

# Maine Prairie High (Continuation)

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Yvette Ramos, Principal

Principal, Maine Prairie High (Continuation)

### About Our School

Maine Prairie High School (MPHS), founded in 1977, is the only alternative high school in the Dixon Unified School District. MPHS is staffed to serve 100 students in grades 10-12. The student to teacher ratio is 20:1. The majority of students enroll in MPHS to remediate credit deficiency that restricts timely graduation from the traditional high school. Depending on academic status students may return to the traditional high school, graduate from MPHS or continue a ninth semester through a contractual placement. Although most students enroll with a goal of returning to the traditional program, many who earn that option make MPHS their school of choice.

### Contact

Maine Prairie High (Continuation)  
305 East C St.  
Dixon, CA 95620-3019

Phone: 707-693-6340  
E-mail: [yramos@dixonusd.org](mailto:yramos@dixonusd.org)

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year		School Contact Information - Most Recent Year	
<b>District Name</b>	Dixon Unified	<b>School Name</b>	Maine Prairie High (Continuation)
<b>Phone Number</b>	(707) 693-6300	<b>Street</b>	305 East C St.
<b>Superintendent</b>	Brian Dolan	<b>City, State, Zip</b>	Dixon, Ca, 95620-3019
<b>E-mail Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>	<b>Phone Number</b>	707-693-6340
<b>Web Site</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>	<b>Principal</b>	Yvette Ramos, Principal
		<b>E-mail Address</b>	<a href="mailto:yramos@dixonusd.org">yramos@dixonusd.org</a>
		<b>County-District-School (CDS) Code</b>	48705324830055

*Last updated: 1/11/2016*

### School Description and Mission Statement - Most Recent Year

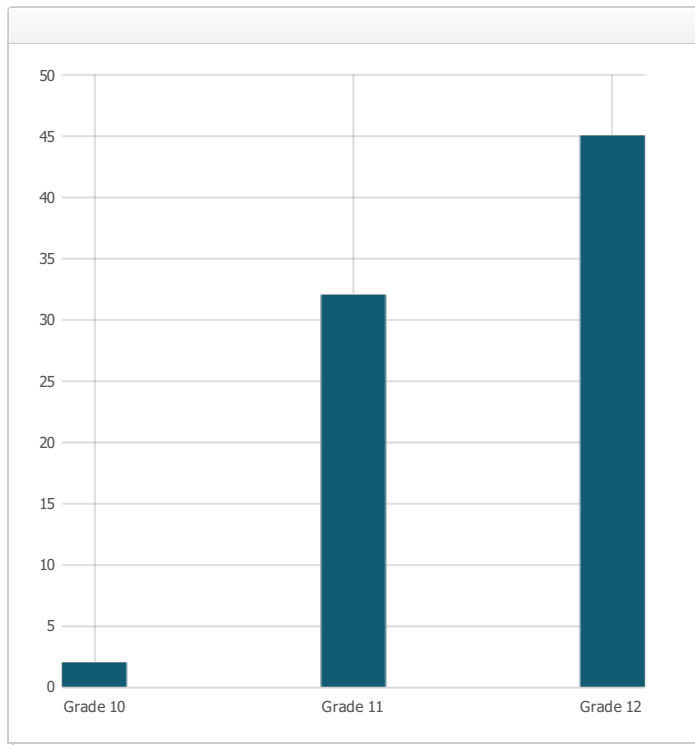
#### Mission Statement

The mission of MPHS is to create an environment where students are engaged in robust and relevant content, connected with positive and meaningful relationships, and supported with services needed to become self-aware and achieve their college, career, and life goals. Published in 2013-2014

*Last updated: 1/11/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

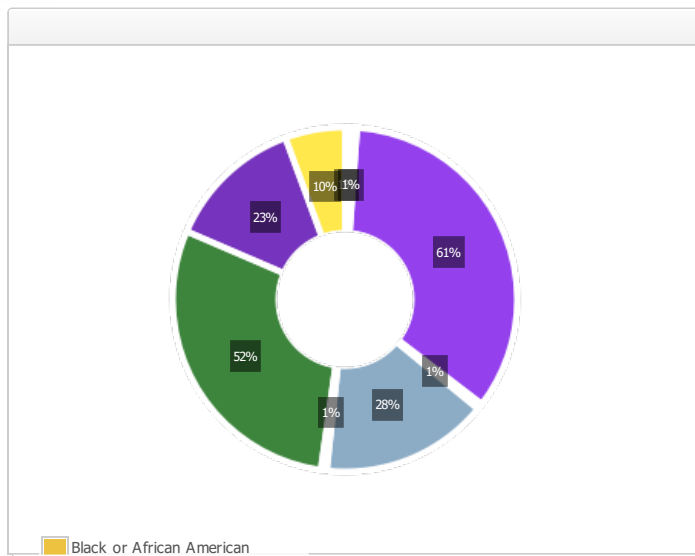
Grade Level	Number of Students
Grade 10	2
Grade 11	32
Grade 12	45
<b>Total Enrollment</b>	<b>79</b>



Last updated: 1/11/2016

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.0 %
Asian	1.3 %
Filipino	0.0 %
Hispanic or Latino	61.8 %
Native Hawaiian or Pacific Islander	1.3 %
White	28.9 %
Two or More Races	1.3 %
Socioeconomically Disadvantaged	52.6 %
English Learners	23.7 %
Students with Disabilities	10.5 %
Foster Youth	0.0 %



Last updated: 1/11/2016

## A. Conditions of Learning

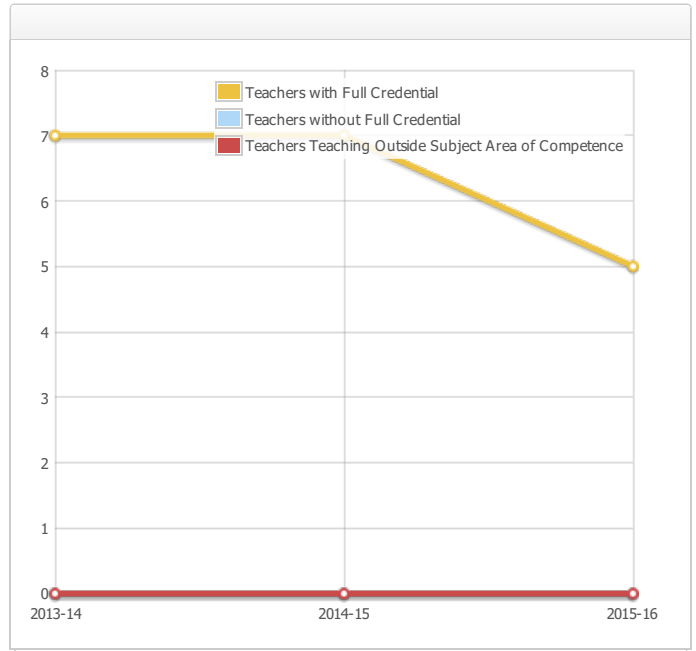
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials

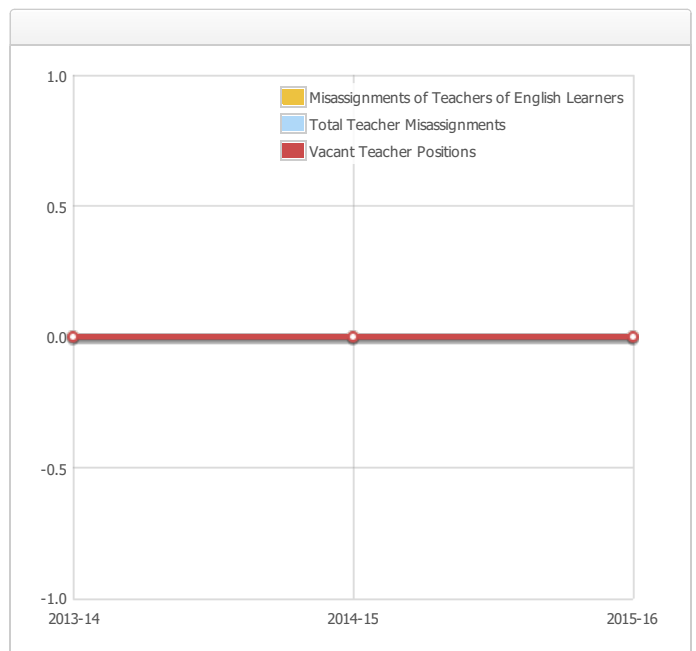
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	7	5	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/25/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/25/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	90.0%	11.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	79.0%	21.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: June 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature Timeless Voices, Timeless Themes Gold Level 36 used in English 9-10 Platinum Level 38 used in English 11 American Experience 32 used in English 12 Prentice Hall Writing and Grammar 39 used in English 11 and English 12 Novels: Breaking Through Parrot in the Oven The Pearl Night Farewell to Manzanar That was Then, This is Now Lyddie A Christmas Carol The Outsiders Rosa Parks: My Story	Yes	0.0 %
Mathematics	Carnegie, Integrated Math I and II	Yes	0.0 %
Science	Prentice Hall (adopted 2007) Prentice Hall Biology 33 used in all Life Science classes with online resources Prentice Hall Earth Science 25 used in all Earth Science classes with online resources	Yes	0.0 %
History-Social Science	Prentice Hall Magruder's 2006 American Government, California Edition Used in Civics/Government 23 qty, Prentice Hall Economics in Action, 2007 Used in Economics 21 qty.	Yes	0.0 %

Prentice Hall The Modern World, 2007 California Edition

Used in World History 21 qty.

Prentice Hall Modern America, 2007 California Edition

Used in U.S. History 25 qty.

West Educational Publishing Street Law, A Course in Practical Law, 7th Edition

Used in Criminal Justice (elective) 22 qty.

Foreign Language	N/A		0.0 %
Health	Holt Lifetime Health 24	Yes	0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	NA		0.0 %

Last updated: 1/11/2016

**School Facility Conditions and Planned Improvements - Most Recent Year**

MPHS is an all portable campus. The portables are old but in adequate condition for students. The campus is clean and safe. There are no scheduled facility improvements.

*Last updated: 1/11/2016*

**School Facility Good Repair Status - Most Recent Year**

Year and month in which data were collected: July 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate - Most Recent Year**

Year and month in which data were collected: July 2015

Overall Rating	Fair
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*Last updated: 1/11/2016*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	18.0%	32.0%	44.0%
Mathematics (grades 3-8 and 11)	0.0%	30.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/11/2016*



## ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	44	39	88.6%	69.0%	13.0%	18.0%	0.0%
Male	44	25	56.8%	76.0%	8.0%	16.0%	0.0%
Female	44	14	31.8%	57.0%	21.0%	21.0%	0.0%
Black or African American	44	2	4.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	44	1	2.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	44	23	52.3%	70.0%	13.0%	17.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	44	11	25.0%	64.0%	18.0%	18.0%	0.0%
Two or More Races	44	1	2.3%	--	--	--	--
Socioeconomically Disadvantaged	44	18	40.9%	61.0%	11.0%	28.0%	0.0%
English Learners	44	10	22.7%	--	--	--	--
Students with Disabilities	44	2	4.5%	--	--	--	--
Students Receiving Migrant Education Services	44	1	2.3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/7/2016

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	44	40	90.9%	85.0%	13.0%	0.0%	0.0%
Male	44	26	59.1%	88.0%	8.0%	0.0%	0.0%
Female	44	14	31.8%	79.0%	21.0%	0.0%	0.0%
Black or African American	44	2	4.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	44	1	2.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	44	24	54.5%	83.0%	13.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	44	11	25.0%	91.0%	9.0%	0.0%	0.0%
Two or More Races	44	1	2.3%	--	--	--	--
Socioeconomically Disadvantaged	44	19	43.2%	74.0%	21.0%	0.0%	0.0%
English Learners	44	10	22.7%	--	--	--	--
Students with Disabilities	44	2	4.5%	--	--	--	--
Students Receiving Migrant Education Services	44	1	2.3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 1/7/2016

**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	10.0%	48.0%	51.0%	42.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42.0%
All Students at the School	10.0%
Male	--
Female	8.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	12.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	79.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

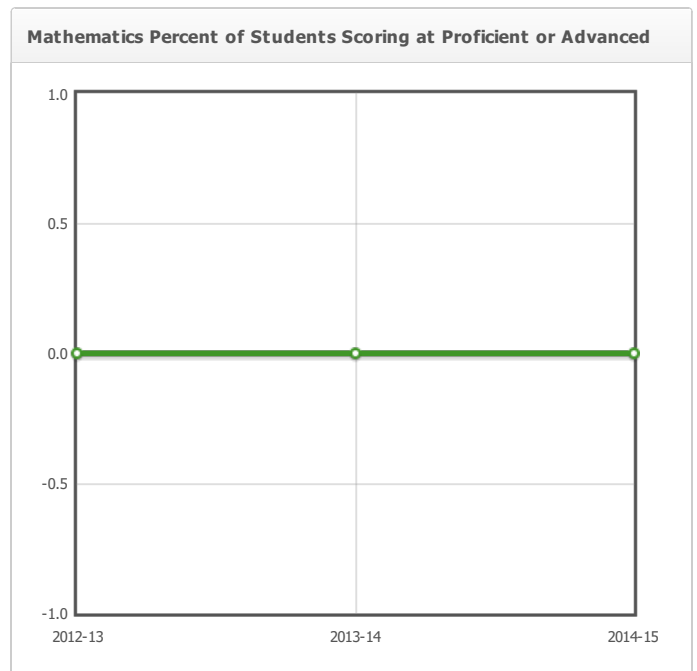
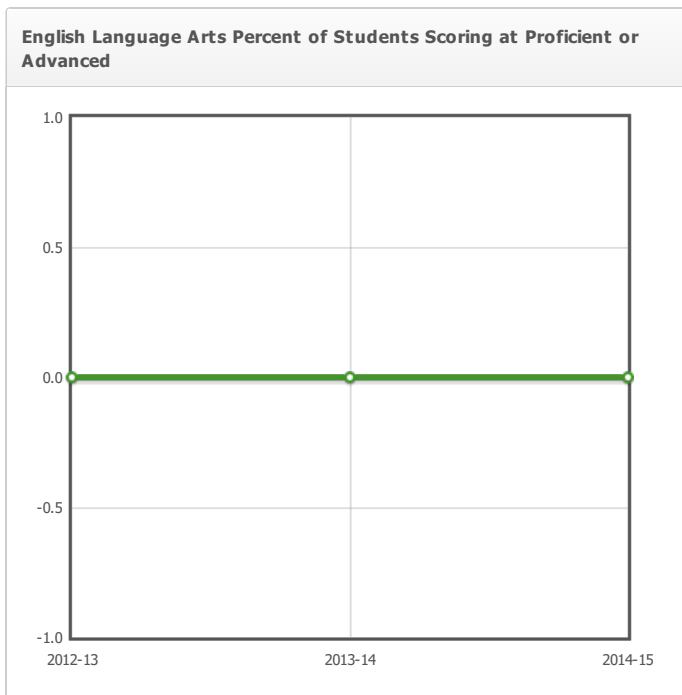
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	48.0%	54.0%	26.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	56.0%	58.0%	26.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/11/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	51.0%	23.0%	26.0%	46.0%	37.0%	17.0%
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/11/2016*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

Our ELAC committee and our school site council have merged into one. We meet monthly in an effort to increase parent participation in school events. Parents are invited and welcome to all activities on and off of campus. All new students and their parents are required to meet with the Principal prior to their first day of school. Parent orientation and open question and answer forums are held at back to school night. During Back-to-School Night, parents are encouraged to immediately stop by the Counseling Office to schedule a one-on-one meeting with the counselor, or to sign-up to be contacted at a later time. In addition, parents are provided with a back-to-school night survey where they can indicate the best way for them to be contacted, as well as how they would like to get involved at Maine Prairie. Parents also have Remind 101 available if they want receive text messages about school activities. Every Friday teachers provide names to the parent liaison of students who have done something well. The parent liaison makes a positive phone call home. . After meeting with students, the counselor contacts parents to update and review any academic concerns. Parents are encouraged to set up meetings, call, email, and/or stop in anytime to review their student's progress. Aside from the initial parent meetings at orientation, the counselor has managed to meet individually with approximately 70% of the student/parent population.

### State Priority: Pupil Engagement

Last updated: 1/11/2016

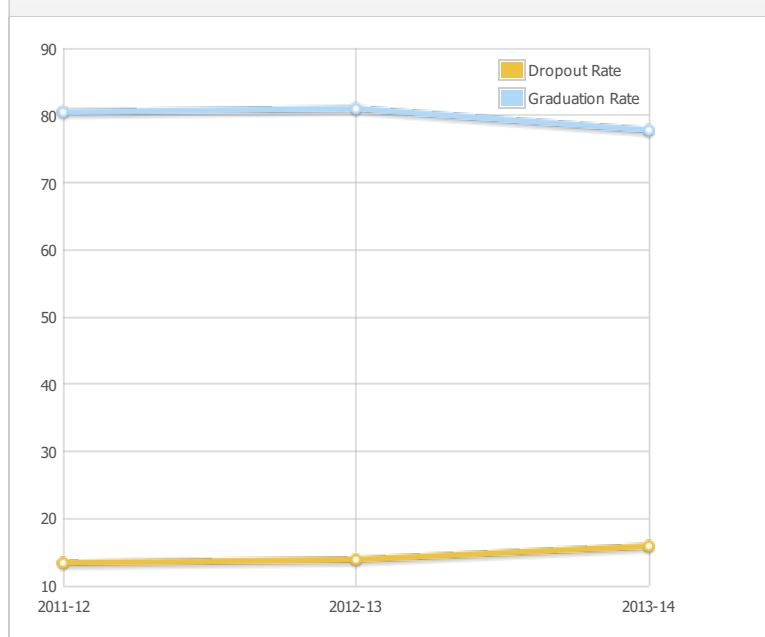
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	13.4%	13.9%	15.9%	13.4%	13.9%	15.9%	13.1%	11.4%	11.5%
Graduation Rate	80.50	81.00	77.80	80.50	81.00	77.80	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	33	79	84
Black or African American	100	80	76
American Indian or Alaska Native	57	100	78
Asian	0	100	92
Filipino	35	100	96
Hispanic or Latino	11	70	81
Native Hawaiian or Pacific Islander	17	67	83
White	79	89	89
Two or More Races	80	100	82
Socioeconomically Disadvantaged	100	74	81
English Learners	100	36	50
Students with Disabilities	100	46	61
Foster Youth	--	--	--



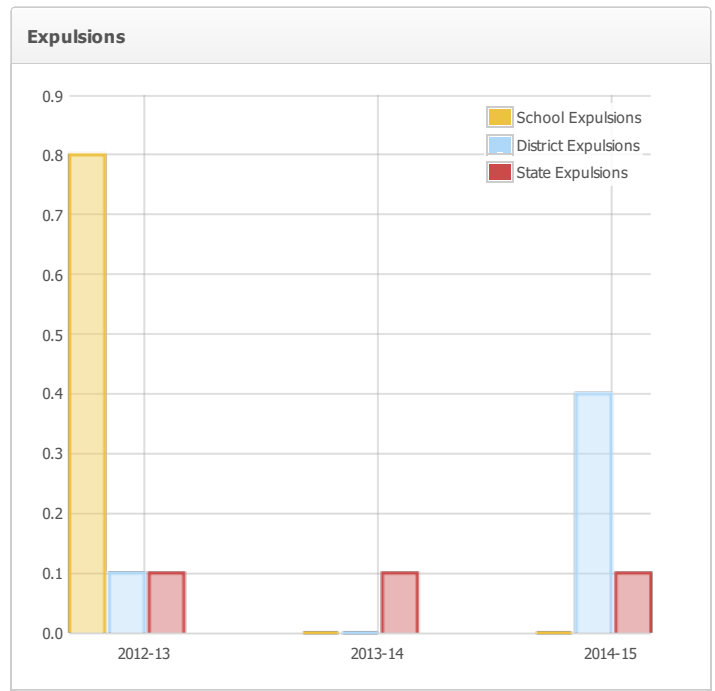
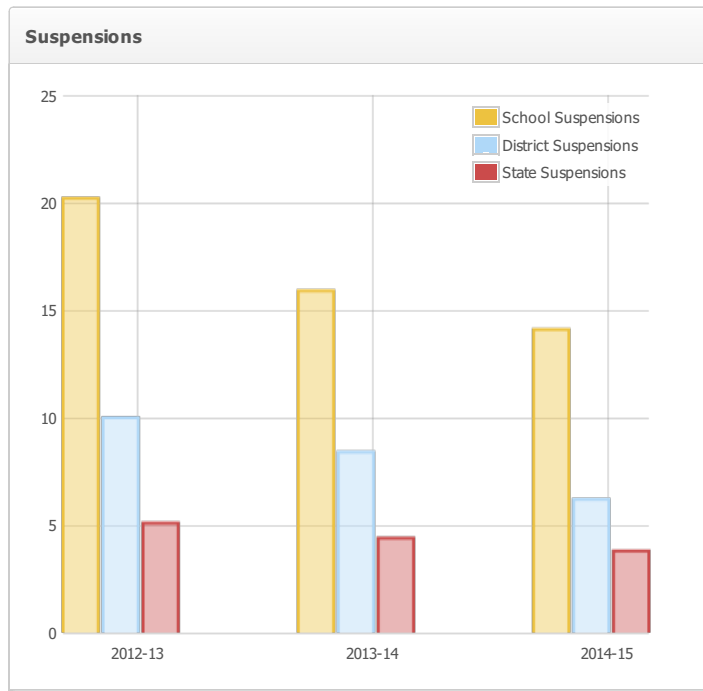
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	20.2	15.9	14.1	10.0	8.4	6.2	5.1	4.4	3.8
Expulsions	0.8	0.0	0.0	0.1	0.0	0.4	0.1	0.1	0.1



Last updated: 1/11/2016

## School Safety Plan - Most Recent Year

The safety of students and staff is a primary concern of Maine Prairie High School. The School Site Safety plan is evaluated and revised annually by the faculty and staff. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, and the Emergency Response Team. Maine Prairie High School maintains a disaster preparedness plan and a crisis intervention plan which lays out steps that are to be taken to ensure student and staff safety during a disaster or crisis. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster drills, and Lockdown/School Intruder Drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by teachers. All visitors to the school must sign in first at the school office and receive a visitor's badge.

Last updated: 1/11/2016

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

*Last updated: 1/11/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0%

Note: Cells with NA values do not require data.

*Last updated: 1/11/2016*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.0	5	1		20.0	3	2		16.0	5	1	
Mathematics	18.0	3	1		18.0	3			19.0	4		
Science	16.0	2	0		13.0	3			17.0	3		
Social Science	18.0	4	1		15.0	5			19.0	4		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/11/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	80.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

\*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.

Last updated: 1/25/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7984.0	\$593.0	\$7392.0	\$54016.0
District	N/A	N/A	\$0.0	\$62463.0
Percent Difference – School Site and District	N/A	N/A	38.3%	-12.1%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	57.6%	-14.3%

Note: Cells with N/A values do not require data.

Last updated: 1/25/2016

**Types of Services Funded (Fiscal Year 2014-15)**

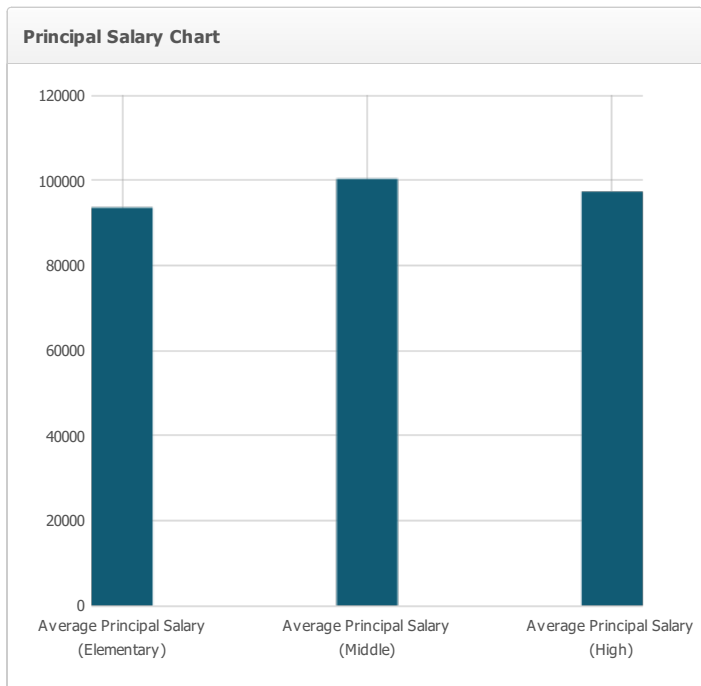
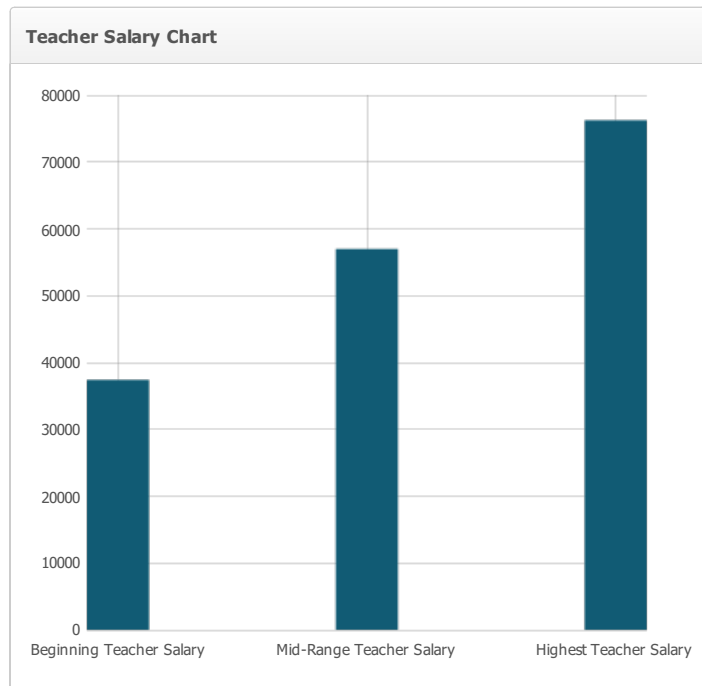
Via LCAP funding MPHS funds a parent liaison and bilingual para-educator.

*Last updated: 1/11/2016*

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,407	\$40,379
Mid-Range Teacher Salary	\$56,983	\$62,323
Highest Teacher Salary	\$76,236	\$81,127
Average Principal Salary (Elementary)	\$93,563	\$99,192
Average Principal Salary (Middle)	\$100,325	\$91,287
Average Principal Salary (High)	\$97,331	\$112,088
Superintendent Salary	\$169,125	\$159,821
Percent of Budget for Teacher Salaries	40.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/11/2016*

**Professional Development – Most Recent Three Years**

The professional development for our faculty and staff has been rich and ongoing. Several of our staff members have attended seminars designed to assist the transition to the Common Core State Standards. Some include the Principals as CCSS leaders-Region 4 Systems of District and School Support, the Common Core Leadership Series and The Core Six Essential Strategies for Achieving Excellence with the Common Core.

Our English teacher has attended a three-day training program called the Expository Reading and Writing Course (ERWC). It is provided through the CSU system to educators who need to help students develop the strategies and habits of mind to support success in college reading and writing and lifelong learning. The ERWC course is designed as a series of Common Core State Standards supported teaching modules for English teachers to use within their curriculum that is concentrated with high-level informational text and real-world applicable activities to prepare students to be college and career ready. Currently, our English teacher at MPHS uses several of the ERWC modules to break up the monotony of a literature heavy classroom. This effort will also include a shift to more informational texts and help students develop a command of the knowledge of reading and writing skills that can be transferred beyond MPHS.

Other seminars and trainings that our teachers have participated in are the UCD History Project, CTEL, Influencers, Mohammed, RtI, PBIS, OdysseyWare,

Character Lab, district and secondary site professional development and collaboration release days and Carnegie Implementation workshops. An additional two days of professional development were added to the 2015-16 school calendar.

*Last updated: 1/11/2016*