



**2255 Las Gallinas Avenue
San Rafael, CA 94903
(415) 492-3760**



**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**

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Vice President**

**Jennifer Taekman,
Clerk**

**Bruce Abbott,
Trustee**

**Mark Schott,
Trustee**

Miller Creek Middle School

CDS Code: 21-65318-6024202

**Kristy Treewater, Principal
ktreewater@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

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 (School Year 2015-16)

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!

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
6th	194	235	247
7th	189	199	231
8th	225	194	201

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	1.8%
American Indian or Alaska Native	0.6%
Asian	9.7%
Filipino	1.0%
Hispanic or Latino	15.9%
Native Hawaiian or Pacific Islander	0.4%
White	68.8%
Two or More Races	1.8%
English Learners	7.5%
Socioeconomically Disadvantaged	13.7%
Students with Disabilities	14.7%
Foster Youth	0.4%

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 Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified 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	36	38	36	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	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	College Preparatory Math	2013	Yes	0.0%
6th-8th	Science	Pearson/Prentice Hall	2008	Yes	0.0%

School Facilities (School Year 2015-16)

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 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.

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: 07/30/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			D6- Dirty vents.
Interior		X		M4- Ceiling tile has a burn mark. E10- Ceiling tile is torn. E7- Rubber molding missing. E6, E7, E3- Wall paper torn. E6-Hole in wall where water pipe was. E2- Rubber molding is peeling loose. D5, C8, B1- Ceiling tiles have water stains. A2- Ceiling tile trim is loose. Library- Ceiling tiles are broken.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Play Courts- Birds nest in shade structure for lunch area.
Electrical			X	Copy Room, M2, E5, E4, D7, D3, D2, D1, C7, C4, C3, C2, C1, B5, B4, B1, A6, A3, Library- Light Ballasts are out. E6, C4- Outlet cover is broken. E5- Exposed wires at entry. E4- Phone and Ethernet box is loose. E3, C4- Prong broken off in outlet. C2- Electrical wall panel end cap is broken/ doesn't fit correctly. B5- Floor outlet cover is broken.
Restrooms/Fountains	X			Boys and Girls Restroom- Faucet handle is rusted. E6- Faucet has no flow. Girls Restroom- Middle faucet has no flow.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			E8- Facia board is coming loose.
External (Grounds, Windows, Doors, Gates, Fences)		X		A3B- Trip hazard on walkway from office.

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.

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).

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			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	72	72	44
Mathematics (Grades 3-8 and 11)	61	65	33

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts				Mathematics								
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	248	244	98.4	7	18	45	31	244	98.4	16	24	28	32
Male	248	129	52	11	17	43	29	129	52	22	19	22	37
Female	248	115	46.4	2	18	48	32	115	46.4	10	30	35	25
Black or African American	248	3	1.2	--	--	--	--	3	1.2	--	--	--	--
American Indian or Alaska Native	248	2	0.8	--	--	--	--	2	0.8	--	--	--	--
Asian	248	28	11.3	0	14	32	54	28	11.3	4	7	43	46
Filipino	248	2	0.8	--	--	--	--	2	0.8	--	--	--	--
Hispanic or Latino	248	41	16.5	15	27	44	15	41	16.5	41	29	20	10
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	248	162	65.3	5	14	49	31	162	65.3	11	25	30	35
Two or More Races	248	6	2.4	--	--	--	--	6	2.4	--	--	--	--
Socioeconomically Disadvantaged	248	35	14.1	20	31	37	11	35	14.1	49	29	9	14
English Learners	248	15	6	40	40	20	0	15	6	60	27	13	0
Students with Disabilities	248	40	16.1	25	43	20	13	40	16.1	50	30	15	5
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 7

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	231	225	97.4	9	18	44	29	225	97.4	12	17	36	36
Male	231	108	46.8	13	21	37	29	108	46.8	11	16	35	38
Female	231	117	50.6	5	15	50	30	117	50.6	12	18	37	33
Black or African American	231	7	3	--	--	--	--	7	3	--	--	--	--
American Indian or Alaska Native	231	1	0.4	--	--	--	--	1	0.4	--	--	--	--
Asian	231	19	8.2	0	26	32	42	19	8.2	0	5	37	58
Filipino	231	3	1.3	--	--	--	--	3	1.3	--	--	--	--
Hispanic or Latino	231	33	14.3	24	21	45	9	33	14.3	42	15	36	6
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	231	158	68.4	7	15	44	34	158	68.4	6	18	36	40
Two or More Races	231	4	1.7	--	--	--	--	4	1.7	--	--	--	--
Socioeconomically Disadvantaged	231	28	12.1	21	21	39	18	28	12.1	43	11	29	18
English Learners	231	6	2.6	--	--	--	--	6	2.6	--	--	--	--
Students with Disabilities	231	28	12.1	43	29	25	4	28	12.1	54	21	14	11
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

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	200	197	98.5	15	19	39	27	197	98.5	22	28	24	25
Male	200	108	54	17	18	41	24	108	54	19	31	23	27
Female	200	89	44.5	12	20	37	30	89	44.5	27	25	26	22
Black or African American	200	3	1.5	--	--	--	--	3	1.5	--	--	--	--
American Indian or Alaska Native	200	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Asian	200	18	9	22	17	11	50	18	9	17	22	17	44
Filipino	200	2	1	--	--	--	--	2	1	--	--	--	--
Hispanic or Latino	200	31	15.5	35	19	42	3	31	15.5	48	29	19	3
Native Hawaiian or Pacific Islander	200	3	1.5	--	--	--	--	3	1.5	--	--	--	--
White	200	137	68.5	9	17	43	30	137	68.5	16	29	27	28
Two or More Races	200	2	1	--	--	--	--	2	1	--	--	--	--
Socioeconomically Disadvantaged	200	31	15.5	45	16	39	0	31	15.5	45	35	19	0
English Learners	200	7	3.5	--	--	--	--	7	3.5	--	--	--	--
Students with Disabilities	200	30	15	60	13	20	3	30	15	63	17	13	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)	85	88	83	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	83
African American/Black	*
American Indian or Alaska Native	*
Asian	88
Filipino	*
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	*
White	90
Males	86
Females	78
Socioeconomically Disadvantaged	53
English Learners	*
Students with Disabilities	47
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
7	15.7%	18.8%	59.6%

*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)

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 table illustrates the 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	7.4%	2.8%	4.8%	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 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 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)						
	School		District		State	
Made AYP Overall	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
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

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. There are approximately 200 Chromebooks used to support student learning. 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.

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												
6	32	29	28	4	5	5	19	43	48	17	8	8
By Subject Area												
English	29	29	25	-	-	3	13	13	14	1	1	-
Mathematics	27	27	24	5	5	4	6	6	14	4	4	-
Science	30	30	29	-	-	-	11	11	15	3	3	-
Social Science	29	29	28	-	-	1	12	12	14	2	2	-

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 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 1:340. 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 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

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

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.

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	\$74,646
District	\$75,692
Percentage of Variation	-1.4%
School & State	
All Elementary School Districts	\$69,086
Percentage of Variation	8%

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	\$6,724
From Supplemental/Restricted Sources	\$999
From Basic/Unrestricted Sources	\$5,725
District	
From Basic/Unrestricted Sources	\$5,089
Percentage of Variation between School & District	12.5%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	7.0%

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 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