



Dixieland Elementary

18440 Road 19 • Madera, CA 93637- 9747 • (559) 673-9119 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Madera Unified School District

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District Administration

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Sandon M. Schwartz **Deputy Superintendent**

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Linda Monreal **Area Assistant Superintendent Blue Pyramid**

Jesse Carrasco **Area Assistant Superintendent Purple Pyramid**

Oracio Rodriguez **Area Assistant Superintendent Red Pyramid**

Arelis Garcia **Chief Financial Officer**

Babtunde Ilori **Executive Director of Accountability and Communications**

Dr. Rebecca Malmo **Executive Director of Student and Family Support Services**

Principal's Message

Dear Parents and Guardians:

The future looks bright for our 2019/20 school year. We will continue to embrace new changes in our classroom instruction, sports, and school activities that will add to the educational development of our students and the community of Dixieland. I am a firm believer that all students can achieve as long as we provide them with the right learning environment.

We encourage parents to be involved in your child's school, with regular contact with their teacher, volunteering in our school and by being involved on committees or parent organizations.

Respectfully,
Kimberly M. Bitter, Principal

Mission Statement

Dixieland builds COUGARS!
C- Community Minded
O- Outstanding Life-Long Learners
U- Upstanding Citizenship
G- Global Leadership & Goal-Getters
A- Achievers
R- Respectful & Responsible
S- STEAM World- Science, Technology, Engineering, Arts, and Math

Dixieland Provides ... real experiences that inspire learners to lead, through the cultivation of students' talents and passions.

Vision Statement

Dixieland embraces the District Vision of "Where the futures of children are driven by their aspirations, and inspired by their circumstances."

School Profile (School Year 2019-2020)

Dixieland Elementary is one of 26 elementary/middle/comprehensive/ alternative high schools in Madera Unified School District.

Dixieland's focus moving forward will be 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.

For the 2019-2020 school year administration will use focus walks to monitor the teaching strategies that have been introduced to the staff through staff development training. These strategies include the usage of higher-order questioning strategies, Number talks, Close Reading, Thinking maps, Write from the Beginning, Kagan strategies, and academic vocabulary.

English Learner Principles

For the 2019-2020 school year administration will use focus walks to monitor the four English Learners Principles strategies of focus this year. These strategies include language objectives for all ELD lessons, speaking in complete sentences, error corrections, and 70-30.

Teacher Collaboration Time

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). Teachers will turn in an agenda of topics discussed along with a teacher sign-in sheet. Administration and TSAs provide support during these planning times, if requested.

Three 'R's - Reading, wRiting, and aRithmetic

With support from our PLSS/C&I: Kindergarten -1st will focus on phonemic awareness, on letter/sound instruction, word work, and word imaging during whole, guided reading, and small group instruction. Our C&I, will support second and third grade. We will work on increasing student stamina and authenticity in reading and writing. They will provide direct support to all grade levels in a variety of strategies, including but not limited to, Kagan, Math Talks, Academic Talk, Thinking Maps, Write From the Beginning, and more. Rtl TSA will be pulling targeted students from second through eighth for small group instruction to help intervene and work on specific deficiencies. As a staff, we will target our efforts on improving classroom instruction for both first instruction as well as for intervention. To enhance our intervention time, Tier 2 time, teachers will get support in continuously monitoring students, diagnosing deficiencies, and implementing strategies to target those deficiencies

Data from a variety of tests and informal assessments will be used to drive reflective conversations during grade-level 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 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 monthly newsletters that provide 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 learn parenting skills and how to help their children in school. Students go on various field trips organized by the classroom teacher, such as Yosemite National Park, Madera Fair, Monterrey Aquarium, Gilroy Gardens, Discovery Center, Fossil Discovery Center, Coke Hallowell Center, Sycamore Island, and Sugar Pine Railroad.

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 the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	24
Grade 2	24
Grade 3	29
Grade 4	37
Grade 5	24
Grade 6	31
Grade 7	37
Grade 8	19
Total Enrollment	261

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.1
Asian	2.3
Hispanic or Latino	91.2
White	3.8
Two or More Races	0.8
Socioeconomically Disadvantaged	94.6
English Learners	46
Students with Disabilities	5.4
Foster Youth	2.7
Homeless	4.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Dixieland Elementary	17-18	18-19	19-20
With Full Credential	13	15	15
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	859
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Dixieland Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or 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 supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-1 English Language Arts Benchmark Education Company Benchmark Advance: Step Up to Literacy 2016 2nd-6th English Language Arts McGraw-Hill California Wonders 2016 7th-8th English Language Arts McGraw-Hill StudySync 2010 7th-8th English Language Arts National Geographic / Hampton Brown Inside Language, Literacy and Content 2010 K-1 English Language Development Benchmark Education Company Benchmark Advance: Step Up to Literacy 2016 2nd-6th English Language Development McGraw-Hill California Wonders 2016 7th-8th English Language Development McGraw-Hill StudySync 2010 7th-8th English Language Development National Geographic / Hampton Brown Inside Language, Literacy and Content 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	6th Mathematics Big Ideas Learning Big Ideas Math 2014 7th Mathematics Big Ideas Learning Big Ideas Math 2014 K-1 Mathematics Houghton Mifflin/Harcourt California Math in Focus: Singapore Math 2014 2nd-5th Mathematics McGraw-Hill My Math 2014 8th Mathematics McGraw-Hill California Math Courses 1-3 2014 8th Science Holt, Rinehart, & Winston Holt California Physical Science 2007 6th Science Holt, Rinehart, & Winston Holt California Earth Science 2007 K Science Houghton Mifflin Houghton Mifflin California Science 2007 1st-5th Science MacMillan/ McGraw Hill Macmillan/McGraw-Hill California Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	7th Science Holt, Rinehart & Winston Holt California Life Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	7th History/Social Science McGraw-Hill 2018 6th History/Social Science Pearson California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 1st-3rd History/Social Science Pearson California History-Social Science: myWorld Interactive 2018 4th-5th History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series 2018 K History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series 2018 8th History/Social Science Teacher's Curriculum Institute Social Studies Alive! US History California Series 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	7th-8th Foreign Language Holt McDougal ¡Avancemos! 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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, sun screens 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 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. During the 2017-2018 school year, 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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: July 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	34	33	35	50	50
Math	29	28	23	22	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.0	3.6	46.4
7	23.7	23.7	18.4

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	185	99.46	34.05
Male	91	90	98.90	33.33
Female	95	95	100.00	34.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	167	166	99.40	31.93
White	11	11	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	32.95
English Learners	111	110	99.10	21.82
Students with Disabilities	17	16	94.12	18.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	188	99.47	27.66
Male	93	92	98.92	39.13
Female	96	96	100.00	16.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	170	169	99.41	25.44
White	11	11	100.00	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	180	179	99.44	26.26
English Learners	114	113	99.12	20.35
Students with Disabilities	17	16	94.12	18.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Dixieland's parents are able to be involved with the school site in various activities. They have the opportunities to serve on school committees, be involved in our fundraisers, Fall Harvest Festival, 5 de Mayo Carnival and Snack Shacks to raise money for class activities and field trips. We encourage parents to be involved in their child's education through volunteering in their child's classroom, chaperoning field trips, student performances, and attending school activities. School volunteers who volunteer 100 or more hours will receive our RED APPLE trophy for volunteering.

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.

School Safety Plan

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 January 2018, 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.0	4.2
Expulsions Rate	0.4	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.5	6.6	6.5
Expulsions Rate	0.2	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1305.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	2			13	2			18	2		
1	30		1		27		1		24		1	
2	16	2			27		1		24		1	
3	23		1		18	2			29		1	
4	26		1		13	1	1		37			1
5	38			1	29		1		24		1	
6	19	1			36			1	31		1	
Other**									3	1		

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. They are then provided opportunities to share their experiences and knowledge with district colleagues. The district dedicated many days to staff development annually for the past three years. Topics for Dixieland's staff development during the 2017-18 school year include:

1. Strong Implementation of Balanced Literacy program TK-8
2. Strong Implementation of Thinking Maps - Write from the Beginning and Path to Proficiency
3. Strong Implementation of PLCs
4. Common Core State Standards (CCSS) EPCs -Priority standards for Mathematics and ELA
5. Instructional Norms Components
6. English Language Learner Program Principles
7. "Illuminate" Data and Assessment Program Components
8. Trauma Informed Care

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,794	\$51,374
Mid-Range Teacher Salary	\$72,980	\$80,151
Highest Teacher Salary	\$93,558	\$100,143
Average Principal Salary (ES)	\$121,113	\$126,896
Average Principal Salary (MS)	\$123,871	\$133,668
Average Principal Salary (HS)	\$128,170	\$143,746
Superintendent Salary	\$215,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$1,390	\$1,276	\$509	\$68,535
District	N/A	N/A	\$5,345	\$74,582.00
State	N/A	N/A	\$7,506.64	\$82,031.00

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-165.2	-8.5
School Site/ State	-174.6	-17.9

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

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 2017-18 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 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 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 2017-18)

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

DataQuest

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

Internet Access

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