

Dixieland Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Dixieland Elementary School
Street	18440 Road 19
City, State, Zip	Madera, CA 93637- 9747
Phone Number	(559) 673-9119
Principal	Jesus Navarro
Email Address	jesusnavarro@maderausd.org
School Website	https://www.madera.k12.ca.us/dixieland
Grade Span	
County-District-School (CDS) Code	2065243602394

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Principal's Message

Dear Parents and Guardians:

Welcome to the 2025-2026 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 Wise, and be Safe. Cougars have P.A.W.S! Thank you for entrusting us with your child(ren) as we embark on this new adventure together!

Respectfully,
Jesus Navarro, Principal

Mission Statement

Dixieland will provide real experiences that inspire ALL students to become lifelong learners and achieve at their highest academic levels through the cultivation of their talents and passions.

Vision Statement

Dixieland students will be successful leaders whose growth and achievements inspire their diverse community.

School Profile (School Year 2025-2026)

Dixieland Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. We are located north-west of the city of Madera and with an enrollment of 260 Transitional Kindergarten through Eighth grade students. Dixieland is able to offer a family-like atmosphere, focusing on community building across the school from TK to Eighth grade. Pride in our community is also built through our House and Buddy system. 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

2025-26 School Description and Mission Statement

standardized tests. Students and teachers work together to review goals each quarter towards their progress. At Dixieland, 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), and give targeted interventions to students who are in need. Administration and District Academic Coaches provide support during these planning times as well when requested.

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, and focusing priority standards chosen by the teachers. 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. Students in the Special Education Program are in the general education classroom for the majority of the day and are provided support from a special education staff member during a portion of the day as well.

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 work to also provide family nights where students can come in to learn fun ways to practice educational skills at home with their parents. We will continue to welcome parents on campus for celebrations and school function throughout the year. Parent classes will be offered by the Parent Resource Center for parents to learning parenting skills and how to help their children in school.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	14
Grade 2	24
Grade 3	26
Grade 4	37
Grade 5	37
Grade 6	42
Grade 7	26
Grade 8	26
Total Enrollment	266

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.8
Asian	1.1
Black or African American	0.4
Hispanic or Latino	89.8
Two or More Races	1.5
White	6
English Learners	39.5
Homeless	2.3
Migrant	3
Socioeconomically Disadvantaged	94.4
Students with Disabilities	6.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.2	91.05	850.5	83.46	234405.2	84
Intern Credential Holders Properly Assigned	1	5.97	28.2	2.77	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	59	5.79	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	23.7	2.33	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.98	57.5	5.64	15831.9	5.67
Total Teaching Positions	16.7	100	1019	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.1	81.18	834.8	80.77	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.38	38.2	3.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	8.06	49.5	4.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	37.7	3.65	11746.9	4.23
Unknown/Incomplete/NA	1	5.38	73.1	7.08	14303.8	5.15
Total Teaching Positions	18.6	100	1033.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.8	76.06	853.2	81.35	230039.4	100
Intern Credential Holders Properly Assigned	2	10.98	41.9	4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.88	43.5	4.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	2.14	41.3	3.94	12112.8	4.34
Unknown/Incomplete/NA	0.8	4.89	68.7	6.56	13705.8	4.91
Total Teaching Positions	18.2	100	1048.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	0.00	0.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.5	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0.3
Total Out-of-Field Teachers	0.00	0	0.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 23, 2025, and determined through Resolution No.15-2025/26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016 Grade 7 & 8: McGraw Hill Book Co. StudySync California Edition, 2016 Board Approved May 24, 2016	0.0%
Mathematics	California Math in Focus: Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014 Grade 7: Big Ideas Learning, Big Ideas Math, Grade 7 - Course 2, 2015 Board Approved: April 29, 2014 Grade 8: McGraw Hill, California Math Course 3, 2015 Board Approved: April 29, 2014	0.0%
Science	Twig Science, 2020 Board Approved: June 11, 2019 Grade 7:	0.0%

	Amplify, California Integrated Model Integrated Course Model - Science 7, 2018 Board Approved: June 11, 2019 Grade 8: Amplify, California Integrated Model Integrated Course Model - Science 8, 2018 Board Approved: June 11, 2019	
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018 Grade 7: McGraw Hill School Education, Impact California Social Studies: World History Geography: Medieval & Early Modern Times, 2019 Board Approved: May 8, 2018 Grade 8: Teachers' Curriculum Institute, History Alive! The United States Through Industrialism, 2017 Board Approved: May 8, 2018	0.0%
Foreign Language	Grade 7-8: Spanish I-III: Vista Higher Learning, Encuentros, 2022 Board Approved: May 24, 2022 Spanish for Heritage Speakers I-II: Vista Higher Learning, Galeria, 2022 Board Approved: May 24, 2022	0.0%

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

School Facility Conditions and Planned Improvements

Great pride is taken in keeping the campus and buildings at Dixieland in the best possible condition. The main building at Dixieland was built in 1949 and the cafeteria was built in 1975. The main office portable was renovated and modernized in the summer of 2023. The kindergarten portables and the other eight portables are between four and more than 20 years of age, and a new portable was placed at Dixieland in the summer of 2023 and is utilized for the band and music program. Wireless connection for wifi and the internet is available anywhere on campus. In the fall of the 2023-2024 school year, a new staff bathroom was constructed in our main hall, and a water fountain was updated near the playground as well. Solar panels were installed, providing shade for our playground and stage area during the 2022-2023 school year. All classrooms were modernized and received new carpet in the summer of 2025, with the addition of Promethean Boards (computer-assisted whiteboards) in all classrooms. Each teacher has a laptop computer to support their daily lessons, grades, and other information needed to provide quality instruction and gather student data.

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

School Facility Conditions and Planned Improvements

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 August 2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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:

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

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.

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. To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	35	32	33	47	48
Mathematics (grades 3-8 and 11)	21	22	20	20	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	196	99.49	0.51	35.38
Female	95	95	100.00	0.00	33.68
Male	102	101	99.02	0.98	37.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	176	175	99.43	0.57	34.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	41.67
English Learners	75	74	98.67	1.33	13.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	182	182	100.00	0.00	33.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	196	99.49	0.51	22.45
Female	95	94	98.95	1.05	14.89
Male	102	102	100.00	0.00	29.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	176	175	99.43	0.57	22.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	15.38
English Learners	75	74	98.67	1.33	6.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	182	181	99.45	0.55	20.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.28	12.7	16.34	18.13	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	63	100.00	0.00	12.70
Female	33	33	100.00	0.00	9.09
Male	30	30	100.00	0.00	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	59	59	100.00	0.00	13.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	10.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	97	100	100	97	100
Grade 7	100	100	100	100	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.

2025-26 Opportunities for Parental Involvement
Parents and community members are very supportive of the educational program at Dixieland Elementary School. To provide current and ongoing information to parents, Dixieland sends a monthly newsletter and also sends a Parent Square message to all parents/guardians with information about the activities for the upcoming week. Parents are provided with many opportunities to provide input and be involved in their child's education. They are able to participate in advisory committees such as the School Site Council, the English Language Advisory Committee, and the Parent Club. Parents are also encouraged to participate in school events such as our Parent-Teacher conferences, Jog-a-thons, monthly Student of the Month rallies, Cinco de Mayo celebration, Winter Program, band concerts, awards assemblies, and family nights. We welcome parents to volunteer in their child's classroom and attend field trips as chaperones whenever possible.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	295	286	65	22.7
Female	146	143	33	23.1
Male	149	143	32	22.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	266	258	58	22.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	17	16	3	18.8
English Learners	128	124	29	23.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	279	270	64	23.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	22	22	6	27.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.97	2.55	2.71	5.03	3.91	3.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.31	0.28	0.14	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.71	0.00
Female	1.37	0.00
Male	4.03	0.00
Non-Binary	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	3.01	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	2.34	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is of utmost importance at Dixieland Elementary School. Dixieland's Safety Plan was developed in conjunction with the Madera Unified School District (MUSD) Department of Student Services. The plan is revised and reviewed annually with the staff. Parents are also involved in the development of the plan via the SSC. The Safety Plan includes procedures and policies for the following areas: child abuse reporting; suspension and expulsion; due process; notification of staff regarding dangerous pupils; sexual harassment; dress code; safe ingress and egress of the school by students, parents, and staff; fire, earthquake, lockdown, and evacuation; and a statement regarding school discipline. A key element of the Safety Plan is the Crisis Management Plan. This plan outlines procedures for emergency response, school evacuation, and communication in the event of a crisis situation or disaster. Additionally, an emergency 'Go Bag' is stocked with first aid supplies and an updated list of student emergency contact numbers. The School Safety Plan goals are reviewed, updated, and shared with school faculty annually. Our School Site Council reviewed the plan on September 29, 2025, and staff reviewed it on August 5 and September 10, 2025.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	7	10	0	0
1	15	6	1	0
2	20	6	0	0
3	20	3	3	0
4	20	1	6	0
5	26	0	3	0
6	33	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	1	0	0
1	13	2	0	0
2	14	1	1	0
3	20	1	1	0
4	20	2	0	0
5	23	0	2	0
6	25	0	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		3	
1	14	3		
2	24		3	
3	13	6		
4	15	6	3	1
5	11	9	3	
6	18	2	6	

2024-25 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	287

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	11528.89	2748.34	8780.55	75445
District	N/A	N/A	11049.71	\$87,670
Percent Difference - School Site and District	N/A	N/A	-22.9	-12.1
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-20.4	-25.8

Fiscal Year 2024-25 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, after-school programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

Use of funds may include any or all of the following: professional development that focuses on meeting the needs of advanced students; supplemental contracts for teachers who serve GATE students beyond contract time; supplementary textbooks and supplies for Honors and Advanced Placement courses; transportation and admission for student study trips or competitions.

Title I: Federal categorical program designed to ensure that all children have an equitable opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can be used to supplement all areas of the curriculum except physical education and Band. Use of funds may include any or all of the following: supplemental staff to reduce class size, professional learning, supplemental academic tutors/materials, technology to support instruction, home school liaisons, parent training, parent centers, and babysitting. Local Control Funding Formula (LCFF): LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and support for economically disadvantaged students, English Learners, and Foster Youth. Funds may be used to support instruction and

Fiscal Year 2024-25 Types of Services Funded

professional development, implement state standards, improve school climate, or meet the social/emotional needs of students and related expenses detailed in the SPSA and the District’s supplemental and concentration funding plan (LCAP).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,862	\$62,783
Mid-Range Teacher Salary	\$85,833	\$97,783
Highest Teacher Salary	\$109,939	\$128,020
Average Principal Salary (Elementary)	\$142,696	\$160,224
Average Principal Salary (Middle)	\$145,719	\$166,992
Average Principal Salary (High)	\$153,382	\$180,971
Superintendent Salary	\$266,200	\$313,465
Percent of Budget for Teacher Salaries	25.77%	30.05%
Percent of Budget for Administrative Salaries	4.72%	5%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside that provides coaching support and feedback.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6