

2013-2014

School Accountability Report Card

Published in the 2014-2015 School Year

Mary E. Silveira Elementary School

**375 Blackstone Drive
San Rafael, CA 94903
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CDS Code: 21-65318-6024194

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

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 2014-15)

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.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	2.0%
American Indian	0.4%
Asian	7.0%
Filipino	1.1%
Hispanic or Latino	17.1%
Pacific Islander	-
White	61.8%
Two or More	10.5%
None Reported	-
English Learners	15.4%
Socioeconomically Disadvantaged	18.0%
Students with Disabilities	12.1%

School Attendance & Enrollment (School Year 2013-14)

Regular attendance is an essential part of the learning process and critical to academic success. Teachers and office staff work with parents to resolve attendance obstacles and to communicate the negative impact tardiness and excessive absenteeism can have on their child's education. The enrollment trend for the past three years is illustrated in the table.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	69	82	94
1st	64	67	78
2nd	64	65	70
3rd	85	64	64
4th	66	84	64
5th	58	74	85

Student attendance is carefully monitored to identify students exhibiting chronic tardiness and/or excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the District's Attendance Review Board (ARB) are used to promote student attendance.

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.

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>. Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	21	22	22	105
Without Full Credentials	0	0	0	0
Working Outside Subject	0	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. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies				
	12-13	13-14	14-15	
Misassignments of Teachers of English Learners	0	0	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	0	0	0	
Vacant Teacher Positions	0	0	0	

Instructional Materials (School Year 2014-15)

Dixie Elementary School District held a Public Hearing on October 14, 2014 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 2013) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English Language Development	Santillana	2007	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Health	Merrill	2002	Yes	0.0%
K-5	History/Social Science	Harcourt	2006	Yes	0.0%
K-5	Mathematics	Wright Group	2009	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities (School Year 2014-15)

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 October 2014.

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.

School Facility Conditions				
Date of Last Inspection: 08/14/2014				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	86	76	88	88	84	88	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	88
School	88
American Indian or Alaska Native	*
Asian	*
Black or African American	*
Filipino	*
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	*
White	88
Males	84
Females	90
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	77	82	78	83	85	81	54	56	55
Mathematics	81	82	82	80	82	79	49	50	50
History/Social Science	*	*	*	82	82	77	48	49	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	9	9	9
Similar Schools	5	7	5
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	10	14	-9
White			
Actual API Change	16	9	-12

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, Silveira Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.4%	28.2%	38.8%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

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.

Parent Involvement (School Year 2014-15)

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.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Mary E. Silveira Elementary School at (415) 492-3741.

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.

Safe School Plan (School Year 2014-15)

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 2014. 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.

Discipline & Climate for Learning

Students at Mary E. Silveira Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Beginning-of-the-Year Letter, periodic newsletters, District Packet, weekly e-mails to parents and posting on the school website.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	15	21	30	67	107	84
Suspension Rate	3.7%	4.8%	6.6%	3.7%	5.7%	4.3%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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.

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2013-14)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	33.3%

Staff Development

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.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students				21-32 Students				33+ Students			
	12	13	14		12	13	14		12	13	14	
By Grade Level												
K	22	16	19		2	3	1		1	2	4	- - -
1	21	17	16		3	2	5		-	2	-	- - -
2	21	16	18		4	1	1		-	3	3	- - -
3	18	16	16		5	2	2		-	2	2	- - -
4	25	28	21		1	-	1		2	3	2	- - -
5	24	25	21		-	-	1		2	3	3	- - -

Counseling and Support Staff (School Year 2013-14)

It is the goal of Mary E. Silveira Elementary School to assist students in their social and personal development as well as academics programs such as Zones of Regulations and Conflict Resolution Programs, which help support student growth. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:109. The table lists the support service personnel available at Mary E. Silveira Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.2
Counselor Intern	2	0.9
English Language Development (ELD) Aide	1	0.6
Librarian	1	0.75
Nurse	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
SDC Aide	2	1.5
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	0.5
Technology Aide	1	0.5

Note: 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.

Students who are designated as English Language Learners (ELL) receive assistance in-class by their teacher or ELD Aide. Students can also be pulled out of their class for small group instruction or one-on-one help.

Students with special needs are given Individualized Education Plans (IEP). The Resource Specialist Program teacher either pulls students out of class for assistance or helps a student in class in areas identified in their IEPs. A Special Day Class is available for students with learning difficulties.

Students who qualify for the Gifted and Talented (GATE) program receive differentiated instruction, participate in Odyssey of the Mind, and they can sign up for special courses after school. During Opportunity Time, a daily 45 minute block, students move to different areas to have their needs met.

Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Recognition programs include: Star-of-the-Week, Golden Owl Award, Star Bucks, and classroom and school wide recognition programs. Students receive Star Bucks for supporting our school above and beyond the norm. Star Bucks are turned into dollars that are donated to Ritter House, a local homeless shelter.

Students can apply for schoolwide jobs, such as assembly assistants, Sound Engineers, Stage Crew, Waste Managers, Memory Book, and Green Stars.

Library & Computer Resources

The school's library, staffed by a library clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books and iMac computers. Students visit the library on a weekly basis with their classes.

All classrooms have an average of three computers that are connected to the Internet. Silveira Elementary School also has a computer lab with 35 computers. The computer lab is staffed by a part-time technology support specialist. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. In 2014, the school acquired 35 chromebooks and 25 iPads to support instruction in the classroom.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Marin County, which contain numerous computer workstations. For more information on locations and hours please visit: <http://www.marinlibrary.org/>.

District Expenditures (Fiscal Year 2012-13)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,335
From Supplemental/Restricted Sources	\$1,526
From Basic/Unrestricted Sources	\$4,809
District	
From Basic/Unrestricted Sources	\$5,009
Percentage of Variation between School & District	-4.0%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	2.5%

Supplemental/restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

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

District Revenue Sources (Fiscal Year 2013-14)

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

- Deferred Maintenance Apportionment
- School Safety
- Arts & Music Block Grant
- Supplemental School Counseling
- Gifted & Talented Education
- Instructional Materials Realign PGM
- PAR-Peer Assistance & Review
- Intensive Professional Development, Reading & Math
- Professional Development Block Grant
- School & Library Improvement Block Grant
- CA Instructional School Garden
- State Lottery
- Class Size Reduction, K-3
- NCLB-Title I, Part A Low Income
- ARRA Fiscal Stabilization Funds
- Special Education Idea Basic Grant Entitlement
- Special Education Idea Local Assist Private School
- IASA - Title IV, Drugfree School- ENT
- Title II, Improve Teacher Quality
- Title II, Technology Grant
- NCLB Title V Part A Inn Strat
- Title III Immigrant Education Program
- Title II, Limited English
- Child Nutrition-School Program
- English Language Learnings
- Lottery: Instructional Materials
- Special Education
- Mental Health Pre-referral
- Low Incidence Equipment
- Economic Impact Aide-LEP
- Transportations: Home to School
- Transportations: Special Education

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$76,962
District	\$74,396
Percentage of Variation	3.4%
School & State	
All Elementary School Districts	\$67,289
Percentage of Variation	14.4%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

The table displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2012-13		
	District	State
Beginning Teachers	\$48,475	\$41,535
Mid-Range Teachers	\$68,210	\$64,101
Highest Teachers	\$94,201	\$82,044
Elementary School Principals	\$111,932	\$104,336
Middle School Principals	\$117,436	\$107,911
High School Principals	-	\$102,488
Superintendent	\$205,165	\$155,309
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.0%	41.0%
Administrative Salaries	7.0%	6.0%

Data Sources

Data within the SARC was provided by Dixie Elementary School District, retrieved from the 2013-14 SARC template, Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.



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