

Mary E. Silveira Elementary School

375 Blackstone Drive • San Rafael, CA 94903 • (415) 492-3741 • Grades K-5

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<http://www.marysilveira.org/>



2015-16 School Accountability Report Card Published During the 2016-17 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
Marnie Glickman, Vice President
Jennifer Taekman, Clerk
Alissa Chacko, Trustee
Mark Schott, Trustee

District Administration

Thomas J. Lohwasser, Ed.D.
Superintendent
Judith Arrow, M.A.
**Assistant Superintendent,
Educational Services**

Mission Statement

It is the mission of Mary E. Silveira School to help each and every child realize his or her full potential with opportunities that guide academic, social, emotional, and physical development. Our commitment is to create an environment that engages students in academic work that helps them become responsible and productive citizens who are life-long learners. We recognize and celebrate the diversity, strengths and inquisitive spirit of every child. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose; instilling in children the belief that they can change the world..... and have fun doing it.

District & School Profile (School Year 2015-16)

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	83
Grade 2	83
Grade 3	73
Grade 4	61
Grade 5	68
Total Enrollment	436

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	6.9
Filipino	1.1
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0
White	58.5
Two or More Races	12.8
Socioeconomically Disadvantaged	17.4
English Learners	16.3
Students with Disabilities	13.1
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Mary E. Silveira Elementary School	14-15	15-16	16-17
With Full Credential	22	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dixie Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	103
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mary E. Silveira Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.0	1.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.0	1.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Dixie Elementary School District held a Public Hearing on October 04, 2016 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 (as of October 2016) 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 04, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Santillana Adopted in 2007</p> <p>Houghton Mifflin Adopted in 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Houghton Mifflin/Harcourt Adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Pearson Scott Foresman Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Harcourt Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Merrill Adopted in 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Mary E. Silveira 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 December 2015.

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 are given to emergency repairs. At the time of publication, 100% of the restrooms were in working condition.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/1/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			21: 2. DIRTY VENTS 9. SMALL FAUCET HAS NO FLOW AND IS LOOSE AT BASE. 15. WINDOW SCREEN IS MISSING.
Interior: Interior Surfaces			X	10: 4. CEILING TILES HAVE HOLES. 7. LIGHT DIFFUSERS HAVE WATER STAINS. 11: 4. CEILING TILES ARE LOOSE. 7. OUTLET COVER BENT CREATING INJURY HAZARD. 12: 4. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15: 4. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT BALLASTS ARE OUT. 16: 4. CEILING TILES HAVE WATER STAINS. 17: 4. CEILING TILES HAVE WATER STAINS. 20: 4. RUBBER MOLDING IS MISSING. 23: 4. RUBBER MOLDING IS MISSING/PEELING. PENCIL SHARPENER COVER IS MISSING. 7. ONE LIGHT BALLAST IS OUT. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN HAS A HOLE. 26 COMPUTER LAB: 4. CEILING TILE IS MISSING. 4: 4. CEILING TILE HAS A WATER STAIN. 6: 4. CEILING TILE HAS A WATER STAIN. 11. THERMOSTAT COVER IS MISSING WITH MERCURY SWITCH EXPOSED. IMPROPERLY STORED CLEANING SUPPLIES. 8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 9. FAUCET HAS A LOW FLOW. 9: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS MISSING. WOMENS REST ROOM: 4. LINOLEUM FLOORING IS BUBBLING ALONG WALLS.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			18: 5. OBJECTS ARE MULTI STACKED OVER HEAD (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). 15. WINDOW SCREEN IS MISSING. GIRLS REST ROOM: 5. FECES IN TOILET. SPIDER WEBS THROUGHOUT. FLOOR IS DIRTY WITH DEBRIS. 7. NO EXHAUST FAN. 8. MIDDLE TOILET LEAKS AT FITTING.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/1/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	10: 4. CEILING TILES HAVE HOLES. 7. LIGHT DIFFUSERS HAVE WATER STAINS. 11: 4. CEILING TILES ARE LOOSE. 7. OUTLET COVER BENT CREATING INJURY HAZARD. 12: 4. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14 LIBRARY: 7. ELECTRICAL COVER IS MISSING. TWO LIGHT BALLAST DO NOT WORK (NEITHER THE CUSTODIAN OR I COULD FIND THE SWITCH). 15: 4. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT BALLASTS ARE OUT. 22: 7. TWO LIGHT BALLASTS ARE OUT. 23: 4. RUBBER MOLDING IS MISSING/PEELING. PENCIL SHARPENER COVER IS MISSING. 7. ONE LIGHT BALLAST IS OUT. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN HAS A HOLE. 27: 7. ONE LIGHT BALLAST IS OUT. 15. WINDOW SCREENS ARE MISSING. 9: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS MISSING. BOYS REST ROOM: 7. NO EXHAUST FAN. 9. ONE FAUCET HAS A LEAK/SPRAY AT SCREEN FITTING. GIRLS REST ROOM: 5. FECES IN TOILET. SPIDER WEBS THROUGHOUT. FLOOR IS DIRTY WITH DEBRIS. 7. NO EXHAUST FAN. 8. MIDDLE TOILET LEAKS AT FITTING. MENS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. NURSE: 7. MICROWAVE IS BLOCKING ACCESS TO ELECTRICAL PANEL.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		18: 5. OBJECTS ARE MULTI STACKED OVER HEAD (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). 15. WINDOW SCREEN IS MISSING. 19: 9. FAUCET HAS A LOW FLOW. 14. EXTERIOR BACKPACK HOOK IS BROKEN CREATING AN INJURY HAZARD. 21: 2. DIRTY VENTS 9. SMALL FAUCET HAS NO FLOW AND IS LOOSE AT BASE. 15. WINDOW SCREEN IS MISSING. 8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 9. FAUCET HAS A LOW FLOW. BOYS REST ROOM: 7. NO EXHAUST FAN. 9. ONE FAUCET HAS A LEAK/SPRAY AT SCREEN FITTING. GIRLS REST ROOM: 5. FECES IN TOILET. SPIDER WEBS THROUGHOUT. FLOOR IS DIRTY WITH DEBRIS. 7. NO EXHAUST FAN. 8. MIDDLE TOILET LEAKS AT FITTING.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/1/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			12: 4. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 18: 5. OBJECTS ARE MULTI STACKED OVER HEAD (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). 15. WINDOW SCREEN IS MISSING. 3: 11. THERMOSTAT COVER IS MISSING WITH MERCURY SWITCH EXPOSED. 6: 4. CEILING TILE HAS A WATER STAIN. 11. THERMOSTAT COVER IS MISSING WITH MERCURY SWITCH EXPOSED. IMPROPERLY STORED CLEANING SUPPLIES. 7: 11. IMPROPERLY STORED CLEANING SUPPLIES.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			18: 5. OBJECTS ARE MULTI STACKED OVER HEAD (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). 15. WINDOW SCREEN IS MISSING. 19: 9. FAUCET HAS A LOW FLOW. 14. EXTERIOR BACKPACK HOOK IS BROKEN CREATING AN INJURY HAZARD. 21: 2. DIRTY VENTS 9. SMALL FAUCET HAS NO FLOW AND IS LOOSE AT BASE. 15. WINDOW SCREEN IS MISSING. 23: 4. RUBBER MOLDING IS MISSING/PEELING. PENCIL SHARPENER COVER IS MISSING. 7. ONE LIGHT BALLAST IS OUT. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN HAS A HOLE. 27: 7. ONE LIGHT BALLAST IS OUT. 15. WINDOW SCREENS ARE MISSING.
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	70	73	72	78	44	48
Math	67	71	65	72	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	87	74	75	87	81	82	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.5	29.4	22.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	69	68	98.6	75.0
Male	34	33	97.1	81.8
Female	35	35	100.0	68.6
White	48	47	97.9	83.0
Socioeconomically Disadvantaged	11	10	90.9	50.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	72	96.0	68.1
	4	64	63	98.4	69.8
	5	70	67	95.7	80.6
Male	3	40	38	95.0	65.8
	4	30	30	100.0	66.7
	5	34	33	97.1	81.8
Female	3	35	34	97.1	70.6
	4	34	33	97.1	72.7
	5	36	34	94.4	79.4
Black or African American	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	15	13	86.7	46.1
	4	--	--	--	--
	5	--	--	--	--
White	3	44	44	100.0	77.3
	4	42	41	97.6	75.6
	5	48	46	95.8	91.3
Two or More Races	3	11	11	100.0	54.5
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	11	11	100.0	9.1
	5	11	10	90.9	60.0
English Learners	3	13	10	76.9	30.0
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	72	96.0	66.7
	4	64	64	100.0	68.8
	5	70	68	97.1	77.9
Male	3	40	38	95.0	65.8
	4	30	30	100.0	73.3
	5	34	33	97.1	87.9
Female	3	35	34	97.1	67.7
	4	34	34	100.0	64.7
	5	36	35	97.2	68.6
Black or African American	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	15	13	86.7	38.5
	4	--	--	--	--
	5	--	--	--	--
White	3	44	44	100.0	75.0
	4	42	42	100.0	69.0
	5	48	47	97.9	85.1
Two or More Races	3	11	11	100.0	63.6
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	--	--	--	--
	4	11	11	100.0	18.2
	5	11	10	90.9	50.0
English Learners	3	13	10	76.9	30.0
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Mary E. Silveira Elementary School greatly benefits from its supportive parents who volunteer in the library and classrooms. Parents also have opportunities to serve on committees such as Site Council, Green Stars, Green Initiative, Gifted and Talented, Talent Show, and Stellar Readers. Parents are welcome to join our Home & School Association and participate in fundraisers.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 Mary E. Silveira 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 and updated in fall 2015. 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, lockdown, and disaster drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by certificated and classified staff. There is a designated area for student drop off and pick up. Visitors must sign in at the office and get a badge. Student visitors are not allowed on campus.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	4.3	2.2	3.3
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.4	2.6	1.7
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

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	0.26
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	0.5
Resource Specialist	
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	23	18	22		3	0	4	2	3			
1	19	20	21	4	4	1			3			
2	21	15	20		5	3	3		1			
3	21	22	23	1		0	2	3	3			
4	26	26	21			1	2	2	2			
5	25	24	23			1	4	3	2			
Other	11			1								

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 six 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,444	\$44,507
Mid-Range Teacher Salary	\$71,771	\$68,910
Highest Teacher Salary	\$98,619	\$88,330
Average Principal Salary (ES)	\$123,189	\$111,481
Average Principal Salary (MS)	\$123,375	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$218,996	\$169,821
Percent of District Budget		
Teacher Salaries	40%	39%
Administrative Salaries	7%	6%

* 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 <http://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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,925	\$1,301	\$5,625	\$82,748
District	♦	♦	\$5,322	\$77,668
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			5.7	6.5
Percent Difference: School Site/ State			-0.9	15.6

* Cells with ♦ do not require data.