



Dixie Elementary School

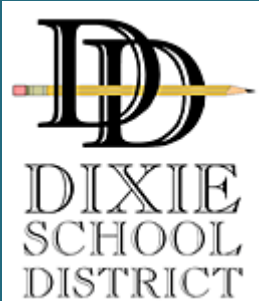
1175 Idylberry Dr. • San Rafael, CA 94903-1131 • (415) 492-3730 • Grades K-5

Will Anderson, Principal

wanderson@dixieschooldistrict.org

<http://www.dixieschool.com/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Dixie Elementary School District

380 Nova Albion Way
San Rafael, CA 94903
(415) 492-3700
www.dixieschooldistrict.org

District Governing Board

Brad Honsberger, President
Alissa Chacko, Vice President
Brooks Nguyen, Clerk
Marnie Glickman, Trustee
Megan Hutchinson, Trustee

District Administration

Jason Yamashiro, Ed.L.D.

Superintendent

Tracy Smith

Assistant Superintendent, Educational Services

Tanya Michel

Chief Business Official

Karen Mates

Director, Special Education

Mission Statement

The Mission of the Dixie School Community is to promote academic excellence, to nurture learning as a lifelong process, and to support all students as they become informed, productive, contributing members of society.

District & School Profile

The Dixie School District is an elementary district serving the northern San Rafael community of Terra Linda, Marinwood, Lucas Valley and a portion of Contempo Marin. It was founded in 1864, making it one of the oldest school districts in Marin County. Dixie School District includes three elementary schools for transitional kindergarten through fifth grades: Dixie School, Vallecito School and Mary E. Silveira School. Sixth through eighth graders attend Miller Creek Middle School.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	92
Grade 1	42
Grade 2	65
Grade 3	70
Grade 4	72
Grade 5	65
Total Enrollment	406

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	14.0
Filipino	2.0
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	0.0
White	70.4
Socioeconomically Disadvantaged	7.4
English Learners	7.9
Students with Disabilities	8.6
Foster Youth	0.5

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			
Dixie Elementary School	16-17	17-18	18-19
With Full Credential	20	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dixie Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	97
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dixie Elementary School	16-17	17-18	18-19
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 2018-19)

Dixie Elementary School District held a Public Hearing on October 9, 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. 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 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 9, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin/Harcourt Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Merrill Adopted in 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Dixie Elementary School is comprised of 25 classrooms, a multipurpose room/cafeteria, library, staff lounge, computer lab, and four playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of August 2018. The chart shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

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. At the time of publication, 100% of all restrooms were in working condition.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/13/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	BOY'S REST ROOM (MPR): 2. EXHAUST FAN IS NOT WORKING. GIRL'S REST ROOM (MPR): 2. EXHAUST FAN IS NOT WORKING.
Interior: Interior Surfaces	Fair	A3: 4. BURN MARK ON COUNTER TOP. D16: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING IN CEILING. E3: 4. CEILING TILE IS TORN. 15. DOOR HANDLE IS LOOSE. E4: 4. CEILING TILE IS TORN. E5: 4. RUBBER MOLDING IS MISSING. E7: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. CABINET DOOR IS LOOSE FROM HINGE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. HOLE IN SOUTH EAVES. DRY ROT ON EAVES AT ENTRY. READING GROUP: 4. CEILING TILES ARE BROKEN. SPCR: 4. CEILING TILE IS LOOSE.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	A1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. D13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. IMPROPERLY STORED CLEANING SUPPLIES. E2 COMPUTER LAB: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E7: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. CABINET DOOR IS LOOSE FROM HINGE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. HOLE IN SOUTH EAVES. DRY ROT ON EAVES AT ENTRY.
Electrical: Electrical	Good	D13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. IMPROPERLY STORED CLEANING SUPPLIES. D14: 7. ELECTRICAL COVER IS MISSING IN CEILING. D16: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING IN CEILING. E6: 7. TWO LIGHT BALLASTS ARE OUT. 12. HOLE IN BUILDING SKIRTING. LIBRARY:

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/13/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	GIRL'S REST ROOM: 9. ONE SINK IS NOT DRAINING PROPERLY. 15. DOOR HAS HOLES RUSTED THROUGH. THRESHOLD IS LOOSE/MISSING SCREW. NURSE: 8. TOILET SEAT IS LOOSE.
Safety: Fire Safety, Hazardous Materials	Good	B5: 11. IMPROPERLY STORED CLEANING SUPPLIES. B6: 11. IMPROPERLY STORED CLEANING SUPPLIES. C10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. C11: 11. IMPROPERLY STORED CLEANING SUPPLIES. C12: 11. IMPROPERLY STORED CLEANING SUPPLIES. C9: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TREE ROOTS CREATING MULTIPLE TRIP HAZARDS AT OUTSIDE ENTRY. D13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. IMPROPERLY STORED CLEANING SUPPLIES.
Structural: Structural Damage, Roofs	Good	E6: 7. TWO LIGHT BALLASTS ARE OUT. 12. HOLE IN BUILDING SKIRTING. E7: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. CABINET DOOR IS LOOSE FROM HINGE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. HOLE IN SOUTH EAVES. DRY ROT ON EAVES AT ENTRY.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BOY'S REST ROOM: 14. TRIP HAZARD OUTSIDE STEPS TO REST ROOM AT CEMENT/ASPHALT SEAM AND ON WALKWAY TO PLAYGROUND. C9: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TREE ROOTS CREATING MULTIPLE TRIP HAZARDS AT OUTSIDE ENTRY. E3: 4. CEILING TILE IS TORN. 15. DOOR HANDLE IS LOOSE. GIRL'S REST ROOM: 9. ONE SINK IS NOT DRAINING PROPERLY. 15. DOOR HAS HOLES RUSTED THROUGH. THRESHOLD IS LOOSE/MISSING SCREW. PLAY COURTS: 14. TRIP HAZARD FROM C BUILDING RAMP AND D BUILDING WALKWAY TO COURTS.
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	83.0	84.0	76.0	76.0	48.0	50.0
Math	74.0	78.0	68.0	69.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	4.8	27.0	54.0

* 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.

School Year 2017-18 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	207	204	98.55	84.31
Male	110	109	99.09	78.90
Female	97	95	97.94	90.53
Black or African American	--	--	--	--
Asian	24	23	95.83	95.65
Filipino	--	--	--	--
Hispanic or Latino	20	20	100.00	40.00
White	149	148	99.33	89.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.00	42.11
English Learners	27	27	100.00	66.67
Students with Disabilities	27	26	96.30	30.77
Foster Youth	--	--	--	--

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 2017-18 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	207	203	98.07	77.83
Male	110	108	98.18	78.7
Female	97	95	97.94	76.84
Black or African American	--	--	--	--
Asian	24	23	95.83	91.3
Filipino	--	--	--	--
Hispanic or Latino	20	20	100	25
White	149	147	98.66	82.99
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	19	95	31.58
English Learners	27	27	100	62.96
Students with Disabilities	27	25	92.59	16
Foster Youth	--	--	--	--

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 2018-19)

Dixie Elementary School greatly benefits from its supportive parents who volunteer in classrooms, serve as playground supervisors, run the hot lunch program, and help in the office. Parents are encouraged to participate in Can Do!, the district education foundation.

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 Dixie Elementary School. 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 and updated in fall of 2018. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by the principal, teachers, staff, and parent volunteers. There is a designated area for student drop off and pick up. Visitors must sign in at the office and give classroom teachers advance notice of their visit.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	1.0	1.0	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.7	2.3	1.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	20	23	2	3		2		4			
1	19	21	21	3	1			2	2			
2	23	20	22		3		3		3			
3	21	23	22	1			2	3	3			
4	25	26	27				2	2	2			
5	20	22	22	1	1	1	3	3	3			

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

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered nine staff development days for the past three years, where staff are offered professional growth opportunities in curriculum, teaching strategies, methodologies and digital learning through the Common Core State Standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,047	\$48,064
Mid-Range Teacher Salary	\$75,402	\$75,417
Highest Teacher Salary	\$103,609	\$94,006
Average Principal Salary (ES)	\$124,939	\$119,037
Average Principal Salary (MS)	\$135,781	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$267,468	\$183,692
Percent of District Budget		
Teacher Salaries	39.0	36.0
Administrative Salaries	7.0	6.0

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

Types of Services Funded

In addition to general state funding, Dixie Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- State Lottery
- NCLB-Title I, Part A Low Income
- Special Education Idea Basic Grant Entitlement
- Title II, Improve Teacher Quality
- Title III Immigrant Education Program
- Title II, Limited English
- Child Nutrition-School Program
- Lottery: Instructional Materials
- Special Education
- Mental Health Pre-referral
- Low Incidence Equipment

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,175	\$3,312	\$5,864	\$79,155
District	◆	◆	\$6,307	\$82,290
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-7.3	-3.9
Percent Difference: School Site/ State			-19.4	4.0

* Cells with ◆ do not require data.

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.