

# Dixieland Elementary

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2022-23 School Contact Information

<b>School Name</b>	Dixieland Elementary
<b>Street</b>	18440 Road 19
<b>City, State, Zip</b>	Madera, CA 93637- 9747
<b>Phone Number</b>	(559) 673-9119
<b>Principal</b>	Megan Imperatice
<b>Email Address</b>	meganimperatice@ maderausd.org
<b>School Website</b>	<a href="https://www.madera.k12.ca.us/dixieland">https://www.madera.k12.ca.us/dixieland</a>
<b>County-District-School (CDS) Code</b>	2065243602394

## 2022-23 District Contact Information

<b>District Name</b>	Madera Unified School District
<b>Phone Number</b>	559.675.4500
<b>Superintendent</b>	Todd Lile
<b>Email Address</b>	toddlile@maderausd.org
<b>District Website Address</b>	www.madera.k12.ca.us

## 2022-23 School Overview

### Principal's Message

Dear Parents and Guardians:

Welcome to the 2022-2023 school year! Our Cougar staff is looking forward to a year of new relationships, new experiences, and new learning. Our team is dedicated to partnering with families to ensure high academic achievement for ALL students. We look forward to partnering with parents as we offer a rigorous academic program, set high expectations of positive behaviors, and support the whole child with lessons in Social and Emotional Learning. Our school motto reminds us all to present with Pride, work to Achieve, be Safe, and Be Wise. Cougars have P.A.W.S! Thank you for sharing your child(ren) with us as we embark on this new adventure together!

Respectfully,  
Megan Imperatice, Principal

### Mission Statement

Dixieland provides real experiences that inspire ALL learners to lead through the cultivation of students' talents and passion.

### Vision Statement

We, at Dixieland, are inspired to create real world experiences which promote growth for all.

### School Profile (School Year 2022-2023)

Dixieland Elementary is one of 28 elementary/middle/comprehensive/ alternative high schools in Madera Unified School District with an enrollment of 317 Tk - 8th grade students. Classes arranged on a traditional calendar.

Dixieland's focus is to address the language needs of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community, and improve student achievement and outcomes on local site assessments, district assessments, and state standardized tests. Teachers work collaboratively during their grade level planning time to discuss best practices to support their classroom instruction aligned to State Standards and the Essential Program Components (EPCs). Administration and TSAs provide support during these planning times if requested.

Data from a variety of tests and informal assessments will be used to drive reflective conversations during grade-level

## 2022-23 School Overview

collaboration time, using the cycle of inquiry process. As a staff, we will focus on improving our understanding of and working as a Professional Learning Community. We will establish a Guaranteed and Viable Curriculum, develop instructional plans focused on learning targets, created formative assessments, and examine the results of student assessments to see what our students know, compared with what they need to know, and use that information to determine our next steps and drive our instruction.

For our parents, we will provide opportunities to support their own children. We will continue to send home weekly updates that include examples of what parents can do with their children to stimulate healthy conversation and increase the time they are engaged with their child in productive activities. The goal is to give parents an opportunity to learn skills that can help them support their children's learning at home...in a fun and engaging format for both parent and child. We will continue to solicit parent volunteers to help in their child's classroom in centers, also for them to help with other school activities throughout the year. Parent classes will be offered by PBS for parents to learning parenting skills and how to help their children in school.

Special Education Program: These students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	29
Grade 1	33
Grade 2	35
Grade 3	45
Grade 4	23
Grade 5	27
Grade 6	35
Grade 7	35
Grade 8	33
<b>Total Enrollment</b>	<b>295</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
American Indian or Alaska Native	0.7
Asian	2.4
Black or African American	0.7
Filipino	0.0
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.7
White	10.2
English Learners	43.1
Foster Youth	0.7
Homeless	3.7
Migrant	1.4
Socioeconomically Disadvantaged	93.2
Students with Disabilities	4.1

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.40	99.94	821.90	85.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	25.70	2.67	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.06	44.60	4.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.10	1.57	12115.80	4.41
<b>Unknown</b>	0.00	0.00	58.40	6.05	18854.30	6.86
<b>Total Teaching Positions</b>	15.40	100.00	966.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 27, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

**Year and month in which the data were collected**

July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%
<b>Mathematics</b>	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
<b>Science</b>	Twig Science 2019	Yes	0.0%
<b>History-Social Science</b>	California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018	Yes	0.0%
<b>Foreign Language</b>	Grade 7-8: Spanish I-III: Vista Higher Learning Encuentros Board Approved: May 24, 2022  Spanish for Heritage Speakers I-II: Vista Higher Learning Galeria Board Approved: May 24, 2022	Yes	0.0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

The main building at Dixieland was built in 1949. The cafeteria was built in 1975. The main office portable, the kindergarten portables, and the other eight portables are between four and more than 20 years of age. Refurbishment on the main building was done in 1991. All classrooms are wired for the internet, and wireless connections are available from anywhere on campus. Great pride is taken in keeping the campus and buildings in the best condition possible. In 2007–08 the exterior of the entire campus was painted. In addition, sunscreens were added to all windows in the main building. All classrooms have been modernized with the addition of Promethean Boards (computer-assisted whiteboards) in all classrooms. Each teacher has a laptop computer to assist in their daily lessons, grades, and other information needed to provide quality instruction and data on students.

### Cleaning Process

Dixieland employs 2 FTE custodians. The head custodian works from 6 a.m. to 3 p.m. and the late custodian works from 11:30 a.m. to 8 p.m. They are responsible for the daily vacuuming and emptying of trash, of every room, and cleaning of the bathrooms. The teachers have a repair request form that they fill out if something is in need of cleaning or repair. The request is forwarded to our head custodian who makes a decision if he can repair or clean. If he can't, he will put in a work order to have it done. The head custodian and the site administration regularly walk the grounds to look for items in need of repair, cleaning, or replacing.

### Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. The district's governing board did approve deferred maintenance projects for the school, which included maintenance and operations routine maintenance supplies, pool supplies, building repairs, equipment replacement, land improvements, and building improvements.

Year and month of the most recent FIT report

July 2022

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



**Overall Facility Rate**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
X			

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	26	N/A	30	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	20	N/A	16	N/A	33

## 2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	211	208	98.58	1.42	25.60
<b>Female</b>	89	88	98.88	1.12	22.73
<b>Male</b>	122	120	98.36	1.64	27.73
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	186	184	98.92	1.08	21.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	13	13	100.00	0.00	46.15
<b>English Learners</b>	82	80	97.56	2.44	7.59
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	193	192	99.48	0.52	25.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100.00	0.00	14.29

## 2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	211	210	99.53	0.47	20.00
<b>Female</b>	89	89	100.00	0.00	12.36
<b>Male</b>	122	121	99.18	0.82	25.62
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	186	185	99.46	0.54	17.84
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	13	13	100.00	0.00	23.08
<b>English Learners</b>	82	82	100.00	0.00	2.44
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	193	192	99.48	0.52	19.27
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100.00	0.00	14.29

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	19.05	NT	15.25	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	64	63	98.44	1.56	19.05
<b>Female</b>	24	24	100	0	12.5
<b>Male</b>	40	39	97.5	2.5	23.08
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	58	57	98.28	1.72	19.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	26	26	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	57	98.28	1.72	21.05
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87	97	90	90	100
Grade 7	93	88	88	93	100

## 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.

#### 2022-23 Opportunities for Parental Involvement

Dixieland's parents are able to be involved with the school site in various activities. They have the opportunities to serve on school committees such as ELAC, SSC, and Parent Booster Club. We encourage parents to be involved in their child's education through volunteering in their child's classroom, chaperoning field trips, and attending school activities such as parent conferences, MULES, and student performances. The Dixieland Parent Booster Club provides scholarships to former Dixieland students graduating from high school and heading off to higher education. They also help with fundraisers each year to support classroom activities. Our PBC sponsors events and is always looking for new ideas and new parents to become involved. Through participation in committees such as SSC and ELAC, parents have an opportunity provide input that will guide the development of the school plan and budget spending. These committee meetings also offer additional opportunities for school staff and parents to engage and collaborate around topics such as attendance, grade level standards, and Social and Emotional Learning. These committees support the parent-school partnership for the benefit of all students.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	342	330	155	47.0
Female	156	151	72	47.7
Male	186	179	83	46.4
American Indian or Alaska Native	3	2	2	100.0
Asian	7	7	2	28.6
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	290	280	128	45.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	33	32	17	53.1
English Learners	155	150	72	48.0
Foster Youth	7	7	5	71.4
Homeless	17	15	8	53.3
Socioeconomically Disadvantaged	315	304	146	48.0
Students Receiving Migrant Education Services	6	6	2	33.3
Students with Disabilities	23	21	10	47.6

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.30	4.05	2.45
Expulsions	0.00	0.18	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.31	0.58	0.18	3.95	0.20	3.17
Expulsions	0.00	0.00	0.00	0.25	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.58	0.00
Female	0.00	0.00
Male	1.08	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	0.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.03	0.00
English Learners	0.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

The safety of students and staff is a primary concern of Dixieland Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed, updated, and approved, at the October 2022 meeting, by the School Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a semester. Earthquake drills once every semester. Students are supervised before and after school by certificated staff/classified staff/principal, and classified staff and the principal supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are to report to the front office.

School policy requires adults and children to sign in or out in the front office and sign in or out when students are tardy, leaving school early, or when adults are coming to volunteer or visit. If visiting on campus or in a classroom, adults are provided with a visitor's pass. Teachers and students are well aware of this policy and are intermittently reminded during various communications.

The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows immediately. The school has appropriate protections against slipping in hallways and against falls from recreation equipment and landscape designs that prevent students from climbing to dangerous heights.

Dixieland staff members are encouraged to communicate their concerns regarding the safety and welfare of all children. We have school rules in place, which support consistent and fair consequences. All parents, staff members, and third through eighth-grade students are given an opportunity to express their feelings and opinions in regards to school safety, the educational program, and the environment. This is done through the administration of an adult and student safety questionnaire that is completed every year. The adult safety questionnaire is online, and parents are asked to fill it out at home or on a Chromebook located in the office. Third through eighth-grade teachers administer the safety questionnaire in their classrooms. The staff questionnaire is administered online at a regular staff meeting.

Dixieland School has established and regularly reinforces a crisis procedure plan, which will take prudent precautions in the event of a crisis situation on campus. This plan will be reviewed and updated each year. The District is assisting and guiding the implementation of the Crisis Intervention plan through ongoing staff development on emergency response procedures. In addition, Dixieland performs practice drills each month in regard to safety. A fire drill is performed on a monthly basis. An earthquake is performed at least once a year. There are three lockdown drills a 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.

## 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		2	
1	13	3		
2	26		1	
3	25		1	
4	33			
5	38			2
6	31		2	
Other	47	3		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	12	5		
1	19	4	1	
2	26		4	1
3	24		3	
4	21	1	3	
5	26	1	1	2
6	24	2		3
Other	9	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	10	9		
1	17	3	3	
2	18	3	3	
3	23		6	
4	23		3	
5	27		3	
6	35			3

## 2021-22 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	590

## 2021-22 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	0.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	8,859	2,064,404	6,998	549,044
District	N/A	N/A	1,861	\$81,282
Percent Difference - School Site and District	N/A	N/A	116.0	148.4
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	5.9	144.6

## 2021-22 Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2021-22 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2020 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2021-2022 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2021-22)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,924	\$54,370
Mid-Range Teacher Salary	\$77,970	\$82,681
Highest Teacher Salary	\$99,526	\$106,610
Average Principal Salary (Elementary)	\$129,671	\$135,283
Average Principal Salary (Middle)	\$131,455	\$141,244
Average Principal Salary (High)	\$136,081	\$152,955
Superintendent Salary	\$225,000	\$264,367
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

Dixieland has dedicated many days to staff development annually for the past three years with the goal of developing the foundations of a Professional Learning Community as our system for collaboration and professional learning continue to evolve. During the 2022-2023 school year, professional development topics included balanced literacy, Thinking Maps, English Learner Program Principles, Assessment program components, and Trauma Informed. These trainings were delivered during "early release" Tuesdays and Thursdays. As our 2020-2021 school year was spent in Distance Learning, staff participated in online training for Distance Learning in the winter of 2021. The school year concluded with seven teachers and one administrator attending Solution Tree's Professional Learning Community three day conference. To further develop our staff's journey to becoming a Professional Learning Community, our staff has continued towards becoming highly effective with professional learning topics focused on "High Impact Strategies" and student engagement. Teacher teams collaborate for 100 minutes weekly with professional learning opportunities occurring one afternoon per month.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	3	8