

**2012-2013**

***School Accountability Report Card***

***Published in the 2013-2014 School Year***



***2255 Las Gallinas Avenue***

***San Rafael, CA 94903***

***(415) 492-3760***

***CDS Code: 21-53186-024202***

***Michelle Harmeler, Principal***

***[mharmeler@dixieschooldistrict.org](mailto:mharmeler@dixieschooldistrict.org)***

***Kristy Treewater, Assistant Principal***



## Mission Statement

Miller Creek Middle School is a community that encourages all its members, students, staff, and parents to be lifelong learners who embrace a healthy lifestyle, demonstrate compassion and empathy for others, and act with integrity and honesty. It is the goal of this community to provide the tools and resources necessary to foster creative, independent thinkers who will become proud stewards of our world.

## School Profile

Miller Creek Middle School is located just outside the city limits of San Rafael, California. It serves the communities of Lucas Valley, Marinwood, and Terra Linda. One of four schools in the Dixie School District, it was originally constructed in 1964. Nestled within the beautiful hills of Marin County, we have Miller Creek running behind the campus, oaks and bay trees surrounding the campus, and the historic Dixie School House at our entrance. We have over 38 classrooms, a gym, performing arts stage, band room, orchestra room, choir room, two computer centers, and a state-of-the-art library/media center. Our school receives active and generous support from our parent community, Miller Creek Home and School Club, and Can Do!

During the 2012-13 school year, 608 students were enrolled in grades six through eight. Student demographics are illustrated in the chart.

Enrollment by Student Group	
2012-13	
	Percentage
African American	2.3%
American Indian	0.5%
Asian	8.7%
Filipino	1.2%
Hispanic or Latino	13.0%
Pacific Islander	0.8%
White	71.9%
Two or More	1.6%
None Reported	-
English Learners	13.3%
Socioeconomically Disadvantaged	13.3%
Students with Disabilities	12.3%

## Discipline & Climate for Learning

Students at Miller Creek Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and the acceptance of others. Parents and students are informed of school rules and discipline policies through the Student/Parent Handbook (online) and part of the student planner provided for each student, monthly principal e-mails and daily school e-mails.

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		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	48	44	79	96	67	107
Suspension Rate	7.6%	7.2%	13.0%	5.4%	3.7%	5.7%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

## 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. Activities include:

- Geo-Panthers/Geography Bee
- Honor Society
- Mathletes
- Strategic Games
- Yearbook
- Cross Country
- Track and Field
- Fantasy Sports Club
- Drama Club
- French Club
- Youth Empowered Service Club (Y.E.S.)
- Where Everyone Belongs (W.E.B.)
- Volleyball Club
- Jazz Combo
- Speech and Debate
- Gay Straight Alliance
- Teams Green
- Basketball
- International Club
- Lunchtime Intramurals
- Mountain Biking

All students are eligible to earn Caught in the Act cards for various types of positive behavior. These cards are awarded for practicing random acts of kindness and responsibility. A drawing is held each month for student recognition and incentives.

In addition, each teacher selects a Student-of-the-Month. Teachers select students based on attitude, effort, and connection to our character education program.

Class competitions are conducted through homerooms. Homeroom banners are awarded each month to the class at each grade level earning the highest number of points. Points are earned in many ways, such as spirit day competitions, campus beautification (PUG), class trivia questions, intramurals, or students without any overdue library books.

## Class Size

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
11	12	13	11	12	13	11	12	13	11	12	13	
By Grade Level												
6	28	-	28	12	-	12	19	-	19	17	-	17
By Subject Area												
English	27	29	29	-	-	-	15	14	13	-	-	1
Mathematics	25	29	27	5	-	5	11	14	6	-	-	4
Science	28	30	30	-	-	-	15	14	11	-	-	3
Social Science	28	29	29	-	-	-	15	14	12	-	-	2

## School Attendance & Enrollment

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			
	2010-11	2011-12	2012-13
6th	213	193	194
7th	207	216	189
8th	210	203	225

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.

### Parent Involvement

Miller Creek Middle greatly benefits from its supportive parents who volunteer with our lunch program, as math tutors, and help supervise school events. Parents can also participate in special family events, such as music concerts, talent shows, and drama productions. Miller Creek Middle School has an active Home and School Club that strives to support innovative programs and special enrichment projects at the school.

### Curriculum Development

All curriculum development in the Dixie Elementary School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. In 2011, California adopted the Common Core State Standards. The Dixie District is moving toward complete implementation of the Common Core Standards and 21st century skills for all students.

### Counseling and Support Staff (School Year 2012-13)

It is the goal of Miller Creek Middle School to assist students in their social and personal development as well as academics. 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 1:304. The table lists the support service personnel available at Miller Creek Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	1.6
Librarian	1	1.0
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	3	3.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	0.2

### School Facilities & Safety

Miller Creek Middle School is comprised of 40 classrooms, a multipurpose room/gym, library, staff lounge, two computer labs, several fields, a track and playground. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of October 2013.

The chart shows the results of the most recent school facilities inspection (as of October 2013). 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.

Safety of students and staff is a primary concern of Miller Creek Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in the fall of 2013. 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.

#### 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 Conditions				
Date of Last Inspection: 09/03/2013				
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			

### Physical Fitness (School Year 2012-13)

In the spring of each year, Miller Creek Middle School is required by the state to administer a physical fitness test to all students in grade 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			
2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.5%	28.8%	51.3%

\*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.

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

The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	10	10	10
Similar Schools	4	6	7
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	17	9	-18
White			
Actual API Change	11	13	-19

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	593	910	1,451	904	4,655,989	790
Black or African American	11	895	41	761	296,463	708
Asian	53	947	132	947	406,527	906
Hispanic or Latino	74	799	182	797	2,438,951	744
White	430	924	1,013	924	1,200,127	853
Socioeconomically Disadvantaged	82	818	202	774	2,774,640	743
English Learners	69	777	193	804	1,482,316	721
Students with Disabilities	76	729	243	733	527,476	615

## Adequate Yearly Progress (School Year 2012-13)

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.
- API as an additional indicator.
- 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 and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Federal Intervention Program (School Year 2013-14)

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	-	25.0%

## Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC. The CMA is an alternate assessment based on modified achievement standards in English/Language Arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations. CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

## 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	85	88	83	83	85	81	54	56	55
Mathematics	75	78	74	80	82	79	49	50	50
Science	92	89	86	88	88	84	57	60	59
History/Social Science	82	82	78	82	82	77	48	49	49

\*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>

## Library & Computer Resources

The library is open daily from 7:40 a.m. to 3:10 p.m., except on Wednesdays when the library closes at 2:00 pm. Most books and paperbacks are loaned for a three week period. Reference books may be checked out overnight. Please use your ID as a library card when checking out books. The library is currently maintaining a web page that offers links to online resources for students, parents, and teachers.

All classrooms have between one and five computers and a teacher laptop that are connected to the wireless Internet. Miller Creek Middle School also has two computer lab with 30 computers in each. The computer labs are staffed by a part-time technology assistant. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

## 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/>.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	81	79	84	77
School	83	74	86	78
African American/ Black	82	73	*	*
American Indian	*	*	*	*
Asian	85	76	*	*
Filipino	*	*	*	*
Hispanic or Latino	55	46	74	44
Pacific Islander	*	*	*	*
White	87	78	88	85
Males	80	74	87	79
Females	86	73	85	77
Socioeconomically Disadvantaged	62	53	70	56
English Learners	19	31	*	*
Students with Disabilities	52	37	61	43
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

## Instructional Materials (School Year 2013-14)

Dixie Elementary School District held a Public Hearing on October 4, 2013 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	
6th	English Language Development	Santillana	2007	Yes	0.0%	
6th-8th	English/ Language Arts	Holt Rinehart	2002	Yes	0.0%	
7th-8th	Foreign Language	DC Heath	2009	Yes	0.0%	
7th-8th	Foreign Language	Scott Foresman	2009	Yes	0.0%	
6th-8th	Health	Merrill	2002	Yes	0.0%	
8th	History/Social Science	McDougal Littell	2006	Yes	0.0%	
6th-7th	History/Social Science	Teacher's Curriculum Institute	2006	Yes	0.0%	
6th-8th	Mathematics	Glencoe/ McGraw Hill	2008	Yes	0.0%	
8th	Mathematics	McDougal Littell	2002	Yes	0.0%	
6th-8th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%	

## 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 members are offered professional growth opportunities in curriculum, teaching strategies, methodologies, digital learning through the Common Core State Standards.

## Highly Qualified Teachers (School Year 2012-13)

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" no later than the end of the 2006-07 school year. 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 25 percent or less.

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%

## Teacher Assignment

Dixie Elementary School District recruits and employs the most qualified credentialed teachers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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 year.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credential Status				
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	37	35	31	93
Without Full Credentials	0	0	0	0
Working Outside Subject	7	0	0	0

Misassignments/Vacancies			
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Teacher & Administrative Salaries (Fiscal Year 2011-12)

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](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2011-12		
	District	State
Beginning Teachers	\$48,475	\$41,327
Mid-Range Teachers	\$68,210	\$63,903
Highest Teachers	\$94,201	\$81,573
Elementary School Principals	\$109,859	\$103,887
Middle School Principals	\$121,295	\$107,439
High School Principals	-	\$102,399
Superintendent	\$201,537	\$155,551
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.0%	41.0%
Administrative Salaries	7.0%	6.0%

## School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$77,311
District	\$73,844
Percentage of Variation	4.7%
School & State	
All Elementary School Districts	\$66,594
Percentage of Variation	16.1%

## District Expenditures (Fiscal Year 2011-12)

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	\$6,600
From Supplemental/Restricted Sources	\$947
From Basic/Unrestricted Sources	\$5,653
District	
From Basic/Unrestricted Sources	\$5,173
Percentage of Variation between School & District	9.3%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	2.1%

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 website at: <http://www.ed-data.org>.

## ***District Revenue Sources (Fiscal Year 2012-13)***

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

## ***Contact Information***

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Miller Creek Middle School at (415) 492-3760.

## ***Data Sources***

Data within the SARC was provided by Dixie Elementary School District, retrieved from the 2012-13 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.

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

***[www.dixieschooldistrict.org](http://www.dixieschooldistrict.org)***

***Superintendent***  
***Dr. Thomas J. Lohwasser***  
***[dixiesuperintendent@dixieschooldistrict.org](mailto:dixiesuperintendent@dixieschooldistrict.org)***

### ***Governing Board***

***Brad Honsberger,***  
***President***

***Bruce Abbott,***  
***Vice President***

***Andy Hyman,***  
***Trustee***

***Mark Schott,***  
***Trustee***

***Jennifer Vuillermet,***  
***Trustee***

