

# Anderson (Linford L.) Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



**ANDERSON**  
ELEMENTARY SCHOOL

### Rayito Farris, Principal

Principal, Anderson (Linford L.) Elementary

#### About Our School

Anderson Elementary is the first elementary school established in the Dixon Unified School District and has served many generations in the community. Staff, students, and parents take pride in their school and are eager to share their own personal experiences from attending Anderson. The community is an integral part of the school and proud supporters of staff and students. Students at Anderson receive rigorous academic instruction from highly qualified teachers with high expectations. Students are introduced to technology and taught 21st-century skills that will carry them into the future. In grades Kindergarten and first-grade students utilize iPads to enhance their learning, in grade second through fifth; each student has access to their own netbook. This year staff and students have implemented The Leader In Me and AVID to additionally support students' academic and social-emotional growth.

#### Contact

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

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

## About This School

### Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) |   |
|--|---|
| <b>District Name</b>                               | Dixon Unified   |
| <b>Phone Number</b>                                | (707) 693-6300  |
| <b>Superintendent</b>                              | Brian Dolan   |
| <b>Email Address</b>                               | <a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>  |
| <b>Website</b>                                     | <a href="http://www.dixonusd.org">http://www.dixonusd.org</a> |

| School Contact Information (School Year 2019—20) |  |
|--|--|
| <b>School Name</b>                               | Anderson (Linford L.) Elementary   |
| <b>Street</b>                                    | 415 East C St.   |
| <b>City, State, Zip</b>                          | Dixon, Ca, 95620-2798  |
| <b>Phone Number</b>                              | 707-693-6360   |
| <b>Principal</b>                                 | Rayito Farris, Principal   |
| <b>Email Address</b>                             | <a href="mailto:rayito.farris@dixonusd.org">rayito.farris@dixonusd.org</a> |
| <b>Website</b>                                   | <a href="http://anderson.dixonusd.org/">http://anderson.dixonusd.org/</a>  |
| <b>County-District-School (CDS) Code</b>         | 48705326051049   |

*Last updated: 1/22/2020*

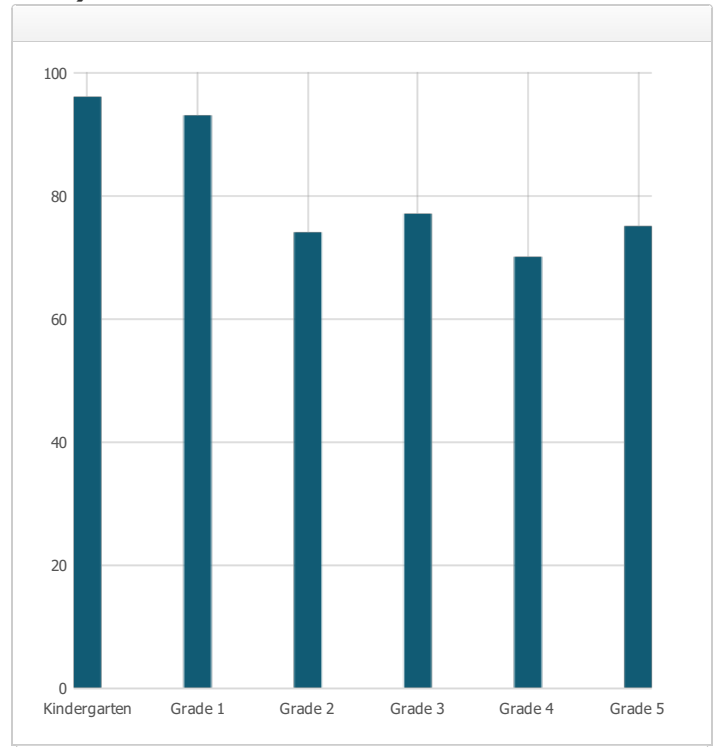
### School Description and Mission Statement (School Year 2019—20)

Anderson Elementary is located in Dixon, California, a small town of 18,000 in northern Solano County. The school serves approximately 500 children and transitional kindergarten through sixth grade. Anderson's mission is to provide a nurturing and academically rigorous community where students reach individual learning success and take pride in their education. Approximately 50% of our students are English Learners, with Spanish being their primary language of all but a few families. Students are educated in English only but supported through English Language Development (ELD). The school provides ELD for forty-five minutes, four times a week. School goals are supported by the Local Control Accountability Plan (LCAP) with the help of the School Site Council (SSC), English Learner Advisory Committee (ELAC), and staff. The staff receives ongoing professional development in academic areas, in addition to school climate and safety.

*Last updated: 1/30/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 96                 |
| Grade 1                 | 93                 |
| Grade 2                 | 74                 |
| Grade 3                 | 77                 |
| Grade 4                 | 70                 |
| Grade 5                 | 75                 |
| <b>Total Enrollment</b> | <b>485</b>         |



Last updated: 1/22/2020

### Student Enrollment by Student Group (School Year 2018—19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.90 %                      |
| American Indian or Alaska Native    | %                           |
| Asian                               | %                           |
| Filipino                            | 0.60 %                      |
| Hispanic or Latino                  | 76.10 %                     |
| Native Hawaiian or Pacific Islander | 0.60 %                      |
| White                               | 14.60 %                     |
| Two or More Races                   | 4.90 %                      |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 77.90 %                     |
| English Learners                    | 35.30 %                     |
| Students with Disabilities          | 12.60 %                     |
| Foster Youth                        | %                           |
| Homeless                            | 9.70 %                      |

## A. Conditions of Learning

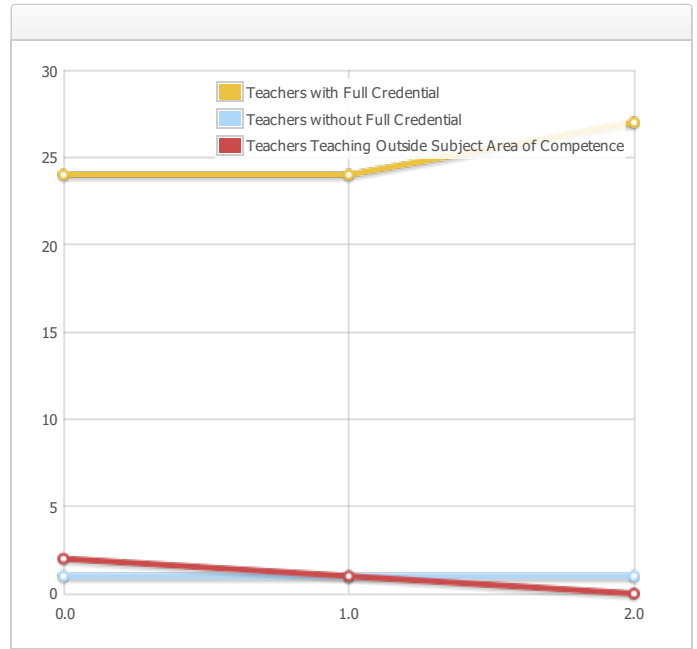
### State Priority: Basic

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 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential  | 24             | 24             | 27             | 153              |
| Without Full Credential   | 1              | 1              | 1              | 11               |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 2              | 1              | 0              | 1                |



Last updated: 1/15/2020

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| 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: 1/15/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: July 2019

| <b>Subject</b>                  | <b>Textbooks and Other Instructional Materials/year of Adoption</b>  | <b>From Most Recent Adoption?</b> | <b>Percent Students Lacking Own Assigned Copy</b> |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts           | California National Geographic Reach for Reading (Kindergarten - 1st grade)<br>Benchmark Advance (2nd - 5th grade) | Yes                               | 0.00 %  |
| Mathematics                     | Houghton Mifflin Harcourt - California Go Math   | Yes                               | 0.00 %  |
| Science                         | Harcourt - California Science  | Yes                               | 0.00 %  |
| History-Social Science          | Pearson Scott Foresman - History-Social Science For California   | Yes                               | 0.00 %  |
| Foreign Language                |  |                                   | 0.00 %  |
| Health                          |  |                                   | 0.00 %  |
| Visual and Performing Arts      |  |                                   | 0.0 %   |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                               | 0.0 %   |

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

Last updated: 1/31/2020

## School Facility Conditions and Planned Improvements

Anderson (Linford L.) Elementary school meets or exceeds all state requirements in a school facility. The campus currently contains 17 permanent classrooms and 11 portable classrooms, a multipurpose room, library, two blacktop areas and a grass area for activities, and an administration office. 100% of our bathrooms are in working order. The Dixon Unified School District along with North Bay Schools Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All classrooms currently have WIFI capabilities. Above and beyond the daily cleaning standards done by the custodial staff, the district schedules a thorough deep cleaning of classrooms on a regular basis. The campus is projected to undergo a modernization over the 21-'22' school year.

*Last updated: 1/30/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: July 2019

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

*Last updated: 1/31/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject  | School<br>2017–18 | School<br>2018–19 | District<br>2017–18 | District<br>2018–19 | State<br>2017–18 | State<br>2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 41.0%             | 33.0%             | 42.0%               | 41.0%               | 50.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      | 27.0%             | 27.0%             | 34.0%               | 33.0%               | 38.0%            | 39.0%            |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/16/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 218              | 214           | 98.17%         | 1.83%              | 33.18%                  |
| Male  | 111              | 108           | 97.30%         | 2.70%              | 32.41%                  |
| Female  | 107              | 106           | 99.07%         | 0.93%              | 33.96%                  |
| Black or African American                     | --               | --            | --             | --                 |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | --               | --            | --             | --                 |                         |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 168              | 165           | 98.21%         | 1.79%              | 27.88%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 |                         |
| White   | 27               | 27            | 100.00%        | 0.00%              | 51.85%                  |
| Two or More Races                             | 13               | 12            | 92.31%         | 7.69%              | 50.00%                  |
| Socioeconomically Disadvantaged               | 176              | 172           | 97.73%         | 2.27%              | 28.49%                  |
| English Learners                              | 126              | 124           | 98.41%         | 1.59%              | 22.58%                  |
| Students with Disabilities                    | 30               | 28            | 93.33%         | 6.67%              | 17.86%                  |
| Students Receiving Migrant Education Services | 23               | 22            | 95.65%         | 4.35%              | 18.18%                  |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      | 16               | 14            | 87.50%         | 12.50%             | 28.57%                  |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/16/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 218              | 215           | 98.62%         | 1.38%              | 26.98%                  |
| Male  | 111              | 108           | 97.30%         | 2.70%              | 37.96%                  |
| Female  | 107              | 107           | 100.00%        | 0.00%              | 15.89%                  |
| Black or African American                     | --               | --            | --             | --                 |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | --               | --            | --             | --                 |                         |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 168              | 166           | 98.81%         | 1.19%              | 23.49%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 |                         |
| White   | 27               | 27            | 100.00%        | 0.00%              | 40.74%                  |
| Two or More Races                             | 13               | 12            | 92.31%         | 7.69%              | 33.33%                  |
| Socioeconomically Disadvantaged               | 176              | 173           | 98.30%         | 1.70%              | 23.70%                  |
| English Learners                              | 126              | 124           | 98.41%         | 1.59%              | 20.97%                  |
| Students with Disabilities                    | 30               | 29            | 96.67%         | 3.33%              | 17.24%                  |
| Students Receiving Migrant Education Services | 23               | 22            | 95.65%         | 4.35%              | 31.82%                  |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      | 16               | 14            | 87.50%         | 12.50%             | 35.71%                  |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/16/2020*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| <b>Subject</b>                         | <b>School<br/>2017—18</b> | <b>School<br/>2018—19</b> | <b>District<br/>2017—18</b> | <b>District<br/>2018—19</b> | <b>State<br/>2017—18</b> | <b>State<br/>2018—19</b> |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | N/A                       | N/A                       | N/A                         | N/A                         | N/A                      | N/A                      |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/16/2020*

# 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 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 28.00%   | 24.00%   | 9.30%   |

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/28/2020*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

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

### State Priority: Pupil Engagement

*Last updated: 1/30/2020*

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<br>2016—17 | School<br>2017—18 | School<br>2018—19 | District<br>2016—17 | District<br>2017—18 | District<br>2018—19 | State<br>2016—17 | State<br>2017—18 | State<br>2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 3.20%             | 2.20%             | 1.80%             | 7.70%               | 6.90%               | 6.70%               | 3.60%            | 3.50%            | 3.50%            |
| Expulsions  | 0.00%             | 0.00%             | 0.00%             | 0.20%               | 0.10%               | 0.10%               | 0.10%            | 0.10%            | 0.10%            |

*Last updated: 1/16/2020*

## School Safety Plan (School Year 2019—20)

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

*Last updated: 1/30/2020*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 23.00              |                             | 5                            |                            |
| 1           | 22.00              |                             | 3                            |                            |
| 2           | 23.00              |                             | 3                            |                            |
| 3           | 23.00              |                             | 3                            |                            |
| 4           | 25.00              |                             | 2                            |                            |
| 5           | 28.00              |                             | 3                            |                            |
| 6           | 31.00              |                             | 2                            |                            |
| Other**     |                    |                             |                              |                            |

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

\*\* "Other" category is for multi-grade level classes.

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

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 24.00              |                             | 5                            |                            |
| 1           | 24.00              |                             | 3                            |                            |
| 2           | 25.00              |                             | 3                            |                            |
| 3           | 22.00              |                             | 3                            |                            |
| 4           | 34.00              |                             |                              | 2                          |
| 5           | 25.00              |                             | 2                            |                            |
| 6           | 28.00              |                             | 3                            |                            |
| Other**     |                    |                             |                              |                            |

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 24.00              |                             | 4                            |                            |
| 1           | 23.00              |                             | 4                            |                            |
| 2           | 25.00              |                             | 3                            |                            |
| 3           | 26.00              |                             | 3                            |                            |
| 4           | 31.00              |                             | 2                            |                            |
| 5           | 28.00              |                             | 3                            |                            |
| 6           |                    |                             |                              |                            |
| Other**     |                    |                             |                              |                            |

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

\*\* "Other" category is for multi-grade level classes.

**Student Support Services Staff (School Year 2018—19)**

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00                              |
| Library Media Teacher (Librarian)                             | 0.00                              |
| Library Media Services Staff (Paraprofessional)               | 0.46                              |
| Psychologist  | 0.50                              |
| Social Worker   | 0.50                              |
| Nurse   | 0.70                              |
| Speech/Language/Hearing Specialist                            | 1.00                              |
| Resource Specialist (non-teaching)                            | 5.00                              |
| Other   | 0.00                              |

\*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: 1/31/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$5833.00                    | \$221.00                            | \$5612.00                             | \$75914.00             |
| District                                      | N/A                          | N/A                                 | \$8200.00                             | \$68436.00             |
| Percent Difference – School Site and District | N/A                          | N/A                                 | -37.48%                               | 10.36%                 |
| State   | N/A                          | N/A                                 | \$7506.64                             | \$72949.00             |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | -28.89%                               | 3.98%                  |

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

*Last updated: 1/30/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

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

- Response to Intervention Teacher
- The Leader In Me Professional Development
- Family Cultural Events
- Positive Behavior Intervention Strategies Professional Development, Incentives and materials.
- Technology
- Classroom Magazines

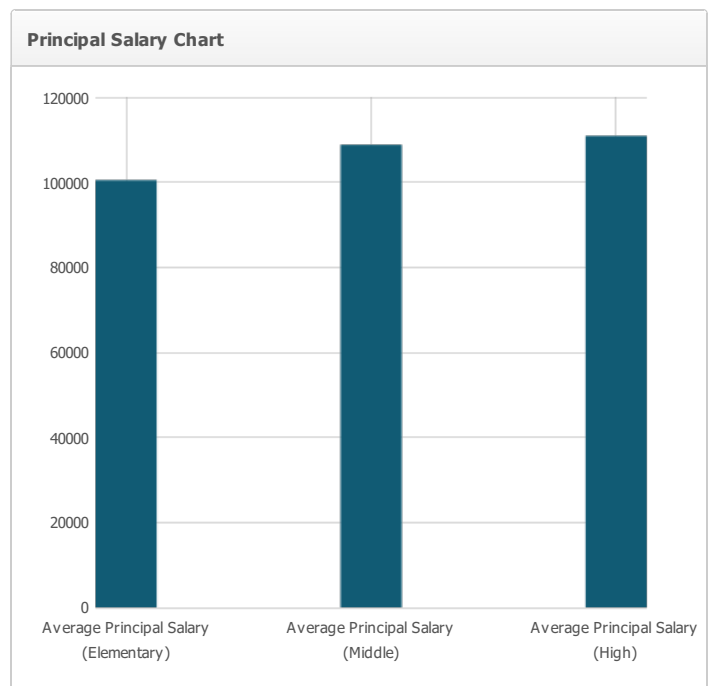
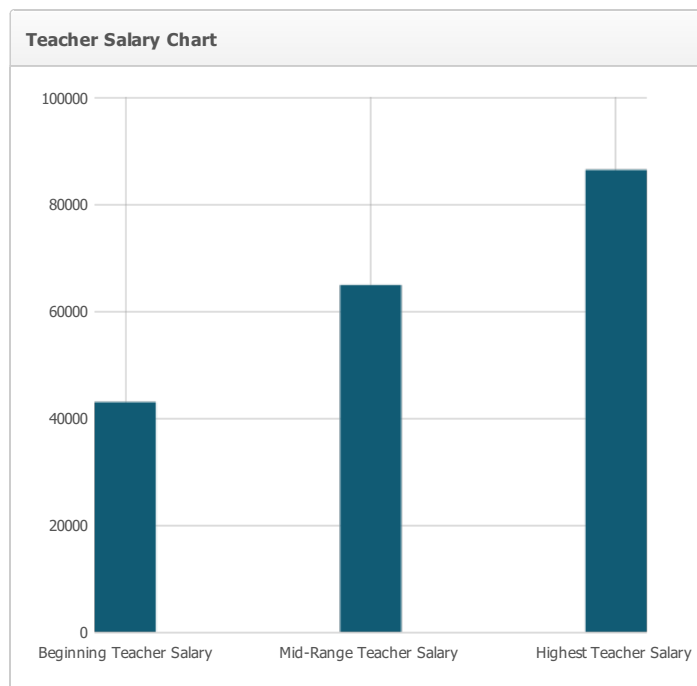
*Last updated: 1/30/2020*



**Teacher and Administrative Salaries (Fiscal Year 2017—18)**

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$42,974        | \$46,208                                     |
| Mid-Range Teacher Salary                      | \$64,867        | \$72,218                                     |
| Highest Teacher Salary                        | \$86,402        | \$92,742                                     |
| Average Principal Salary (Elementary)         | \$100,482       | \$134,864                                    |
| Average Principal Salary (Middle)             | \$108,811       | \$118,220                                    |
| Average Principal Salary (High)               | \$110,898       | \$127,356                                    |
| Superintendent Salary                         | \$187,101       | \$186,823                                    |
| Percent of Budget for Teacher Salaries        | 37.00%          | 33.00%                                       |
| Percent of Budget for Administrative Salaries | 7.00%           | 6.00%  |

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



*Last updated: 1/22/2020*

**Professional Development**

| Measure   | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 51      | 73      | 38      |