

Anderson Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Anderson Elementary School
Street	415 East C St.
City, State, Zip	Dixon, CA 95620
Phone Number	(707) 693-6360
Principal	Rayito Farris
Email Address	rayito.farris@dixonusd.org
School Website	anderson.dixonusd.org
County-District-School (CDS) Code	48 70532 6051049

2021-22 District Contact Information

District Name	Dixon Unified School District
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
Email Address	bdolan@dixonusd.org
District Website Address	www.dixonusd.org

2021-22 School Overview

Anderson Elementary is located in Dixon, California, a small town of 18,000 in northern Solano County. The school serves almost 500 children and transitional kindergarten through fifth grade. Anderson's goal is to provide a nurturing and academically rigorous community where students reach individual learning success and take pride in their education. The school and broader community defined the school's mission as "The Anderson community will develop leaders one child at a time by closing the achievement gap and preparing all students for college and career readiness".

Approximately 50% of our students are English Language Learners, with Spanish being the 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.

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. All students have been equipped with a personal computer in order to enhance their learning in and outside of the classroom. Anderson is a Leader In Me and AVID school. The implementation of the Leader in Me and AVID helps support students' academic and social-emotional growth.

2021-22 School Overview

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	68
Grade 2	67
Grade 3	87
Grade 4	62
Grade 5	69
Total Enrollment	444

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	2.3
Filipino	0.7
Hispanic or Latino	72.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.1
White	16.2
English Learners	33.6
Foster Youth	0.5
Homeless	7
Socioeconomically Disadvantaged	64.2
Students with Disabilities	14.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2019	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California National Geographic Reach for Reading (Kindergarten - 1st grade) (Adopted 2017) Benchmark Advance (2nd - 5th grade) (Adopted 2017)	Yes	0.00 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Adopted 2015)	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			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				8/23/2021
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	10: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 15. WOOD PANELING IS PEELING AT BASE OF DOOR. 12: 4.FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

14 LIBRARY: 4. RUBBER COVING IS MISSING.5. UNSECURED ITEMS STORED TOO HIGH.7. OUTLET COVER IS BROKEN. 12. LARGE CRACKS IN WALL. 15. DOOR HANDLE IS LOOSE.

15 COMPUTER LAB: 11. PAINT IS CHIPPING ON WALL.

16: 4. WATER DAMAGE/STAINS ON CEILING. 11. PAINT IS CHIPPING ON BASE BOARDS.

2 KITCHEN/SERVING: 4. CEILING TILES AR LOOSE. FLOOR TILES MISSING AT ENTRY. THRESHOLD MISSING AT ENTRY. 9. FAUCET LEAKS AT HANDLE.

23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. FLOOR TILE MISSING AT ENTRY. 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT PEELING ON CABINETS. PAINT IS PEELING ON DOOR. 12. CRACKS IN EXTERIOR WALL.

24: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT PEELING ON CABINETS. PAINT IS PEELING ON DOOR.

26: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL. PAINT IS PEELING ON CABINETS. 14. TRIP HAZARD ON WALKWAY.

27: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE MISSING AT ENTRY. 11. PAINT IS CHIPPING ON CABINETS. PAINT IS PEELING ON EAVES. PAINT IS PEELING ON WALL. PAINT IS PEELING ON DOOR FRAME.

28: 4. CEILING TILES ARE LOOSE. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 11. PAINT IS PEELING ON REAR DOOR FRAME.

29: 4. FLOOR TILES ARE MISSING AT ENTRY. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON WALL, CABINETS AND DOOR FRAME.

3: 4. WATER DAMAGE TO CEILING IN STORAGE NEXT TO ROOM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.

30: 4. CEILING TILES ARE LOOSE FLOOR IS ROTTEN. . 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR FRAME AND CABINETS.

31: (UNABLE TO ENTER THE ROOM. FOUL ODOR, CEILING DEBRIS ON FLOOR, ACCESS TO INTERIOR IS BLOCKED) 4. CEILING TILES HAVE WATER

School Facility Conditions and Planned Improvements

STAINS. 5. ROOM HAS A STRONG ODOR. 6. DEAD RAT IN REST ROOM. 12. DRY ROT ON SIDING.

32: 4. CARPET IS TORN (GORILLA TAPED). 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON THE DOOR. 12. DRY ROT ON SIDING.

33: 4. FLOOR TILES HAVE HOLES. FLOOR TILES ARE BROKEN. CEILING TILE IS TORN. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR.

34: 4. FLOOR TILE IS BROKEN. WALL BOARD IS TORN.

35: 4. CARPET IS TORN AND LIFTING. 11. PAINT IS PEELING ON BACK EAVES. 13. EAVES BOARDS ARE LOOSE.

36: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. CABINET DOOR IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON BACK EAVES. 13. EAVES BOARDS ARE LOOSE.

38: 4. CEILING TILE HAS A WATER STAIN. HOLES IN WALL. WALL PAPER IS TORN. CARPET IS LIFTING. 13. GUTTER HAS HOLES RUSTED THROUGH.

39: 4. CEILING TILES HAVE WATER STAINS. RUBBER COVING IS MISSING. 14. RAMP IS RUSTED. 15. DOOR WILL NOT OPEN UP ALL THE WAY.

4: 4. THRESHOLD IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.

40: 4. WALL PAPER IS TORN. CARPET IS TORN. 7. GROUND PRONG BROKEN OFF IN OUTLET (UNDER WHITE BOARD). 13. HOLES ARE RUSTED THROUGH GUTTER. 14. RAMP IS RUSTED.

6: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR AND INTERIOR WALL.

9: 4. CEILING TILES ARE LOOSE. 7. ETHERNET COVER IS BROKEN.

ADMIN: 4. CARPET IS WORN AND TORN. 14. WALL TILES ARE BROKEN AT ENTRY TO SCHOOL.

BOILER & CUSTODIAL ROOMS: 4. WATER DAMAGE TO CEILING.

BOYS REST ROOM: 4. WALL TILES ARE MISSING. 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON THE INTERIOR WALL. 12. HOLE IN STUCCO AT BASE OF DOOR.

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 4. PLASTER IS CRACKING AT ENTRY. 9. SINK IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON CEILING. 12. HOLE IN STUCCO AT BASE OF DOOR. 15. DOOR IS NOT SHUTTING PROPERLY.</p> <p>GIRLS REST ROOM: 4. WALL TILES ARE BROKEN AND MISSING. 11. PAINT IS PEELING ON THE CEILING.</p> <p>MPR: 4. FLOOR TILES CRACKING AND LIFTING IN TWO LINES RUNNING FULL LENGTH OF MPR. WOOD SPLINTERING ON STAGE. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER IS MISSING. FLOOR OUTLET COVER IS MISSING (STAGE). MULTIPLE LIGHT PANELS ARE OUT (STAGE AND MPR). LIGHT FIXTURE HAS A WATER STAIN.</p> <p>P1: 4. WALL BOARD HAS HOLES. 14. RAMP IS RUSTED.</p> <p>P2: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE IN IT. CARPET IS TORN. 11. PAINT IS PEELING ON THE DOOR. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.</p> <p>P3: 4. CEILING TILES HAVE WATER STAINS. CARPET IS WORN AND LIFTING.. 12. DRY ROT ON DOOR FRAME. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P4: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	<p>10: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 15. WOOD PANELING IS PEELING AT BASE OF DOOR.</p> <p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. TRIP HAZARD ON WALKWAY.</p> <p>12: 4.FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>14 LIBRARY: 4. RUBBER COVING IS MISSING.5. UNSECURED ITEMS STORED TOO HIGH.7. OUTLET COVER IS BROKEN. 12. LARGE CRACKS IN WALL. 15. DOOR HANDLE IS LOOSE.</p> <p>18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CEILING.</p> <p>3: 4. WATER DAMAGE TO CEILING IN STORAGE NEXT TO ROOM. 5. UNSECURED ITEMS ARE</p>

School Facility Conditions and Planned Improvements

			<p>STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>30: 4. CEILING TILES ARE LOOSE FLOOR IS ROTTEN. . 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR FRAME AND CABINETS.</p> <p>31: (UNABLE TO ENTER THE ROOM. FOUL ODOR, CEILING DEBRIS ON FLOOR, ACCESS TO INTERIOR IS BLOCKED) 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A STRONG ODOR. 6. DEAD RAT IN REST ROOM. 12. DRY ROT ON SIDING.</p> <p>6: 4. WALL PAPER IS TORN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR AND INTERIOR WALL.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT ISPEELING ON BEAM.</p> <p>BOYS REST ROOM: 4. WALL TILES ARE MISSING. 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON THE INTERIOR WALL. 12. HOLE IN STUCCO AT BASE OF DOOR.</p>
Electrical		X	<p>10: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 15. WOOD PANELING IS PEELING AT BASE OF DOOR.</p> <p>14 LIBRARY: 4. RUBBER COVING IS MISSING.5. UNSECURED ITEMS STORED TOO HIGH.7. OUTLET COVER IS BROKEN. 12. LARGE CRACKS IN WALL. 15. DOOR HANDLE IS LOOSE.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. FLOOR TILE MISSING AT ENTRY. 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT PEELING ON CABINETS. PAINT IS PEELING ON DOOR. 12. CRACKS IN EXTERIOR WALL.</p> <p>24: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT PEELING ON CABINETS. PAINT IS PEELING ON DOOR.</p> <p>29: 4. FLOOR TILES ARE MISSING AT ENTRY. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON WALL, CABINETS AND DOOR FRAME.</p> <p>32: 4. CARPET IS TORN (GORILLA TAPED). 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON THE DOOR. 12. DRY ROT ON SIDING.</p>

School Facility Conditions and Planned Improvements

			<p>37: 7. SWITCH PLATE IS BROKEN. ETHERNET COVER IS MISSING. 13. GUTTER HAS HOLES RUSTED THROUGH.</p> <p>40: 4. WALL PAPER IS TORN. CARPET IS TORN. 7. GROUND PRONG BROKEN OFF IN OUTLET (UNDER WHITE BOARD). 13. HOLES ARE RUSTED THROUGH GUTTER. 14. RAMP IS RUSTED.</p> <p>5: 7. OUTLET COVER IS BROKEN.</p> <p>9: 4. CEILING TILES ARE LOOSE. 7. ETHERNET COVER IS BROKEN.</p> <p>MPR: 4. FLOOR TILES CRACKING AND LIFTING IN TWO LINES RUNNING FULL LENGTH OF MPR. WOOD SPLINTERING ON STAGE. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER IS MISSING. FLOOR OUTLET COVER IS MISSING (STAGE). MULTIPLE LIGHT PANELS ARE OUT (STAGE AND MPR). LIGHT FIXTURE HAS A WATER STAIN.</p> <p>NURSE: 7. ELECTRICAL COVER IS BROKEN. 11. PAINT ON BASE BOARDS IS CHIPPING.</p> <p>STAFF REST ROOM (NEAR MPR): 7. LIGHT COVER IS MISSING. 11. PAINT IS PEELING ON THE DOOR.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. TRIP HAZARD ON WALKWAY.</p> <p>2 KITCHEN/SERVING: 4. CEILING TILES AR LOOSE. FLOOR TILES MISSING AT ENTRY. THRESHOLD MISSING AT ENTRY. 9. FAUCET LEAKS AT HANDLE.</p> <p>3: 4. WATER DAMAGE TO CEILING IN STORAGE NEXT TO ROOM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>36: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. CABINET DOOR IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON BACK EAVES. 13. EAVES BOARDS ARE LOOSE.</p> <p>GIRLS REST ROOM: 4. PLASTER IS CRACKING AT ENTRY. 9. SINK IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON CEILING. 12. HOLE IN STUCCO AT BASE OF DOOR. 15. DOOR IS NOT SHUTTING PROPERLY.</p> <p>MENS REST ROOM (NEAR 17): 9. ONE FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON CEILING AND WALL TILES.</p>

School Facility Conditions and Planned Improvements

<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>16: 4. WATER DAMAGE/STAINS ON CEILING. 11. PAINT IS CHIPPING ON BASE BOARDS. 17: 11. PAINT CHIPPING ON CABINETS. PAINT IS CHIPPING ON BASE BOARDS. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CEILING. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. FLOOR TILE MISSING AT ENTRY. 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT PEELING ON CABINETS. PAINT IS PEELING ON DOOR. 12. CRACKS IN EXTERIOR WALL. 24: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT PEELING ON CABINETS. PAINT IS PEELING ON DOOR. 26: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL. PAINT IS PEELING ON CABINETS. 14. TRIP HAZARD ON WALKWAY. 27: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE MISSING AT ENTRY. 11. PAINT IS CHIPPING ON CABINETS. PAINT IS PEELING ON EAVES. PAINT IS PEELING ON WALL. PAINT IS PEELING ON DOOR FRAME. 28: 4. CEILING TILES ARE LOOSE. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 11. PAINT IS PEELING ON REAR DOOR FRAME. 29: 4. FLOOR TILES ARE MISSING AT ENTRY. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON WALL, CABINETS AND DOOR FRAME. 30: 4. CEILING TILES ARE LOOSE FLOOR IS ROTTEN. . 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR FRAME AND CABINETS. 32: 4. CARPET IS TORN (GORILLA TAPED). 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON THE DOOR. 12. DRY ROT ON SIDING. 33: 4. FLOOR TILES HAVE HOLES. FLOOR TILES ARE BROKEN. CEILING TILE IS TORN. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. 35: 4. CARPET IS TORN AND LIFTING. 11. PAINT IS PEELING ON BACK EAVES. 13. EAVES BOARDS ARE LOOSE.</p>
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School Facility Conditions and Planned Improvements

			<p>36: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. CABINET DOOR IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON BACK EAVES. 13. EAVES BOARDS ARE LOOSE.</p> <p>6: 4. WALL PAPER IS TORN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR AND INTERIOR WALL.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT ISPEELING ON BEAM.</p> <p>BOYS REST ROOM: 4. WALL TILES ARE MISSING. 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON THE INTERIOR WALL. 12. HOLE IN STUCCO AT BASE OF DOOR.</p> <p>GIRLS REST ROOM: 4. PLASTER IS CRACKING AT ENTRY. 9. SINK IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON CEILING. 12. HOLE IN STUCCO AT BASE OF DOOR. 15. DOOR IS NOT SHUTTING PROPERLY.</p> <p>GIRLS REST ROOM: 4. WALL TILES ARE BROKEN AND MISSING. 11. PAINT IS PEELING ON THE CEILING.</p> <p>MENS REST ROOM (NEAR 17): 9. ONE FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON CEILING AND WALL TILES.</p> <p>NURSE: 7. ELECTRICAL COVER IS BROKEN. 11. PAINT ON BASE BOARDS IS CHIPPING.</p> <p>OFFICE: 11. PAINT IS CHIPPING ON BASE BOARDS.</p> <p>P2: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE IN IT. CARPET IS TORN. 11. PAINT IS PEELING ON THE DOOR. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.</p> <p>PRINCIPAL: 11. PAINT IS PEEING ON WALL TILES IN REST ROOM. PAINT IS CHIPPING ON BASE BOARDS.</p> <p>STAFF REST ROOM (NEAR MPR): 7. LIGHT COVER IS MISSING. 11. PAINT IS PEELING ON THE DOOR.</p> <p>WOMENS REST ROOM (NEAR 15): 11. PAINT IS PEELING ON WALL TILES. PAINT IS CHIPPING ON WALL.</p>
Structural: Structural Damage, Roofs		X	<p>14 LIBRARY: 4. RUBBER COVING IS MISSING.5. UNSECURED ITEMS STORED TOO HIGH.7. OUTLET COVER IS BROKEN. 12. LARGE CRACKS IN WALL. 15. DOOR HANDLE IS LOOSE.</p>

School Facility Conditions and Planned Improvements

				<p>23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. FLOOR TILE MISSING AT ENTRY. 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT PEELING ON CABINETS. PAINT IS PEELING ON DOOR. 12. CRACKS IN EXTERIOR WALL.</p> <p>31: (UNABLE TO ENTER THE ROOM. FOUL ODOR, CEILING DEBRIS ON FLOOR, ACCESS TO INTERIOR IS BLOCKED) 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A STRONG ODOR. 6. DEAD RAT IN REST ROOM. 12. DRY ROT ON SIDING.</p> <p>32: 4. CARPET IS TORN (GORILLA TAPED). 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON THE DOOR. 12. DRY ROT ON SIDING.</p> <p>35: 4. CARPET IS TORN AND LIFTING. 11. PAINT IS PEELING ON BACK EAVES. 13. EAVES BOARDS ARE LOOSE.</p> <p>36: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. CABINET DOOR IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON BACK EAVES. 13. EAVES BOARDS ARE LOOSE.</p> <p>37: 7. SWITCH PLATE IS BROKEN. ETHERNET COVER IS MISSING. 13. GUTTER HAS HOLES RUSTED THROUGH.</p> <p>38: 4. CEILING TILE HAS A WATER STAIN. HOLES IN WALL. WALL PAPER IS TORN. CARPET IS LIFTING. 13. GUTTER HAS HOLES RUSTED THROUGH.</p> <p>40: 4. WALL PAPER IS TORN. CARPET IS TORN. 7. GROUND PRONG BROKEN OFF IN OUTLET (UNDER WHITE BOARD). 13. HOLES ARE RUSTED THROUGH GUTTER. 14. RAMP IS RUSTED.</p> <p>BOYS REST ROOM: 4. WALL TILES ARE MISSING. 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON THE INTERIOR WALL. 12. HOLE IN STUCCO AT BASE OF DOOR.</p> <p>GIRLS REST ROOM: 4. PLASTER IS CRACKING AT ENTRY. 9. SINK IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON CEILING. 12. HOLE IN STUCCO AT BASE OF DOOR. 15. DOOR IS NOT SHUTTING PROPERLY.</p> <p>P3: 4. CEILING TILES HAVE WATER STAINS. CARPET IS WORN AND LIFTING.. 12. DRY ROT ON DOOR FRAME. 14. SKID PAINT IS PEELING ON RAMP.</p>
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School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

10: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 15. WOOD PANELING IS PEELING AT BASE OF DOOR.
11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. TRIP HAZARD ON WALKWAY.
14 LIBRARY: 4. RUBBER COVING IS MISSING. 5. UNSECURED ITEMS STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 12. LARGE CRACKS IN WALL. 15. DOOR HANDLE IS LOOSE.
25A: 14. TRIP HAZARD ON WALKWAY. 15. WINDOW IS BROKEN.
26: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL. PAINT IS PEELING ON CABINETS. 14. TRIP HAZARD ON WALKWAY.
39: 4. CEILING TILES HAVE WATER STAINS. RUBBER COVING IS MISSING. 14. RAMP IS RUSTED. 15. DOOR WILL NOT OPEN UP ALL THE WAY.
4: 4. THRESHOLD IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.
40: 4. WALL PAPER IS TORN. CARPET IS TORN. 7. GROUND PRONG BROKEN OFF IN OUTLET (UNDER WHITE BOARD). 13. HOLES ARE RUSTED THROUGH GUTTER. 14. RAMP IS RUSTED.
ADMIN: 4. CARPET IS WORN AND TORN. 14. WALL TILES ARE BROKEN AT ENTRY TO SCHOOL.
GIRLS REST ROOM: 4. PLASTER IS CRACKING AT ENTRY. 9. SINK IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON CEILING. 12. HOLE IN STUCCO AT BASE OF DOOR. 15. DOOR IS NOT SHUTTING PROPERLY.
P1: 4. WALL BOARD HAS HOLES. 14. RAMP IS RUSTED.
P2: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE IN IT. CARPET IS TORN. 11. PAINT IS PEELING ON THE DOOR. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.
P3: 4. CEILING TILES HAVE WATER STAINS. CARPET IS WORN AND LIFTING.. 12. DRY ROT ON DOOR FRAME. 14. SKID PAINT IS PEELING ON RAMP.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	221	NT	NT	NT	NT
Female	109	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	172	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	NT	NT	NT	NT
White	32	NT	NT	NT	NT
English Learners	72	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	52	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	153	NT	NT	NT	NT
Students Receiving Migrant Education Services	24	NT	NT	NT	NT
Students with Disabilities	26	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	221	NT	NT	NT	NT
Female	109	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	172	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	NT	NT	NT	NT
White	32	NT	NT	NT	NT
English Learners	72	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	52	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	153	NT	NT	NT	NT
Students Receiving Migrant Education Services	24	NT	NT	NT	NT
Students with Disabilities	26	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	219	215	98.2	1.8	41.8
Female	107	104	97.2	2.8	42.3
Male	112	111	99.1	0.9	41.4
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Black or African American	11	11	100	0	36.4
Filipino	--	--	--	--	--
Hispanic or Latino	171	167	97.6	2.4	40.7
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100	0	30.7
White	79	79	100	0	48.1
English Learners	72	68	94.4	5.6	14.7
Foster Youth	--	--	--	--	--
Homeless	17	14	82.3	17.7	35.3
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	143	97.9	2.1	36.3
Students Receiving Migrant Education Services	24	23	95.8	4.2	21.7
Students with Disabilities	25	25	100	0	12

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	NT	NT	NT	NT
Female	36	NT	NT		
Male	32	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	52	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	45	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	464	280	60.3
Female	221	218	137	62.8
Male	246	246	143	58.1
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	1	100.0
Black or African American	10	10	9	90.0
Filipino	3	3	0	0.0
Hispanic or Latino	332	330	208	63.0
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	28	28	15	53.6
White	81	80	40	50.0
English Learners	171	169	119	70.4
Foster Youth	2	2	2	100.0
Homeless	39	39	29	74.4
Socioeconomically Disadvantaged	303	301	203	67.4
Students Receiving Migrant Education Services	43	43	31	72.1
Students with Disabilities	80	80	50	62.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.75	0.00	6.69	0.28	3.47	0.20
Expulsions	0.00	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.81	4.82	2.45
Expulsions	0.00	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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 and these are inventoried and replaced each year.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	23		4	
2	25		3	
3	26		3	
4	31		2	
5	28		3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	22		3	
2	22	1	3	
3	23		3	
4	29		2	
5	27		2	
6				
Other	26		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	23	1	2	
2	22		3	
3	24		3	
4	26		2	
5	35			2
6				
Other	24		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.3
Psychologist	0
Social Worker	0.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6687	\$504	\$6183	\$68431
District	N/A	N/A	\$6028	\$67,931
Percent Difference - School Site and District	N/A	N/A	2.5	0.7
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-30.9	-11.8

2020-21 Types of Services Funded

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

- Response to Intervention Teacher for English Language Arts and Math
- The Leader In Me Professional Development and Program
- Professional Development
- Academic Conferences
- Family Cultural Events
- Positive Behavior Intervention Strategies Professional Development, Incentives and materials.
- Technology

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,974	\$48,119
Mid-Range Teacher Salary	\$64,867	\$74,665
Highest Teacher Salary	\$86,402	\$98,160
Average Principal Salary (Elementary)	\$103,506	\$118,542
Average Principal Salary (Middle)	\$110,987	\$125,068
Average Principal Salary (High)	\$114,458	\$133,516
Superintendent Salary	\$187,101	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	38	42	28

Dixon Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Dixon Unified School District
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
Email Address	bdolan@dixonusd.org
District Website Address	www.dixonusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1484	525	35.38	64.62	35.38
Female	742	263	35.44	64.56	41.38
Male	742	262	35.31	64.69	29.34
American Indian or Alaska Native	--	--	--	--	--
Asian	14	8	57.14	42.86	--
Black or African American	34	9	26.47	73.53	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	335	35.60	64.40	26.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	30	33.33	66.67	44.83
White	376	131	34.84	65.16	53.08
English Learners	315	95	30.16	69.84	4.26
Foster Youth	--	--	--	--	--
Homeless	170	40	23.53	76.47	10.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	275	33.50	66.50	22.43
Students Receiving Migrant Education Services	91	33	36.26	63.74	12.12
Students with Disabilities	194	47	24.23	75.77	6.38

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1484	519	34.97	65.03	19.38
Female	742	259	34.91	65.09	20.62
Male	742	260	35.04	64.96	18.15
American Indian or Alaska Native	--	--	--	--	--
Asian	14	7	50.00	50.00	--
Black or African American	34	8	23.53	76.47	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	330	35.07	64.93	13.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	31	34.44	65.56	26.67
White	376	131	34.84		26.15
English Learners	315	94	29.84	70.16	1.08
Foster Youth	--	--	--	--	--
Homeless	170	36	21.18	78.82	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	269	32.76	67.24	11.65
Students Receiving Migrant Education Services	91	32	35.16	64.84	12.50
Students with Disabilities	194	47	24.23	75.77	4.35

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

