40	9.70	10.00	8.40	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.20	0.10	0.00	0.10	0.10	0.10



Last updated: 2/3/2015

## 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 which is 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: 1/30/2015

## 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 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

*Last updated: 1/26/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2009-2010
Year in Program Improvement *	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	0.5%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 2/2/2015*

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

Grade Level	2011-12				2012-13				2013-14			
	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	31.0	0	3	0	30.0	3			25.0		4	
1	27.0	0	2	0	27.0	3			25.0		2	
2	28.0	0	3	0	27.0	2			21.0	1	3	
3	29.0	0	2	0	24.0	1	2		18.0	1	2	
4	27.0	0	2	0	21.0	1	2		23.0	1	2	
5	31.7	0	3	0	29.0	2			23.0	1	2	
6	30.5	0	2	0	32.0	3			30.0		2	
Other	0.0	2	0	0								

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

*Last updated: 1/26/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.3	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.5	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: 1/26/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$4,184	\$248	\$3,936	\$67,013
District	N/A	N/A	\$5,195	\$62,071
Percent Difference – School Site and District	N/A	N/A	-24.20%	5.30%
State	N/A	N/A	\$5,537	\$63,037
Percent Difference – School Site and State	N/A	N/A	-28.90%	3.60%

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

*Last updated: 1/26/2015*

## Types of Services Funded (Fiscal Year 2013-14)

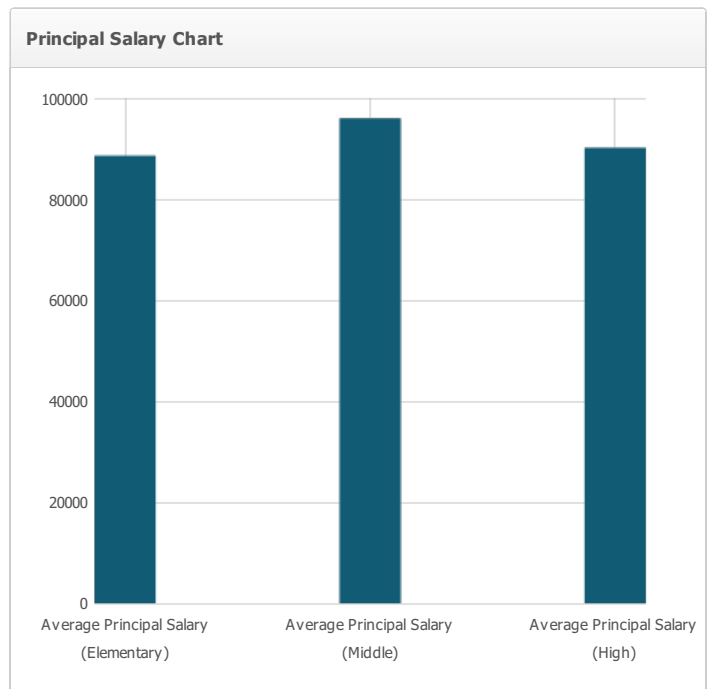
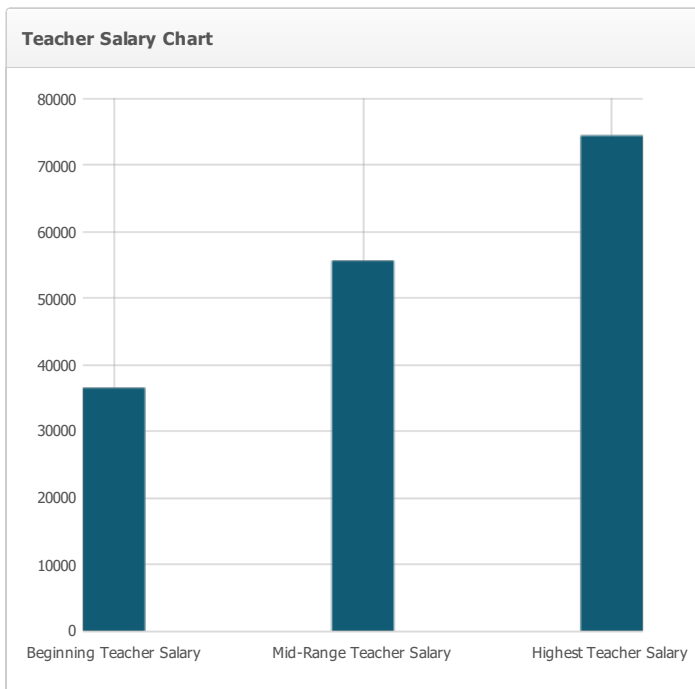
To assist and provide additional support for teachers and students, Anderson School is fortunate to have an instructional leader. The school has also put together a team and model for providing Response to Intervention and support in all classrooms.

*Last updated: 1/26/2015*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,495	\$38,920
Mid-Range Teacher Salary	\$55,593	\$59,803
Highest Teacher Salary	\$74,377	\$78,096
Average Principal Salary (Elementary)	\$88,609	\$95,836
Average Principal Salary (Middle)	\$96,015	\$99,849
Average Principal Salary (High)	\$90,184	\$107,599
Superintendent Salary	\$161,706	\$151,912
Percent of Budget for Teacher Salaries	40.0%	37.0%
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: 1/26/2015*



**Professional Development – Most Recent Three Years**

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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 grade level training. Site and district staff development has focused primarily on English Language Development, Universal Access and Common Core. In addition, Anderson School provides it own instructional leader to support teachers.

*Last updated: 1/26/2015*