



**375 Blackstone Drive
San Rafael, CA 94903
(415) 492-3741**



**Dixie
School District**

**380 Nova Albion Way
San Rafael, CA 94903
(415) 492-3700**

dixieschooldistrict.org

**Dr. Thomas J. Lohwasser,
Superintendent**
superintendent@dixieschooldistrict.org

Governing Board

**Brad Honsberger,
President**

**Andy Hyman,
Vice President**

**Jennifer Taekman,
Clerk**

**Bruce Abbott,
Trustee**

**Mark Schott,
Trustee**

Mary E. Silveira Elementary School

CDS Code: 21-65318-6024194

Will Anderson, Principal
wanderson@dixieschooldistrict.org

2014-2015 School Accountability Report Card

Published in 2015-2016 School Year

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 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.

School Attendance & Enrollment (School Year 2014-15)

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.

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 (SARB) are used to promote student attendance.

Enrollment Trend by Grade Level

| | 2012-13 | 2013-14 | 2014-15 |
|-----|---------|---------|---------|
| K | 82 | 94 | 84 |
| 1st | 67 | 78 | 81 |
| 2nd | 65 | 70 | 77 |
| 3rd | 64 | 64 | 69 |
| 4th | 84 | 64 | 63 |
| 5th | 74 | 85 | 62 |

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

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

| Enrollment by Student Group | |
|-------------------------------------|------------|
| 2014-15 | |
| | Percentage |
| Black or African American | 2.1% |
| American Indian or Alaska Native | - |
| Asian | 6.9% |
| Filipino | 0.9% |
| Hispanic or Latino | 20.4% |
| Native Hawaiian or Pacific Islander | - |
| White | 58.3% |
| Two or More Races | 11.5% |
| English Learners | 20.2% |
| Socioeconomically Disadvantaged | 18.6% |
| Students with Disabilities | 10.6% |
| Foster Youth | 0.9% |

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 2014-15)

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. 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.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By Highly E i U J U Y X Teachers | % of Core Academic Courses Taught By Non-Highly E i U J U Y X Teachers |
| School | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | N/A | N/A |
| Low-Poverty Schools in District | 100.0% | 0.0% |

Teacher Assignment

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

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.

| | Teacher Credential Status | | | |
|--|---------------------------|-------|-------|----------|
| | School | | | District |
| | 13-14 | 14-15 | 15-16 | 15-16 |
| Fully Credentialed | 22 | 22 | 21 | 102 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

| Misassignments/Vacancies | | | |
|--|----------|----------|----------|
| | 13-14 | 14-15 | 15-16 |
| 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 2015-16)

Dixie Elementary School District held a Public Hearing on October 13, 2015 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 December 2015) 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 | GiZÙWJYbh | % Lacking |
| K-5 | English Language Development | Santillana | 2007 | Yes | 0.0% |
| K-5 | English/ Language Arts | Houghton Tñ-'à} | 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 | Houghton Tñ-'à}ð Harcourt | 2015 | Yes | 0.0% |
| K-5 | Science | Pearson Scott Foresman | 2007 | Yes | 0.0% |

School Facilities (School Year 2015-16)

Mary E. Silveira Elementary School is comprised of 25 classrooms, a multipurpose room/cafe/tertia, 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.

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); 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.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 07/30/2015 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | 8YÙWJYbWm' / 'FY a YXJU' Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/ HVAC, Sewer) | X | | | 21- Dirty vents. |
| Interior | X | | | 2, 16- Ceiling tiles has a water stains. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | | X | | Admin One light ballast in out in the womens restroom. Principal- phone and Ethernet cables are loose on ground. 3- Electrical box left on wall with no cover (injury hazard). 20- Outlet cover is broken. 26 Computer Lab- One light ballast is out in classroom area. 27- Two light ballasts are out. 19, 12- Light diffuser has a water stain. 11- Outlet cover bent creating injury hazard. 10- Two light ballasts are out. Light diffusers have water stains. 9- Outlet cover is missing. |
| Restrooms/Fountains | X | | | Girls Restroom- Middle toilet [^æ\•Àæçh, ccà} *ÈÀ T ààá ^Ac [à]^cá ' [, •À- [Àæh [] *Acá { ^ÈÀhGFÈÀ Û { æ À-æ~ &^c @æ•À} [Á' [, ÈÀ 11- Drinking fountain has a constant drip. |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | 18, 21- Window screen is missing. 13- Lock sticks at entry. |

California Assessment of Student Performance and Progress

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

| California Assessment of Student Performance and Progress | | | |
|--|--------|----------|-------|
| Percent of Students Meeting or Exceeding the State Standards | | | |
| Subject | School | District | State |
| English Language Arts/Literacy (Grades 3-8 and 11) | 70 | 72 | 44 |
| Mathematics (Grades 3-8 and 11) | 67 | 65 | 33 |

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

| California Assessment of Student Performance and Progress - Grade 3 | | | | | | | | | | | | | |
|---|------------------|---------------|----------------|---------------------------|-----|-------|------|---------------------------|----------------|-----|-----|-------|------|
| Student Groups | Total Enrollment | Number Tested | Percent Tested | English-Language Arts | | | | Mathematics | | | | | |
| | | | | Percent Achievement Level | | | | Percent Achievement Level | | | | | |
| | | | | One | Two | Three | Four | Number Tested | Percent Tested | One | Two | Three | Four |
| All Students | 69 | 68 | 98.6 | 13 | 19 | 29 | 38 | 68 | 98.6 | 12 | 22 | 44 | 22 |
| Male | 69 | 38 | 55.1 | 16 | 18 | 21 | 45 | 38 | 55.1 | 8 | 13 | 45 | 34 |
| Female | 69 | 30 | 43.5 | 10 | 20 | 40 | 30 | 30 | 43.5 | 17 | 33 | 43 | 7 |
| Black or African American | 69 | 2 | 2.9 | -- | -- | -- | -- | 2 | 2.9 | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 69 | 4 | 5.8 | -- | -- | -- | -- | 4 | 5.8 | -- | -- | -- | -- |
| Filipino | 69 | 2 | 2.9 | -- | -- | -- | -- | 2 | 2.9 | -- | -- | -- | -- |
| Hispanic or Latino | 69 | 11 | 15.9 | 45 | 36 | 9 | 9 | 11 | 15.9 | 36 | 36 | 27 | 0 |
| Native Hawaiian or Other Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 69 | 42 | 60.9 | 2 | 21 | 38 | 38 | 42 | 60.9 | 5 | 26 | 55 | 14 |
| Two or More Races | 69 | 7 | 10.1 | -- | -- | -- | -- | 7 | 10.1 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 69 | 11 | 15.9 | 36 | 36 | 27 | 0 | 11 | 15.9 | 18 | 45 | 36 | 0 |
| English Learners | 69 | 6 | 8.7 | -- | -- | -- | -- | 6 | 8.7 | -- | -- | -- | -- |
| Students with Disabilities | 69 | 13 | 18.8 | 46 | 31 | 8 | 15 | 13 | 18.8 | 38 | 15 | 31 | 15 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

California Assessment of Student Performance and Progress - Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | English-Language Arts | | | | Number Tested | Percent Tested | Mathematics | | | |
|---|------------------|---------------|----------------|---------------------------|-----|-------|------|---------------|----------------|---------------------------|-----|-------|------|
| | | | | Percent Achievement Level | | | | | | Percent Achievement Level | | | |
| | | | | One | Two | Three | Four | | | One | Two | Three | Four |
| All Students | 65 | 65 | 100 | 11 | 15 | 37 | 37 | 65 | 100 | 8 | 18 | 40 | 34 |
| Male | 65 | 32 | 49.2 | 9 | 13 | 41 | 38 | 32 | 49.2 | 0 | 22 | 31 | 47 |
| Female | 65 | 33 | 50.8 | 12 | 18 | 33 | 36 | 33 | 50.8 | 15 | 15 | 48 | 21 |
| Black or African American | 65 | 1 | 1.5 | -- | -- | -- | -- | 1 | 1.5 | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 65 | 5 | 7.7 | -- | -- | -- | -- | 5 | 7.7 | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 65 | 9 | 13.8 | -- | -- | -- | -- | 9 | 13.8 | -- | -- | -- | -- |
| Native Hawaiian or Ūæ&i, & • æ} ä^! | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 65 | 45 | 69.2 | 2 | 16 | 38 | 44 | 45 | 69.2 | 2 | 16 | 42 | 40 |
| Two or More Races | 65 | 5 | 7.7 | -- | -- | -- | -- | 5 | 7.7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 65 | 13 | 20 | 38 | 23 | 8 | 31 | 13 | 20 | 31 | 23 | 31 | 15 |
| English Learners | 65 | 5 | 7.7 | -- | -- | -- | -- | 5 | 7.7 | -- | -- | -- | -- |
| Students with Disabilities | 65 | 11 | 16.9 | 18 | 27 | 36 | 18 | 11 | 16.9 | 18 | 27 | 27 | 27 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

California Assessment of Student Performance and Progress - Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | English-Language Arts | | | | Number Tested | Percent Tested | Mathematics | | | |
|---|------------------|---------------|----------------|---------------------------|-----|-------|------|---------------|----------------|---------------------------|-----|-------|------|
| | | | | Percent Achievement Level | | | | | | Percent Achievement Level | | | |
| | | | | One | Two | Three | Four | | | One | Two | Three | Four |
| All Students | 63 | 60 | 95.2 | 7 | 25 | 42 | 27 | 60 | 95.2 | 12 | 28 | 38 | 22 |
| Male | 63 | 27 | 42.9 | 7 | 22 | 41 | 30 | 27 | 42.9 | 7 | 15 | 48 | 30 |
| Female | 63 | 33 | 52.4 | 6 | 27 | 42 | 24 | 33 | 52.4 | 15 | 39 | 30 | 15 |
| Black or African American | 63 | 2 | 3.2 | -- | -- | -- | -- | 2 | 3.2 | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 63 | 4 | 6.3 | -- | -- | -- | -- | 4 | 6.3 | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 11 | 17.5 | 27 | 27 | 27 | 18 | 11 | 17.5 | 36 | 27 | 36 | 0 |
| Native Hawaiian or Ūæ&i, & • æ} ä^! | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 63 | 36 | 57.1 | 3 | 22 | 47 | 28 | 36 | 57.1 | 6 | 28 | 42 | 25 |
| Two or More Races | 63 | 7 | 11.1 | -- | -- | -- | -- | 7 | 11.1 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 63 | 10 | 15.9 | -- | -- | -- | -- | 10 | 15.9 | -- | -- | -- | -- |
| English Learners | 63 | 5 | 7.9 | -- | -- | -- | -- | 5 | 7.9 | -- | -- | -- | -- |
| Students with Disabilities | 63 | 8 | 12.7 | -- | -- | -- | -- | 8 | 12.7 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

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 Science, for the most recent three-year period.

| California Standards Test Percentage of Students Meeting or Exceeding State Standards | | | | | | | | | |
|---|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Science (Grades 5, 8, and 10) | 76 | 87 | 74 | 83 | 87 | 81 | 59 | 60 | 56 |

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

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.

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 Percentage of Students Meeting or Exceeding State Standards | |
|---|---------|
| Subgroups | |
| Subject | Science |
| District | 81 |
| School | 74 |
| African American/Black | * |
| American Indian or Alaska Native | * |
| Asian | * |
| Filipino | * |
| Hispanic or Latino | 45 |
| Native Hawaiian, Other Pacific Islander | * |
| White | 82 |
| Males | 80 |
| Females | 69 |
| Socioeconomically Disadvantaged | * |
| English Learners | * |
| Students with Disabilities | * |
| Migrant Education | * |
| Two or More Races | * |
| Foster Youth | * |

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

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 2014-15)

In the spring of each year, Dixie Elementary School District is required by the state to administer a physical fitness test to all students in grade five and seven. 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 | | | |
|--|-----------------------|-----------------------|----------------------|
| 2014-15 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 11.9% | 37.3% | 25.4% |

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

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 2015-16)

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.

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 postings on the school website.

The table illustrates in suspension and expulsion rates for the past three years.

| | Suspensions & Expulsions | | | | | |
|----------|--------------------------|-------|-------|------------|-------|-------|
| | Suspensions | | | Expulsions | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| School | 3.5% | 4.3% | 2.2% | 0.0% | 0.0% | 0.0% |
| District | 3.6% | 2.4% | 2.6% | 0.0% | 0.0% | 0.0% |
| State | 5.1% | 4.4% | 3.8% | 0.1% | 0.1% | 0.1% |

Safe School Plan (School Year 2015-16)

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.

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 2015-16)

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 (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 (2015-16) | - | - |
| # of Title I Schools Currently In PI | - | 1 |
| % of Title I Schools Currently In PI | - | 33.3% |

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the table.

| Adequate Yearly Progress (AYP) | | | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | | State | |
| | Yes | | Yes | | Yes | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes | Yes | Yes |
| Met Attendance Rate | N/A | N/A | N/A | N/A | N/A | N/A |
| Met Graduation Rate | Yes | | Yes | | Yes | |
| | N/A | | N/A | | Yes | |

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. 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.

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 | | | | | |
| | 13 | 14 | 15 | 13 | 14 | 15 | 13 | 14 | 15 | 13 | 14 | 15 |
| By Grade Level | | | | | | | | | | | | |
| K | 20 | 23 | 18 | 2 | - | 3 | 2 | 4 | 2 | - | - | - |
| 1 | 21 | 19 | 20 | 1 | 4 | 4 | 2 | - | - | - | - | - |
| 2 | 21 | 21 | 15 | - | - | - | 3 | 3 | - | - | - | - |
| 3 | 21 | 21 | 22 | 1 | - | - | 2 | 2 | 3 | - | - | - |
| 4 | 28 | 26 | 26 | - | - | - | 3 | 2 | 2 | - | - | - |
| 5 | 25 | 25 | 24 | - | - | - | 3 | 4 | 3 | - | - | - |
| Other | 8 | 11 | - | 1 | 1 | - | - | - | - | - | - | - |

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/>.

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.

Counseling and Support Staff (School Year 2014-15)

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 1:436. 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.

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

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, the county, and the state. 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).

School Site Teacher Salaries (Fiscal Year 2013-14)

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 | \$79,160 |
| District | \$75,692 |
| Percentage of Variation | 4.6% |
| School & State | |
| All Elementary School Districts | \$69,086 |
| Percentage of Variation | 14.6% |

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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 | | |
| 2013-14 | | |
| | District | State |
| Beginning Teachers | \$49,929 | \$42,723 |
| Mid-Range Teachers | \$70,256 | \$65,936 |
| Highest Teachers | \$97,027 | \$84,545 |
| Elementary School Principals | \$118,533 | \$106,864 |
| Middle School Principals | \$121,757 | \$110,494 |
| High School Principals | - | \$103,499 |
| Superintendent | \$215,124 | \$159,133 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 39.0% | 40.0% |
| Administrative Salaries | 7.0% | 6.0% |

District Expenditures (Fiscal Year 2013-14)

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 | \$6,339 |
| From Supplemental/Restricted Sources | \$1,225 |
| From Basic/Unrestricted Sources | \$5,114 |
| District | |
| From Basic/Unrestricted Sources | \$5,089 |
| Percentage of Variation between School & District | 0.5% |
| State | |
| From Basic/Unrestricted Sources | \$5,348 |
| Percentage of Variation between School & State | -4.4% |

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 2014-15)

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