

**2013-2014**

# ***School Accountability Report Card***

***Published in the 2014-2015 School Year***



***2255 Las Gallinas Avenue***

***San Rafael, CA 94903***

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

***CDS Code: 21-65318-6024202***

***Kristy Treewater, Principal***

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



## 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

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.

## District & School Profile (School Year 2014-15)

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!

## 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	3.0%
American Indian	0.3%
Asian	9.9%
Filipino	0.8%
Hispanic or Latino	12.7%
Pacific Islander	0.6%
White	70.7%
Two or More	1.9%
None Reported	-
English Learners	6.1%
Socioeconomically Disadvantaged	15.6%
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
6th	193	194	235
7th	216	189	199
8th	203	225	194

Student attendance is carefully monitored to identify students exhibiting chronic tardiness and/or excessive absences. As an incentive, Miller Creek Middle School holds "no tardy parties" to reward students with positive attendance. Phone calls, letters to parents, parent conferences, and referrals to the District's Attendance Review Board (SARB) are also 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.

## 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	31	36	38	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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## 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. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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%

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.

## 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 2014) 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%

## School Facilities & Safety (School Year 2014-15)

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 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			

### 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.

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									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	89	86	89	88	84	88	60	59	60

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	88
School	89
American Indian or Alaska Native	*
Asian	100
Black or African American	*
Filipino	*
Hispanic or Latino	71
Native Hawaiian or Pacific Islander	*
White	90
Males	89
Females	89
Socioeconomically Disadvantaged	88
English Learners	*
Students with Disabilities	53
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	85	88	83	83	85	81	54	56	55
Mathematics	75	78	74	80	82	79	49	50	50
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.*

## 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	10	10	10
Similar Schools	6	7	6
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	17	9	-17
White			
Actual API Change	11	13	-19

## 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, 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 2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.6%	28.1%	54.8%

\*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)

Miller Creek Middle greatly benefits from its supportive parents who volunteer with our lunch program, 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.

## 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.

## 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 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		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	44	79	31	67	107	84
Suspension Rate	7.2%	13.0%	4.9%	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%



## Safe School Plan (School Year 2014-15)

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 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.

## 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%

## 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:											
	12			13			14			15		
	12	13	14	12	13	14	12	13	14	12	13	14
By Grade Level												
6	-	28	28	-	12	8	-	19	43	-	17	8
By Subject Area												
English	29	29	27	-	-	-	14	13	14	-	1	-
Mathematics	29	27	25	-	5	-	14	6	15	-	4	-
Science	30	30	28	-	-	-	14	11	14	-	3	-
Social Science	29	29	27	-	-	-	14	12	14	-	2	-

## Counseling and Support Staff (School Year 2013-14)

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. 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.

### 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	2	2.0
Program (RSP) Teacher	3	3.0
RSP Aide	1	1.0
Special Day Class (SDC) Teacher	1	0.2
Speech and Language Specialist	1	0.2

## 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
- Where Everyone Belongs (W.E.B.)
- Youth Empowered Service Club (Y.E.S.)
- Jazz Ensemble
- Volleyball
- Jazz Combo
- Speech and Debate
- Gay Straight Alliance
- Teams Green
- Basketball
- International Club
- Lunchtime Intramurals
- Mountain Biking
- French Club

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.

## 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. Students use their 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. In addition, one classroom has 30 laptop computers and provides 1:1 technology for our technology elective program. All 6th graders receive technology instruction to familiarize them with Google Apps and Internet safety.

## 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.

## 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	\$6,574
From Supplemental/Restricted Sources	\$947
From Basic/Unrestricted Sources	\$5,627
District	
From Basic/Unrestricted Sources	\$5,009
Percentage of Variation between School & District	12.3%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	20.0%

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

## 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](http://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%

## 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	\$78,142
District	\$74,396
Percentage of Variation	5%
School & State	
All Elementary School Districts	\$67,289
Percentage of Variation	16.1%

### 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.



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

### Governing Board

**Bruce Abbott,**  
**President**  
**Andy Hyman,**  
**Vice President**  
**Jennifer Taekman,**  
**Clerk**  
**Brad Honsberger,**  
**Trustee**  
**Mark Schott,**  
**Trustee**

