

Maine Prairie High (Continuation)

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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

Principal's Comment

Welcome to Maine Prairie High School (MPHS). Our school community is a warm, inviting environment for all of our scholars. I am proud to serve these scholars and proud of the hard work our scholars and staff put forth each and every day.

MPHS, founded in 1977, is the only alternative high school in the Dixon Unified School District. MPHS is staffed to serve 100 scholars in grades 10-12 and class size is 20:1. The majority of our scholars enroll due to credit deficiency which restricts a timely graduation from the comprehensive high school. Depending on academic status scholars may return to the traditional high school, graduate from MPHS or continue a ninth semester through a contractual placement. Although many scholars enroll with a goal of returning to the traditional program, many choose to make MPHS their school of choice. Maine Prairie High School is accredited by the Western Association of Schools and Colleges (WASC)

Contact

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

Phone: 707-693-6340
E-mail: yramos@dixonusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Dixon Unified
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
E-mail Address	bdolan@dixonusd.org
Web Site	http://www.dixonusd.org

School Contact Information (School Year 2018—19)	
School Name	Maine Prairie High (Continuation)
Street	305 East C St.
City, State, Zip	Dixon, Ca, 95620-3019
Phone Number	707-693-6340
Principal	Yvette Ramos, Principal
E-mail Address	yramos@dixonusd.org
Web Site	http://mphs.dixonusd.org/
County-District-School (CDS) Code	48705324830055

Last updated: 1/25/2019

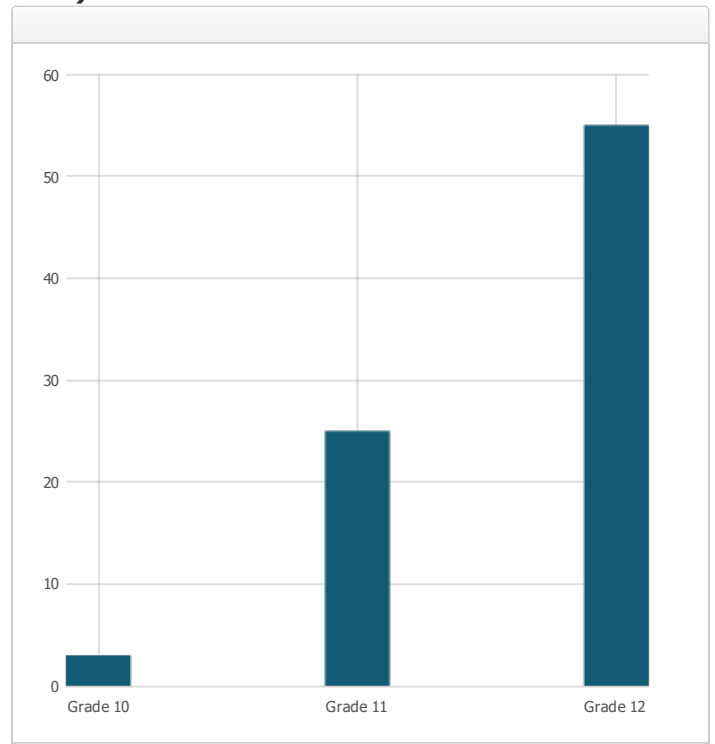
School Description and Mission Statement (School Year 2018—19)

MPHS serves up to 100 scholars in an alternative setting for the Dixon Unified School District. Founded in 1977, MPHS was originally located on the grounds of the Dixon May Fair. MPHS moved to its current all portable location in 1992. The majority of MPHS scholars enroll in the program to remediate credit deficiency that restricts timely graduation from the district's comprehensive high school. Depending on academic status, students may return to the traditional high school, graduate from MPHS (either early or on time), and if making appropriate progress, continue as a fifth year senior. Although many scholars enroll with a goal of returning to the comprehensive high school program, most who earn that option make MPHS their school of choice. The school's instructional programs are directly aligned to common core standards. Student learner outcomes are intended to challenge students to develop and demonstrate their ability to think and act independently. MPHS scholars students to become contributing members of society who are effective communicators, exhibiting both academic preparedness and civic responsibility. 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.

Last updated: 1/25/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 10	3
Grade 11	25
Grade 12	55
Total Enrollment	83



Last updated: 1/25/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.5 %
American Indian or Alaska Native	1.2 %
Asian	1.2 %
Filipino	%
Hispanic or Latino	67.9 %
Native Hawaiian or Pacific Islander	%
White	22.2 %
Two or More Races	1.2 %
Other	3.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.4 %
English Learners	22.2 %
Students with Disabilities	13.6 %
Foster Youth	%

A. Conditions of Learning

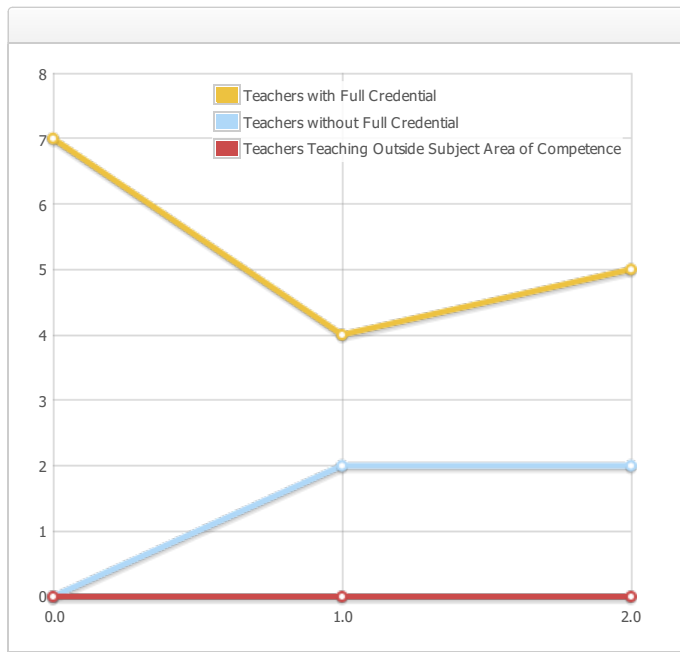
State Priority: Basic

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

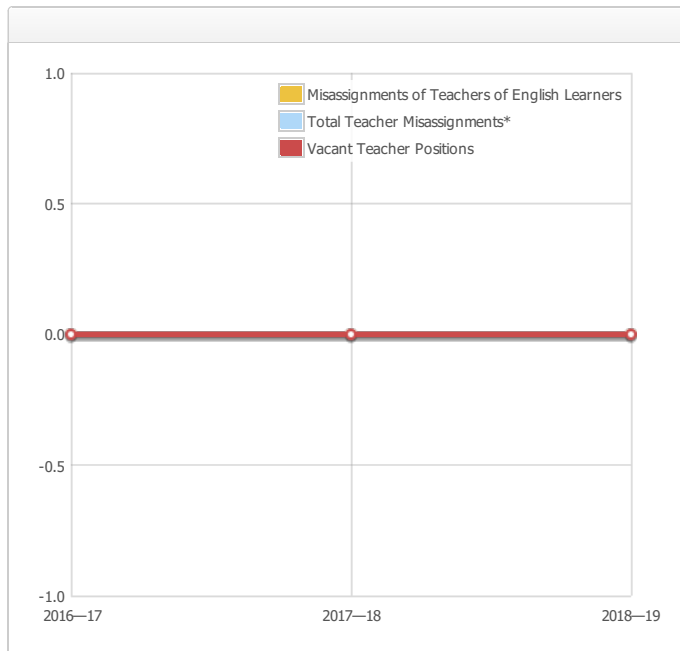
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	7	4	5	150
Without Full Credential	0	2	2	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature (Anthology) grades 9-12 Prentice Hall Writing and Grammar grades 9-12 Non Fiction and Fiction varieties	Yes	0.0 %
Mathematics	Carnegie Integrated Math I, II, and III Odysseyware Mathematics	Yes	0.0 %
Science	Prentice Hall Biology and Earth Science	Yes	0.0 %
History-Social Science	Prentice Hall-Magruder's American Government, California Edition Prentice Hall-Economics in Action	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	Holt Lifetime Health		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

Maine Prairie High school meets or exceeds all state requirements on a school facility. The Dixon Unified School District along with North Bay Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. 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: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
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	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
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Last updated: 1/31/2019

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	35.0%	0.0%	40.0%	42.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	6.0%	0.0%	31.0%	34.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/31/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	39	88.64%	
Male	33	29	87.88%	
Female	11	--	90.91%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	28	24	85.71%	
Native Hawaiian or Pacific Islander				
White	14	14	100.00%	
Two or More Races				
Socioeconomically Disadvantaged	35	32	91.43%	
English Learners	17	15	88.24%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/31/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	35	77.78%	
Male	34	28	82.35%	
Female	11	--	63.64%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	28	22	78.57%	
Native Hawaiian or Pacific Islander				
White	15	12	80.00%	
Two or More Races				
Socioeconomically Disadvantaged	36	29	80.56%	
English Learners	17	13	76.47%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/31/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Maine Prairie makes CTE accessible to students through Odysseyware an online web based program.

Last updated: 1/31/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	54.3%
2016—17 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 area of physical education

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents and guardians are always welcome on the Maine Prairie High School campus. All incoming students are required to meet with the Principal prior to their first day of attendance. Parent conferences, back to school night, open house, ELAC, and quarterly newsletters are just a few ways parents can engage with the school. Parents are invited to all school wide celebratory events. We are fortunate to have a parent liaison to assist parents with their students school journey. The parent liaison can be reached at 707-693-6340.

State Priority: Pupil Engagement

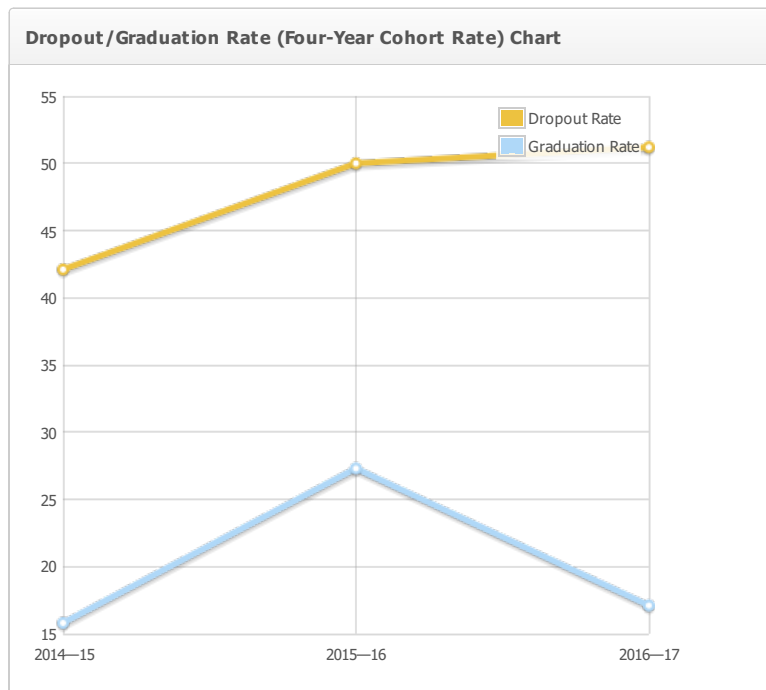
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	42.1%	50.0%	11.7%	14.4%	10.7%	9.7%
Graduation Rate	15.8%	27.3%	82.7%	81.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	51.2%	12.3%	9.1%
Graduation Rate	17.1%	83.3%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	22.5%	85.9%	88.7%
Black or African American	0.0%	57.1%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	25.7%	84.6%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	22.2%	89.7%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	22.6%	84.0%	88.6%
English Learners	27.3%	57.7%	56.7%
Students with Disabilities	25.0%	66.7%	67.1%
Foster Youth	0.0%	0.0%	74.1%

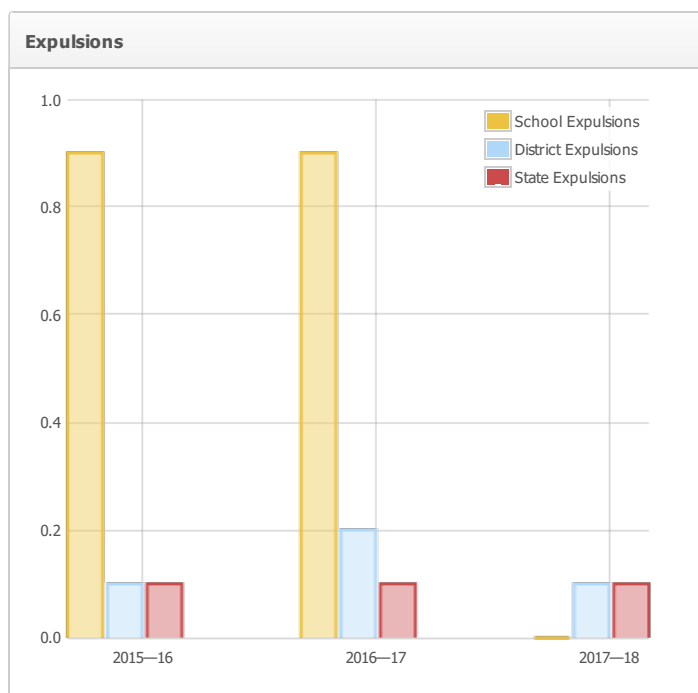
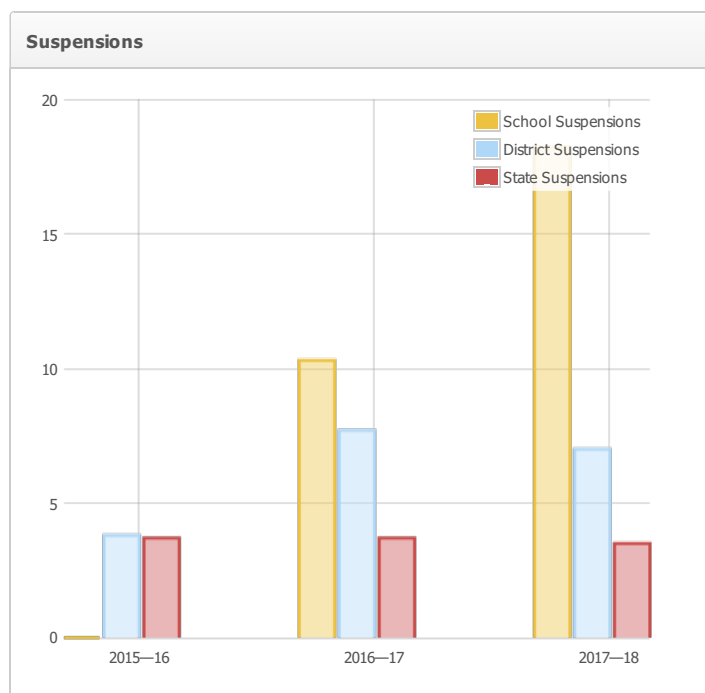
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	10.3%	18.2%	3.8%	7.7%	7.0%	3.7%	3.7%	3.5%
Expulsions	0.9%	0.9%	0.0%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

The safety of students and staff is a primary concern of MPHS. The School Safety plan was evaluated in September 2016 and revised in November 2016. Faculty and staff have been informed of the updates. Key elements of the safety plan include the school's physical environment, social environment, cultural environment, and the emergency response team. MPHS 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 pertinent to hazardous materials and state earthquake standards. Fire, disaster, lock down, intruder drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day. All visitors are required to sign in at the school office and receive a visitor badge.

Last updated: 2/1/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	3	1	
Mathematics	23.0	2	1	
Science	12.0	2		
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	3	1	
Mathematics	21.0	3		
Science	18.0	3		
Social Science	18.0	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	2	2	
Mathematics	17.0	3	1	
Science	15.0	3		
Social Science	17.0	4	1	

* 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: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
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	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.4	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: 2/1/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11521.0	\$448.0	\$11073.0	\$53062.0
District	N/A	N/A	\$8191.0	\$67304.0
Percent Difference – School Site and District	N/A	N/A	35.2%	-25.6%
State	N/A	N/A	\$7125.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	55.4%	-25.7%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

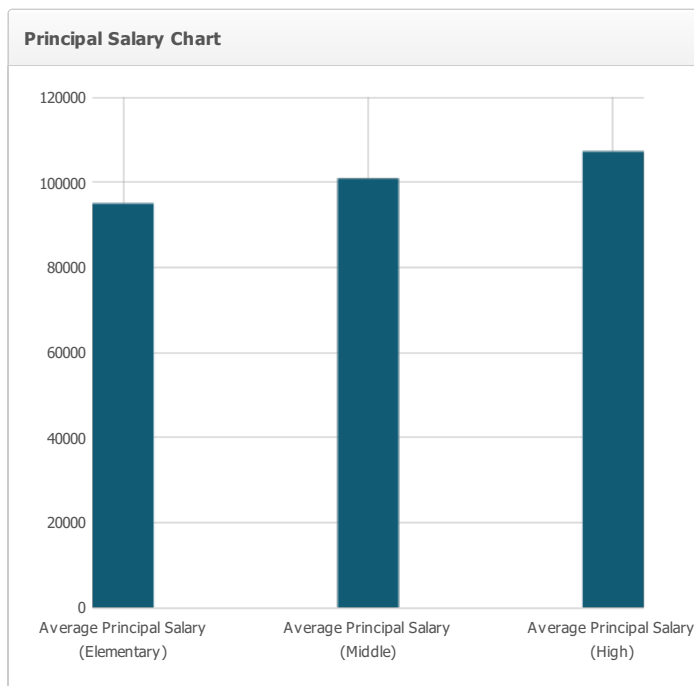
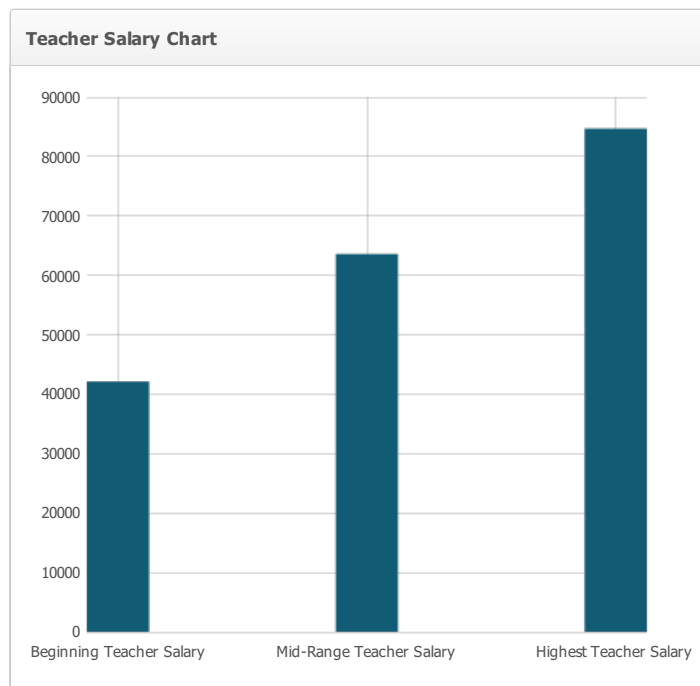
MPHS has a variety of services available to our scholars. Our counselor, mental health clinician and parent liaison work tirelessly to support and guide students and their families. The faculty and staff work with all students to secure appropriate resources to meet student need. The community of Dixon also provides support to our scholars.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,131	\$45,681
Mid-Range Teacher Salary	\$63,595	\$70,601
Highest Teacher Salary	\$84,708	\$89,337
Average Principal Salary (Elementary)	\$95,011	\$110,053
Average Principal Salary (Middle)	\$100,890	\$115,224
Average Principal Salary (High)	\$107,240	\$124,876
Superintendent Salary	\$183,432	\$182,466
Percent of Budget for Teacher Salaries	37.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/31/2019

Professional Development

The two primary areas of focus for staff development are student engagement and rigor and social/emotional well being. We realize both areas are important to overall school success. Professional development activities are provided by the district and our county office of education. Our teachers also meet every Wednesday for professional collaboration. Faculty participate in collegial, content specific collaboration with the comprehensive high school.

Last updated: 2/1/2019